



## Status of Female Education

Ila Agarawal

Associate Professor- Department of Education: Hindu College, Moradabad (U.P.), India

**Abstract-** *Despite the planning, infrastructural and legal efforts of women's education, Indian women are still lagging behind on the gender issue in education, health and economic fronts. The question is that when women's activity and contribution are equal in every stream of development, then why is the discussion of their co-existence shallow? Education should develop independent consciousness among women, this effort is expected even today with its eternal aspiration. In view of the layers of inequality and incidents of caste and community based mobilization, the need of the hour is to provide equal opportunities for quality education along with the availability of resources and incentives in the education system to bridge the gender gap. In which, looking deeply into the experiences of women, such a mental style should be adopted, which can give freedom to women to find their personality and express themselves according to their social group without any fear of discrimination. For this, gender bias free curriculum gender sensitivity based knowledge should be included in the provisions of education. The wide contrast between the country's latest census and the Global Gender Inequality Index (2015) as well as the pass percentage of girls in secondary education and the percentage of girls entering higher and technical education shows the seriousness and prevalence of the problem. Many and varied efforts have been made to bridge this disparity and gap, we are also an act for that, yet in view of the current and realistic conditions, it is expected from the present education system that it should create such strong structures regarding gender inequalities. Create a system that has a sense of inclusiveness and comprehensiveness, not discrimination.*

**Introduction-** Gender-sensitivity is essential for the quality of education and skill development. Women have almost equal participation in the productivity of the nation. The basic question is that when women's activity and contribution in nation building are equal, then why is the discussion of their co-existence shallow?, why their works are not recognized? Why are they facing discrimination, prejudice and inequality in almost all walks of life (with reference to GDP)? Against the background of all these questions, after the nineties, vigorous debate has started on many new issues in the field of women's discourse in India, including the old issue of women's empowerment as well as marketism, environment, communal and sponsored against women. Violence and gender-based education policy etc. are prominent. The gender discourse of women's education has changed many perspectives, but now this discourse is not just a movement and ideology, but has emerged as an academic discipline, rejecting the one-sided masculine approach, talks about such principles, in which The experiences (coexistence) of men as well as women are included. In the background of this idea, women empowerment refers to the equality of women to men in the legal, political, physical, mental, social, economic and educational spheres in their family, community, society and nation and now so is the autonomy of decision making in the cultural background of a multi-nation (international perspective). The primary objective of women's education in India is to improve the social, economic and educational conditions of women.

Convention on the Elimination of All Forms of Discrimination Against Women in Human Rights  
Many global efforts, such as the UNESCO Convention against Discrimination in Education and the approved

**Corresponding Author**



declarations of the 28th session of the UNESCO General Conference, prohibit inequalities and discrimination in the field of education and women's education. They are the leaders of equitable educational determinations in the context of the In view of the right to equality enshrined in the Constitution of India and the right against discrimination, educational advocates are responsibly expected to take care of gender-inequalities in education policies, plans, implementations and curricula, Only then will we be able to measure education in a true sense on the basis of equity, efficiency and quality. In the current education system, the approach of symbolic reductionism is prevalent in the determination of women's education. Symbolic minimalism includes the process of providing scholarships, depositing some amount in the bank every month, distributing uniforms, cycles, scooty, textbooks and computers etc. It is true that such incentives also increase their individual potential, but such small measures are insufficient to deal with the nature and scope of education and educational planning in the context of female discourse, that is, gender relations, because even at present The problem of gender gap (in the context of India) is such that even large and concerted efforts to bridge the inequality seem small. This fact is also confirmed by the final report of Census 2011 - the year 1901, the literacy rate of male 9.83 and female 0.60 and the difference in growth is 9.23 and in the year 2011, the literacy increase is 82.14 male and female 65.46 and the difference in growth is 16.68 percent, ie. Educational efforts have led to inequalities in women's education and this direction, but the problem of gender gap has also remained an improvement today. According to UNICEF's published report on the condition of children, India has the largest number of children in the world and about 120 million children in the world do not go to school, of which more than half are girls only.

Looking at the status of women's education in gender perspective, the subject of investigation is that women's education. Why are the desired results not being achieved in spite of well thought out programs and efforts for development? What are the leaks, which remain a hindrance in this direction. Over the past several years, a need has been felt to examine whether the problem of gender gap is viewed from socio-regional, institutional and spatial contexts and whether their environment is promoting gender stereotypes. The issue of gender inequality in India is entangled in a complex social and institutional framework. Therefore, gender inequalities in education need to be viewed in the social, economic and location-specific inequalities on the one hand and the broader framework of the current education system on the other. ,

**Status of Female Education in Gender Perspective-** In a gender perspective (with special reference to India), the status of female education is still inferior to that of male education, with the number of girls dropping out of school far more than boys. According to the country's latest census 2011, the educational status of women is quite worrying. The male literacy rate in the country is 82.14 percent and the female literacy rate remains only 65.46 percent. The total literacy growth rate is 70.04 percent, in which the difference between male and female literacy growth rate is 16.68 percent. The report of the Central Government presented at the conference held in Bangkok (2014) on the issue of gender inequality and women's empowerment also reveals this.

According to the United Nations Development Program (2014) report, India has been ranked 130 out of 188 countries in the Human Development Index. India has got 0.609 marks for this index. This score depends on the scores of components like age, education and health. India has 28.6 percent HDI because of inequality, especially in education, being 42.1 percent. Therefore, this report also reveals educational inequality in terms of gender.

According to the Global Gender Inequality Index 2015 released by the World Economic Forum, "The status of Indian women has improved compared to last year by leading in political participation, but being women is the reason why they are left behind in education, health and economic front. " India's rank has dropped from 114th to 108th position in the Global Gender Gap Index of 145 countries. This partial increase has also been due to the boom in the political arena of Indian women. India performed very poorly



on the remaining three parameters - economic participation, education attainment, health and survival. According to UNESCO's 11th All Education Global Monitoring Report, "India

Wealthy women in the U.S. have already achieved universal literacy, but the poorest women will be able to do so by around 2080. Recently, at the inaugural session of the 61st meeting of the 10th Central Advisory Board of Education (CAB), the HRD Minister Pallam Raju, while acknowledging the imbalances in education, said that "the 12th Five Year Plan will see gender-inequalities in education as well as The inequalities of Dalits, Adivasis and minorities will be removed. For this, 20 lakh additional seats will be increased in schools across the country.

Solving the problem of gender gap in education is not easy. Given the layers of inequality and the increasing incidence of caste and community based mobilization, there is a need to go beyond the standard indicators of enrollment and change and look deeper into the experience of girls in education. The Guiding Principles (1.4) of the NCF-2005 recognizes the fact that inequalities in education resulting from gender, caste, language, culture, religion or disability need to be addressed directly, only through policies and plans. Standards of equality in education should be created not only through medium but also through pedagogical practices from the very beginning. Therefore, education should be such that it can enable girls to compensate for their loss of unequal socialization and develop their abilities in such a way that they can become autonomous and equal citizens in the future. 12 Therefore, in today's education system, there is a need for such a framework from the point of view of gender and social equality issues, which can address the skewed gender realities and various defects and remove them.

Acceptable view of gender gap in education-

This fact is accepted unanimously that gender gap in education is seen as a problem as a web of social, regional, spatial and institutional forms. Therefore, it is important to understand the web of poverty, social inequality and gender relations in India, all these components weave a web of inequalities by affecting them separately and influencing each other in the nationwide form, so to understand and solve this fact is the current education systems. is the biggest challenge.

Over the years, a need has been felt to examine whether outside society's behavior within the classroom, teacher/administrators' attitudes and prejudices and whether the curriculum encourages social discrimination activities and gender stereotypes. This fact is corroborated by the report of the Ministry of Statistics and Programs (MOSPI) that due to various situational factors, 63.5 percent of girls drop out of school in the middle. "NCF - 2005, under Social Contexts of Education (1.4 p. No. 10) recognizes that "girls belonging to rural and urban, poor sections, religious and other ethnic minorities and scheduled castes and scheduled tribes are eligible for education". are most vulnerable in the region. In urban areas and in many villages, the school system itself is divided into multiple levels, and gives children exceptionally different educational experiences.

If we talk about the United Nations Millennium Goal (2000), a resolution was set to eliminate gender inequality by the year 2015, in the context of India, this resolution is still in search of the target. Therefore, there is a need to give a new form to gender discourse in education, in which it is important to understand that many factors are obstructing the education of girls. In this regard, former Professor of the International Institute of Educational Planning of UNESCO and the current ICSSR National Fellow of R. Govinda says, "Actually, deprivation of school education is not just an event or a data, it is not a momentary decision, but it is a complex process, in which many factors of the child's personal life and family are at work, when any When the girl drops out of school, many events that happened earlier are the reason for her. Therefore, gender discourse in education should be given a new form which continues after schooling of girls and also keeps on investigating the incidents happening in their personal life.

Although the gender gap in terms of school registration in all the states has been declining over





the years, girl's education still fails in terms of completeness and quality of education. Therefore, we need to seriously consider discrimination in schools including society and work at all levels to bring permanent and necessary change on the ground.

No way is short, by following the path that is found, the government and civil society should consider every context of this problem and adopt successful implementations, so that strong and male equivalent female education emerges. In this regard, a report titled 'Third Billion Index' by international consulting and management firm Booz & Co. is pertinent to state that "the Indian economy has created immense potential for the women of our country, despite the fact that a large proportion of women are based on gender cultural traditions. Due to gender discrimination and lack of resources, they are not able to make full use of their capabilities. While presenting the Indira Gandhi Peace Prize for the year 2011, the current President Pranab Mukherjee acknowledged the aspect of gender inequalities and said that it would be meaningless to expect social progress without giving proper participation of women in the overall activities of the nation.

By underlining the roles of the parties in the right and right way, it can lead to an egalitarian educational environment. The basic aim of education is that freedom of human being, which can awaken the feeling of fulfillment in his life, bring equality among all, bring individual and collective self-reliance and stress on national unity, therefore the medicine of educational inequality is education itself. For this purpose, education is expected to inculcate right attitude, right thought and decision making abilities in female learners.

**Efforts to bridge the gap and educational roles-** On this we agree that more number of schools, sound infrastructure, universal enrollment, better PT. Gender gap in education can be bridged by the integration of public participation with strategic, planning, legal and institutional efforts for development of gender sensitivity based knowledge, careful monitoring, bias free curriculum. In order to remove gender disparities in education, the governments of independent India have made several policy efforts, one of the hallmarks of which is the forward type. The University Education Commission (1948-49) talked about increasing the educational opportunities of women and instead of imitative approach of male education, giving such education so that good and successful women can be made. The Secondary Education Commission (1952-53) was mainly indifferent to women's education, but the commission recommended special facilities for the education of home science for girls and the opening of separate schools. The Durgabai Deshmukh Committee (1957) constituted by the Government of India suggested filling the gap between male and female education in a short period. The Bhaktavatsalam Committee (1963), formed to find out the reasons for public support for women's education, said in its suggestion that the level of access to education (in terms of distance) has an impact on women's education.

Under the legal measures, provision has been made for free and compulsory education to all the children of 6 to 14 years under the Right to Education Act - 2009, due to which the enrollment and retention of girls has increased. The Girl Child Compulsory Education and Welfare Bill - 2001 also regulates the compulsory education of the girl child and provides constitutional rights against gender inequality. The Child Marriage Prohibition Act 1976 and the Indecent Representation of Women Act, 1986 are also helpful in removing gender inequality in education. The fundamental rights of Articles 15 and 16 of the Constitution of India and Article 38 and 39 of the Directive Principles of State Policy prohibit discrimination in the right to education. In the year 2002, education was included in the fundamental right by making 86th amendment in the constitution, due to which the level of awareness of women's education has increased. in April 1993

By the 73rd and 74th Amendments, one-third seats have been reserved for Panchayati Raj, women members in various institutions and teachers in education in a three-tier system. Due to all these legal



efforts, the status of women in education has definitely improved. Operation Black Board (OBB), National Literacy Mission (NLC), District Primary Education Program (DPEP), SarvaShikshaAbhiyan (SSA), RashtriyaMadhyamikShikshaAbhiyan (RMSA), Mid Day Meal to reduce the gender gap in education. Important campaigns like inclusive education and common school have also proved to be a boon. Apart from this, as the suggestions for reducing gender inequality in the field of education kept coming, in the same way, many schemes were implemented by the central and state governments. Among them, schemes like Residential School Scheme (KGB), Scholarship Schemes, Single Girl Child Free Education Scheme, employment oriented training schemes, Women's Integrated Learning for Life (WILL) Scheme, Kishori Shakti Yojana and BetiBachaoBetiPadhao are prominent. Different states have different plans. The integrated effect of all these schemes has strengthened the education of the girl child, there is no doubt about it, but it is important to see to what level the benefits of the schemes have reached.

**Conclusion-** After six decades of independence, despite a long list of institutional efforts including many policy, planning and legal, the status of women's education in gender perspective is worrying and all kinds of recommendations and strategies have failed. On Independence Day 2014, the Prime Minister of the country, while accepting the gender inequalities, said that it is everyone's responsibility to work for "Dignity of Women". The inequality of men and women, the killing of daughters in the womb of the mother, how tainted, tainted and tainted is the mind of this 21st century man. We have to get rid of it and this freedom is the message for us on the festival of independence. Seeing this situation of imbalance, ambitious scheme like "BetiBachaoBetiPadhao" in the central government whose main goal is to end gender discrimination and ensure education for the girl child. There are many factors of gender inequality in education and these factors also have a web of interactions. For this, we have to agree on some basic principles and principles and if no compromise is made on them, then perhaps we may be able to break the goal of gender equality. For this reason, we have to make meaningful availability of education for women, try to get rid of discrimination and give a major place to gender sensitivity in the development of knowledge. Even today, the attitude of seeing women's works as auxiliary and complementary is prevalent, the main responsibility of uprooting these deep mental roots of discrimination lies with the education and education systems, because education is the prerequisite for the development of all walks of life. Therefore, now the policy makers have to ensure that the initiative to break the vicious circle of discrimination and oppression starts from education itself. Whatever efforts have been made for women's education so far, they are right, we are also grateful for that, but looking at the current situation, education is still expected to develop such a strong framework regarding gender inequalities.

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