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NECESSITY OF WOMEN EDUCATION IN DEVELOPING COUNTRIES A BOON TO FUTURE DEVELOPMENT - A RETROSPECTIVE REPORT

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ABSTRACT

Education is very essential for both gender which decides the social or cultural behaviors, decision making and mental grooming of an individual. Certain instances of education to women in developing countries are denied due to gender inequality. Mental and physical barrier acts as the block to the development of women in such societies. Though women were given with high profile and portrayed theoretically, psychologically they are treated unequally by male and female in many societies. It was proven through statistics showing literacy rate of women in each country. A country can develop and achieve its maximum only when all are given with equal priority and importance. In observation of this concept in India like countries, several policies were implemented to uplift women from downtrodden society. Any development needs to start from its bottom. Still several measures need to be taken to endure girl child development. This article discuss the basic requirements essential for girl child education, factors, affecting women education and strategies to be adapted to improve women education especially from rural places. As the women education makes the country healthy and makes the future generation also as rigid and strong.

INTRODUCTION

Education is very essential for all in order to realize oneself, their surroundings, well behavior with the society, make firm decisions, solve problems and help to needy at right time in right way. Our present cultural heritage strongly imposes that education is required for men to get a secure job to earn and it is an accessory element for women. Men are presumed as leaders of the family and their education is highly portrayed than women. But practically speaking, men's education spent only for earnings of a family and the major family responsibility, bringing up of future generation are given to ladies. So educating a man ends-up with grooming-up own personal knowledge and bringing up his own family only, but educating a woman carried to the generation after generation. When young generations are groomed well the total society can transformed into liable one.

PORTRAIT OF WOMEN IN EDUCATION SYSTEM:

Women are given with first hand preference in all sectors. From the basic education to professional education preference was given for their up liftmen, but basically all are reserved in admitting the possibilities. Today 33.3% of seat allotment is strictly followed to equalize women in our society Ban and Rao (2008).

But in most of the middle class and lower class families which higher levels of education, with their will power they struggle a lot to achieve it. Due to enormous awareness program and activities conducted by the government, the rates of basic education to the holds 80% total population in India, right from the primary education, women are denied to get equal opportunities. Though the women in lower and middle class are not provided with girl children are increasing. Still in poor and rural families education is an option for the girl children. Under economic crisis education to girl children are compromised for getting extra earning for their livelihood and reducing their cost of living. Even in middle class families quality of education provided to boy and girl children varies. The medium of education, amount spent towards their education, in terms of fees, selection of institution and materials provided to equip, engaging in extracurricular activities and expenditure towards their education was discussed by Duraisamy and Subramanian (2003).

WOMEN RATIO AND LITERARY RATE:

Number of male to female ratio in India is 1: 1.12, which is 1.2 male for 1 female. Few countries like Kazhakistan and Nauru have female than male. Developed countries have approximately equal proportion in gender wise. All other countries have more male population than female population. In such a condition, on the whole 61% of women are uneducated worldwide. Accurate statistical records reported that 65 million girls are not educated

globally, out of total 123 million populations. That is two third of the 4 million illiterate people in the world are female. Very pathetic situation is 31 million children are out of the school in Nigeria, Ethiopia and Pakistan.

The status of women in developed countries is better than developing countries. In developed countries more than 80% of women are educated. If women are educated, maternal death rate may reduce by two third saving 98000 lives every year. Mother (women) education improves child nutrient and can alleviate the problems associated with 1.7 million children with malnutrition. Education narrows the gap between men and women and keeps the hunger away. That also lessens early marriage and birth by Smith et al., (2000). Women education is also a one of the measure to determine the status of the country and its development. So, immediate attention needs to be given in this aspect to achieve holistic development of the country. The following data highlights the literacy rate of few developing countries;

TABLE 1. LITERACY RATE OF WOMEN IN DEVELOPING COUNTRIES

Country	% of women literacy
India	48.3
Eritrea	47.6
Morocco	39.6
Pakistan	36
Ethiopia	35.1
Nepal	27.6
Afghanistan	12.6

MEASURES FOR WOMEN EDUCATION:

In our education system, different modes of awareness programs were conducted to promote girl education, but never addresses to real problems associated girl education Ashokan, et al., (2002). Government also announced several projects to enhance women education, such as;

1. Allocation of 33% of seats for women
2. Created necessary awareness and made primary education as compulsory for all.
3. Balika Samridhhi Yojana: Developed by Indian government to ensure enrolment of girl child education.
4. Indira Mhaila Yojana (IMY): IMY was launched during 1995 to create awareness among the women from rural areas and urban slums and economic empowerment of women.
5. Mahila Samakhya: Launched in 1988 to enhance legal literacy,

self-confidence, self-esteem, involve in economy in the society, think critically, participation in developmental processes and providing skill for economic independence.

6. Rashtriya Mahil Kosh: Established during March 1993 as an autonomous body to organize women group for effective utilization of credit resources leading to women based self-reliance, promote and support experiments in the voluntary and formal sector, promote research, study, networking of women and effective decision making.
7. No detention policy: Recently to ensure education for all no detention policy is issued to promote all students from class 5 and 8.
8. In Telungana state, gender education made compulsory at the graduate level and introduced bilingual text books to make education easier.

BASIC AMENITIES FOR GIRL EDUCATION:

Though several avenues were proposed for girl education, basic amenities required for girls to attend the schools are not available in present these are the major lacunae in women education. So parents hesitate to send their children to school. Minimum facilities to be supplied by the educational institutions are,

1. Good drinking water facility
2. Toilets
3. Electricity
4. Bridge course
5. Fence
6. Girls
7. Bus facility
8. Vocational training

PSYCHOSOMATIC REQUIREMENTS FOR WOMEN

Education is uncompromised requirement for everyone life and can be called as birth right. Education system plays a positive, interventionist role in the empowerment of women. Constraining the values through innovative curricular design, orientation of educationalist and educational institutions will promote women education. In order to achieve this all the girl children and women need to participate in all these process. So, several policies need to be adopted especially in India for the education and empowerment of women. By 2016, different educational policies were focused towards the women especially giving stress on SC/ST and rural women. Because, 50% of girls and women belong to this category, do not have opportunity to gain education Nair, et al., (2010). In order to achieve holistic women education major areas to be much concentrated are as follows;

- 1) Awareness on problems associated with lack of education to girl child
- 2) Socio – economic development
- 3) Knowledge on health issues
- 4) General health check-up and health consciousness
- 5) Knowledge on food pattern
- 6) Knowledge on grooming up their children
- 7) Knowledge on self-esteem and self-realization
- 8) Knowledge on politics and sports

Awareness on these aspects are necessarily imparted and educated to girl children.

FACTORS AFFECTING WOMEN EDUCATION

Several micro and macro elements affect women education globally. They are;

i) Economic status:

Economic status of the family plays major role in education of a girl child. Now-a-days education has become a business. Even for a lower class admission in primary school huge amount of money is demanded. In case of highly competitive schools with less fees, children need to appear for an interview. To attend and succeed in such interviews a child need to join in some reputed school to prepare for the interview where parents need to pay a huge amount of money as donation and as fees. In such cases investment of money for girl's education than boy's education usually considered as unnecessary as they need again invest during girl's marriage in terms of ornaments to maintain their status. Though education for girl child realized as security for their life,

many families are not in an affordable condition to offer quality education to girl children even though the Government has made primary and up to middle class educations as mandatory and free for all.

ii) Literacy level and work tension of parents

Illiterate, poor parents were not aware of the value of education. So they failed to educate their children. But due to huge awareness campaigns, awareness was created and their children are admitted in the school. Vice versa the children of educated parents are not well groomed because of lack of time for the parents to spend with their child. Certain conditions, children from economically high status fail to perform well in their studies even though provided with all facilities by their family; but the family fails to give good care and attention when their parents are in family problems. That disturbs the psychology of both boy and girl children and lead them to involve in unwanted or anti-social activities which gives them a way out to come out of their stress.

iii) Distance for education institution and transport facility

In many rural places, schools are not functioning properly, quality in education also poor, classes are overloaded with students. Rural learners and their education remain largely neglected. About 65% of our country population resides in rural places. Numbers of schools available in rural places are increased, but quality of education, materials available are very poor. Students regular to the class are very less or declines due to over load or long distance to travel. Usually for the safety aspect girl children are not permitted to go to schools located far apart. If schools available also after primary education they are not permitted to continue. So higher education becomes questionable for the students. In such cases women empowerment is not possible in rural environment. Latest study over 16000 villages of 70,000 children in India by Annual status of Education Report (IASER) between 2005 and 2011 reported that there is an increase in enrolment for education in rural children but learning outcomes is very low (5% - 10%).

iv) Availability of teachers

Government used to recruit qualified staff to teach in schools; unfortunately all the vacancies are not filled-in by the Government. Minimum of more than 1-3 year are taken to fill the single vacancy, about 30% of the vacancies remain unfilled in primary and secondary grade of education. In order to compensate the teachers, unqualified guest teachers or persons undergoing teacher training are appointed on temporary basis to teach the poor government school students. Here the quality of education is compromised by lack of knowledge, insufficiency of rapport between teacher and students, memorizing subjects more than understanding the concepts. So education becomes a duty more than a service for educator and becomes a commodity than a knowledge portal for the students (Mazur, et. al., 2009).

v) Gender issues

Many girl children are not permitted to study, if they study also not allowed after higher education. When girls attend puberty their exposure to outside world is strictly restricted due to lack of mental maturity. An adult girl child is not permitted to face the world. They brought-up in such a way to always depends on others or a support for every activity. They do not have strength to face outside problems. Still in many families the ovulation period of a girl is considered as an unwanted event, the girl remains untouchable though it is time to take rest. During such days they are not permitted to take part in public gatherings and rituals. Such cultures are inherited from several generations. Being a girl, untouchability psychologically affects the person and feels inferior to male (Rao, et. al., 2015). Though changes adopted but mental bias remains. In certain religion and cultures girls are insisted not to see the face of other males. In such a case their education becomes big question mark.

vi) Additional facilities

Half of all rural school do not have functioning toilet. Nearly a quarter do not have separate girl's toilet. A quarter does not have access to drinking water. Some of these basic facilities are very essential for the learners. As they are from poor family background

they hesitate to claim according to the right to basics act of 2010 and if they claim also their requests are neglected. Many of the schools do not have minimum number of class room facility, class rooms without roof, etc. Many instances classes are conducted in open spaces. During rainy season they used to have undeclared holidays. Many schools stands cancelled during rainy season officially due to lack of facility to clean up the water pour inside classrooms. Educational institutions, where hygienic practices preached become untidy and origin place for unhygienic practices. Involvement of girl children in Co-curricular activities:

Role of women in sports is very less than men. Importance given for girl's life is for grooming women towards their household activities. Not much attention given towards physical activities or sports. About 10% of girl child enter into sports, later stages of their life it declines to less than 3%. As a mother they give more importance to their family life. Few successful women players like Saniya Mirza, Shiny Wilson are our eye opener for our success in this field Cooky, C., et al., (2012).

STRATEGIES TO IMPROVE WOMEN EDUCATION:

Immediate remedy to eradicate women illiteracy problem includes ensuring basic facilities and following certain strategies like;

1. Strengthening non-formal education
2. Targeting ethnic minority and rural women to get basic education
3. Launching innovative programmes for girls and women
4. Cultivating gender sensitivity
5. Recruiting and training of more women teachers

CONCLUSION:

Areas need to be much concentrated for the women empowerments are;

1. Creating awareness on problems associated with lack of education to a girl child.
 2. Inability to achieve cultural development
 3. Socio-economic development
 4. Knowledge on women health related issues.
 5. General health checkup and health consciousness
 6. Knowledge on food pattern
 7. Knowledge on grooming up their children.
 8. Knowledge on self –esteem and self –reliance
 9. Knowledge on politics and sport
- Awareness on these aspects is quite important and educated to girl children.

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