



RESEARCH ARTICLE

Education Key for 21st Century: A Report on Women Education

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ABSTRACT

In the women education was very visible in the through and writings of empowerment was once again reemphasized by our constitutional framers which later on was translated by the government on to policies, initiatives, schemes and programmers for promoting women education. India is democratic country. A part from this, it is a fact that there is a deep ignorance in the society about the values of women Education. This Paper is intent to attend it.

Key words: Social, Economical, Physical, Administrative and Educational Perspectives

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INTRODUCTION

In the women education was very visible in the through and writings of empowerment was once again reemphasized by our constitutional framers which later on was translated by the government on to policies, initiatives, schemes and programmers for promoting women education. India is democratic country. A part from this, it is a fact that there is a deep ignorance in the society about the values of women education. To analyze equalization of women's opportunities following 10 dimensions are taken in to consideration.

1. Access to education and quality learning.
2. Content of education and gender bias.
3. Vocational equation for women.
4. Training of teachers and other personnel.
5. Research and development in women's studies.
6. Representation of women's in educational hierarchy.
7. Empowerment of women.
8. Adult women education.
9. Resources.
10. Management and E learning system.

The 21st. century education stressed the need for the 4 pillars of education namely, learning to know, to do, to like together and learning to live together and learning to be (Delores 1996). These objectives of 21st century education can be achieved only if the women educators are emotionally competent. Thus the investigators have selected this selected this problem for a detailed study.

NEED FOR THE STUDY

India is rapid development phase; women have a key role to play in social and developmental activities. Their awareness about that legal right will make the development faster. Apart from several other means such as media which are used for creating awareness, the education community which is at the root level is the best means of creating awareness on legal rights of women education. Apart from development other means such as media which are used for creating awareness, the teaching community which is no the root legal in the best women education system.

OBJECTIVES

1. To study the education for women's equality.
2. To study the compulsory education for women's.
3. To study the status of literacy among rural urban women in India.
4. To study the status of literacy among rural and urban women in Odisha.
5. To study the extent of female at rural and urban level.
6. To focus in brief the causes of illiteracy among the women in India.
7. To prescribe suitable policy schemes/programmer exclusively for Women Development Literacy Programme
8. Social, economical, physical, administrative, educational, illiteracy obstacles limited employment opportunities and non-attractive formal learning institution

METHOD

The paper is prepared collection information from various secondary sources, various books, journal, research report both Govt. and non-Government organization have been conceited. Besides justice past experience and observation which she researches had gained where she was working in 21st women education system areas have been incorporated to prepare the paper.

FINDINGS

Education is the factor that plays the most crucial rule in development of status of women. All possible steps like the central Government new initiative i.e. Sarva shikhya Abhiyan. The program which aims out universalities of women education helps to the girls' student's to achieve their economic social, cultural and political growth and welfare. Education will bring women empowerment by enhancing self esteem, self confidence building a positive image of women by recognizing their contribution to the society polity ad economy developing ability to think critically spending up-decision making and actions through collective process enhance access to legal literacy regarding rights, opportunities, encouraging economic independent and most opportunities encouraging economic independence and most importance is ensuing equal participation in development process. 21st women is an extremely complex and challenging task. It can be achieved not by careful planning or managing our efforts tactfully. But only when all the citizens realize responsibility in this respect collectively.

SUGGESTIONS

The courses like interior decoration, fashion designing technology, beauticians, guidance and counseling script writing for media programmers, computer hardware and software, technical Knowles of electronic gadgets etc. can enable the women participation for jobs in offices and self employment. At graduation level new courses should be designed which are job-oriented, self oriented and relevant to the needs of the society.

FACTOR OF WOMEN EDUCATION

Some of the factors which motivate the women education may be as follows:

1. Parents motivational campaigns
2. Facilities and incentives.
3. Mother Associations.
4. Community awareness programmers.
5. Quality enrichment programmers.

The education of women is an integral part of National development. The education of girls therefore, should be emphasized not only on grounds of social justice. 21st century women socially, economically through increased awareness of their rights and duties as well as to resources is a decisive step towards grated securing for them. It mean equal status to the women opportunities and freedom to develop themselves.

EDUCATION FOR WOMEN'S EQUALITY

The National Education system will play a positive, interventionist role in the empowerment of women. It will forte the development of new values through redesigned curricula, textbooks, the active involvement of educational intuitions. This will be an act of faith and social engineering women's studies will be promoted as a part of various courses and educational intuitions encouraged taking up a active programmers to father women's development.

Now a day's women in urban areas are opting for nontraditional professions like administrations, management entrepreneurship, engineering, architecture, police services, army, piloting etc.

EDUCATION KEY FOR ECONOMIC EMPOWERMENT OF WOMEN

In fact Indian women are strikingly balance of between the traditional and progressive value of the society in transition. With development of industrial revolution science and technology the attitude of women has changed.

1. In the industry women comprise only 12.42% of total employed.
2. In the un-organized sectors women constitute 90% of total workers. (80% are engaged in agriculture and 10% in other activities)

To awaken the people, it is women who must be awakened, once she is in the move, the family moves, the village moves and the nation moves.

.....Pt. Jawaharlal Nehru

LITERACY RATES FOR FEMALES

Adult literacy schemes of the National literacy mission have been implemented in nearly all the districts of the country. Special measure have been initiated to improve female literacy in low female literacy districts (45) through focused interventions by Zilla Saksharata Samities, Non-Government organization, women volunteer teachers and panchayati Raj functionaries.

The achievements made in the literacy rates 9of schedules casts ad schedules tribes one also significant compared to those in the 1991census i.e. 37.41 percent and 29.41 percent respectively. Besides the growth in female literacy amongst the scheduled castes and schedules tribe is also at a faster rate as compared to mate literacy figures.

Table 1: Literacy Rates in Odisha

Census Year	Persons	Males	Females	Male, Female gap in literacy rte
1961	25.24	40.26	10.12	30.14
1971	26.18	38.29	13.92	24.37
1981	34.12	46.90	21.11	25.79
1991	48.55	62.37	39.42	22.95
2001	63.08	75.35	50.51	24.84
2011	73.50	82.40	64.40	73.50

Table 2: Rural Urban Literacy Rates of Female in Odisha

Census Year	Rural	Urban	Total Literacy
1961	04.87	22.33	07.93
1971	10.13	40.46	15.35
1981	15.52	48.84	21.97
1991	20.66	54.40	28.47
2001	30.62	64.05	39.29
2011	46.58	72.99	54.16

It reflects that socio-economic status of women on the state of Odisha is characterized by two female literacy, distressing health and nutritional deficiencies low proportion of women employees in the organized sector and the declining proportion of the females in the total population. A ditching feature is that, there is a wide variation between male and female literacy rate. Female literacy in rural areas is about half the urban literacy. The literacy rate of rural female is 46.66% and the urban literacy as 72.87%. Besides the dropouts cases of girls are very high on comparison the overall literacy rate of population above 6 days of age reached 74 percent from 64.8 percent in 2001 census in the century. It was most satisfy to find that the number of female literates (aged above 6 years in the country have grown by about 49.1 percent in the last decade. The female literacy rate has recorded an appreciable increased from 53.6 percent to 65.4 percent on 2011). In progressive states like Kerala the male-female literacy gap is minimum 6.34% and similar situation exists in Mizoram, Goa and Lakshadweep etc. Whereas this gap is higher in Bihar, Jharkhand and Chhattisgarh. This variation depicts the gap in social and over all human development among the states.

Table 3: In General a More Literate Female Populace Shows a More Progressive Society with Higher Potential for Future Grown

States	1991	2001	2011
Odisha	34.7	50.5	64.4%
Jharkhand	25.5	38.9	56.2%
Bihar	22.0	33.1	53.5%
Chhattisgarh	27.5	51.9	60.6%
West Bengal	46.6	59.6	71.2%
India	39.3	53.7	65.46%

Even to 9 day 60% of the female population in the country is illiterate with girls accounting for only 43.2% the enrolment at the primary school stage and 39% at the upper primary stage.

THE OBJECTIVE OF THE BALIKA SAMRIDHI YOJANA SCHEME

The objective of the Balike Samridhi yojana (BSY) (1997) scheme is to change the negative attitude of family as well as community towards girls child at birth and their mother, retention at girl's form primary to post-graduation level is free.

EMERGENCY ISSUE ON WOMEN EDUCATION:

In spite of the constitutional guarantees and positive intention of the government to promote higher education of women, same emergency issues are creating a problem for its development which are listed below.

1. Poor economic condition of the family.
2. Conservative illiteracy, ignorance of the parents.
3. Early marriage and the pardon system.
4. Inadequate transport facilities in rural areas.
5. Lack of qualified teachers.
6. Lack of residential facilities.
7. Un-suitable curriculum.
8. Population explosion.
9. Shortage of colleges & Universities.
10. Fear of girl's molestation, urbanization and modernization.
11. Higher rate of donation for Engineering and Medical Science.
12. Employment crises.
13. Economic problems of rural People.

A 21st century woman socio-economically through increased awareness of their rights and duties as well as to resources is a decisive step towards greater security for them. It means equal status to the women opportunity and freedom to To develop them themselves.

1. Hostel facilities for girls/women should increased and made available in and around the existing education institutors. There should be a special scheme for construction of hostels, especially for girl.
2. A reservation of not less than 33% should be made for girls in all technical and other higher educational institutions, in their respective categories.
3. More hostels especially for girls may be opened nearer to the secondary schools, which the girls attend. Hostels facilities for girl's/women should also be increased and make available in and around the existing higher hither educational institutions there should be a special scheme for construction of hostels, especially for girls.

CONCLUSION

Women in any society at any level occupy an important position in the family system. Today thus as a great awakening among the women. Indian women have engaged themselves and and trying to third best to become proficient in may activities and professions (With the adequate opportunities they will deliver best result with their strength i. e. tolerance). Education is the key to make women self-reliant and self confident.

21st women is an extremely complex and challenging task. It can be achieved not by careful planning or managing our efforts tactfully. But only when all the citizens realize their responsibility in this respect collectively.

SUGGESTIONS

1. At graduation level new courses should be designed which are job-oriented, self oriented and relevant to the needs of the society.
2. University should start giving adequate scholarships to the outstanding women students in different discipline.
3. By reserving seats for women students in different disciplines, the parents will certainly motivate to send their girl for higher education.
4. Courses like interior decoration, fashion designing technology, beauticians, guidance and counseling script writing for media programmers, computer hardware and software, technical knowhow of electronic gadgets etc. can enable the women participation for jobs in offices and self employment.

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