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Woman Empowerment in India: Role of Education

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Abstract

Education is the world's which improve the knowledge and live standard of everyone. Knowledge is equal to everyone. Every person has a right to be educated in the context of India. Unfortunately a man rules over women because we have many dominated society but now a day's situation are change.

Introduction

Entrepreneurship is the method to improve the knowledge, Income and personality of any person, higher education supports to sharpen Entrepreneur woman, Entrepreneurship is added of value in the economic structure of business. In this article very simple approach is followed to show importance of women and education for woman with new technology, Structural obstacles are overcome by the education choice for woman, which increases the possibility in venture or business. Data analysis is done through table. Now a day's various obstacles are faced by women entrepreneurship environment and lack of follow-up. In urban area also besides programmes, lack of entrepreneurship. In urban area also besides a good Education the other facilities are not available and problem still exists.

Objective

- Importance of Higher Education is the mental growth of women.
- How it in improve the personality of a women.
- Problem face by women to get the Education

Literature review

1) Rupalisharma, Zia afeoz (2014), Women Empowerment through higher Education international Journal of interdisciplinary and multidisciplinary Studies (IJIMS), India

This research paper helps in understanding that there is a great need of empowering India women through higher education, providing higher education does not mean providing women literacy but also making them educated to know their rights and duties.

2) Dr. Suchil loomba (2010), Role of Microfinance in women Empowerment in India.

Microfinance plays a vital role in empowering women financially in India thereby maintaining long-term economic growth.

3) Tiyas Biswas (2002), Women Empowerment Through Micro Finance: A Boon for Development.

Micro Finance is an answer to the question where both empowerment and sustainability aims may be accommodated. Microfinance solves the problem of inadequate housing and urban services as the main part of poverty alleviation programmes.

Research Methodology:

This study is theoretical in this paper investigates the obstacles in the path of woman empowerment, as well as to find the role of Education for women in India. Data collection same is secondary as per the need of study.

Women Empowerment Concept:

Women empowerment refers the ability to manage risk and status of economy. When woman have the agency to do what they want a higher equality between men and women is established. Higher education gives intelligence to manage all the things. Government organization and individual have caught hold of the hire microfinance because they think that lending money to women for business will improve the society as well as the nation because women is the 50% of the population.

India and Higher Education:

India has literacy rate in year 2011 was 74.04% of women and in year 2015 it grow to 90.2% saw are thought of to be more useful to support family and have are educated female are pulled to help out on agriculture farms at home as they are increasingly replacing the males on such activities which require no formal education few are then 2% of girl are engaged in agriculture wake and attended their school.

Higher Education and women Empowerment:

PRATIBHA DEVSINGH PATIL born on 19th December 1934, is an Indian Politician who served as the 12th president of India from 2007-2012 and previously had served as governor of Rajasthan from 2003-2007. She was awarded a master degree in political science and economics. She also has interest in social issues faced by Indian women.

KALPANA CHAWLA born on 17th March 1962 was an Indian American Astronaut. She flew on space shuttle Columbia in 1997 as a mission specialist and primary robotic arm operator. She moved to the United States in 1982. Where she obtained the Master of Science degree in aerospace engineering in 1984.

SANIA NEHWAL born on 17th March 1990 is a professional badminton singles player from India. She has maintained her world ranking in top 10 since 2009. She has over 20 International titles. She has achieved several milestones in badminton for India. She completed her first few years of schooling at campus school CCS HAU Hisar. She did her 12th from St. Ann's College Hyderabad.

PRIYANKA CHOPRA born on 18th July 1982 an Indian actor, singer, film producer, philanthropist, winner of Miss World 2000. Besides receiving numerous awards. She initially aspired to study aeronautical engineering but later she joined the Indian film industry and has worked with UNICEF for the last 10 years and was appointed as the national and global UNICEF goodwill ambassador for child rights in 2010 and 2016 respectively. She had enrolled in college and she won Miss World pageant. But in spite of the pivotal role of education in strengthening women empowerment, there appear the following obstacles in imparting education to womenfolk.

OBSTACLES FOR THE EDUCATION OF FEMALE

1. Development of gender-Discrimination- Girls are fed less than the boys. Poverty and culture factors surely influence in extending of female deprivation. With the equal education, women contribution to economic development is compared to men's capacity. This sometimes disheartens women-folk. Though in household affairs women's education puts a lot of goodness but still the girls are disfavored to boys.

2. Lack suitable curriculum for education of girls- only 15% of college for general education are exclusively for girls as against their enrollment proportion of 30%. There is still a great necessity of establishing separate institutions for girls because quite a large no. of girls prefers to study in separate institution made for girls.

3. Lack of social consciousness among women- In early age women were faced to live under the influence of parents before marriage whereas under the influence of husband after marriage

because of these reason women can not develop their ides freely. The women are still treated as recreation in the home and they are not given the states at par with man.

4. Scarcity of lady teacher- Lack of lady teacher is causing a serious hurdle in imparting quality education to the girl child. the ministry of human recourse development should draw in collaboration with states a specific action plan for additional requirement of female teacher. It is observed that when education coincides with adolescence, various personal, social and emotional problems are created due to demands of adjustment in family or school situation. Female teacher is necessary for the counseling and to guide students.

5. Lack of proper physical facilities- Sanitations is a key problems for girls. Many of the schools do not have usable toilet for girls e.g. 47% school in the country still do not have separate toilet for girls. Toilet are highly inadequate in schools and are definitely one of the reason for dropping out among the girl-Children.

6. Unwillingness of lady teacher to serve in rural areas- In rural areas the transport facility is not and roads are also not good due of lack of several facilities. There is no adequate cooperation of people with lady teacher, Food facility, toilet facility and that is why not able to work in rural areas. They also face physical-struggle in travelling particularly in rural remove area.

7. Financial difficulties- In many parts of the country generally people are facing financial difficulties. If there is no enough food or sufficiently clean water to keep girls nourished and healthy they may not be well enough to attend school. The cost of uniform text book or bus fair can be too much to bear for a family living in poverty. Parents choose to keep their girls at home and send the boys to school in states.

8. Problem of transport- Lack of transport facilities particular in rural areas for girls to their institute which are sufficiently far away from their destination is one of the major reasons. Dropout of girls after completing lower primary education is owing to it.

9. Problem of co-education- Female cannot discuss their problems in front of boys some girls much hesitate taking with boys and sitting with boy's also sometime teacher gives much priority to boys and girls think that they are problem to male teacher. If some boys say anything wrong to the girl or give them argue than a girl cannot reply because of fear of other eyes who are still present on them. This is real a big factor in achieving girl-Education.

In the following table a table is being presented on literacy-rate.

Rank	India/State/Union Territory	Literacy rate (%) 2011 Census	Male Literacy rate (%) 2011 Census	Female Literacy rate (%) 2011 Census	Literacy rate (%) 2001 Census	Decadal difference (%)
	India	74.04	82.14	65.46	64.83	9.21
1.	Kerala	93.91	96.02	91.98	90.86	3.05
2.	Lakshadweep	92.28	96.11	88.25	86.66	5.62
3.	Mizoram	91.58	93.72	89.40	88.80	2.78
4.	Tripura	87.75	92.18	83.15	73.19	14.56
5.	Goa	87.40	92.81	81.84	82.01	5.39
6.	Damn & Diu	87.07	91.48	79.59	78.18	8.89
7.	Pondicherry	86.55	92.12	81.22	81.24	5.31
8.	Chandigarh	86.43	90.54	81.38	81.94	4.49
9.	Delhi	86.34	91.03	80.93	81.67	4.67
10.	Andaman & Nicobar	86.27	90.11	81.84	81.30	4.97
11.	Himachal Pradesh	83.78	90.83	76.60	76.48	7.30
12.	Maharashtra	82.91	89.82	75.48	76.88	6.03
13.	Sikkim	82.20	87.29	76.43	68.81	13.39
14.	Tamil Nadu	80.33	86.81	73.86	73.45	6.88
15.	Nagaland	80.11	83.29	76.89	66.59	13.52
16.	Manipur	79.85	86.49	73.17	69.93	9.92
17.	Uttarakhand	79.63	88.33	70.70	71.62	8.01
18.	Gujarat	79.31	87.23	70.73	69.14	10.17
19.	Dadra & Nagar Haveli	77.65	86.46	65.93	57.63	20.02
20.	West Bengal	77.08	82.67	71.16	68.64	8.44
21.	Punjab	76.68	81.48	71.34	69.65	7.03
22.	Haryana	76.64	85.38	66.77	67.91	8.73
23.	Karnataka	75.60	82.85	68.13	66.64	8.96
24.	Meghalaya	75.48	77.17	73.78	62.56	12.92
25.	Odisha	73.45	82.40	64.36	63.08	10.37
26.	Assam	73.18	78.81	67.27	63.25	9.93
27.	Chhattisgarh	71.04	81.45	60.59	64.66	6.38
28.	Madhya Pradesh	70.63	80.53	60.02	63.74	6.89
29.	Uttar Pradesh	69.72	79.24	59.26	56.27	13.45
30.	Jammu & Kashmir	68.74	78.26	58.01	55.52	13.22
31.	Jharkhand	67.63	78.45	56.21	53.56	14.07
32.	Andhra Pradesh	67.4	75.56	59.74	---	---
33.	Rajasthan	67.06	80.51	52.66	60.41	6.65

34.	Arunachal Pradesh	66.95	73.69	59.57	54.34	12.61
35.	Telangana	66.5	--	--	--	--
36.	Bihar	63.82	73.39	53.33	47.00	16.82

Discussion- In respect of India as statewide literacy rate has been presented per data Kerala had 90.86 literacy rate in 2001 and increased up to 93.91 in 2011, Lakshadweep literacy rate 86.66 in 2001 and in 2011 it was 92.28, Mizoram increased its literacy rate 2.78, Tripura increased by 14.56, goa increased by 5.39, daman and diu increased 8.89, Pondicherry increased by 5.31, Chandigarh increased by 4.49, Delhi increased by 4.67, Andaman and nicobar increased by 4.97, Himachal Pradesh Increased by 7.30, Maharashtra increased by 6.03, Sikkim increased by 13.39, Tamilnadu in increased by 6.88, Manipur increased by 9.92, Gujarat increased by 10.17, Dadra and nagahaveli increased by 20.02, West Bangle increased by 7.03, Haryana increased by 8.73, Karnataka increased by 8.96, Meghalaya increased by 12.92, Odisha increased by 10.37, Assam increased by 9.93, Chhattisgarh increased by 6.38, Madhya Pradesh increased by 6.89, Uttar Pradesh increased by 13.45, Jammu and Kashmir increased by 13.22, Jharkhand increased by 14.07, Rajasthan increased by 6.65, Arunachal Pradesh increased by 12.61, Bihar increased by 16.82 we can see that every state increased its literacy rate inspite of some of the obstacles existing for the education of girls/ Female. In every state male literacy rate was more than the female. Reason were-Development of immorality, Suitable curriculum for education of girls, lack of social consciousness among women, scarcity of lady teacher, lack of proper physical facilities, unwillingness of lady teacher to serve in rural areas, financial difficulties, problem transport, problem of co-education. Government running so many educational programmes schemes for girls but it is not enough. Society should understand the value of girls and education for girls because girls can improve economical growth of the country by their efforts. It may lead increasing women-empowerment which in turn will care family- health and well being of the society. It will also aware them as well their family on this vital issue.

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