

Literacy and Women Education

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ABSTRACT: Promote women's empowerment via education is one of the Government of India's proposals in its National Policy on Education (1986), which is regarded as a turning point in the way illiterate women are educated. The National Literacy Mission is another effective step towards eliminating illiteracy among people between the ages of 15 and 35. Since it is included in every Five-year Plan as an important programme for the development of women. Women's education has taken on a special relevance in the framework of India's planned development.

Key words: Education, Empowerment, self - esteem, liberation

I. INTRODUCTION

EDUCATION: THE FOUNDATION FOR WOMEN'S EMPOWERMENT

For the freedom and empowerment of women, education is a powerful instrument. Education is the single most important component that can significantly raise the status of women in any community. It is essential because education gives women the prestige, good self-esteem, and self-confidence, as well as the necessary fortitude and inner strength to tackle problems in life. Education also helps women learn more about the world outside of their home and family. Evidently, it also makes it easier for them to find employment, supplement their family's income, and rise in social standing. As a tool for creating a viable population control strategy, education, particularly of women, has a considerable impact on nutrition and health. Additionally, educated women can play an equally important part in establishing nations as men. There can therefore be no doubt that women are empowered by education. In fact, the many UN agencies and experts on women's freedom support women's education as the first step toward achieving equality with men. Promoting women's empowerment through education is one of the Government of India's National Policy on Education (1986) recommendations, and it is regarded as a turning point in the way illiterate

women are educated. Another advantageous initiative is the National Literacy Mission.

A step toward the elimination of illiteracy among people between the ages of 15 and 35. Since it is included in every Five-year Plan as an important programme for the development of women. Women's education has taken a special relevance in the framework of India's planned development. universal elementary education, retaining and enrolling more girls in school, and promoting balwadies and crèches, a rise in the number of girls-only arts, science, and professional schools and colleges, polytechnics, girls hostels, multipurpose institutions, and adult education initiatives are some of the measures being taken by the central and state governments of India to advance women's education.

WOMEN'S EDUCATION: PROSPECTS AND CHALLENGES

In India, the plight of women in regards to education is still shrouded in mystery for a variety of reasons despite the forceful intervention by a bastion of female privilege, feminist critics, constitutional guarantees, protecting laws, and sincere efforts by the state governments and central government via numerous schemes and programmes over the last 70 years.

According to the 2011 Census report, just 65.46% of women were literate. It is almost depressing to see that the literacy rate for Indian women is even lower than the national average, which is 74.04. Rural areas have very slow educational growth for women. This clearly shows that large women in our society are still exploited, weak, and ignorant. Additionally, not everyone has access to education equitably. Gender inequality in education is maintained as seen by the fact that, as of 2011, just 74.04% of women were literate compared to men's literacy rates, the pre-Independence period literacy rate for women had a very poor growth. This is demonstrated by the fact that throughout these fifty years, the general level of literacy rates has increased significantly since the country's independence. Even so, the male

literacy rate has almost tripled over the years, going from 25% in 1951

Surprisingly, throughout the course of the decade 2001-2011, the female literacy rate has climbed more quickly than the male literacy rate. The growth is about ten times greater, for example, 7.9% in 1951 and 74.04% in 2011. This analysis suggests that the female literacy rate, at just 70% of the female population, is still well behind the male literacy rate, at 94.3% of the male population. Additionally, it has been discovered that women have a higher than average rate of school abandonment.

II. SUGESTIONS:

REMEDIAL MEASURES FOR IMPROVING TO THE LITERACY LEVEL

The following actions can be taken to significantly improve the situation of women's education and empowerment in India. Because the current low or nonexistent enrollment of girls in schools prevents the growth and prosperity of the next generation of women, coordinated efforts should be made by the government, parents, and educators, Civil society must achieve without compromise full enrollment of girls. The government has the authority to make enrollment in the system of compulsory education mandatory for all girls. In order to acknowledge zero drop-out among females, the Ministry of Education at both the Center and State levels should develop strategic measures to firmly stop the persisting high drop-out rates among girls, particularly in rural, tribal, and slum areas.

By conducting the necessary research, it is possible to identify the families that are struggling with poverty. The essential poverty alleviation services can be offered to them in order to increase their income and make it easier for them to send their children to school and college. The strict administrative steps should be taken to end child labour and child labour practises, and the children who have been freed from servitude should be enrolled in schools with appropriate social protection mechanisms. To introduce girl children into the primary stream of education and development at every single level, including family and community, inspite of the socioeconomic standing, all Indian families should train their female children to overcome the obstacles of inferiority, subservience, and domesticity that severely restrict their ability to educate and develop them. Avoiding their socioeconomic or cultural background, every family may take on the job of raising their young daughters to be respectable

adults who are empowered in all spheres of life— physical, mental, economic, and social.

The free lunch programme(mid-day Meal) and other educational support programmes, including such free textbooks, notepads, uniforms, and bicycles, free buses and scholarships to increase the literacy rate among girls, free bus passes and other services similar to those offered in the state of Tamil Nadu can be made available in other states and union territories. Due to the fact that social ills like dowry, child marriage, the caste system, and other practises usually deny children from low-income and underprivileged families and communities the right to an education, they should be eradicated through well-designed packages of mass awareness campaigns and social welfare initiatives, with the full support of the general public, political parties, NGOs, and governmental organisations.

The electronic and print media can play significant role in building a very good and positive image about girls and ladies in general in the society by giving no focus for such advertisements and news fetching commercial gain at the price of depicting women as an object. This would support in changing the society's attitude towards girls and their roles to treat each girl or woman as human being with self-respect and dignity. Government, nonprofit, and philanthropic groups and individuals must to step up and offer free education to underprivileged girls as well as free housing for girls enrolled in colleges and high schools across all of India. This will undoubtedly inspire children from low-income families to pursue a solid education without many obstacles. Schools of social work, women's studies departments, women's universities, and other educational institutions can collaborate with NGOs and social service organisations like Rotary Clubs, Lions Clubs, and women's rights organisations associations to improve the educational status of women in this nation on the basis of respect and understanding for one another.

Parents of children from low-income, disadvantaged homes need to receive specialised education and social formulas to help them grasp the importance of education for their girl children as a foundation for empowerment. The people, NGOs, and government should collaborate to implement the minimum age for marriage (21 and above) to institutionalise it as a common practise that transcends classes, religions, communities, etc., awareness must be raised. Political will and conviction should be strong enough among decision-makers in government, political parties, and other organisations towards empowering

women in India without regard to bias. The machinery for implementing the law needs to be made extremely effective with an effective monitoring system, vigilant system, and administrative procedures to guarantee free and mandatory components.

POLITICAL PERSPECTIVE

The emergence of women's production groups and associations is a key indicator. Understanding of traditional ideas about women's place in the private realm of their houses is a cognitive component. Development of feelings that women could attain in the public realm of society is a psychological component. Acquiring administrative abilities to secure financial independence is the economic component. The capacity to support organisations that change social interactions on a public scale is political component.

CULTURAL PERSPECTIVE

The usage of law firms for family and women's matters is the primary indicator. Women's rights knowledge is a cognitive component. Belief in women's capacity to carry out legal actions to defend their rights, notwithstanding societal norms is a component of psychology. The capacity to obtain funds to pursue legal actions to enhance their social and economic circumstances is economic component. Ability to enhance the development of social institutions that support women's efforts to bring about social change in the area of gender relations.

ETHICAL PERSPECTIVE

Promotion of pro-abortion legislation is the main indicator. Inheritance, gender-based violence, and the ability to run a business. Awareness of societal moral standards is a cognitive component. Belief in women's capacity to make moral and business decisions becomes psychological element. Ability to advocate for problems that ensure women's autonomy is an economic component. Capacity to take part in initiatives that support modifications to the status quo of gender relations is political element.

PEDAGOGICAL PERSPECTIVE

Participation in the conception, creation, and assessment of educational initiatives for women. Understanding women's historical status and potential for progress is a cognitive component. Belief in women's capacity to share responsibility for carrying out a programme is a psychological component. Possibility to acquire

knowledge and abilities through the educational programme to achieve economic independence is economic component. Capacity to build negotiation abilities to come to terms is political component.

III. CONCLUSION

There is a greater link between empowerment and programmes for popular education. But it also raises a possible theory on the connection between women's ability to acquire paid job and the empowerment process. But it's important to identify the jobs with the greatest potential for empowering people. The obstacle the popular initiative must overcome is this. Through exercises that require future instructors to use vocabulary and ideas that are common to all of the above, the seminars supported the combined treatment of gender issues, work skills, and the three R's. If the abilities are combined for one's fabric and real-world applicability strengthen the other's. But ingrained behaviours persist. Sometimes, in a strange way, students insist on combining terms like "cupboard" or "chair" with words having practical content like "groups," "loans," "credits," and "organisation." Making meaningful connections between numeracy abilities and other talents is another issue.

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