

Education : A Challenge For Women (with Special Reference to South Central Asian Countries)



Commerce

KEYWORDS : drop-out rate ,tokal ,human trafficking ,cultural discrimination

Dr Mala Sharma

S.M.Patel Institute of commerce ,GLS University, Ahmedabad

ABSTRACT

We are busy discussing about recession America faced, global warming and severe changes in seasons threatening human existence, political scenario in Indian economy and in the midst of all these issues we are ignoring or rather considering it very trivial is the issue of educational status of women in India and that too keeping at backside the performance of women in education in central Asian countries. Women in India is nowadays making a mark in every field ,moreover an educated and learned women is not only an asset to the family but also to the society. She can contribute to the nation by giving responsible, educated ,sensitive and hardworking children. Hence every care should be taken by the government to educate women in masses. In India it is sad to note that women though enrolled on a massive scale in primary education but their increased drop out rate is a matter of concern . Moreover in comparison with certain Islamic countries our secondary drop out rate is more.this paper tries to analyse the problems of Indian as well as other central Asian countries face during secondary education.

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central Asian zones

- *To interpret the situation of education in each country of south central Asia*
- *To compare educational status of women in India with its neighbouring countries.*
- *To check out the percentage of economically active women after the age of 15+ in south central Asian country.*

Methodology:

The present study relates to educational attainments of women in south central Asian with special reference to India. The comparison of India with other countries for literacy and economically active women will be the focus of the study. Countries will be ranked from highest to lowest in few indicators. The data exhibits rate of change during 2005 to 2010 in primary school completion rate, percentage enrolled in secondary and female secondary school enrolment as percentage of male enrolment. Whereas for percentage literate ages 15-24 and literate women as percentage of literate men ages 15-24 are examined between the time period 2005 over 2008. Paper has incorporated afganistan, Bangladesh, Bhutan, india, iran, kazakistan, kyrgyzstan, Maldives, Nepal, Pakistan, srilanka, tazakistan, Turkmenistan, Uzbekistan.

OBJECTIVES

- To analyse the percentage of women literate against men in Asia zone
- To analyse the secondary educational level in each zone of Asia
- To understand the cause of poor educational status in South

TABLE-1 ENROLLMENT RATIO OF MALE AND FEMALE IN CENTRAL ASIAN COUNTRIES

Countries	% literate ages 15-24, 2005 / 2008		Literate women as % of literate men ages 15-24 2005/2008	Primary school completion rate 2005/2010		% enrolled in secondary school 2005 / 2010		Female secondary school enrolment as % of male enrolment	
	Female	Male		Female	Ff Male	Female	Male	2000	2005-10
Afganistan	Na	Na	Na	21	55	15	41	-	38
Bangladesh	76	73	103	57	52	45	40	102	112
Bhutan	68	80	85	92	85	61	62	82	99
India	74	88	84	94	95	56	64	71	88
Iran	96	97	99	126	108	81	85	93	95
Kazakhstan	100	100	100	108	107	102	104	102	98
Kyrgyzstan	100	100	100	95	94	85	84	103	101
Maldives	99	99	100	112	127	86	81	109	105
Nepal	75	86	87	63	76	41	46	79	89
Pakistan	59	79	75	54	68	29	37	Na	79
Sri Lanka	99	97	101	99	98	88	86	Na	102
Tajikistan	100	100	100	93	97	78	90	86	87

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	Female	Male	Female	Female	Ff Male	Female	Male	2000	2005-10
Turkmenistan	100	100	100	NA	NA	NA	NA	NA	NA
Uzbekistan	10+0	100	100	91	93	103	104	97	99
South Central Asia	75	87	87	85	87	54	60	77	89

It is interesting to note that some of the Islam dominated countries shows a positive side of women's education . Kazakhstan, Kyrgyzstan ,Tazakistan , Turkistan, Uzbekistan shows 100% female literate ages 15 to 24 between 2005/2008 in both the genders and percentage of literate women as percentage of literate men in the same period for the age group 15 to 24 is also 100% , whereas the scenario is little different in secondary education.

Analysing the countries separately we find that in case of Kazakhstan though the rate of literacy has improved a lot but the social status of women is in jeopardy ,it still recognise polygamous marriages. In 2008 it is found that poverty and income inequality has increased considerably and this created a pool of impoverished women willing to marry already married man for financial stability. Becoming a TOKAL (second wife) is in increase in Kazakhstan.

Kyrgyzstan is another Saudi country where adult literacy female as percentage of male between 2007-11 was 99% and secondary gross enrolment ratio of female as a percentage of male between 2008-11 was 99%. Moreover women in parliament in 2012 in Kyrgyzstan was 23.3% and women in labour force is 55.5% in 2011. Abuse , prostitution and human trafficking are dangers faced by these women. women traditionally work in education ,healthcare. The reason for good literacy rate in Kyrgyzstan is that under soviet system ,there was mass education ,no child was excluded from school system . Now in Kyrgyzstan influence of Islam is growing and reasons for poor public life is cultural framework of discriminatory value ,lack of social service and men's failure to share household task.

Turkmenistan is another Islam country where violence against women is significant problem . At the same time it is one of the most difficult problem to solve as it is hushed up both inside the government as well as on the side of female victims of violence. Turkmenistan has an abundance of secret orders that are strictly followed and obeyed unlike official laws whereas in Uzbekistan higher education and professional colleges is the main issue. Main reasons for gender gaps is that professional choices for girls is often made by parents , based on existing stereotypes girls strive to acquire profession in such social sphere which can

be useful in family life. Uzbekistan has unequal distribution of higher education institutions territory wise. Unlike other countries tazakistan is one which is trying to create more employment opportunities for women including government positions. In 2007 ,59% of 2.2 million of tazik women were employed.

Afghanistan is one Islam country where education is not an option for many women and girls. "Educating women and girls and women's empowerment is my dream" Says Behesta a 20 year old Afghan girls .According to government figure only 26% of population is literate and only 12% girls .Afghanistan is one of the most challenging places in the world to to be a women .9 out of 10 women are illiterate ,only 40% of a girls attend elementary school and only 1 in 20 girls attend elementary school go beyond sixth grade. The prime reasons for not attending school is that school for girls have been burned down ,hundreds of teachers educating girls are threatened to death or killed ,girls have been physically harmed and women legal standing is limited .Since the fall of Taliban in late 2001 women have gained political right .

Looking to the other non Islamic countries like Maldives ,Nepal and srilanka condition of women is relatively fair. Maldives had 99.36% of literacy rate in 2006. In today's society women hold strong position in government and business,challenges remain in the area of maternal and child nutrition ,gender based violence. Nepal has average literacy rate which accounted 43.3% in 2008 . a tradition of violence against women especially in remote areas ,makes them a vulnerable group and in trap of fatal diseases like HIV/AIDS. Srilanka is another country which has good female literacy .

It is evident from the above discussion that there exist wide gender gap in education which has long term economic and social implication on women's life . one of the important and grass-roots measure needed for women empowerment is education and if this problem is not addressed now it will shrink girls education and resulting inequality in workforce, impede the creation of happy families ,healthy society. Moreover if this gap will persistently increase than the it will result in skewed development of society.

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