

Women Education : Meaning, Need and Scope

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1.1 Objectives of the Lesson

After going through the lesson, the students will be able to:

- (i) Explain the meaning of Women Education
- (ii) Understand the need of Women Education
- (iii) Know the scope of Women Education

1.2 Introduction

Historically speaking it seems that in India, it was during the Brahmin period that women education was neglected a lot. Before that time in Vedic era they were given quite a higher and respectable status and were not debarred to go in for education in any way. However in Brahmin times, socially Brahmins dominated in all spheres of life and monopolized education for themselves only and pushed their status to the extent that they had become uneducatable. Their physical compulsion in the agricultural society gave them a further push in the background. The result was even when literacy was rampant amongst males. It was almost conspicuous by their absence amongst the women. The girls were not sent to schools at all. The result was in 1947 when India became independent the literacy rate of India was 37% out of which only 8% was for women. An other factor which gave a push to female education was the Muslim rule which made women to live under Burka to cover white of their body and women education except some exceptions was not at all overtable.

The fact remains that the British rule and the conversion to Christianity influenced the spreading of education confirming to their own interest and also gave some importance to female education. However, it only could alter the trend and could not much in this direction.

Although substantial progress has been made since India won its independence in 1947 when less than 8% females were literate. The gains have not been rapid enough to keep pace with the population growth. The result is that there have been more literate females in 1991 than to 1981.

It is why that India has been a man dominated society since long and continued to be so in the present times also which can be observed from the percentage of female employees at all levels in almost all the occupations in the organized and public sectors. However, in advanced countries, it has been quite well established that women are in no way inferior to men and there was no occupation which was the monopoly. They are drivers, military and police officers and mostly nearly equally employed in almost all the occupations. In these countries there are no occupations which employ males only. Women occupying very high status jobs and were getting education in all spheres of life.

In the ultimate analysis of the researches carried out through out the world it has been worked out that one of the main reasons for the backwardness and discrimination is the higher level of illiteracy and denying of educational facilities to the female sex which is more rampant in backward and developing nations as compared to developed and advanced countries of the world.

In this regard Sonald Desi has laid down, "An other discentive for sending daughters to school is a concern for the protection of their virginity. When schools are located at a distance, when teachers are male and when girls are expected to study along with boys, parents are often unwilling to expose their daughters to the potential assault on their virginity.

Roughly speaking women folk comprises of 50% of the total population in the world. However, the fact remains that in developing and underdeveloped countries their percentage is less because of social biases and discriminations against them in the male dominated societies. One of the reasons for their such subordinations is that they are deprived of the education facilities leading to unemployment outside the home for economic and social gain. One broader conclusions can thus be

drawn. The more advanced nation is the more developed are the higher educated is the female population of that country.

1.3 Meaning of Women Education

No doubt the fact remains that the loneliness of women, discrimination, her being subordinated and abused both at home and outside and also her maltreatment at any level in the life, her treatment at any level in the life her treatment as a second rate citizen etc. have multidimensional causes i.e. social, cultural, moral, sexual, ethical and educative. It will be possible to deal with it by undertaking a good many type of reforms. The position is so bad in India that after testing that the child in the womb of the mother is a girl, the pregnancies are dropped. Mostly the girls just after the birth are killed or thrown out in the dumps. It is being mostly done even when a strong enactment has been framed and it could lead to the goal for a period of years and also fix. They are discriminated in the provision of food, care, clothing etc. However, the studies conducted throughout the world and the constitutional provisions laid down in our constitution to give equal rights and status to them to the boys and the enlightenment provided. On the issue provide light that the most important factor to deal with the problem is to provide them education equal to males in every sphere of life. It needs to be done not only with the children but with grown up people also so that their outlook is also broadened. It is not only to open special schools and institutions to them but to provide them facilities in all types of colleges, institutions and occupations, so that they can work shoulder to shoulder with men in the process of development as their population is roughly 50% of the set up. In this way the manpower will be doubled and economic, social, cultural and political atmosphere will be classified leading to around development of the set up of the country. Special efforts to do so will have to be made by providing them special privileges so as to bring them at par. With the men folk in terms of reservations, stipends, scholarships, free education and books etc. A good many such facilities have already been provided by the government. In order to do so in Jammu and Kashmir education of girls at all levels is made free.

1.4 Need of Women Education

An experiment conducted in Ahmdabad, the Manchester of India in nineteenth where in the industry of cloth manufacturing was established in the narrow lanes of the city. The cloth was woven and manufactured

in the old city, but market for sale was created in the new areas with big shops and modern shopping centres. The result was that at first the raw material was to be imparted to the narrow lanes of industry and then furnished clothes were to be brought in the modern shopping centres. The lanes were so narrow that no modern transport system could be taken. There in and all transport used was the wooden cart pushed by the human beings. Generally the cart was to be pushed by lane persons, one of which was a male and the other was female. The person who pushed the cart from the front was to apply more power and was a man and the other person who pushed the cart from behind was mostly a women who was illiterate. Those relationships could of any type i.e. father, daughter, brother, sister or husband and wife. But in most of the cases they used to be husband and wife. The position of the women engaged in the project was miserable. The economic of their work used to be Rs.20/- per day. They usually hired a wooden cart at the rate of Rs.5/- per day. The man who applied more human force in the evening used to drink which costs Rs.1/- daily. In the remaining Rs.5/- all the family expenditure was to be managed by the wife. Wife beating and abusing and taking the lion's share in the food was a matter of daily routine and their position was miserable. They also have to share the labour even if she was ill or pregnant. Even after giving birth to the child she could take rest for a few days and had to work and bear all other hardships. Their position was miserable. A social organization (NGO) falled upon such ill fade of the women. They chopod out a programme that every women will be taught for one hour daily and provided with interest free loan of Rs.500/- subject to the condition that she would buy the cost in her name only if she will not be allowed to sell it. She will return a sum of Rs.5/- which they were paying to the owner of the cost and after 10 days the lady will become the owner of the cost but lady would continue to deposit that amount in her name in the post office, of her own as she was educated to do so. All this changed the fate of the women as in case their husband, maltreated them they could live of their own by lending their cast on rent and live on that income. Otherwise they charged the rent from their husbands and deposited this in their names, which started becoming and their respect, regard and status was enhanced. This experiment was called SEWA i.e. Self Employment Women Association.

All this highlighted the need of the education of the illiterate women. Now the things are changed a lot. Everybody is provided 3 years education

free of cost and also provides midday meals to them. In addition the government in accordance with the provisions of the constitution has also provided special facilities to educate girls in all spheres of life. Now we can find most of the girls studying in colleges, universities, technical, professional and mechanical institutions. It has also been noticed that in most of the sphere of education girls are excelling and grabbing most of the high positions. All this is enhancing their status so much so that there is a move to fix up their share in the elections of panchayats, municipal councils, assemblies and parliament. Education has now produced women prime ministers, chief ministers, speakers so much and so even defence ministers. All this highlights their need for all types of education. All this threw a light that one of the most important factor to enhance the women status and improve upon their education and employment also.

1.5 Scope of Women Education

In the Indian atmosphere the position of the common girls, especially the rural girls is so depressed that spread of education is now making holes in the scene reporting the women and men folk. Only a few years ago the occupation which were the monopoly of the men are being adopted by the women too.

About the armed forces which was a male-dominated occupation from Chaudhary in the Tribune 17th June 2015 has laid down.

"Since early 1990's women have served in non-combat fields like medicines, engineering, ordinance, signals, control, amongst others, they are not in the infantry, armed corps, mechanized infantry or artillery and can not fly fighter planes or serve on warships. They have no options to choose combat roles. In the available short service commission women have been employed for a period ranging 5 to 14 years alone and arise only to the ranks of Lieutenant Colonel. After persistence demands of women cadets the government decided in September 2008 to grant permanent commission to women. They can now rise to the rank of Lt. General".

This is being now further retained. It is hoped that because of the educational achievements their number will increase a lot. All this will enhance their status in all spheres of life.

The position of employment in police is almost the same. Now it is not uncommon to see the women police at almost all concerns of the country. So much so that totally managed police stations have also come up. Al

this can be attributed to the expansions of education in the country with special emphasis in women education.

It is also praise worthy that Haryana which is known for its conservation attitude towards the female sex because of the expansion of education has reported a revolution. The women status as reported in the Tribune dated 15th June 2015, a girl named Suman Rani in Hisar district is undertaking all agricultural activities not only in the field by driving tractor for the purpose of marketing etc. to the city. The same newspaper has also added as to hou Arpana Trust in Karnal district has been organized by the woman who are handling dairy farming and producing all types of products from them and selling it by giving door to door in the area. This is the model of such pioneer women who are competing with the men folk in all spheres of life.

However, there are some of the isolated islands in the Indian population which has unlimited potential to expand women education in any extent. The main instrument to shapen the process is to systematically expand the education facilities for the masses with special emphasis in female education. The scope of employment of the educated women in India is not limited as they are sharing even a fraction of the employment in the public sector. According to an estimate only 3%, 3.5% and 1% of the ranks in their army are shared by the women in Navy, Force and Army in 205, which will have to be improved a lot. It is so in most of the public sector understanding. The problem does not seem to be much difficult now as the girls are becoming alive to the existing situations and their rights.

1.6 Self-Evaluation Questions

(i) Write a short about the meaning of women education.

(ii) Explain the need of women education in short.

1.7 Suggested Questions

1. What do you mean by Women Education? Discuss its scope in detail.
2. What is the concept of Women Education? Describe the need of women education in detail.

1.8 Suggested Books

1. Dr. T.S. Sodhi : Adult Education

**Girl Child Education: need, facilities, present and futuristic plans of
girl child education**

Structure of the Lesson

- 2.1 Objectives of the Lesson
- 2.2 Introduction of the Lesson
- 2.3 Need of the Girl Child Education
- 2.4 Facilities for the Girl Child Education
- 2.5 Present plans of Girl Child Education
- 2.6 Futuristic Plans of Girl Child Education
- 2.7 Summary
- 2.8 Suggested Questions
- 2.9 Suggested Readings

2.1 Objectives of the Lesson

- i. To know the importance of girl child education.
- ii. To know the need of girl child education
- iii. To acquaint students with the current status of girl child education in society.
- iv. To promote awareness among students about policies and schemes for girl child education.

2.2 Introduction of the Lesson

Education is an important step in a child's overall development all over the world. Education lays the foundation for a bright future. Yet in much of the world, boys and girls continue to be treated differently in terms of access to education. Parents often place more value on their sons' education than on their daughters', or girls therefore are often taken out of school at an earlier age than boys. The result of these inequalities in education can be seen in global literacy statistics. Of the 16

per cent of the world's population who are unable to read or write a simple statement, almost two out of three are women. In many countries and cultures the opportunities enjoyed by boys and girls differ, from the earliest stages of life through childhood and into adulthood. In fact, there are very few countries, societies or communities where girls have exactly the same opportunities as boys.

Further, education – specifically free primary school for all children – is a fundamental right to which governments committed themselves under the 1989 Convention of the Rights of the Child. UNICEF advocates quality basic education for all, with an emphasis on gender equality and eliminating disparities of all kinds. In particular, getting girls into school and ensuring that they stay and learn has what UNICEF calls a “multiplier effect.” Educated girls are likely to marry later and have fewer children, who in turn will be more likely to survive and be better nourished and educated. Educated girls are more productive at home and better paid in the workplace, and more able to participate in social, economic and political decision-making. They have now an honored position in society and have secured their rights from the reluctant men but all this is confined chiefly to the urban areas. In rural areas most of the people are still against girls' education. So much needs to be done yet. An intensive propaganda is necessary to popularize female education not only in the towns and cities where its value is already fully recognized but in villages where the education of girls is still in its infancy. There are many villages where school for girl does not exist.

So while all possible arrangements should exist in schools and colleges to encourage talent or a special aptitude for a particular profession among girls, the average girl should be so educated and trained as to enable her to make home life happy, healthy and civilized.

2.3 Need of the Girl Child Education

Education is a basic human right that should be exercised fully in all nations, but for many girls, attending school is not an option. A girl's education is an essential starting point in establishing equality everywhere.

There are several advantages of girl's education. Grown up educated girls can play an important role in the development of their country. They can share the burden of men in the different walks of life. They can serve the society as teachers, lawyers, doctors and administrators. They can play an important role during war. Education is a boon to girls in the age of economic crisis. After marriage, educated girls can add to the income of their husbands. If girls are educated, she can earn a living after the death of her husband. Educated girls can brighten the future of their country by the good upbringing of their children. Education gives a woman freedom of thought. It broadens her outlook and makes her aware of her duties and responsibilities. Girls' education is one of the most effective ways for ending poverty in developing nations. The benefits of their education are seen by individuals, their families, and throughout society. These benefits include:

1. **Future Educated Generations:** An old proverb says, “If we educate a boy, we educate one person. If we educate a girl, we educate a family – and a whole

nation." By sending a girl to school, she is far more likely to ensure that her children also receive an education. As many claim, investing in a girl's education is investing in a nation.

2. **Decrease Infant Mortality:** Children of educated women are less likely to die before their first birthday. Girls who receive an education are less likely to contract HIV and AIDS, and thus, less likely to pass it onto their children. Primary education alone helps reduce infant mortality significantly, and secondary education helps even more. The [Girls Global Education Fund](#) reports that when a child is born to a woman in Africa who hasn't received an education, he or she has a "1 in 5 chance of dying before 5".i.e 20% children die upto 5 years of age.
3. **Decrease Maternal Mortality:** Educated women (with greater knowledge of health care and fewer pregnancies) are less likely to die during pregnancy, childbirth, or during the post-partum period. Increased education of girls also leads to more female health care providers to assist with pre-natal medical care, labor and delivery, delivery complications and emergencies, and follow-up care.
4. **Decrease Child Marriage:** Child marriage – in some cases involving girls as young as 6 or 8 – almost always results in the end of a girl's schooling. The result is illiterate or barely literate young mothers without adequate tools to build healthy, educated families. On average, for every year a girl stays in school past fifth grade, her marriage is delayed a year. Educated girls typically marry later, when they are better able to bear and care for their children.
5. **Decrease Population Explosion:** Educated women tend to have fewer (and healthier) babies. A 2000 study in Brazil found that literate women had an average of 2.5 children while illiterate women had an average of six children, according to UNESCO.
6. **Increase Involvement in Political Process:** Educated women are more likely to participate in political discussions, meetings, and decision-making, which in turn promotes a more representative, effective government.
7. **Decrease Domestic and Sexual Violence:** Educated girls and women are less likely to be victims of domestic and sexual violence in their families.
8. **Decrease Support for Militancy:** As women become more educated, they are less likely to support militancy and terrorism than similarly educated men.
9. **Improve Socio-Economic Growth:** Educated women have a greater chance of escaping poverty, leading healthier and more productive lives, and raising the standard of living for their children, families, and communities.

Girls who attend school often have healthier families. These girls are more likely to seek medical help from clinics or doctors, because they can read and understand, literate women can understand a doctor's detailed instructions and follow up for help if needed.

Malala Yousafzi, the Pakistani schoolgirl brought to England after being shot in the head by the Taliban, addressed the United Nations on her 16th birthday by delivering a speech at the UN headquarters in New York to call on governments to ensure free compulsory education for every child. She told a delegation of more

than 500 young people: "Let us pick up our books and pens. They are our most powerful weapons. One child, one teacher, one pen and one book can change the world. Education is the only solution. Education first."

2.4 Facilities for the Girl Child Education

To encourage girl child education, there is a need to create proper learning environment in schools for girls. There is a need to recognize the efforts of good teachers and schools by the communities.

The need to encourage all girls to enroll in school and to retain them in the school system is imperative, as education not only improves the worth and self-esteem of the girl child but also enables her to become an economically productive woman and delays her marriage age.

Mid- day meals should be made compulsory for girls irrespective of the stage of their school education. This has a two-fold effect- on the one hand it encourages the child to remain in school and secondly it provides the girl with a nourishing meal.

There are a number of logistic constraints, which restrict girls from attending schools, especially after they have crossed the primary stage. These include distance from school and lack of girl friendly facilities in school buildings. Efforts should be made to enroll and retain girls in school by reducing distance of school from home as far as possible. There is need to provide safe transport to girls who have to travel considerable distances. Efforts through Department of Education should be made to increase the number of female teachers at all levels so as to encourage girl child to continue in school in a safer environment. Further, "Bridge-Schools" with quality education package should be provided to girl children, especially street children, child labourers, seasonal migrants, who may have not been in formal education system. These bridge schools should ultimately lead to their integration in the formal system.

An important reason for girls dropping out of school is the lack of proper toilet and sanitary facilities. High priority is therefore needed to be accorded to providing separate girls' toilet with proper water and sanitation facilities.

The action plans should therefore focus on the following issues according to needs of the schools:

2.4.1 Girl Child Friendly facilities :

- a. Toilets.
- b. Drinking water facilities.
- c. Computer sets.
- d. Electricity.
- e. Tree plantation in the school compound.
- f. Counselling and Guidance Cell
- g. Health and Hygiene Books in Library
- h. Enrollment of never enrolled and dropout girls into Bridge Course Camps.
- i. More teachers for single teacher schools.

- j. Boundary walls.
- k. Comfortable furniture
- l. Medical facility
- m. Transportation

2.4.2 Girl Child Friendly Villages / Clusters:

In order to encourage and enthuse villages to become more sensitive to the girl child's needs and facilitate her welfare, development and empowerment, it is suggested that villages be given a set of parameters/ indicators to monitor and such villages that comply with all the indicators be declared "Girl Child Friendly". An illustrative list of girl friendly indicators, grouped under 3 categories, viz, health and nutrition, education and protection is provided.

(I) Health and nutrition:

- a. Pregnancy registration.
- b. Immunization for mothers.
- c. Nutrition supplements for the mother.
- d. Institutional deliveries.
- e. Regular health check-up.
- f. Accessibility of health center.
- g. Availability of health worker.
- h. Availability of medicine.
- i. Regular monitoring of health of child.
- j. Immunization records of the girl child.
- k. Supplementary nutrition of the girl child.
- l. Micro nutrients supply.

(II) Education:

- a. Pre-school education & supplementary nutrition facilities.
- b. Enrolment of girl-child in school.
- c. Primary education facility.
- d. Availability and accessibility of elementary and secondary education facility.
- e. No. of female teachers.
- f. No. of trained teachers.
- g. Availability of school books/stationery/school uniform.
- h. Furniture in school.
- i. Extra-curricular activities in schools.
- j. Sports facilities.
- k. Special provisions for SC/ ST/OBC.
- l. Special education for disabled.

(III) Protection:

- a. Birth registration of the girl child.
- b. Protection from child abuse.
- c. Protection of child marriage.
- d. Protection from sexual exploitation and trafficking.
- e. Prevention of child labour.
- f. Care for street children.

2.5 Present Plans of Educating Girl Child

Many programs and policies have been launched by the governments all over the world, but are still lagging behind in providing education to the girl child. The problem here is not in implementation but in the level of commitment of people in general.

2.5.1 International Level

The international community's commitment to universal education was first set down in the 1948 Universal Declaration of human Rights and later reiterated in the 1989 Convention on the Rights of the child. At the 1990 World Summit for children, world leaders committed that girls and boys alike should have a quality basic education and placed their emphasis on reducing the disparities that had existed between rates of school enrolment for decades. Despite these commitments, the ideal of universal education remains unfulfilled and gender gaps persist until today.

UNICEF serves as the lead agency for the United Nations Girls' Education Initiative (UNGEI), a group of partners dedicated to achieving gender parity and equality targets in education. Launched by UN Secretary-General Kofi Annan at the World Education Forum in Dakar in 2000, UNGEI has set a platform for action and a partnership framework for [the global girls' education movement](#). UNICEF is also a key partner in the "Education for All Fast-Track Initiative" launched by the World Bank and supported by many bilateral donors, to help mobilize resources toward the Education Goal. The Initiative aims to help countries with policy, data, capacity-building and financial support, and to help them improve the efficiency of their resources.

In September 2000, 188 Heads of state from around the world signed the Millennium Declaration and established the Millennium Development Goals (MDGs). The goals aim to achieve significant progress in development by 2015. The governments set a date of 2015 for achieving universal primary education, promote gender equality and empower women among other goals.

2.5.2 National Level

The government of India has initiated various programs and policies to ensure that a girl does not miss out any opportunity of getting education. After independence, the government had set up a National Committee on Women's Education in 1958, and it recommended that female education should be at par with male education. In the year 1964, the Education Commission was set up, which largely talked about focusing on educating the girl child. The government came up with 'New Education Policy' in the year 1968, which focused on the overall education at both rural and urban areas.

Before and after Independence, India has been taking active steps towards women's status and education. The 86th Constitutional Amendment Act, 2002, has been a path breaking step towards the growth of education, especially for females.

According to this act, elementary education is a fundamental right for children between the ages of 6 and 14. The government has undertaken to provide this education free of cost and make it compulsory for those in that age group. This undertaking is more widely known as [Sarva Shiksha Abhiyan](#) (SSA).

Since then, the SSA has come up with many schemes for inclusive as well as exclusive growth of Indian education as a whole, including schemes to help foster the growth of female education.

The major schemes are the following:

- a. **Mahila Samakhya Programme:** This programme was launched in 1988 as a result of the New Education Policy (1968). It was created for the empowerment of women from rural areas especially socially and economically marginalized groups.
- b. **Kasturba Gandhi Balika Vidyalaya Scheme (KGBV):** This scheme was launched in July, 2004, to provide education to girls at primary level. It is primarily for the underprivileged and rural areas where literacy level for females is very low. The schools that were set up have 100% reservation: 75% for backward class and 25% for BPL (below Poverty line) females.
- c. **National Programme for Education of Girls at Elementary Level (NPEGEL):** This programme was launched in July, 2003. It was an incentive to reach out to the girls who the SSA was not able to reach through other schemes. The SSA called out to the "hardest to reach girls". This scheme has covered 24 states in India. Under the NPEGEL, "model schools" have been set up to provide better opportunities to girls.

2.6 Futuristic Plans of Girl Education

The international community needs to speed up its efforts to support countries that have the largest number of girls out of school. International efforts need to focus on:

- a. Raising additional resources and directing them to where the need is greatest;
- b. Improving the way resources are directed to countries so that they have the greatest possible impact; and
- c. Strengthening key international organisations to provide more leadership on girls' education and better support at the country level.

2.6.1 Factors that Prevents Girls from Getting Quality Education

In many countries and communities in both the developed and the developing world, parents can take it for granted that their daughters receive a quality education. Yet in many other places around the world, providing every child with an education appears to be beyond reach. There are five main challenges that make it difficult for girls to access education.

These include:

- a. the cost of education – ensuring that communities, parents and children can afford schooling;
- b. poor school environments – ensuring that girls have access to a safe school environment;
- c. the weak position of women in society – ensuring that society and parents value the education of girls;
- d. conflict – ensuring that children who are excluded due to conflict have access to schooling; and
- e. social exclusion – ensuring girls are not disadvantaged on the basis of caste, ethnicity, religion or disability.

These challenges are not exhaustive, but they are recurrent themes in many countries. They constitute additional hurdles girls need to overcome to benefit from quality education.

2.6.1.1 Educating Girls is Costly for Families

The education of girls is seen as economically and socially costly to parents. Costs come in four forms: tuition fees and other direct school fees; indirect fees (such as PTA fees, teachers' levies and fees for school construction and building); indirect costs (such as transportation and uniforms); and opportunity costs (such as lost household or paid labour). These costs have a significant impact on whether and which children are educated.

2.6.1.2 The Double Burden

The term "double burden" is used to describe the workload of those who are not only engaged in an economic activity but also have responsibility for unpaid domestic work in their own household. Women and girls often spend significantly more time on household chores and caring duties, such as child-rearing or attending to the sick, than do their male counterparts. The obligation to undertake household chores inevitably limits the time available for education and other activities.

It is commonly assumed that in many countries, as young people start working, the boys go into paid or unpaid economic activity while the girls engage in domestic work in the home. In fact during childhood years, girls are employed in economic activities almost as much as boys, but in addition they are expected to devote significantly more time than boys to domestic duties.

2.6.2 Factors that must be Addressed to Meet the Education Targets

- a. Providing free, public and compulsory education
- b. Reducing poverty and creating decent work for adults so that they can afford to send both their daughters and their sons to school
- c. Ensuring that boys and girls have access to a school and a safe and good quality learning environment
- d. Enforcing laws against child labour and laws on compulsory education
- e. Ensuring that the teaching force is properly trained and professional

- f. Raising public awareness of the need to eliminate child labour and of the importance of education
- g. Providing transitional education for boys and girls and young adults who have missed out on formal schooling
- h. Removing specific barriers to girls' education.

On December 19, 2011, the United Nations General Assembly adopted [Resolution 66/170](#) declaring 2th October as the International Day of the Girl Child, to recognize girls' rights and the unique challenges girls face around the world.

Innovation will be an important strategy in addressing the nature and scale of barriers girls continue to face and in ensuring they receive an education commensurate with the challenges of the 21st century. As the world evaluates gaps in achieving the global goals for gender equality in education and defines an agenda post-2015, it is critical that innovation is harnessed to improvise solutions that are not only more creative, but also more effective, efficient, sustainable results for improving girls' education.

In recognition of the importance of fresh and creative perspectives to propel girls' education forward, the theme of International Day of the Girl Child for 2013 was: Innovating for Girls' Education. Smart and creative use of technology is one route to overcoming gender barriers to girls' learning and achievement, but innovation in partnerships, policies, resource utilization, community mobilization, and most of all, the engagement of young people themselves, can be important catalyzing forces. The following are just some of many examples:

- a. Improving public and private means of transportation for girls to get to school
- b. Engaging young people in monitoring and holding school systems accountable for ensuring the integrity of school facilities and functions and the safety and learning of girls
- c. Collaboration between school systems and the banking industry to facilitate secure and convenient pay delivery to female teachers and scholarship delivery to girls
- d. Provision of science and technology courses targeted at girls in schools, universities and vocational education programmes
- e. Corporate mentorship programmes to help girls acquire critical work and leadership skills and facilitate their transition from school to work
- f. Revisions of school curricula to integrate positive messages on gender norms related to violence, child marriage, sexual and reproductive health, and male and female family roles
- g. Deploying mobile technology for teaching and learning to reach girls, especially in remote areas

2.6.3 National Plans and Policies

Education has always been the priority area of the government since independence. Universalisation of Elementary Education is the State objective as stated in the Directive principles of State policy and the Fundamental Right to free education until a child attains the age of fourteen has mandated the State to provide free and compulsory education to all children.

The latest census of 2011 reveals a declining trend in CSR in the age group of 0 to 6 years, the figure for girls having gone down to 919 per 1,000 boys, from what it was in the 2001 census - 927.

The process of elimination continues even after birth in various forms of discrimination in matters of health, nutritional and educational needs of the girl child. The 'Beti Bachao, Beti Padhao,' campaign has been launched to achieve this objective, of bringing about the awareness and the change. The scheme aims at making girls independent both socially as also financially through education. This approach of the Government can facilitate in generating awareness and improving the efficiency of delivery of welfare services meant for the women. Following may be done to improve girl child education:

Following may be done to improve girl child education :

- a. Parents and the community need to be fully convinced of the importance of education and motivated to send their children, particularly their daughters to school
- b. Certain amendments are needed to be made in the Education Policies like 'India's Central Board of Secondary Education, which has already made a provision in its Examination Bye-Laws that girl candidates, who are bonafide residents of the National Capital Territory of Delhi can appear in Class X and Class XII Examinations of the Board as Private Candidates. In order to further promote education for girl child, an amendment in the Affiliation Bye-Laws of the Board has now been made that all the affiliated schools will grant full waiver of all fees (including tuition fee and all other fees under any head except the meals and transportation fee) charged by them from class VI onwards to each girl student who is also the single child of a parent. Similarly, it will be appreciated if the schools also consider extending 50% concession in these fees for every girl student who is one of two daughters who are also the only two children in a family. In addition to above, the school on its own can also waive such fees like transportation and meal fee.
- c. Community leaders should fully and actively support this cause.
- d. By eradicating degrading and exploitative images of girls and women in the media and advertising.
- e. Providing women with literacy and vocational training for generation of income.
- f. Encouraging women to assume an increasing role in food security and income-generation.
- g. Training can be given to mothers in teaching other girls as well as others to implement not only academic education but also preventive health measures.

2.7 Summary

Despite progress, girls and women continue to be discriminated against in accessing education and within education systems. 57 million children worldwide, including 31 million girls, are out of school and two thirds of illiterate adults are women. In developing countries, adolescent girls are more likely to drop-out of

secondary school than boys, particularly in rural areas. Children of indigenous populations or ethnic minorities often face discrimination and are excluded from education, as are children with disabilities.

Enrolment in primary education has continued to rise in the developing world. But the pace of progress is insufficient to ensure that, by 2015, all girls and boys complete a full course of primary schooling. Despite these challenges, a good deal has been accomplished in many regions. Though enrolment in sub-Saharan Africa remains the lowest of all regions, it still has increased dramatically. Progress has also been made in South Asia and Northern Africa. Major advances have been made even in some of the poorest countries, most of them in sub-Saharan Africa.

The provision of free, compulsory and quality education, at least up to the minimum age of employment, is the most important policy step a government can take to tackle child labour. Reducing the indirect cost of education (uniforms, books, transport, food, etc.) is also an important means of removing burdens that may otherwise prevent poor families from sending their children to school. There are often specific barriers to girls' participation in education arising from cultural attitudes, safety concerns, and the multiple disadvantages that girls may experience. Such barriers need to be identified at the national and local level so that appropriate strategies to tackle them can be identified and implemented.

It is therefore important that national governments and donors support the education sector with adequate investment. Education for girls and women is an urgent priority as they can play an essential part in the development of the economy.

2.8 Suggested Questions :

1. What is the need for girl child education?
2. What facilities may be provided in schools to encourage education of girls?
3. Discuss the plans and schemes for educating girls?
4. What prevents girls from getting education in schools?
5. Suggest various plans to improve girl child education?

2.9 Suggested Readings

1. Mishra, R.C. (2005). Women Education. APH Publishing Corporation, New Delhi.
2. Dua, Radha.(2014). Women Education: Issues and Concerns. APH Publishing Corporation, New Delhi.
3. www.en.wikipedia.org/
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SOCIO-PSYCHOLOGICAL DETERMINANTS OF WOMAN EDUCATION

Structure

- 3.1 Objectives
- 3.2 Introduction
- 3.3 Importance of Women Education
- 3.4 Education as a Tool to Empower Women
- 3.5 Facts about Women Education in India
- 3.6 Socio-Psychological Determinants of Women Education in India
 - 3.6.1 Parental Attitude
 - 3.6.2 Social Discrimination
 - 3.6.3 Very Little Place for Women's Expressions
 - 3.6.4 Safe and Secure environment
 - 3.6.5 Education is not related to Day to Day life
- 3.7 Measures to promote Women Education
- 3.8 Summary
- 3.9 Glossary
- 3.10 Suggested Reading
- 3.11 Suggested Questions
- 3.12 Self Check Exercise
- 3.13 Answer Key

3.1 Objectives

After going through the present lesson, the student will be able to

- i. Recall the importance of women education
- ii. Give the facts about Women education in India
- iii. Explain the socio-psychological determinants of women education in India
- iv. Discuss the measures to promote women education in India

3.2 Introduction

In India, the increase in the educational facilities and opportunities for women and the removal of traditional bars on the entry of women to particular branches and levels of education came to be supported by all advocates of women's education from the nineteenth century onwards. However, the Indian reformers of the nineteenth century wished to educate women to perform their role as good wives and mothers and not to make them as direct active participants in the process of national development. After independence, the constitutional guarantee of equality changed the conceptual thinking, even of the traditional man in India and invited women to play multiple roles in the politics, the economy and the social

functions. The educational development of women began in that direction. This is amply evident in the Government's policies, the reports of various committees and commissions set up for this purpose and in the objectives of developmental plans formulated after independence.

3.3 Importance of Women Education

A woman plays various roles in her life, at home, in job, as a mother, wife, sister, daughter, worker, citizen and leader. Nineteenth and twentieth century witnessed various reform movements on various issues for women like sati practices, violence, unemployment and child marriage etc. But today the times have changed. With the onset of twenty first century, Government of India declared year 2001 as Women's Empowerment Year and introduced the National Policy for Empowerment of Women, according to which women are equal partners with men. The principal of gender equality is enshrined in the Indian constitution in its preamble, fundamental rights, fundamental duties and directive principles. The constitution not only grants equality to women but also empowers the states to adopt measures of positive discrimination in favor of women.

The importance of education in promoting and sustaining both individual and national development is well known. Not only it is considered a basic human right, it is also acknowledged to influence a variety of individual, social, economic and life outcomes. Education is also considered a vehicle in promoting gender equality on growth operates both directly (via the expanded number of women with higher levels of education) and indirectly as more educated women devote more resources to promote health, nutrition and education and help close the gender gaps in these outcomes among their children. If education has an empowering effect on women in terms of socio cultural, economic, inter personal, legal, political and psychological domains, investing in education is worthwhile not only from an individual but also from a national perspective.

3.4 Education as a Tool to Empower Women

Education is actually a key means of empowering women and is in itself a human right. Educated girls lead better lives. Education is especially central to women's empowerment in so far as it enables women to become more productive both inside and outside the household. Investments in women's general education, including literacy is considered one of the most important elements, complementary to income-generating activities that are considered essential for women's economic empowerment. Post-primary education has the greatest payoff for women's empowerment in that it increases income earning opportunities and decision-making autonomy. Many researchers have identified social institutions as highly

influential in shaping a woman's autonomy. These institutions should provide comprehensive, direct and context-specific strategies to empower women. These strategies include creating gender consciousness, enabling women to mobilize community resources and public services, providing support to the challenges of traditional norms and providing access to vocational and life skills to increase women's access to and control over economic resources.

The quality of education is not less important than getting education. Without education of comparable quality and content to that given to men, women are unable to escape low-quality employment to high-quality employment. For example: without access to information technology and the ability to use it, women will continue falling in low-quality employment. Education is necessary to gain skills needed to compete in the labor market. Facilitating women's access to work begins with providing them with education of good quality.

3.5 Facts about Women Education in India

The educational access to women folk is still a problematic area in India. The investments in female education are of particular interest and importance to development for three primary reasons: first available estimates suggest that the rates of return on investment in female education (in terms of economic productivity) are at least as high as the rates on investment in male education. Secondly, it is widely conjectured that there are important positive effects of women education on non market factors related to human resource development i.e. health, nutrition and children's education and population growth i.e. reduction in fertility and infant and child mortality. Lastly there is the issue of equity. In most societies women appear to have less control over sources and over their destinies than do men. Increasing female access to education is widely advocated means of remaining or reducing these inequalities.

But women education in India is a challenging task as we need to acknowledge the fact that gender based discrimination is a deep rooted social malice practiced in India in many forms since thousands of years. Women make up to 52% of country's population but their living conditions are very tough and torturous. To initiate

measurable actions at ground level, education of women should be top priority. But the actual data shows something else. Let's have a look at the facts about women education:

- Women have much lower literacy rate than men. Far fewer girls are enrolled in schools and many of them drop outs.
- The number of literate women among female population in India was between 2-6% from the British raj onwards to the formation of the Republic of India in 1947. Concerted efforts led to some improvement from 1961 to 1981. The 2001 census provisional figures indicate that only 54% of females are literate while 2011 census indicate that 65.5% females are literate. As a result the male-female gap in literacy has narrowed down from 26.6% in 1981 to 16.7% in 2011.
- The adult literacy rate in India is 61% with adult female literacy rate pegged at just 45%.
- According to World Youth Report (1996), the total percentage of girls enrolled at the secondary level in the 15-19 years age group was 38% low compared to boys of the same age (59%).
- The total population of young people in India is approximately 327 millions making up only 30% population of country. Approximately 21% of the population falls in the age bracket of 10-19 years which is classified as adolescents- a distinct segment of young people. More young people live in rural areas as compared to urban areas. Despite country's wide programmes to ensure universal, free and compulsory elementary education about 44 million adolescents are still illiterate (~20%). Girls below nineteen years of age comprise one quarter of India's rapidly growing population. The majority is out of schools and has limited choices available for future. Girls are caught in the cycle of early marriage, repeated pregnancy and poverty (National Family Health Survey, 1998-99).
- Although the gender differential in literacy has declined over time, the differential remains high even in the youngest age group among these 15-19

years of age, the percentage of females who are literate (74%) is 15% less than the males (89%).

- About 47% females are enrolled for secondary education as compared to 58% males. The gap is mainly due to inequality in education of girls and boys in rural areas.
- The male – female difference in illiteracy rate is also high in rural areas where 32% males and 67% females are illiterates as compared to 16% males and 23% females in cities.
- The Human Development Report – 2011 observed that the population with at least secondary education (age 25 and above) was only 26.6% for females as against 50.4% for males (Human Development Report, 2011).
- In spite of the implementation of programmes like ' Sarva Siksha Abhiyan' still 21.8% of girl children (6-17 years age) were found out of schools.

The above facts clearly indicate that girls and women have now increasingly pursuing higher education but still India has to go a long way for achieving 100% literacy rate for women education.

3.6 Socio psychological Determinants of women education in India

Education is the milestone of women empowerment because it enables them to respond to challenges to confront their traditional role and change their life. So, we cannot neglect the importance of education in reference to women empowerment which is poised to becoming super power, a developed country by 2020. The year 2020 is fast approaching, it is just 5 years away. This can become reality only when the women of this nation become empowered. India presently accounts for the largest number of illiterates in the world. Researches available on the women education in India points a number of socio cultural, socio economic and socio psychological factors that influence the participation of women in the system of education. The prevailing social norms of gender behaviour and perceived domestic and reproductive roles of women tend to adversely affect the learning and retention of girls in the schools. There are certain factors which hinder the ways of women education in India. I will describe here the socio psychological determinants of

women education. According to the dictionary meaning socio psychological determinants include a combination of social and psychological factors.

According to National Literacy Mission there are certain reasons for low level literacy rate in India:

- Gender based inequality
- Social discrimination and economic exploitation
- Occupation of girl child in domestic chores
- Low enrolment of girls in schools
- Low retention rate and high drop out rate.

Some other barriers may include:

3.6.1 Parental Attitude: Negative parental attitude towards educating daughters can also be a barrier to women education. Many parents view educating sons as an investment as sons will be responsible for caring for aging parents.

3.6.2 Social Discrimination: From the beginning of their lives, girls are socialized to accept male domination and ignore their own needs. Discrimination against the girl child in health, nutrition and education is heightened in adolescence. With the onset of puberty, there is increase in restrictions on speech, appearance, conduct and interaction with the opposite sex and decrease in mobility and autonomy. It results in low self esteem and self worth among girls.

3.6.3 Very Little Place for Girl's Expressions: This is the biggest sociopsychological reason for low literacy rate of women in education. During their teacher's training every teacher learns about the child centered education. But as soon as the teachers enter the real class rooms they forget the fact that girls are also children and they have to teach the concepts keeping their feelings and psychology in mind.

3.6.4 Safe and Secure Environment: Girls take admission in the schools and colleges to get education, but most of the schools and colleges lack secure environment for adolescent girls, you can see groups of boys near schools and colleges before and after school hours. The girls don't feel secure with the eve teasing of the boys of the schools or outsiders and to the height of shame some

male teachers / staff members try to sexually harass the teenage girls. Our societal set up is such that no one asks those male members rather the parents ask their daughters not to go to school. The unpsychological behavior of male members and society towards the girls becomes the reason for the school drop outs.

3.6.5 Education is not related to day to day life: To explain this point let us take an example. One day a mother told her daughter who is studying in fourth class in the government school to write a letter to her aunty. The girl took paper and pen. The mother asked her to write " Tell your aunty that our buffalo is pregnant. You take good care of her. Give her khali, binola, bhussa etc. in addition to the fodder. If the buffalo gives birth to a male calf, then sell it and if gives birth to a female calf then don't sell it." Mother was speaking continuously and the daughter was seeing here and there. Finally the daughter said "What are you saying mom? Our teachers have not taught us all this. I don't know how to write such a letter." The mother was shocked. She thought I am sending my daughter to the school for four years and still she is not able to write the letter. She went to the school and asked the class teacher of her daughter. The teacher said we taught her how to write letters to the municipal commissioner, book seller and head master. The girl has memorized all the three letters. The teacher told the mother to see the copies of her daughter. The mother was so frustrated and she snubbed the teacher "what is the use of this education if she can only write the rotely memorized letters. If the child cannot write what he/she thinks, then you keep this education with you. These kinds of circumstances compel parents to keep their daughters out of schools.

This shows that the education should be of use in day to day life activities. If the girls or women get the education related to their life situations and local area needs like skill development , home science, stiching, computer etc. that will be more beneficial to them.

3.7 Measures to promote women Education

- While the women of the West had to fight for over a century to get some of their basic rights, like right to vote, The Constitution of India gave women their equal rights with men from the beginning. Unfortunately, women in the country are mostly unaware of their rights because of illiteracy .The upmost need today is to educate women.

- Equal access to education for women and girls should be ensured. Government of India has already taken steps, more firm steps should be taken to eliminate discrimination, universalize education, eradicate illiteracy, and create a gender sensitive educational system, increase enrolment and retention rates of girls and development of vocational as well as technical skills in women.
- Equal opportunity is not enough. We must focus on 'equality of outcome', ensuring that all children, girls and boys alike, obtain the same high quality education.
- We have to accept the fact that things are not going to change overnight but because of this we cannot stop taking action either. At this moment the most important step is to initiate ground level actions however small it may be.
- The rights of women and their families to participate in the decisions that affect their lives must be respected. Their opinions must be taken into account in public matters affecting them, such as budget allocations, for education and related development decisions. Girls must have equal opportunities and be equally prepared for the kind of meaningful participation that is vital to democratic governance.
- The number of out-of-school girls must be routinely and publicly reported and considered a matter of national concern as urgent as rising unemployment rates.
- A clear vision is needed to remove the obstacles to the path of women education, both from the Government as well as women themselves, with a focus on changing the social attitudes and practices prevalent in society which are highly biased against women.

- The rural change will be visible only when social attitudes and norms change. Here, inclusive programmes involving the men are the need of the hour. Here I would like to mention that many girls from rural areas want to continue their studies but their brothers and fathers are not in the favor so a very talented pool of our country is being wasted away. Reducing the gender gap in secondary and higher education should be a focus area.

3.8 Summary

A woman plays various roles in her life. Educated women lead better life. Educational access to women folk in India is still a problematic area and a challenging task too. Women make up to 52% of population in India and still the living conditions are very tough and torturous for women. According to 2011 census only 65.5% of the women are literate. It indicates that girls and women are now increasingly pursuing higher education but still India has to go a long way for achieving 100% literacy for women education.

There are some socio-psychological factors for low women education rate in India like negative parental attitude, social discrimination, very little place for girl's expressions, lack of safe and secure environment and education is not related to day to day life etc. We have to take some measures to reduce the gender gap in education.

3.9 Glossary

Empower : Give or delegate power or authority

Literacy : The ability to read and write

Socio Psychological : Related to social and behavioral aspects

Determinants : Factors

Social Discrimination : Unfair treatment by society on the basis of prejudice

3.10 Suggested Readings :

Mishra,R.C.(2008) Women Education, APH Publication, New Delhi.

Talesra,H; Ruthela,S; Kothari, I; Dasgupta, S.(2007) Agenda for Education: Design and Direction, Rajasthan Council of Educational Administration and Management Publication.

Pattanaik, A. and Swain, Snigdha.R.(2007) Women Education, APH Publishing corporation, New Delhi.

Sharda Kumari 2010) "Munia se school Itni Door Kyu", Paper published in *Prathmik Shikshak*, April 2010, pg 8-14.

3.11 Suggested Questions :

1. Discuss the importance of education for women.
2. What is the position of women education in India?
3. Write in detail the socio-psychological determinants of women education in India.
4. What measures can be taken to promote women education in India?

3.12 Self Check Exercise :

1. _____ is a key means of empowering women.
2. Women have much _____ literacy rate than men.
3. _____ parental attitude is a barrier to women education.
4. The constitution of India gives women their _____ rights with men.

3.13 Answer Key:

1. Education
2. Lower
3. Negative
4. Equal

Problems of Women of Minority Communities

4.0 Structure

4.1 Objectives of the Lesson

4.2 Introduction

4.3 Problems of Muslim Women

4.3.1 Education of Muslim Women

4.3.2 Marital Status

4.3.3 Unemployment

4.4 Problems of Sikh Women

4.4.1 Problems of Isolation and Marriage

4.4.2 Problems of Male Child and Sharing the Property

4.4.3 Problems of Civilised Behaviour

4.5 Problems of Christian Women

4.6 Problems of Scheduled Castes Women

4.6.1 Pains of Social Discrimination and Male Domination

4.6.2 Unhygienic Multiple Deliveries

4.7 Problems of Scheduled Tribe Women

4.8 Summary

4.9 Self-Evaluation Questions

4.10 Suggested Questions

4.11 Suggested Books

4.1 Objectives of the lesson:

After going through the lesson, the students will be able to :

- (i) Explain the problems of muslim women
- (ii) Understand the problems of isolation and marriage
- (iii) Explain the pains of social discrimination and male domination.

4.2 Introduction :

India is a multi-religious, multi-lingual and multi-cultural society in which all the groups of the people have freedom to live in their own way, wear their own dresses, construct their own religious places of worship and speak their own languages and celebrate their own religious functions and still have a harmonious life of national ethics and create communal harmony. However, in the total scene of the country one thing is almost similar or the same that it continues to be a male dominated society in which all decisions in the family and the outside the home are undertaken by the male members of the society and women are mostly made to submit to these decisions. Their condition remains unchanged even during the modern times with only little changes here and there.

The condition became even worse when they gave birth to girls. Men treated them in a humiliated manner. The reasons to their type of social problem can be very many i.e., historical, cultural, religious, social and geographical etc. It does not, however, mean that there is no corner in India in which women have the major say. However, it is so diluted that it can be even ignored as it is with insignificant population only. In a nutshell, it can be said that it continues to be a male dominated society in which women are in a submissive and subordinate position. The incidents of maltreatment, abusing, wife beating etc. are not uncommon. Even when a good many laws have been framed in India to do away with such bad customs, and bad ethics, the incidents of reporting to the police are only a few, otherwise the situation continues to be similar if not the same. However, with minor variation, the position of women of minorities is no good except the type of discrimination i.e., Muslims, Sikhs, Christians, Scheduled Castes and Scheduled Tribes.

4.3 Problems of Muslim Women:

The deterioration of women status in India determined during the medieval period with the entrance of the Muslims. Several evil practices such as child marriage, female foeticide and purdah was introduced. Muslim women were forced to 'Zenana' polygamy during this period of time. The biggest minority in India is that of Muslims. However, some of the problems of Muslims women in Pakistan/

India are the same in both the countries while some changes have been taken place in India. One of the problems with the Indian Muslims women is that they have a good many relations living in Pakistan and so often visits them, which creates problem of their adjustment in India.

4.3.1 Education of Muslim Women:

(a) Educational Status: The fact remains that from the very beginning Muslim women remained in 'Pardah' i.e., 'Burka' and no part of their body was visible to any outsider. Mostly the Mullans who were scholars of Arabic and Persian were men. In this way they could not come in touch with them and thus were deprived of the educational facilities. In this way, the literacy was rampant amongst the Muslim women. Even during the Islamic rule in India, Muslim girls remained mostly illiterate. Only a few very well to do family girls were educated.

Even when Britishers introduced their own type of education there were a few Arabic schools and Persian schools. Arabic, Persian and purdah schools providing some insignificant type of education to Muslim girls.

During the British rule the government and Christian missionary tried their best to spread education facilities and established Mudrasas and Muktabas for Muslim girls. They introduced a Muslim University in Aligarh, all this could not cut much ice and Muslim minority got education. The result is that even in India Muslim women are not very much educated.

4.3.2 Marital Status: One peculiar problem with the Indian Muslim woman is polygamy. In accordance with the Indian constitution an Indian man can marry one wife and cannot marry for the second time till his first wife is dead or he is divorced. The same is true for the woman also. However, the Muslim religion allows a man to keep four wives at the same time. Whatever might be the reason for these traditions amongst the Muslim population it over rules the Indian constitution in this regard. Now when one is having four wives and the Islam as a tradition is not in favour of family planning, the size of their family becomes quite large. The result is that they suffer a lot through out the life. However, now this trend is changing a lot in the modern educated Muslim families.

4.3.3 Unemployment: Being mostly unducated and brought up in large size families it becomes difficult for the Muslim women to go in for a salaried job outside

the home. The result is that most of them are engaged in low paid private jobs in agricultural and allied occupations.

Being placed in Orthodox families, with many children, poor economic background, they suffer malnourishment and multiple unhygienic births with little resources to go in for costly medical treatment.

Under Such circumstances the muslim women are weak and helpless; often as the victims of abuse and beating having no say in the decision making process in the family.

4.4 Problems of Sikh Women: It is an admitted fact that sikh constitute only 3% of the Indian population but are so energetic that wherever you see in the world you will find them doing all type of jobs right from industrialists, agriculturalists, government officers and enterpenure.

At most all this is true with the sikh women who adopt new modes of life soon. No doubt in most of the areas sikh women are a bit different from the main streams of Indian women, but still they live in man dominated society in which all major decisions of the family are made by the males of the family and they have little say in it.

In the area of education the sikh community is not against sending their daughters to schools, till it is not taxing upon their packets. However, those who can afford to spend on their education do not hesitate to do so.

4.4.1 Problems of Isolation and Marriage: However, they also face a number of problems of isolation as their parents do not allow them to mix up with their male students so freely. The second problem which is being faced by the sikhs educated girls is that they want to go in for marriage of equal status and equally qualified boys, which is rarely available as most of the rural sikh boys are not much interested in studies. Under such circumstances, when a suitable match is available the parents are to spend a lot on their marriage. This causes a lot of problem and their girls also.

4.4.2 Problems of Male Child and Sharing the Property.

Even when our constitution allows equal rights in the property of parents between all male and female children. The fact remains that in Punjab where most of the landed property is owned by the sikhs from the heart of their heart do not

want to hand over their land to their daughters. In some cases they go in for litigation which at times develop enmity.

4.4.3 Problems of Civilised Behaviour: Even when Guru Nanak has emphatically laid down that women is to be a praise worthy entity she must be respected in all respects in the social set up. The fact remains that mostly they are not given the same type of respect which they deserve. This problem though minimum in Punjab needs to be weeded out amongst this minority community as its foundations had been laid on this solid foundations.

4.5 Problems of Christian Women: It also carries all the types of problems stated above with muslim and sikh minorities and suffer a lot in the male dominated society.

4.6 Problems of Scheduled Castes Women: No one can deny that due to Manu Samriti and its exploitation by Brahmines, the scheduled castes had been diserediminated and so badly that at times we felt ashamed of it. No doubt Guru Nanak raised a voice against it and cut across the caste systems it only did lay down the trend in favour of these supressed and despessed sections of the society. In the recent past Mahatma Gandhi gave them the title of Harijans. However, after the independence our constitution gave them the reservations of in almost all types of jobs and educational institutions. When the position of scheduled castes men was so miserable, their women were even more under dark clouds.

In spite of all, what was to be given to them is yet lacking with the female sex. It is a fact that even for the reservations of jobs some relaxations are given to them, a good many of them could get into government and semi government job. There are only a few also get benefits of reservation. They were so placed that they got their benefits for their wards too. The result is that most of the SC girls and women continue to suffer with a bit less discrimination and most of the benefits have been grabbad by the influential families i.e. creamy layer of them. Mostly they go in for odd jobs and live from hand to mouth.

4.6.1 Pains of Social Discrimination and Male Domination

Leaving aside those who have grabed the lion's share of scheduled castes all other women are to go in for minimal jobs of odd types in the rural areas and paid in such a way that could only survive. This fact does not effect the male ego of their

husbands so also live the equally bad life. In spite of all this they are to give the lions share of eatables to their husbands and children and themselves live on residuals. The things do not end up here they are to get abuses and beatings in addition to it.

4.6.2 Unhygienic Multiple Deliveries

In most of the cases, they live in unhygienic and small houses without much facilities in which they have no means of entertainment with much knowledge of family welfare facilities and often go in for unsafe sexual activities leading to unwanted pregnancies, without much resources of feeding and bringing up children, which speak upon the uncomfortable life for them without having any say in the family formation and then to look after the number of small children. All this make a hell of their life and also have to work hard to make both ends meet. In most of such cases they even children are sent to schools only to get free midday meals and to learn nothing. This facility help them to add to their difficulties as they are not to get promotions on the bases of learning abilities but on group promotions. At time small children are made to go in for paid labour and get spoiled. The Juvenile crime is increase making the life of villagers uncomfortable and painful adding difficulties to rural SC women who also get blames for it.

On the whole the problem of SC women in general except some exception, is miserable and needs to improve a lot. One of the factors to improve upon them is to provide educational facilities of all types to them.

4.7 Problems of Scheduled Tribe Women

Even when most of the problems being faced by the Scheduled Tribe women are of the same nature those of SC women but their problems are still more complex as most of SC's are well scattered throughout the population of the country and to some extent mix up with other people, the S.T.'s are located in some isolated corners of the country which are generally located in far off difficult areas, without much contact with the other people. They are isolated and live their own type of customs and traditions. In many cases they refuse all the facilities to be extended to them from the government i.e. opening of schools, hospitals, modern agricultural facilities etc. In some cases like Kinnour District in Himachal Pradesh there are traditions of polyandry i.e. one woman is the wife of all the brothers in the

family and is to look after all of them. They are ignorant about any type of modern health and family welfare facilities are to bear all the odds of life. Similarly in some other S.T. areas of the country there is a tradition of polygamy where in many women go in to be the wives of the same person and look after all the family affairs and generally the men folk does little work. Similarly some tribes live on the isolated areas of sea-shores and are isolated from the remaining would some of their problem could be

- (1) Unhygienic and multi-delivery problems
- (2) Illiteracy
- (3) Isolation and less knowledge
- (4) No exposure to the world of modern living
- (5) Less medical and educational facilities
- (6) Maintenance their old and rotten customs and traditions

4.8 Conclusion

In gist it can be said that the position of minority women i.e. Muslims, Sikhs, Christians, S.C.s, S.T.s is in no way better than the majority women. In spite of the fact a good many laws have since been formed to save them from the social, sexual, cultural, ethical, discrimination. Only an insignificant improvement has taken place in their status. In fact one of the important mode to improve their lot is to find out ways and means to provide them educational facilities to and also to remove their discriminations. The studies in the world has highlighted that there are no monopoly jobs for the men and women can perform all the jobs with the efficiency of men. This fact is also now being adopted in India too. Their educational facilities have been improved a lot and their employment is being in army, police, administrative services, farming and allied occupations. It can thus be visualized that in the time to come the problems of women of all types and especially the minority communities will improve significantly.

4.9 Questions for Self-Evaluation:

- (i) Highlight the problems of Sikh Women regarding education.
- (ii) Describe the problems of Christian Women regarding education.

4.10 Suggested Questions:

- (i) Discuss the education of muslim women in detail.
- (ii) Describe the relationship between the education and the pains of social discrimination and male domination.
- (iii) Discuss the problems of scheduled tribe women in detail.

4.11 Suggested Books:

- 1. T.S. Sodhi- Indian Education and its Problems
- 2. T.S. Sodhi- Adult Education

FUTURISTIC TRENDS IN WOMEN
EDUCATION

Lesson No. 5**Writer: Dr. Manmeet Oberoi**

Structure

- 5.1 Objectives
- 5.2 Introduction
- 5.3 Importance of Women Education
- 5.4 Progress of Women Education in India
- 5.5 Futuristic Trends in Women Education
- 5.6 Summary
- 5.7 Glossary
- 5.8 Suggested Reading
- 5.9 Suggested Questions
- 5.10 Self Check Exercise

5.1 Objectives :

After going through the present lesson, the student will be able to

- i. Recall the importance of women education
- ii. Give the facts about Women education in India
- iii. Explain the futuristic trends of women education in India
- iv. Discuss the reasons to think about the future trends of women education in India
- v. Explain various employment trends in future.

Futuristic Trends of Women Education**5.2 Introduction**

The status of women in India has been subject to many great changes over the past few millennia. With a decline in their status from the ancient to medieval times to the promotion of equal rights by many reformers, the history of women in India has been eventful. In modern India, women have held high offices in India including that of the President, Prime Minister, Speaker of the Loksabha and Leader of the Opposition. Women's rights are secured under the Constitution of India — mainly, equality, dignity, and freedom from discrimination; further, India has various statutes governing the rights of women.

As of 2011, the Speaker of the Lok Sabha and the Leader of the Opposition in the Lok Sabha (Lower House of the parliament) were women. However, women in India continue to face numerous problems, including violent victimization through rape, acid throwing, dowry killings and the eve teasing etc.

Women in India now participate fully in areas such as education, sports, politics, media, art and culture, service sectors, science and technology, etc. Indira Gandhi, who served as Prime Minister of India for an aggregate period of fifteen years, is the world's longest serving woman Prime Minister.

The Constitution of India guarantees to all Indian women equality (Article 5), no discrimination by the State (Article 15(1)), equality of opportunity (Article 16), and equal pay for equal work (Article 39(d)). In addition, it allows special provisions to be made by the State in favour of women and children (Article 15(3)), renounces practices derogatory to the dignity of women (Article 51(A) (e)), and also allows for women's education. The Government of India declared 2001 as the Year of Women's Empowerment and the National Policy for the Empowerment of Women was passed in 2001.

Our Indian history prominently reflects the stature of women in the society. From Rani Laximibai to Sarojini Naidu, women have proved their capabilities time and again. They were treated at par with men and excelled in various aspects of governance and warfare. However, over the years this gender has faced many hurdles and changing mindset. Yet women all over the world crossed these hurdles and continued to excel in business, politics, science, social work, etc. Irrespective of the fact that the condition of women in India is changing for good, we cannot deny that there is a gamut of things yet to be considered and implemented.

5.3 Importance of Women Education

Education is a fundamental right of every human being. It lays the foundation for the development of society. Women are an indispensable part of a society. The future generation's development mainly depends on the education of women. So, education of women is realised to be the most essential part for the society's development. It can help every woman educate her children to be good managers of the family as well as active members of the society.

Females constitute about 50 per cent of India's human resource, but lack of education snatches their chance to be part of the country's progress. Due to this, there is a considerable gap between male and female literacy rates in the country.

A woman plays various roles in her life, at home, in job, as a mother, wife, sister, daughter, worker, citizen and leader. Nineteenth and twentieth century witnessed various reform movements on various issues for women like sati practices, violence, unemployment and child marriage etc. But today the times have changed. With the onset of twenty first century, Government of India declared year 2001 as Women's Empowerment Year and introduced the National Policy for Empowerment of Women, according to which women are equal partners with men. The principal of gender equality is enshrined in the Indian constitution in its preamble, fundamental rights, fundamental duties and directive principles. The constitution not only grants equality to women but also empowers the states to adopt measures of positive discrimination in favor of women.

The importance of education in promoting and sustaining both individual and national development is well known. Not only it is considered a basic human right, it is also acknowledged to influence a variety of individual, social, economic and life outcomes. Education is also considered a vehicle in promoting gender equality on

growth operates both directly (via the expanded number of women with higher levels of education) and indirectly as more educated women devote more resources to promote health, nutrition and education and help close the gender gaps in these outcomes among their children. If education has an empowering effect on women in terms of socio cultural, economic, inter personal, legal, political and psychological domains, investing in education is worthwhile not only from an individual but also from a national perspective.

5.4 Progress of Women Education in India

Women have a much lower literacy rate than men. Far fewer girls are enrolled in the schools, and many of them drop out. In the patriarchal setting of the Indian family, girls have lower status and fewer privileges than boy children. Conservative cultural attitudes prevent some girls from attending school.

The number of literate women among the female population of India was between 2–6% from the British Raj onwards to the formation of the Republic of India in 1947. Concerted efforts led to improvement from 15.3% in 1961 to 28.5% in 1981. By 2001 literacy for women had exceeded 50% of the overall female population, though these statistics were still very low compared to world standards and even male literacy within India. Recently the Indian government has launched Saakshar Bharat Mission for Female Literacy. This mission aims to bring down female illiteracy by half of its present level. Since 1947 the Indian government has tried to provide incentives for girls' school attendance through programmes for midday meals, free books, and uniforms. This welfare thrust raised primary enrolment between 1951 and 1981. In 1986 the National Policy on Education decided to restructure education in tune with the social framework of each state, and with larger national goals. It emphasized that education was necessary for democracy, and central to the improvement of women's condition. The new policy aimed at social change through revised texts, curricula, increased funding for schools, expansion in the numbers of schools, and policy improvements. Emphasis was placed on expanding girls' occupational centres and primary education; secondary and higher education; and rural and urban institutions. The report tried to connect problems like low school attendance with poverty, and the dependence on girls for housework and sibling day care. The National Literacy Mission also worked through female tutors in villages. Although the minimum marriage age is now eighteen for girls, many continue to be married much earlier. Therefore, at the secondary level, female dropout rates are high.

It is seen that the educated Indian women workforce maintains professionalism; the men outnumber them in most fields and, in some cases, receive higher income for the same positions.

The education of women in India plays a significant role in improving living standards in the country. A higher women literacy rate improves the quality of life both at home and outside the home, by encouraging and promoting education of children, especially female children, and in reducing the infant mortality rate. Several studies have shown that a lower level of women literacy rates results in higher levels of fertility and infant mortality, poorer nutrition, lower earning potential and the lack of an ability to make decisions within a household. Women's

lower educational level is also shown to adversely affect the health and living conditions of children. A survey that was conducted in India showed results which support the fact that infant mortality rate was inversely related to female literacy rate and educational level. The survey also suggests a correlation between education and economic growth.

In India, higher education is defined as the education of an age group between 18 and 24, and is largely funded by the government. Despite women making up 24-50% of higher education enrollment, there is still a gender imbalance within higher education. Only one third of science students and 7% of engineering students are women. In comparison, however, over half the students studying education are women.

5.5 Futuristic Trends in Women Education

Women Education for Better Future Educational research in the past few decades in the United States has consistently showed that, at most levels of K-12 education, girls perform better than boys. Yet there was a historical inequality at the higher education level due to social pressures and mores that prioritized males both at colleges and universities and in the workplace. The women's liberation movement of the 1970s and the beginning of the information age in the 1980s created the explosive percentage growth of women both in higher education and in the professional workplace.

In North America, women reached parity with men at the college undergraduate level in the late 1980s and in master's degree programs in the late 1990s. Currently, women make up slightly less than 50 percent of students at the PhD level, but they are expected to cross that number in the next several years.

There have been many stories in the media recently about this gender imbalance at the undergraduate level. Today, for every two male students, there are three females entering college. This has produced obvious social issues on campuses. This has affected social behaviour. Why has this happened? Males still are a majority in such fields as engineering, but at liberal arts colleges that do not emphasize engineering, there have actually been concerns that less-qualified males are being admitted to keep the student body from skewing ever more female. Educators and sociologists have many theories—usually a combination of higher drop-out rates of males from high school, girls doing better at standardized tests than boys, a higher participation in gangs and drugs by males, an increased need for recruits for the military in times of war (the military is still predominantly male), and a male absorption with computer and gaming technology.

Future is always uncertain but still one can predict it on the basis of present and past experiences and facts. If we are talking about the future of women education in developing nation like India it is not less encouraging. The way, in which changes have been carried out in women education sector and over all education system, the scenario has changed and will continue to change. At every level of Education system including primary, secondary and higher education community, government and agencies are working hard towards upliftment of

women in education sector. Some of the highlights of trends in women are discussed as following :

Alternative or Innovative Methods :

The traditional model of schooling has been challenged by many researches now a days. At present educationist are working on new models of schooling which will be suitable for all populations of female part of society. Education should be flexible, so that every female can participate in this according to their need and availability.

For example, MOOC are a recent trend in online or distance education. MOOC are going to be more popular in future when it comes to women education. House wife, mothers, working women etc. can participate in education through online system without any obstacle. One of the research conducted by Bayeck (2016) has reported that women outnumbered men in participating in MOOC programmes in their education scenario. It was also reported that female students tend to prefer collaboration in online setting. The data revealed the men versus women MOOC participation ration was 40:60 in the sample. So, it could be said the innovative methods like MOOC are going to be in trend in future in field of women education. It seems easy for mothers and working women to continue their education through online mode.

Stem Education :

Gender differentiation in STEM (Science, Technology, Engineering & Mathematics) are already visible at every stage of education in India female. Education in stem includes child and adult female represented 33% of participation in over all STEM enrolment. Girls appear to lose interest science and maths with age. This decreased interest also affects participation of women in higher studies in same field. These differences can be clearly observed in engineering manufacturing, construction, natural sciences, mathematics, ICT etc. There are many factors that affect women's participation in STEM courses few of them are Biological factors, parental encouragement, socio-economic status, school climate, cultural norms, gender disparities and gender stereotypes etc. UNESCO has reported that gender disparity is due discrimination, biases, social norms and family expectations influence the quality of education women receive and the subject they choose to study. It is also believed that having more women in STEM field is strongly desirable because it would definitely help bring about sustainable development. So, it is expected that more and more women will participate in STEM and will work for science, technology and engineering industry. In women are expected to perform tough jobs as equal to men.

Sustainable Development Goals :

Sustainable development goals, also known as the Global goals, were adopted by all United Nations member states in 2015 as a universal call to action to end problems, protect the earth and ensure that all people enjoy peace and prosperity by 2030. The 17 SDG's are integrated that is, they recognize that action in one area will affect outcomes in others and that development must balance social, economic and environmental sustainability.

Under this women health and well being, education, sanitation along with gender equality have been kept in priority. Sustainable development goal 3 i.e. Good health and well being is designed to ensure health and well being of every individual whereas, goal 4 is about quality education without any discrimination these two goals are working toward wellness of women from health and education aspect.

Apart from this, 5th sustainable development goal is about gender equality. This goal aims at ending all discrimination against women and girls as a basic right and also providing a sustainable future. UNDP has made gender equality central to its work and we have seen remarkable progress in past 20 years. This goal at present working on discrimination at school, job, violence, ensuring full participation in social, economic, political & service fields, equal rights, for the welfare of women. It is strongly expected that these goals will act as wonder and improve the position of women in social, economic and job sector. Women will be more educated, provided with more job opportunities and will be stronger part of the working population till 2030. This will surely improve the status of women education in developing nations.

Global Partnership by UNESCO :

To increase awareness and galvanize new resources for girls & women's education, more innovative partnership for girls are needed with stronger funding, expertise and outreach. For this, UNESCO launched the Global partnership for Girls and women's education, known as "Better life, Better future" in 2011 guided by the belief that educating girls and women can break the cycle of poverty and foster greater social justice. This partnership aims at

1. Increasing learning opportunities for adolescent girls and women.
2. Expand and improve the quality of education.
3. Scale up geographical coverage and replicate good practice.
4. Engage a wider & diverse network of partner.

This partnership is expected to yield better results in field of women education in future.

5.6 Summary

Over the years this gender has faced many hurdles and changing mindset. Yet women all over the world crossed these hurdles and continued to excel in business, politics, science, social work, etc. Irrespective of the fact that the condition of women in India is changing for good, we cannot deny that there is a gamut of things yet to be considered and implemented. Education is a fundamental right of every human being. It lays the foundation for the development of society. Women are an indispensable part of a society. The future generation's development mainly depends on the education of women. The education of women in India plays a significant role in improving living standards in the country. A higher women literacy rate improves the quality of life both at home and outside the home, by encouraging and promoting education of children, especially female children, and in reducing the infant mortality rate. So, education of women is realised to be the most essential part for the society's development.

The job market of tomorrow should be good for women. There will be more jobs for women in the soft and team skills like communication and collaboration, mentoring, inspiring and building relationships and also in the area of health and education. So, the women will study more and more of the subjects related to these areas.

5.7 Glossary

- Futuristic : of or relating to future
Trends : tendency
Literacy : The ability to read and write

5.8 Suggested Reading

Jenna Goudreau The Future Of Work: A Golden Age For Working Women AUG 24, 2012 @ 8:38 PM 5,676 VIEWS ARTICLE IN FORBES

Friday, 11 October 2013, MAYARANI PRAHARAJ, in *Bhubaneswar* (The Daily Pioneer)

<http://www.oprah.com/world/Gender-and-the-Future-of-Education-Trends-David-Houle#ixzz3l8xvV8Ek>

5.9 Suggested Questions

1. Discuss the importance of education for women.
2. What is the position of women education in India?
3. Write in detail the futuristic trends of women education in India.
4. What would be the employment trends for women in future?

5.10 Self Check Exercise

1. _____ is a key means of empowering women.
2. Women have much _____ literacy rate than men.
3. Educated women _____ income growth.
4. There will be more jobs for women in _____ skills and _____ skills.

Answer Key

1. Education
2. Lower
3. Boost
4. Soft, Team

Structure :

- 6.1 Objectives
- 6.2 Introduction
- 6.3 Meaning and Definition of Women Empowerment
- 6.4 Need of Women Empowerment
- 6.5 Base to achieve Quality of Life, Opportunities and Social Justice
- 6.6 Importance of Women Empowerment
- 6.7 Summary
- 6.8 Questions for Self –Evaluation
- 6.9 Suggested Questions
- 6.10 Suggested Books and Web Sources

6.1 Objectives :

After reading the lesson, the students will be able to :

- Understand the general meaning of Empowerment
- Understand the meaning of Women Empowerment
- Understand the need of Women Empowerment
- Know the way to achieve quality of life, opportunities for women
- Know how to get social justice through education
- Understand the importance of Women Empowerment

6.2 Introduction

Empowerment in its literal context means to give power or warrant power. The term women empowerment it means to create means and provide channels through which women can practice equal rights as men. Since decades women rights have been violated in many forms. This is something which is global, in one form or the other women rights have been violated in almost all nations. From the right to vote to the right to education, women should have an equal say in everything. This is the process of providing power to women to stand up against the control of the others and help them to lead a prosperous and successful life. Historically women have been regarded as constituting a weaker section in the society. **"Two thirds of the 774 million adult illiterates worldwide are women – the same proportion for the past 20 years and across most regions."***United Nations World's Women*

2010 Trends and Statistics However, the beginning of the 20th century brought about a series of changes in the status of women.

Empowerment is a multi-dimensional social process that helps people gain control over their own lives. United Nations High Commissioner for Human Rights have defined empowerment as " The process of giving people the power, capabilities and access needed to change their own lives improve their own communities and influence their own destinies." It is a process which enables a person to understand the working of power so that they can deal with questions of existing power and exercise control over the sources of power.

Empowerment has multiple, interrelated and interdependent dimensions-economic, social, cultural and political. It can be understood in relation to resources, perceptions , relationships and power.

Empowerment refers broadly to the expansion of freedom of choice and action to shape one's life. It implies control over resources and decisions. For women, that freedom is curtailed by relation particularly to the state and markets there are important gender inequalities within the household, since powerlessness is embedded in a culture of unequal institutional relations.

Empowerment : Refers increasing the economic, political, social, educational or spiritual strength of individuals and communities. It probably involves the development of confidence in their own capacities.

6.3 Meaning and Definitions of Women Empowerment :

According to **UN definition**, women's empowerment has five components :

- a) Women's sense of self-worth,
- b) Rights to have and to determine choices,
- c) Right to have access to opportunities and resources,
- d) Right to have the power to control their own lives both within and outside the home,
- e) Ability to influence the direction of social change to create more social and economic order, nationally and internationally.

According to **United National Development Fund for Women(UNIFEM)**, the term women's empowerment means

- a) Acquiring knowledge and understanding of gender relations and the ways In which these relations may be changed.
- b) Developing a sense of self-worth, a belief in one's ability to sense desired changes and the right to control one's life.
- c) Gaining the ability to generate choice exercise bargaining power.
- d) Developing the ability to organize and influence the direction of social change, to create more just social and economic order, nationally and internationally.

According to **Mahatma Gandhi**," If you educate a man you educate an individual, But if you educate a woman you educate an entire family."

Jawaharlal Nehru said," You can tell the condition of the nation by looking at the status of women."

Swami Vivekananda said." No country can prosper if it ignores the prosperity of women."

A.P.J Abdul Kalam said, "Empowering women is a prerequisite for creating a good nation, when women are empowered, society with stability is assured. Empowerment of women is essential as their value systems lead to the development of a good family, good society and ultimately good nation."

According to **Depthnews** "It is a process in which women gain control over their own lives by knowing and claiming their rights at all levels of society at the international, local and house hold levels."

Empowerment is the process of enabling or authorizing individual to think, take action and control work in an autonomous way(Pinto,2001). Empowerment is not merely a feeling of greater extrinsic control. But also grows intrinsic capacity, greater self-confidence and an internal transformation of one's consciousness that enables one to overcome external barriers to access resources or changing traditional ideology

6.4 Need of Women Empowerment

In most countries, at least 50% (if not more) of the population is female and therefore an underemployed and unemployed female population means an undeveloped and underdeveloped economy, lower GDP and lost potential. Women are a tremendously untapped resource in many developing countries, where the problems of gender inequality are only exacerbated by lack of access to education, social constraints, poor health and sanitary conditions and political instability and unrest. Women can no longer be discounted as the weaker sex, particularly given their impressive success as micro-entrepreneurs around the world (prime example is in Bangladesh) and as thoughtful and considerate leaders and community-builders. The status of women in the West has also improved tremendously, however, their underrepresentation in fields such as finance and STEM leaves a lot to be desired. Women are still underpaid compared to their male counterparts and not equally represented in leadership at the government levels. In order to change the status quo we have to fix the pipeline - help girls believe that they can be leaders and change makers and we'll start to see the difference down the line when they are empowered women.

Nobel Prize winner, Prof. Amartya Sen emphasized that unless women are empowered, issues like health, literacy and population will remain unsolved problems of the developing countries in this part of the sub-continent.

6.4.1 Reducing Gender Inequalities (Discrimination) : "Girl child is born to inequality" because of their sex. The world over, women are denied their human rights. Gender differentiation is about inequality and about power relation between men and women. Universal Declaration of Human Right Freedom from fear and want, freedom of speech and belief. Despite International Human Rights law which guarantees all people equal rights irrespective of sex, race, caste women are still denied of equal rights with men to land, property, to mobility, to education, to employment, opportunities, to shelter, to food, to worship and over the lives of their children. Women are denied the right even to manage, control and care for the health of their own bodies and their reproductive function. Women are routinely beaten and even murdered in the name of cultural tradition in spite of the fact that

International Human rights law prohibits cultural practices which are damaging to women. Violence against women is an abuse to human rights.

6.4.2 Women's Multiple Role Gender Differentiation : Women are usually the careers, the nurturers, the educators, the source of stability, and increasingly they are major cash contributors. For the most part: Women meet their responsibilities of family and society.

Reproductive (child-rearing) caring for their family members, the ill, the infirm and the elderly. Household domestic work including food growing, buying and preparation.

Side by Side is called productive work. Agriculture, trades and professions, and community management, forming a trade union, organizing SHG, hold political and environment management, and conservation decision making, and they are capable of carrying out multiple roles, mainly because of biological differences and gender discriminated roles. The majority of the illiterates are in underemployed, usually starting at 5 or 6 in the morning and ending 10 or 12 in the night. In order to save women against all those gender discriminated inequalities, she should be empowered to have control over her possessions, to be self-reliant and capable of taking self-decisions for their own good and also for building equality in families.

6.4.3 Supplementary Education : NGOs along with help of village panchayats should help girls from uneducated, poor families by supporting supplementary education classes for girls studying high school to enhance their performances and bringing them at par with the town or city folks.

6.4.4 Educating School Drop-Outs : Most of the girls between the age group of 10-17 years in the rural areas are forced by their families to be helping hands in seasonal agricultural working and other household responsibilities. This creates a discontinuation of their education and breaks the interest of the child which has been the one of the main factors for major drop outs at the 8th class level. **Under Sarb Shiksha Abhiyan, a programme could be developed where these drop outs should be helped through some bridge courses to equip them to appear either privately or through open schools so as to encourage them to complete their elementary education.**

6.4.5 Equality in Decision Making Bodies : Women must make up at least 1/3 rd of all decision-making bodies, committees and groups. The effects would be evolutionary.

6.4.6 Protective Homes for women : There is an urgent need for setting up of a Nari Niketans at district level. Not only would these be rescue homes for these destitutes but could also double up as short stay homes for vocational training and act as production centers to enable women in such institutions to rehabilitate themselves. **Corporates could be encouraged involvement in this project by enabling their budget spends under corporate social responsibility to be tax free.** These centres would act as their human resource development centers.

6.4.7 Technical and Vocational Education : In a developing country like ours, we are suffering from shortage of human resource in technical and

vocational areas. Technical and vocational education paves an easy way for employment of such trained manpower towards raising the household income and in turn encouraging the economic growth of the family and in turn the country as a whole.

Thus, today women share equal status as men. More stress should be laid on empowering rural women and their development. A special focus should be on empowering girls and women, since it will lead to a change in the society which would be sustainable and will be in effect for ages to come. A united approach must be followed while empowering women it is a social cause that requires stewardship and continuous attention from every individual. Society needs to enhance its efforts for women empowerment and to boost the progress being made by women. It is society's constitutional, moral and social responsibility to confirm women's progress giving women equal opportunities and rights.

6.5 Base to achieve Quality of Life, Opportunities and Social Justice

The education is a means to have quality of life and brings social justice. As education is empowerment, it is the key to establish and reinforce democracy; it provides opportunities to succeed towards development which is both sustainable and human and to peace founded upon mutual respect and social justice. Education liberates women from the cultures of inequalities. Education is a force to reduce gender inequalities and access to mobility, share in decision making and contribution to national development. Education enhances women's economic productivity in the farm and non-farm sectors :

- 6.5.1 **Mothers schooling** also improves her own health status. One reason for this is that more schooling seems to accord her greater control over the frequency use of health service during pregnancy and birth.
- 6.5.2 **Educational Attainment Level of women** : The women's attainment level of education improves her children, particularly that of daughters. In many cases, it has been found to have a larger impact on children's schooling from mothers education.
- 6.5.3 Education empowers women in two ways, direct and indirect. Directly it can be observed in enhanced productivity, wider employment opportunities and life time earning, Higher the education will be the earnings, higher the earning higher will be women empowerment.
- 6.5.4 Education of women leads to their empowerment, since it removes some of the obstacles to economic and social development. Knowledge increases the power of reasoning and the ability to analyse and relate facts and events, as education of women also enhances the access to modern ideas and social change.
- 6.5.5 Educational empowerment increases the spiritual, political, social or economic strength of individual and communities. Education provides opportunities to :

- Have decision –making power of their own.
- To Have access to information and resources for taking proper decision.
- Having a range of options from which you can make choices.
- Ability to experience assertiveness in collective decision-making.
- Having positive thinking on the ability to make change.
- Ability to learn skills for improving one's personal or group personality.
- Ability to change others perceptions by democratic means.

Thus it is the ability to control one's own life. It is a process in which women gain control over their own lives by knowing and claiming their rights at all levels of society at the international, local and household levels. The national policy for the empowerment of women(2001) tries to bring about the advancement, development and empowerment of women. The policy will widely disseminated so as to encourage active participation of all stakeholders for achieving its goals. Specifically, the goal of this policy include :

- Creating an environment through economic and social policies for full development of women to enable them to realize their full potential.
- Equal access to women to health care, quality education at all levels, career and vocational guidance, employment, equal remuneration, occupational health and safety, social security and public office etc.
- Strengthening legal system aimed at elimination of all forms of discrimination against women.
- Changing societal attitudes by active participation of both men and women.
- Mainstreaming a gender perspective in the development process.
- Elimination of discrimination and all forms of violence against women and the girl child
- Building and strengthening, partnerships with civil society particularly women's organizations.

6.6 Importance of Women Empowerment

Women education is a multi-dimensional phenomenon. No single factor or cause can be held responsible for very low literacy rate of women in India. Subsequently it is associated with combination of many elements including social, cultural, economic, educational, demographic, political and administrative etc makes the women education important.

6.6.1 Made Responsive Judicial Legal System : Due to women education legal –judicial system is more responsive and gender sensitive to women's needs , especially in cases of domestic violence and personal assault. New laws are enacted and existing laws reviewed to ensure that justice is quick and the punishment meted out to the culprits is commensurate with the severity of the offences.

6.6.2 Equal Access and Full Participation in decision Making: The women are equally participating in decision making process at every level, including the legislative, executive and judicial system.

6.6.3 Helps in Access to Credit Facilities : In order to enhance the women's access to credit for consumption and production, the establishment of new, and strengthening of existing micro-credit mechanisms and other supportive measures ensure adequate flow of credit through various financial institutions and banks. So that all women below poverty line have easy access to credit.

6.6.4 Development of women in Science and Technology : The various measures motivate girls to take up science and technology for higher education and also ensure that development of projects with scientific and technical inputs involve women fully.

6.6.5 Quality of Life : The census 2011 report indicate that India has made significant progress in the field of literacy during the decade since the last census 2001. A comparison of 2001 and 2011 census figure shows that the female literacy has been higher at 14.87% for the males at 11.72% during 2001 and 2011. The gap between male and female literacy rate has decreased from 24.84% point in 2001 to 21.70% points in 2011.

6.6.6 Special Attention to Prospective of Health: A holistic Approach to women's health which includes both nutrition and health services is adopted and special attention is given to needs of women and the girl at all stages of the life cycle. Women should have access to comprehensive, affordable and quality health care.

6.6.7 Education and training: Educating girls is helpful for women's empowerment. Education provides women with the knowledge, skills and self-confidence they need to seek out economic opportunities. Removing school fees and providing financial incentives for girls to attend school have proven to be effective for increasing girls' enrolment and completion rates. The various measures include building schools close to remote communities, ensuring that schools have quality teachers – both female and male – and adequate sanitary facilities, and that they are safe places for girls. Well-designed vocational training leads to better paid work, and does not concentrate women in low-wage and low-skill work or reinforce occupational segregation between women and men.

6.7 Summary: The status of women in India has been subject to many great changes over the past few millennia. From a largely unknown status in ancient times through the low points of the medieval period, to the promotion of equal rights by many reformers, the history of women in India has been eventful. Efforts should be directed towards all round development of every Indian woman by giving them their due share. Further, women should be better educated, better informed only then can take rational decisions. It is also necessary to sensitize the other sex towards women. It is important to usher changes in the societal attitudes and perceptions with regard to the role of women in different spheres of life. Adjustment have to made in traditional gender specific performance of tasks.

6.8 Self-Evaluation

1. Empowerment is merely a feeling of greater extrinsic control. Yes/No
2. Gender differentiation is about inequality and about power relation between men and women. Yes/No
3. The education is a means to have quality of life and brings social justice. Yes/No
4. Education empowers women in two ways, direct and indirect. Yes/ No.
5. Women education is a multi-dimensional phenomenon. Yes/No
6. All women below poverty line have not easy access to credit.

Answer Key : 1 (No), 2(Yes), 3(Yes), 4(Yes), 5 (Yes), 6 (No)

6.9 Suggested Questions

1. "No country can prosper if it ignores the prosperity of women". Explain the statement given by Swami Vivekananda.
2. What is Women Empowerment? Explain the ways to achieve quality of life and social justice among women.
3. Why women empowerment is important and necessary condition these days?
4. What kind of problems will be resolved if women get empowered.

6.10 Suggested Readings and Web Sources

1. Raj, S & Babu, K.V (2006) Empowerment : As you Think.
2. Narasain, M.L.(2004) Equal Opportunities for Women in the Community.
3. Rosa, S.(2010), Empowerment of women –the impact of employment

Web Sources :

1. www.quora.com
2. www.womenempowerment.org.in
3. www.sewa-society.org
4. www.empowerwomen.org

**Domestic Violence, Causes and
Awareness**

Lesson No. 7

Writer : Ms. Navjot Kaur

Structure

- 7.1 Objectives**
- 7.2 Introduction**
- 7.3 Types of Domestic Violence**
- 7.4 Causes of Domestic Violence**
- 7.5 Awareness about Domestic Violence**
- 7.6 Summary**
- 7.7 Suggested Questions**
- 7.8 Suggested Reading**

7.1 Objectives

After reading this chapter students will be able

- i. To understand types of domestic violence
- ii. Will come to know the causes of domestic violence
- iii. Will be aware of domestic violence

7.2 INTRODUCTION

Violence is present almost everywhere and nowhere is this eruption more intense than right behind the doors of our homes. Behind closed doors of homes all across our country, people are being tortured, beaten and killed. It is happening in rural areas, towns, cities and in metropolitans as well. It is crossing all social classes, genders, racial lines and age groups. It is becoming a legacy being passed on from one generation to another. The term used to describe this exploding problem of violence within our homes is Domestic Violence. One of the reasons for it being so prevalent is the orthodox and idiotic mindset of the society that women are physically and emotionally weaker than the males. Domestic violence is never restricted towards women only but it is towards someone who we are in a relationship with, be it a wife, husband, son, daughter, mother, father, grandparent or any other family member. It can be a male's or a female's atrocities towards

another male or a female. Anyone can be a victim and women can also be violent but their actions account for a small percentage. Domestic Violence is never restricted to a single incident and it becomes more frequent and severe over time. The violence may continue over many years. Domestic Violence may take many forms the main categories are physical, sexual, emotional or psychological and economic abuse.

7.3 Types of Domestic Violence :- Various types of domestic violence are as following :-

Physical Violence: It includes involving contact intended to cause pain, injury, or other physical suffering or bodily harm. It includes hitting, slapping, punching, choking, pushing, throwing objects, burning and other types of contact that result in physical injury to the victim. The victim may be abused by several perpetrators: for instance the victim may be held down by a person so that someone else can assault the victim. The victim may be locked in a room or tied down.

Sexual Violence: defined by [World Health Organization](#) as any sexual act, attempt to obtain a sexual act, unwanted sexual comments or advances, or acts to [traffic](#), or otherwise directed, against a person's sexuality using [coercion](#), by any person regardless of their relationship to the victim.

Emotional Violence: It is also called psychological abuse or mental abuse. It includes threatening the victim with injury or harm, telling the victim that they will be killed if they ever leave the relationship, isolating them from others, and public humiliation.

Economic Abuse: Economic Abuse is a form of abuse when one intimate partner has control over the other partner's access to economic resources, which diminishes the victim's capacity to support him/ her and forces him/her to depend on the perpetrator financially.

7.4 CAUSES OF DOMESTIC VIOLENCE : Following are some probable causes of domestic violence.

1. Psychological Problems: Periodic bouts of low self esteem, feeling of inferiority, stress, lack of self control, depression, mental illness, personality disorders or difficulty in regulating anger and other strong emotions are the main cause of domestic violence.
2. Controlling Behaviour: Controlling behaviour of the partner leads to domestic violence. It leads to the different causes of domestic violence as provocation of each other, to dominate the partner, arguing with the partner for every small thing, verbal or non-verbal abuse.

3. **Traditional Beliefs:** Some traditional beliefs i.e. women are not equal to men or men have right to control the women are widely accepted. It is believed that because of her relationship to man, a woman is vulnerable to domestic violence, dowry, murder etc. This reason relates to society's concept of a woman as a property and dependent of the male protector, father, husband, son etc.
4. **Alcoholism:** Drug addiction and alcoholism, abusive language, disrespect or ignoring behaviour towards family or blaming the women for his own failure is also the reason of domestic violence.
5. **Unrealistic Expectations:** In some cases extreme possessiveness, dissatisfaction with the dowry and exploiting women for more of it or extra marital affair and still expecting loyalty in return from the partner and if he does not get the expected results this also results in violence.
6. **Economic Hardship:** Poverty, economic dependence upon female partner, prolonged unemployment, low self esteem or incapacity to accept the responsibility of family leads to domestic violence in family.
7. **Acceptance of Violence:** Because of being female and economically dependent on male partners women feel too powerless to escape and they easily accept the violence done to her. Victims generally feel, it is better to suffer in silence than to be separated from the family. They keep hoping for the improvement, but it is normally observed that, without help violence gets worst. Victims feel helpless, guilty. Even they may feel ashamed for the poor quality of the relationship. So they simply accept the violence and abusive behaviour of their family members.

7.5 Awareness about Domestic Violence

Domestic violence and abuse can happen to anyone, yet the problem is often overlooked, excused, or denied. This is especially true when the abuse is psychological, rather than physical. Noticing and acknowledging the signs of an abusive relationship are the first step to ending it. No one should live in fear of the person they love. Domestic violence and abuse are used for one purpose and one purpose only: to gain and maintain total control over you. An abuser doesn't "play fair." Abusers use fear, guilt, shame, and intimidation to keep one down and to keep one under his or her thumb. Abuser may also threaten victim, hurt, or hurt those who are around the victim.

Recognizing abuse is the first step

Domestic abuse often escalates from threats and verbal abuse to violence. Physical injury may be the most obvious danger; the emotional and psychological consequences of domestic abuse are also severe. Emotionally abusive relationships can destroy your self-worth, lead to anxiety and depression, and make you feel helpless and alone. No one should have to endure this kind of pain—and your first step to breaking free is recognizing that your situation is abusive. Once you

acknowledge the reality of the abusive situation, then you can get the help you need to get rid of that abusive relationship or to improve that.

Signs of an abusive relationship

There are many signs of an abusive relationship. The most telling sign is fear of your partner. If you feel like you have to be very careful when your partner is around, he constantly watching what you say and do or restrict you to do things according to your will then you are living in abusive relationship. Other signs that you may be in an abusive relationship include a partner who belittles you or tries to control you, and feelings of self-loathing, helplessness, and desperation.

Domestic Violence Act

The Protection of Women from Domestic Violence Act, 2005, which came into force from October 26, 2006, is the first significant attempt to recognize domestic abuse as a punishable offence. Women and children are the primary beneficiaries of this Act. Children are also covered under the Act; they too can file a case against a parent or parents who are tormenting or torturing them, physically, mentally, or economically. Any person can file a complaint on behalf of a child. The law recognizes live-in relationships. Thus, if a woman is living with a man who abuses her, she can take recourse to the provisions of this law even though she is not married to him. It also protects women in fraudulent or bigamous marriages, or in marriages deemed invalid in Law.

7.6 Summary

Women are said to be the important part of the society and are supposed to enjoy all privileges and comforts, at par with men. But the reality is not that beautiful. Truly speaking, women are subjected to all sorts of torture and violence, which can be thought of. From the confinement of the four walls of the house to place of work and public places, the women are victims of tyranny.

Unless women are able to organize themselves, they cannot fight male domination. There is a need, therefore, to set up women's organizations in every area to fight this aspect of women's oppression and to stop domestic violence.

7.7 Suggested Questions:

- I. What do you mean by domestic violence? Explain its kinds.
- II. Discuss the causes of domestic violence.

7.8 Suggested Readings:

Preeti Misra: Domestic Violence Against Women
Udai Veer: Crime Against Women

EARLY MARRIAGE, CHILD LABOUR, FEMALE FOETICIDE AND INFANTICIDE

- 8.0 Structure
- 8.1 Objectives
- 8.2 Introduction of Early Marriage
 - 8.2.1 Examples of early marriage
 - 8.2.2 Causes of early marriage
 - 8.2.3 Development
- 8.3 Child Labour
 - 8.3.1 Introduction
 - 8.3.2 Worst forms of Child Labour
 - 8.3.3 Causes of Child Labour
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 - 8.4.1 Introduction
 - 8.4.2 Long term consequences
 - 8.4.3 Prevention and Cure
- 8.5 Infanticide
 - 8.5.1 Reasons of Infanticide
 - 8.5.2 Prevention
- 8.6 Suggested Questions
- 8.7 References

8.1 Objectives

After reading this chapter, students will be able to

1. Know the concept of early marriage.
2. Know about the long term consequences of female foeticide.
3. Get knowledge about prevention of Infanticide.

Early Marriage**8.2 Introduction**

Throughout the world, marriage is regarded as a moment of celebration and a milestone in adult life, sadly as this makes clear, the practice of early marriage gives no such cause for celebration. All too often, the imposition of a marriage partner upon a child means that a girl or boy's childhood is cut short and their fundamental rights are compromised.

The reason for the perpetuation of early marriage, and its possible increase in populations under stress. A key factor is poverty, with the marriage of children often seen a strategy for economic survival. In addition, it is perceived as a way to protect girls and to provide some stability in situations when societies are under extreme pressure. Birth, marriage and death are the standard trio of key events in most people lives but only one marriage is matter of choice. The right to exercise that choice was recognized as principle of law.

8.2.1 Examples of Early Marriage

1. Rajasthan, India: The custom survives of giving very small children away in marriage. On the auspicious day of Akha teez, the mass solemnization of marriages between young boys and girls is performed from the parents point of view, this is tried and tested way of organizing the passing on poverty and wealth with in family. A small but significant proportion of children involved under age 10, and some are mere toddlers of two or three years old.
2. Bangladesh: Many Bangladeshi girls are married soon after puberty partly to free their parents from economic burden where a girl family is poor or she has lost her parents, she may marry as a third or fourth wife to a much older man, to fulfill the role of sexual and domestic servant.

The practice of marrying girl at a young age is most common in sub Saharan Africa and South Asia.

8.2.2 CAUSES

1. Customs surrounding marriage, including desirable age and the way in which a spouse is selected depend on a society's view of family its role structure, pattern of life, and the individual and collective responsibilities of its members. The idea ad function of family varies across the world ad is in a state of constant evolution.
2. Poverty is one of the major factor under pinning marriage where poverty is acute, a young girl may be regarded as an economic burden and her marriage to a much older sometimes even elderly man. It is a family survival strategy, and may be even be seen as in her interest Although most countries have laws that regulate marriage, both in teens of minimum age and consent , these law may not be applied and few persecutions are ever brought against law breaker-parents, officiators or spouses.
3. Dowry and bride price.

A bride price is the amount paid by the groom to parents of a bride for them to consent to him marrying there daughter. In some countries, the younger the bride, higher the price she may fetch. The practice creates an economic incentive where girls are sought and married early by her family to her highest bidder. Child marriage of girls is a way out of desperate economic conditions, or simply a source of income to their parents.

4. Prosecution, forced migration and social security.

A Newyork times report and other scholars claim that origin of child marriages in India to be Muslim invasions the began more than 1000 years ago. The invasions rapid Hindu girls or vary them to marry off their daughters to protect them. A sense of social in security has been caused of a child marriage across the world. Extreme poverty may make daughters as economic burden of the family, Which may be

relieved by early marriage, to a benefit of family as well as the girls herself. Protection through marriage may play a specific role in conflict setting. Families may have their young daughters marry members of an armed group in hopes that she will be better protected.

5. Religion and Civil law

Although general marriage able age is 18 in majority of countries, most jurisdictions allow for exceptions for under a youth with parental and judicial consent. Legally allowed marriage does not necessarily cause high rates of child marriages.

According to UNICEF "State of world's children-2009" report, 47% of Indians women aged 20-24 were married after legal age of 18 with 56% of marrying before age 18 in rural areas. The report also showed that 40% of world's child marriages occurs in India.

According to "National plan of action of children 2005" published by Indian governments department of women and child development, set a goal to eliminate child marriage completely by 2010. This plan was unsuccessful.

8.2.3 Development

High rates of child marriage negatively impact countries because of early marriage's impact on girls education and labour market participation. High rate of child marriage prevents significant progress towards each of 8 millenniums goals and global efforts to reduce poverty due to its effects on educational attainment, economic and political and participation and health.

8.3 Child Labour

8.3.1 Introduction

After its independence from colonial rule, India has passed a number of constitutional protections and laws on child labour. The Constitution of India in the Fundamental Rights and the Directive Principles of State Policy prohibits child labour below the age of 14 years in any factory or mine or castle or engaged in any other hazardous employment (Article 24). The constitution also envisioned that India shall, by 1960, provide infrastructure and resources for free and compulsory education to all children of the age six to 14 years. (Article 21-A and Article 45).

India has a federal form of government, and labour being a subject in the [Concurrent List](#), both the central and state governments can and have legislated on child labour. The major national legislative developments include the following:¹

The Factories Act of 1948: The Act prohibits the employment of children below the age of 14 years in any factory. The law also placed rules on who, when and how long can pre-adults aged 15–18 years be employed in any factory.

The Mines Act of 1952: The Act prohibits the employment of children below 18 years of age in a mine.

The Child Labour (Prohibition and Regulation) Act of 1986: The Act prohibits the employment of children below the age of 14 years in hazardous occupations identified in a list by the law. The list was expanded in 2006, and again in 2008.

The Juvenile Justice (Care and Protection) of Children Act of 2000: This law made it a crime, punishable with a prison term, for anyone to procure or employ a child in any hazardous employment or in bondage.

The Right of Children to Free and Compulsory Education Act of 2009: The law mandates free and compulsory education to all children aged 6 to 14 years. This legislation also mandated that 25 percent of seats in every private school must be allocated for children from disadvantaged groups and physically challenged children.

India formulated a National Policy on Child Labour in 1987. This Policy seeks to adopt a gradual & sequential approach with a focus on rehabilitation of children working in hazardous occupations. It envisioned strict enforcement of Indian laws on child labour combined with development programs to address the root causes of child labour such as poverty. In 1988, this led to the National Child Labour Project (NCLP) initiative. This legal and development initiative continues, with a current central government funding of 6 billion, targeted solely to eliminate child labour in India. Despite these efforts, child labour remains a major challenge for India.

8.3.2 The worst forms of child labour

Whilst child labour takes many different forms, a priority is to eliminate without delay the worst forms of child labour as defined by Article 3 of ILO Convention No. 182:

- (a) all forms of slavery or practices similar to slavery, such as the sale and trafficking of children, debt bondage and serfdom and forced or compulsory labour, including forced or compulsory recruitment of children for use in armed conflict;
- (b) the use, procuring or offering of a child for prostitution, for the production of pornography or for pornographic performances;
- (c) the use, procuring or offering of a child for illicit activities, in particular for the production and trafficking of drugs as defined in the relevant international treaties;
- (d) work which, by its nature or the circumstances in which it is carried out, is likely to harm the health, safety or morals of children.

Labour that jeopardises the physical, mental or moral well-being of a child, either because of its nature or because of the conditions in which it is carried out, is known as "hazardous work".

8.3.3 Causes

For much of human history and across different cultures, children less than 8 years old have contributed to family welfare in a variety of ways. UNICEF suggests that poverty is the big cause of child labour. The report also notes that in rural and impoverished parts of developing and undeveloped parts of the world, children have no real and meaningful alternative. Schools and teachers are unavailable. Child labour is the unnatural result. A BBC report, similarly, concludes poverty and inadequate public education infrastructure are some of the causes of child labour in India.

Between boys and girls, UNICEF finds girls are two times more likely to be out of school and working in a domestic role. Parents with limited resources, claims UNICEF, have to choose whose school costs and fees they can afford when a school is available. Educating girls tends to be a lower priority across the world, including India. Girls are also harassed or bullied at schools, sidelined by prejudice or poor curricula, according to UNICEF. Solely by virtue of their gender, therefore, many girls are kept from school or drop out, then provide child labour.

The International Labour Organisation (ILO) and Spreading Smiles Through Education Organisation(OSSE) suggests poverty is the greatest single force driving children into the workplace. Income from a child's work is felt to be crucial for his/her own survival or for that of the household. For some families, income from their children's labour is between 25 to 40% of the household income.

According to a 2008 study by ILO, among the most important factors driving children to harmful labour is the lack of availability and quality of schooling. Many communities, particularly rural areas do not possess adequate school facilities. Even when schools are sometimes available, they are too far away, difficult to reach, unaffordable or the quality of education is so poor that parents wonder if going to school is really worthwhile. In government-run primary schools, even when children show up, government-paid teachers do not show up 25% of the time. The 2008 ILO study suggests that illiteracy resulting from a child going to work, rather than a quality primary and secondary school, limits the child's ability to get a basic educational grounding which would in normal situations enable them to acquire skills and to improve their prospects for a decent adult working life. An albeit older report published by UNICEF outlines the issues summarized by the ILO report. The UNICEF report claimed that while 90% of child labour in India is in its rural areas, the availability and quality of schools is decrepit; in rural areas of India, claims the old UNICEF report, about 50% of government funded primary schools that exist do not have a building, 40% lack a blackboard, few have books, and 97% of funds for these publicly funded school have been budgeted by the government as salaries for the teacher and administrators. A 2012 Wall Street Journal article reports while the enrollment in India's school has dramatically increased in recent years to over 96% of all children in the 6-14-year age group, the infrastructure in schools, aimed in part to reduce child labour, remains poor - over 81,000 schools do not have a

blackboard and about 42,000 government schools operate without a building with makeshift arrangements during monsoons and inclement weather.

Biggeri and Mehrotra have studied the macroeconomic factors that encourage child labour. They focus their study on five Asian nations including India, Pakistan, Indonesia, Thailand and Philippines. They suggest that child labour is a serious problem in all five, but it is not a new problem. Macroeconomic causes encouraged widespread child labour across the world, over most of human history. They suggest that the causes for child labour include both the demand and the supply side. While poverty and unavailability of good schools explain the child labour supply side, they suggest that the growth of low paying informal economy rather than higher paying formal economy - called organised economy in India - is amongst the causes of the demand side. India has rigid labour laws and numerous regulations that prevent growth of organised sector where work protections are easier to monitor, and work more productive and higher paying. The unintended effect of Indian complex labour laws is the work has shifted to the unorganised, informal sector. As a result, after the unorganised agriculture sector which employs 60% of child labour, it is the unorganised trade, unorganised assembly and unorganised retail work that is the largest employer of child labour. If macroeconomic factors and laws prevent growth of formal sector, the family owned informal sector grows, deploying low cost, easy to hire, easy to dismiss labour in form of child labour. Even in situations where children are going to school, claim Biggeri and Mehrotra, children engage in routine after-school home-based manufacturing and economic activity. Other scholars too suggest that inflexibility and structure of India's labour market, size of informal economy, inability of industries to scale up and lack of modern manufacturing technologies are major macroeconomic factors affecting demand and acceptability of child labour.

Cigno suggest the government planned and implemented land redistribution programs in India, where poor families were given small plots of land with the idea of enabling economic independence, have had the unintended effect of increased child labour. They find that smallholder plots of land are labour-intensively farmed since small plots cannot productively afford expensive farming equipment. In these cases, a means to increase output from the small plot has been to apply more labour, including child labour.

8.4 Female foeticide

8.4.1 Introduction

The desire to exercise control over the sex of offspring is widely held, and various cultures and communities utilize a variety of folk practices to ensure the conception and birth of a child of the desired sex. Traditional societies in India, for example, have elaborate folk techniques for conceiving sons while couples in industrialized countries may use a variety of in vivo peri-conceptual techniques to influence the sex of the conception; However, it must be realized that sex-determination was 'misuse' of genetic technology, implying that the identification, followed by the

elimination of fetuses with physical or mental challenge through new reproductive technology was the only legitimate use of this technology.

What is female feticide?

Female feticide is the selective abortion/elimination of the girl child in the womb itself, done deliberately by the mother, after the detection of the child's gender through medical means. This is usually done under familial pressure from the husband or the in-laws or even the woman's parents. Unplanned pregnancy is generally the reason behind abortion. However, female feticide is a far more heinous sin than the age old practice of killing an unwanted child, even before it's born.

Like many societies around the world, India too is *patriarchal* in nature. A set hierarchical system prevails in all tiers of the social order. The fanatic obsession with the male sex, though, is one of a kind. Right from the ancient scriptures, one finds instances where men are glowingly praised as the key to continue the family lineage. A girl is forced to undergo multiple pregnancies and (or) abortions, until she fulfills her lifelong goal of being a breeding machine that produces male offspring as per the needs of the family.

Sadly, a majority of female feticide cases involve an enthusiastic participation of women, both old and young.

To add fuel to the fire, unethical sex determination and selective abortion of female infants has become a booming US \$224 million industry- a dangerous incentive for this transgression to prosper further in the near future.

Every unethical act, like this one, has some age-old lame reasoning behind it, which is used as genuine justification by its staunch supporters. The root cause for female feticide lies within the cultural norms as well as the socio-economic policies of the country where this practice prevails. The most infected (I use the verb, for it precisely depicts the malady that has affected our world) are the South Asian countries like China, India, Vietnam, Korea etc. from where this social evil has mushroomed today to the western nations like the USA and Canada. This is the end result of immigration that has brought along female feticide across the pond. What is the rationale, one may wonder. Surprisingly, the reasons aren't quite as diverse for these nations as one may perceive.

1. Preference for the male child: Elimination/removal of girls from the family tree even before they are born clearly indicates the vehement desire for a boy child. In the countries where female feticide has become unbridled, the core factor is the need to continue the family line through the male born into it. Sons are seen as the main source of income. Even though women today can easily rub shoulders with men, almost in every field they set their mind to, the common misconception still remains that it is the male who will help run the house, and look after his parents. Once married, women are like cargo, ready to be shipped off to another household,

while parents breathe a sigh of relief for a job well done in getting their 'daughter' settled.

In India, the age old custom of dowry system puts a damper on the parents' spirits who are 'blessed' with a girl child. Right then and there, begin the calculations associated with marriage expenses, which may happen after a couple of decades, following the child's first breath. A lump sum paid to the daughter in twenty years when the currency value may depreciate and inflation may skyrocket is seen as a tragedy waiting to happen. It would be so much better to get rid of them with just a fraction of the amount.

2. Deteriorated Status of Women: I'm not a rabid feminist who would shout herself hoarse about the domination of men in any society. Sure, males are the stronger sex when it comes to the pecking order in a country, but that does not entail a curbing of rights for women. Rather than whining about the denied opportunities, women should stand up and try to grasp the chances they want for themselves.

However, this Utopian scenario is not quite easily achieved in practice. Centuries of repression has made inferiority second nature to most women. They willingly embrace the role of the meek, submissive, docile wife who works relentlessly to cater to the whims of her husband. The worst enemy of a woman is the woman herself. Female feticide happens with the explicit consent of the mother. While most mothers-to-be agree to this misdeed out of a sense of duty to the family, there are many who take the initiative themselves.

3. Foul Medical Ethics: The opening conversation to this hub satisfactorily covers this point. With the legalization of abortion in India, illegal sex determination and termination of pregnancies has become an everyday reality. The professionals in the medical field are only too glad to help parents realize their dream of a healthy baby boy. Female feticide is openly discussed amongst many in the healing fraternity and even pin boards outside certain clinics read, ***'Pay Rs.500 (\$ 10) today to save the expense of Rs. 500 000 (\$ 10 000) in the future'***. The initial meager sum is the cost of a pregnancy termination, while the bigger amount specified in comparison, is the expense that the family will be burdened with in the form of dowry for the girl.

4. Industrial Growth: Industrialization of the health sector has further strengthened the selective sex abortion quarter. With the advent of CVS, amniocentesis and Ultrasound, sex determination of the fetus has become much easier than it was earlier. This goes on to show how the manufacturers of high-tech equipments and gadgets, used to run these tests, benefit from the woes of future parents and their unborn child. Many hospitals are known to sign long term contracts with the firms involved in the production of these types of medical machinery. Often, a healthy percentage of the profit is shared with the hospital and both parties enjoy the fruits of rewarding a death sentence.

As opposed to CVS and amniocentesis, the ultrasound technology is cheaper and within easy reach of the lower economically backward strata of society. It is also easily accessible in a hospital/clinic nearby with mediocre credentials.

Unfortunately, the probability of accuracy of the ultrasound is not always 100 per cent until the fetus is twenty weeks old. Consequently, the child aborted by those enthusiastic parents may just be the little prince they were hoping for.

8.4.2 Long Term Consequences

As Newton's Third Law of Motion states, 'For every action, there is an equal and opposite reaction', the after effects of this genocide are fatal and far-reaching. Blinded by the need for an assertive gender to rule the house after the parents' demise, the majority are often ignorant of the disaster they unwittingly invite by indulging in female feticide.

1. Skewed Sex Ratio: In India, the number of girls per 1000 boys is declining with each passing decade. From 962 and 945 girls for every 1000 boys in the years 1981 and 1991 respectively, the sex ratio had plummeted to an all time low of 927 girls for 1000 boys in 2001. If that statistic is a matter of concern, the current figures are toeing the danger line with only 914 girls for 1000 boys in 2011. In the case of China, the sex ratio is an alarming 118 boys for 100 girls; that means 848 girls for 1000 boys. This is just an example of two nations trapped in the vicious circle. There are many others struggling with a skewed sex ratio.

Is an imbalance in the number of females a truly worrying matter?

Yes, indeed. Sex ratio is merely a microscopic view of the number of both genders. However, when calculated for the entire population, this clearly indicates the widespread disparity. This disparity may prove critical for the country's development in political, economic and emotional spheres. The sex ratios of some countries are listed below:

India: 940/1000

Vietnam: 892/1000

South Korea (sex ratio at birth): 934/1000

USA: 962/1000

Canada: 943/1000

UK: 952/1000

Sri Lanka: 961/1000

2. Female/Women Trafficking: The steep decline in the number of girls makes them scarce for the teeming number of males eligible for marriage. As a solution to this issue, illegal trafficking of women has become commonplace in many regions.

This is a graver matter than the ideology of mail order brides. Women, often young girls who've just crossed the threshold of puberty, are compelled to marry for a price fixed by the groom-to be. They are usually bought in from neighboring areas, where the number of girls might not be as miniscule as the host region. Child marriages become a rage and child pregnancies, a devastating consequence. The moment when a land participates in the trade off of its women population, it is a sure path laid ahead with pitfalls.

3. Increase in Rape and Assault: Once women become an endangered species, it is only a matter of time before the instances of rape, assault and violence become widespread. In the backdrop of fewer available females, the surviving ones will be faced with the reality of handling a society driven by a testosterone high. The legal system may offer protection, but as is the situation today, many cases might not even surface for fear of isolation and humiliation on the girl's part.

4. Population Decline: With no mothers or wombs to bear any child (male or female), there would be fewer births, leading to a decline in the country's population. Though a control in the demographic statistics is currently the goal of many nations like China and India, a total wipeout of one sex is not the way to achieve this target. Science would then have to look up solutions to do away with the swarming number of men, should such a worst case scenario happen.

8.4.3 Prevention and Cure

Do the facts enlisted above truly spell disaster for the future of women? Not really. The issues of female infanticide, female feticide and selective sex abortion have gained global attention. Many international and national law making bodies have come forward to stop this cruel practice. Of the numerous steps taken to curb the matter, the prominent ones are:

- Cancellation/permanent termination of the doctor's license who partakes in fulfilling a client's demand to do away with her girl child.
- Heavy penalty imposed on companies like GE, that specialize in marketing medical equipments used for illegal sex determination and abortion in unlicensed clinics and hospitals.
- High fines and judicial action against 'parents' who knowingly try to kill their unborn baby.
- Widespread campaigns and seminars for young adults and potential parents to enlighten them about the ill effects of female feticide. Ignorance is one of the major causes for the increase in the selective sex abortion cases. Spreading awareness can go a long way in saving our future sisters, mothers, girlfriends and wives.

A cohesive and concerted effort by everyone can prove to be the requisite baby step in the right direction. We may not support the notion of women rising above men, or them becoming the dominant sex, or conquering the world. However, the basic humane consideration to let an innocent child live and see the world she was

conceived to grow in is not too much to ask. Let's not be murderers of our own flesh and blood.

8.5 Infanticide

Infanticide is the intentional killing of children under age of 12 months according to the Infanticide Act 1938 in the UK. In some countries female infanticide is more common than the killing of male offspring, due to sex selective infanticide. Infanticide is illegal in India but the practice has continued in rural areas of India. According to recent report by United Nations Children's Fund (UNICEF) upto 50 millions girls and women are missing in India's population as result of systematic sex discrimination as sex selective abortions.

8.5.1 Reasons of Infanticide

There are various reasons for infanticide.

1. Economic

Many historians believe the reason to be primarily economic, with more children born than the family is prepared to support. Family may allow more sons to live and kill some daughters as the former will support their birth family until they die where as latter will leave economically and geographically to join their husbands family, possibly only after the payment of a burden in dowry price.

2. Population control

Marrin Harries estimated that among 23.50% of new born children were killed to preserve the 0.001% population growth. Female infanticide may be a form of population control. Population control is not only achieved by limiting the no. of potential mothers, increased fighting among men for access to relatively scarce wives would also lead to decline the populations.

3. Customs and Taboos

In 80's It was believed that superstitions has always reigned supreme in tribal region. Customs and taboos as possible cause of infanticide from punishment and shame to poverty, famine revenge, depression and insanity and superstitious omens.

4. Evolutionary psychology

Has proposed that there are different forms of infanticide. Infanticide by step fathers as well as child abuse by step fathers, violence more often done by women than men. Infanticide is more likely to occur when the child has deformities or illness as well as when there are lacking resources due to factors such as poverty, other children requiring resources and no more support.

5. Sex selection

Sex selection may by one of the contributing factors of infanticide. In the absence of sex selective abortion, sex selective infanticide can be deduced from very skewed birth statistics. The bio-logically normal sex ratio for humans at birth is

approximately 105 males per 100 females, normal ratios hardly ranging beyond 102-108.

8.5.2 Prevention

Infanticide is often a response to an unwanted birth, preventing unwanted pregnancy through improved sex education and increased contraceptive use are advocated as ways of preventing infanticide. Increased use of contraceptives and access to safe legal abortions have greatly reduced infanticide in many developed nations. Infanticide would decline if safer, legal abortions were available.

Screening for psychiatric disorders or risk factors and providing treatment or assistance to those at risk may help prevent infanticide. In some areas baby hatches, safe places for a mother to anonymously leave an infant are offered in part to reduce the rate of infanticide. In other places like the United States, safe-haven laws allow mothers to anonymously give infants to designated officials typically such babies are put up for adoption, or cared for in orphanages. Granting women employment raises.

8.6 Suggested questions

1. What do you mean by Early marriage? Write the causes of early marriage.
2. Explain the major national legislative development taken against child labour?
3. Define female foeticide. Discuss the preventive measure and cure for female foeticide.
4. Discuss the methods to prevent infanticide?

8.7 References

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RESEARCH IN WOMEN EDUCATION, AREAS, LITERATURE AND TRENDS

- 9.0 Structure of the Lesson
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9.1 Objectives of the Lesson:

After the study of this lesson the students will be able to do the following:

- They will be able to study about position of women education in different periods.
- They will be able to study about different plans of government related to women education.
- They will be able to study about the various challenges confronting women education.
- They will be able to study about the current trends in women education.
- To provide opportunities for disseminating knowledge in all walks of life, in different segments of population to enable individuals & groups to fill out the gaps in their intellectual growth, enhance professional & technical competence & promote understanding of contemporary issues.
- They will be able to study about Imparting & improving professional skills through special training.

9.2 Introduction:

*"The Hands that Rocks the Cradle,
Is the Hand that Rules the World."*

W.R. Wallace

Education is enlightenment. It is one that lends dignity to a man. Education seeks to build up-personality of the pupil by assisting his physical, intellectual moral and emotional development. A man without education is equal to animal. Notions of individual freedom and liberty and of dignity of person, which are the most cherished values of the free society governed by the rule of law, would sound as empty words, for those who are illiterate and ignorant about them. Education means knowledge which leads to liberation from ignorance. The Fundamental purpose of education is to transfigure the human personality into a pattern of perfection through a systematic process of the development of the body, the enrichment of the mind, the sublimation of the emotions and the illumination of the spirit. Without education a man is so circumstanced that he knows not how to make the best of himself.

Article 26(1) of the Universal Declaration of Human Rights States; everyone has right to education. Education shall be free at least elementary and fundamental stages Elementary Education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit.

No development is possible without the checking rate of education, Population, Education is must for the advancement and development of women. Only education can teach them that they need to be simply an active fertile womb but an active fertile brain. It also includes items other than population control, family planning viz wise parenthood, enjoyment of married life, parents crafts of home making health care of a mother and child, first aid, home nursing, nutrition etc.

History tells us that women with achieved statues did not produce a row of children to be looked after. The self determined Sita, Dashrata brave strong willed queen Kaikey had one or two children, While Gandhari, mother of hundred childrens could not give her name to her sons. The increasing population explosion is going

to hamper all the advancement of women. But by preventing pregnancy, postponing motherhood and spacing children women would be able to carry on pursuit of academic and other construction tasks.

The 21st century girl is undoubtedly different from her predecessor, But inspite of all this advancement; the contemporary scene and that to come in 21st century is not very encouraging. Half of the National population today is being neglected. Inspite of the governmental and non-governmental activities, conferences, seminars women's cells, women's study, research centers, there are so many horrifying reports. Which shows the decreasing status of women.

9.3 Status of Women in Ancient Era to Modern Era:

"Women must not depend upon the protection of man, but must be taught to protect herself."
Susan B. Anthony,
Speech, July 971

1) Women Education In Ancient Period:

Development of education in ancient period can be studied under three periods:-

a) Vedic Period (1500 BC-500 BC)

b) Brahmanic Period (2500 BC-1500 BC)

c) Buddhist Period (600 BC)

i) Vedic Period (1500 BC-500 BC) :- Education was not denied to girls in Vedic period. In Vedic period it was consistently believed that despite the differences in physiology woman is no way intellectually inferior to man. She possesses excellent memory, intelligence and other mental powers. Many educated women shared in the intellectual pursuit of society. They were free to take part in all rituals and ceremonies.

ii) Brahmanic Period (2500 BC-1500 BC) :- Brahmanic system of education was quite sound and suitable according to the times, But women education was neglected in this period. There is some evidence of education of women during the Vedic Period, but during the Brahmanic period, this was neglected. Moreover, women became the victims of many restraints.

iii) Buddhist Period (Spread in 600 BC) :- Lord Budha was not in favor of female education. He believed that female is made for home. Therefore she does not

need any education and that is why they were not admitted into sangh. After request of a pupil called Anand females were permitted for admission in sangh. But she was given less opportunities for education as compared to boys. During this period women had right to education but it could not be spread as it could have been.

2) Medieval Period: (Begins with the incoming & Muslims)

"She is a woman, therefore may be wooed,

She is a woman, therefore may be won."

-Shakespeare

Women education was not encouraged during medieval period. Education of women was limited to cities and certain progressive families. The curriculum of girls was mainly the study of religions books and Home science. In the medieval period both boys and girls were admitted to makhtabs but only boys were admitted to madrassas for higher education. Princesses and daughters of aristocratic families, rich people and other important people were given education at their individual level in their home.

3) British Period: (1600-1947)

"When I see the elaborate study and ingenuity displayed by women in the pursuit of trifles, I feel no doubt of their capacity for the most herculean undertakings"

-Julia Ward Howe

In British Period a need was felt for women education for the progress of India, so it was announced that the number of girl's schools will be increased. Different commissions were agreed that women education is even more important and essential than men education. During this period many facilities were provided by different different educational commissions for example:- Free education for girls, lady teachers, Hostel facility, education in special subjects, liberal grant-in-aid etc.

4) Modern Period: (1948 till now)

"If women are expected to do the same work as men, we must teach them the same things."

-Plato

In Modern Period women have equal rights in education as compared to boys. Now they can take admission in every field of education. To eradicate the

difference between men and women education, special projects are formulated by govt. short-term and full-time employment opportunities are available for married and un-married women. For careful inspection of women education both central and state governments have constituted powerful administrative organizations at their respective levels.

9.4 Questions for Self Evaluation:

1. In brief lines describe the states of women in Ancient Period.
2. In four lines describe the status of women in Medieval Period.
3. In your own language describe the status of women in Modern India.

9.5 Literacy Rate Of Women In India:

There is a gender disparity in the literacy rate in India: effective literacy rate (age 7 and above) in 2011 were 82.14% for men and 65.46% for women.

Table (Showing the Literacy rate in India)

S. No.	Census Year	Total %	Male %	Female %
1	1901	5.35	9.83	0.60
2	1911	5.92	10.56	1.05
3	1921	7.16	12.21	1.81
4	1931	9.50	15.59	2.93
5	1941	16.10	24.90	7.30
6	1951	16.67	24.95	9.45
7	1961	24.02	34.44	12.95
8	1971	29.45	39.45	9.69
9	1981	36.23	46.89	24.82
10	1991	42.84	52.74	32.17
11	2001	64.83	75.74	53.67
12	2011	74.04	82.14	65.46

The table lists the crude literacy rate in India from 1901-2011

To evaluate the status of women we have to take an overall view of the development process. But to make it more pin- pointed the women's development must be viewed in different sectors such as health, family planning, nutrition, education,

employment etc. The persistent problem of inequality and discrimination against women gets reflected in the demographic imbalance, unequal access to health and nutrition and education as well.

Their actual situation and the need for accelerating the process of empowerment can be judged under the following parameters.

9.6 Factors Responsible for Gender Bias and Deteriorating Position of the Women in India:

1) Lack of Proper School facilities: One of the major factor in low literacy rate in women is the lack of proper school facilities as well as the sheer inefficiency of teaching staff for women.

2) Lack of Sanitation: Lack of proper sanitation in schools, girl students forced not to relieve themselves in the open, like boys. Lack of facilities in home forces women to wait for night to relieve themselves avoid being seen by others.

3) Caste Discrimination: Discrimination of lower castes has resulted in high dropout rates and low enrollment rates specially in women.

4) Poverty in India: Due to poverty, most of the female of rural areas are not able to attend school instead they are pulled to help out on agriculture farms or at homes.

5) Male Dominating Society: There are so many factors which are responsible for gender bias. Female foeticide is the main root of decreasing sex ratio. But there are so many other factors which are also responsible for decreasing sex ratio.

Matharayappa et al. have described three major factors that result in sons being favoured over daughters.

- i. First the continue belief in the economic utility of sons as family labour wage earners as well as support for parents during old age. Sons on the other hand are considered assets worthy of short and long term investment.

- ii. Second Socio cultural factors like patrilineal descent and inheritance as well as other social aspects of kinship building serve to create conditions that sustain female disadvantage and inequality.
- iii. Third, with in region sons have been accorded the unique privilege of performing various rituals included the last rites for deceased parents. All these create a high premium of having sons.

6) Expenditure on girls marriage such as dowry: Dowry encompasses, cash, gold and other jewellery additional durables and it constitutes the major bulk of marriage expenses. Often exceeding several years of family income.

7) Cultural traditions: One school of scholars suggest that female foeticide can be seen through history and cultural background. Generally male babies were preferred because they provided manual labour and success the family lineage. The selective abortion of female fetuses is most common in areas where cultural norms value male children over female children for a variety of social and economic reasons. A son is often preferred as an "asset" since he can earn and support the family, a daughter is a "liability". Since she will be married off to another family and so will not contribute financially to her parents. Female foeticide then, is a contribution in a different form, of a practice of female infanticide or with holding of postnatal health care for girls in certain households. Further more in some cultures sons are expected to take care of their parents in their old age. These factors complicated by the effect of diseases on child sex ratio, where communicable and non-communicable diseases affect males and female differently.

8) Status Symbol: Many families consider it a status symbol to have a son, and a point of shame to have a daughter.

9) Boys Carry on the Family: A son can carry on the family name, while a daughter becomes part of her husband's family.

10) Girls are Consumers boys are producers: Girls are seen as consumer, whereas boys are seen as producers because of dowry and girls are seen as a source of impoverishment for the family.

11) Lack of Awareness in rural areas: In rural areas people are not aware about the scholarship schemes that government is provided to girls.

12) Lack of facilities: There are lack of facilities that parents expect from the government such as transport facility, sanitation, separate toilets as girls as not safe in our society.

13) Girls are unsafe or sexual Harassment: However this sexual difference becomes the main reason for violence against women. Sexual Harassment at work places is another serious problem confronted by women.

14) Domestic Violence: Married women are more likely to experience physical or sexual violence by husbands than anyone else. Slapping is the most common act of physical violence by husbands. Thirty four percent of married women say their husbands has slapped them; 15 percent say their husbands pulled their hair or twisted arms, and 14 per cent have been pushed, shaken and had something thrown on them. The prevalence of spousal physical or sexual violence is much higher among women in the poorest household (49 percent) than among women in the wealthier households. (9 per cent)

15) Female Feticide: The act of aborting or terminating a fetus while it is still in the womb because it is female not male is still continue in India. Although sex determination in India is illegal even then this shameful & shocking act is carried out.

16) Acid Attacks: Women belonging to any class, caste, creed or religion can be a victim of this cruel form of violence. In India acid attacks on women who dares to refuse a man's proposal for marriage or asked for a divorce is increasing due to male domination society.

17) Rape: In India, Rape is another serious problem. Rape in India has been described as one of India's most common crime against women. A number of incidents and atrocities are reported in the case of girls who belong to socially and economically backward classes.

Incident of violence against women

Category	Year 1985	Year 1999
Rape	13754	15468
Kidnapping & Abduction	14063	15962
Dowry Deaths	5092	6699
Cruelty at homes	31127	43823
Molestation	28475	32311
Sexual Harassment	4756	8858
Importation of girls	191	1
Sati Prevention	27	0
Immoral Trafficking	8447	9363
Indecent Representation	539	222
Dowry Harassment	--	3064
Total	106471	135771

Crimes in India, National Crimes Record Bureau



Crimes in India, National Crimes Record Bureau

9.7 Emerging Priorities or Steps Taken to Upliftment of Women:

Some programmes were specially framed for women thereafter. It was realized that there can be five different modes for the upliftment of women.

- a) Welfare mode
- b) Equity mode

- Network of state level women's development corporation.
 - Women's Credit Fund
- During the sixth and seventh plan periods, a number of programmes were envisaged to provide employment and income generation education, training, support, services and general awareness and legal support they are.
- Women's development corporation (WDCs)
 - Support to training and employment programme. (STEP)
 - Training cum production centers for women.
 - Awareness generation camps for rural and poor women.
 - Women's Training centers or institutes for Rehabilitation of women in distress
 - Voluntary Action Bureau and Family counseling centers.
 - Short stay Homes for women and girls
 - Free legal and Para-legal training
 - Working women's hostels.

In the same line, the state government too resorted to several women development programmes. The Haryana Government started "our daughter our wealth scheme" for scheduled caste and scheduled tribe girls from 1994. "Kunwar Bai Nu Mameru Yojna" in Gujarat, "Kamdhenu Yojna" in Maharashtra, Balika Sanrakshan Yojna" in Andhra Pradesh and "Panchdhara Yojan" comprising of vatsalya Yojna," Gramya Yojna","Ayushmati Yojan""Social security pension scheme," Kalpvriksha Yojna" in Madhya Pradesh are some of the efforts being taken in this direction.

The Cairo conference in Egypt (1994) and the Fourth World Conference on women in Beijing (1995) established the issues of Maternal and Child Health Care and reproductive health and rights in Indian policies. All these programmes as well as legal reforms made in favour of women gave some optimistic signals for women.

Various other development programmes:-

To actualize the gains under these legislation, several development programmes have been implemented by the government. Their main objective is to eliminate economic and social injustice, disabilities and discrimination which women have been subjected for long.

Integrated Rural Development programme (IRDP) on 1st September 1982 aimed at providing employment opportunities to the women of rural families living below poverty line

World Prosperity Plan was started on 2nd October, 1993 to provide economics security to women and develop a habit of saving in them.

Non Government organization (NGOs) played an increasing role in women's development programme in eighties. They helped in forming grass roots.

Integrated Child Development Scheme.(ICDs)- It provide supplementary nutrition diet, health checkups, vaccination, nutrition & health education, pre-school informal education etc.

Development of Women and Children in Rural Areas (DWACRA)

This is a sub project of IRDP and so under this programme the women living under the poverty line are organized in a group and engaged in income earning activities. DWACRA groups have been formed. Each group is given an amount of 25,000 as revolving fund for activities like toy making, plantation, weaving, sericulture, spices and pickle making etc. These women members are given training for their activities and markets are also available to them for their finished goods.

National Adolescent Girl Scheme-

This programme is being run under Integrated Rural Development Scheme. Under this programme adolescent are given sex, nutrition and health education through anganwides.

National Mother Hood Facility Plan-

This programme was launched on 15th August 1995, throughout the country. It aims at providing medical & financial help to pregnant women who live under the poverty line. This help is given to the beneficiaries for upto two live births.

Vatsalya Yojna-

Under this plan, an amount of Rs. 500 is given to the pregnant women belonging to rural landless families' up to the first two live births. This amount was given to the mothers of age 19 years and above and who deliver their children in the government hospitals.

Balika Samradhi Yojna-

This plan was announced by the Indian government with a view to assuring equal rights and equal opportunities of progress to the girls.

Indra Mahila Yojna-

This plan was launched by the Indian government aims at bringing about consciousness among women about their subjects of equality legal rights to property etc.

Mid Day Meal for School Children-

The main aim of this programme is to provide a nutritional diet to the students of SCs/STs and OBCs for their mental and physical development and also to encourage them attaining education.

JRY (Jawahar Rozgar Yojna)-

Beside these so many plans for women like Gram Yojna, self help group organization, Balwaris shelter homes, stitching centers, social security pension schemes, women awareness camps etc.

The established of family courts and women cells in the police department and the recent appointment of the commission to study the problems of self employed women in the poverty sector and suggest measures to alleviate the problems.

In 1976 a cell was formed in the ministry of labour which has since been working on the problems of women workers.

A working group was constituted by the planning commission the employment of women, which reviewed the condition of women and provided of women's perspectives and women's employment in the sixth plan.

A National Plan of Action for Women based on the United Nations, World's Plan has also been framed. As a result women's welfare and Development Bureau was

established in the ministry of social welfare to co ordinate policies and programmes for women's development.

9.8 Laws Regarding Improving the Status of Women:

Serious attempts were made to elevate the status of women after the independence of India. The preamble to the constitution of India promised "to secure to all its citizen justice-social, economic, and political, liberty of thought expression, belief, faith, and worship; equality of status and of opportunity and to promote among them all: Fraternity assuring the dignity of the individual and the unity of the Nation." As equal citizens of India, women benefit from these rights equally with men. However, since the Constitution recognized the unequal social position of women, a special clause.

- Article 15(3) empowers the state to make special provision for women and children even in violation of the obligation not to discriminate among citizens.
- Equality of opportunities in public employment and office under the state is guaranteed by Article 16.
- Article 39 holds out the promise of an equal right to "adequate means of livelihood", equal pay for equal works.
- Hindu law of inheritance, 1929.
- Hindu women's right to property, 1937.
- The Minimum Wages Act of 1948.
- State insurance Act 1948.
- The Factories Act of 1948.
- Plantation labour Act 1951.
- Mines Act of 1952.
- Hindu Succession act, 1955.
- The Hindu marriage Act of 1955.
- Hindu Minority and Guardianship Act of 1956.
- Act, 1956 entitled daughters to an equal share in all ancestral property.

- The Suppression of Immoral Traffic in Women and Girls Act, 1956.
- Prohibition of Dowry Act (1961, 1986)
- Maternity benefit Act, 1961.
- Pre natal Diagnostic Act- 1994.
- Domestic Violence Act-2005 etc.

9.9 Suggestions for Upliftment of Women:

1. Education can be used as an agent of basic change in the status of woman. In order to neutralize the accumulated distortions of the past. There will be a well-conceived edge in favour of women. The National Education System will play a positive, interventionist role in the empowerment of women. It will foster the development of new values through redesigned curricula, textbooks, the training and orientation of teacher, decision-makers and administrators, and the active involvement of educational institutions. This will be an act of faith and social engineering. Women's studies will be promoted as a part of various courses and educational institutions encouraged to take up active programmes to further women's development.
2. The removal of women's illiteracy and obstacles inhibiting their access to and retention in, elementary education will receive overriding priority, through provision of special support services, setting of time targets, and effective monitoring. Major emphasis will be laid on women's participation in vocational, technical and professional education at different levels. The policy of non-discrimination will be pursued vigorously to eliminate sex stereotyping in vocational and professional course and to promote women's participation in non-traditional occupations, as well as in existing and emergent technologies.
3. Education should be free for women.
4. There should be enough facilities for single girl child.
5. There should be facility of crutch near educational institutions for household matters.
6. Give girls a strong foundation through early childhood development.

7. Create awareness among parents about importance of female education by conducting programme in rural area.
8. Volunteers should come forward to educate the poor children in the society.

9.10 Summary:

Womanhood is a symbol of eternal virtues of humanity expressed in compassion, selfless love and caring for others. The Indian philosophers considered the seeds of divinity grow and blossom in a truly cultured society where women are given due respect and equal opportunities to rise and dignity. Many women have also made extraordinary contributions against all odds to the service of mankind at the national and global levels. The main purpose for educating the women is not only to make them more efficient and active units in the process of socio-economic or political development, but also to make them more capable of fulfilling their traditional roles in the society as wives and mothers. Education for women is regarded as a mean to improve their status within the family and to play any economic role in the wider social context. Efforts should be made to change the attitude of the society. Public attention to gender issues should be increased. No doubt we need better laws, but our primary need is for better people. The need is not so much for better enforcement as for better observance. Public knowledge campaigns should be organized also. Because awareness of the schemes & laws is must.

9.11 Questions for Self Evaluation

- 1) Women Education was encouraged during Medieval Period - Yes/No
- 2) In modern period women have equal rights to men - Yes/No
- 3) Do you agree with the quote-Girls are consumers and boys are producers - Yes/No
- 4) World Prosperity Plan was started on 2nd Oct, 1994 - Yes/No
- 5) Balika Samradhi Yojna was started to assure equal rights and opportunities to Girls - Yes/No
- 6) Poverty in India is one of the factors responsible for Gender bias - Yes/No

Answer Key: (1) No (2) Yes (3) No (4) No (5) Yes (6) Yes.

9.12 Suggested Questions:

Q1- Discuss the status of women from Ancient Era to Modern Era.

Q2- What are the factors responsible for Gender bias?

Q3- Discuss the steps undertaken for the upliftment of women.

9.13 Suggested Books:

- Pattanaik; Anjali and Swain; Snigdha Rana -Women Education
- Rao; R.K -Women and Education
- Mishra; R.C. -Women Education
- Jagmeet Singh and Verma; Mohi -Women in Contemporary India
- Dalvi; M.C.K -Women Education (Stipulation for Transition)
- Siddiqui; M.H -Women Education
- Rao; D.B and Pushpalata; D -Women as Educators
- Harshita; D

Internet Sites:

www.womennews.org

www.unesco.com