



Level of literacy of women show level of development of country

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Abstract

The purpose of providing education to women is to make them play a positive role on their own in the development of the nation. It is evident from the empirical researched that educational discrimination against woman hinders the process of rural development. Since females constitute a major proportion of the rural labour it is essential that improved education and skill development become necessary for better development process. It is clear that the expansion of education opportunities for women at all levels can have an important impact in breaking the vicious cycle of poverty by creating a more productive labour force and endowing it with increased knowledge and skill. At the same time woman can influents the future shape and direction of society in a number of ways.

Introduction

Women represents one half of the world's population they constitute. One third of the total work which is preformed in the world gender in equality is prevailing from very old age and continuing with time in all sectors of lift.

There are nearly one billion people in the world who are literate; one fifty of the world population, in spite of the fact that most development agencies identify women's literacy as the single most important factor in development; one out of every three women in the world can not read and write. Illiteracy is not confined to adults only in 1986, 105 million children between age 6 and 11 were not in school. This activity explores several aspects of the issues of global literacy. The several factors responsible for women's illiteracy are gap; personal stories of the people affected by illiteracy; and implemented.

In most independent India the constitutional framework and policy initiatives have stressed on promoting gender equality, in all walks of life. The constitution of India adopted in 1950 not grants equality to women but also empowers the state to adopt measures of affirmative discrimination in favour of women.

The nation of equality is also stressed in the different policies, schemes. After Independence Pandit Jawaharlal Nehru, the first prime minister of India had given emphases the role of women in the development of society. He had said, "If you want me to call you what a nation is like, or what a organization is like, tell me the position of women of that country." Nehru was keen should have right's as well as duties and they should contribute equally with men in nation building.

After independence; through some steps were taken to bring gender equality in the country, the result was not so promising. The gender inequality is found associated with varied personal, social, religious economic and political causes though there is an increase in girl's enrolment in education decrease in dropout rates etc. the rate of progress is still not satisfactory.

Rational

Gender equality is one of the prime concern for each and every society, developed-undeveloped, advanced – backward traditional – modern, east – west, rural – urban. The position of the female is not considered equal to the male in the society. Now due to many factors the conditions of women is changing particularly during last 10-20 years, their status has improved their



contribution in the society is felt significant. They are being considered equal to man in the society may be due to many equity measures undertaken by govt. & other institutes their presence is felt necessary in every field of life.

Now, bulk of the illiterates is in the rural areas where social and economic barriers play an important role in keeping the lowest strata of society illiterate. Government programmes alone, however well intentioned, may be able to break barriers, built over the countries, major social reformation efforts are required to bring about a change in the rural scenario. There are major but moves are required.

In recognition of the importance of Education of girls and women in accelerating social economic development, the government has formulated variety of measures from time to time in this direction.

The Sarva Siksha Abiyan was launched in 2001 ensure that all children in the age group 6-14 years attend school and complete eight years of schooling by 2010. Important component of the scheme are the education Guarantee scheme and Alternative and Innovative Education meant primarily for children where there is no formal school within a radius of one kilometer. The centrally Sponsored District Primary Education Programme launched in 1994, has so far opened more than 1,60,000 new schools. including almost 84,000 alternative schools.

Of the estimated population of 205 million in the age group 6-14 years on march 1, 2002, nearly 82.5 percent was enrolled in schools. However dropout in 2002-03 at the primary level was 34.9 percent and at the upper primary level, it was 52.8 percent. The high dropout rate has been a matter of major concern. One of the most popular launched in 1995. Several other special programmes have been launched with varying degrees of success.

The National Literacy Mission launched in 1988 aims at attaining a literacy rate of 75 percent by 2007. It imparts functional literacy

to non literates in the age group of 15-35 years.

The total literacy campaigns is the principal strategy of the NLM for education of illiteracy. The continuing Education Scheme provides a learning continuum to the efforts of the total literacy and Post Literacy Programmes.

International literacy day is celebrated each year on 8th September with the aim to high light the importance to individuals, communities and societies.

Related Studies

Examples of two such efforts are mentioned here

In 2002 Sandeep Pandey won the prestigious Magsaysay award. While pursuing a Ph.D in control theory at the University of California-Berkley, he joined his friends to Asha (hope) to support education for poor children in India by tapping the resources of Indians abroad. The enterprising founders raised ten thousand dollars in one year, and auspicious beginning for an organization that now claims thirty six North American chapters and her disbursed nearly one million dollar for programs in India.

After launching Asha, he himself returned to India, doctorate in hand. He taught briefly at the prestigious Indian Institute of Technology and in 1992, left the institute to devote his full time to Asha's larger purpose to bring about socio-economic change in India through education.

The Magsaysay award for Shantha Sinha in 2003 was in recognition of "her guiding the people of Andhra Pradesh to end the scourge of child labour and send all of their children to school". As head of an extension program at the University of Hyderabad in 1987, she organized a three month long "Camp" to prepare children rescued from bounded labour to attend school.

Later in 1991, she guided her family's Mamidipudi Venkatarangaiys foundation to take up this idea as part to over riding mission in Andhra Pradesh. Her original transition camps grew into full pledged residential "bridge school". The foundation is



creating a social climate, hostile not only to child marriage and other practices that deny children from their right to a normal childhood. Today the MV foundation's bridge schools and programs are extended to 4300 villages.

Tough the above studies and researched have opened many new doors in this direction, still much more is required to be done to meet the need.

Hence the researches in this study had tried to bridge the existing gap and thus started a new (trend) way to fulfill the need of educating women and using them as a tool for the nations development.

Objectives

- 1 To design a program for literate women.
- 2 Implementation of designed program.
- 3 To interpret the success of implemented program.

Implementation

This study was relayed to women literacy. In this study B.Ed student of ILVA Commerce & Science College of session 2007-2008 were taken. First of all authors of the paper designed this programme to literate women. In this study the author guided the B.Ed trainers to literate women according to the designed programme.

The center of the programme was reading (Hindi), writing (Hindi), counting, general awareness (House hold equipment)

The nature of the study was experimental. The experimental group was treated by teaching content of the programme.

Initially interview of women were taken and there after the programme was designed accordingly. After the implementation of the programme. Post interview of women were conducted.

In this programme the interaction patterns for the women were kept very familiar, keeping in mind the purpose of providing the knowledge according to the designed program. The time schedule and duration was also set according to the learner.

Conclusion

Unfortunately, we have forgotten the concept of human growth and the place of

women in it, and are connecting on the aspect of social upliftment done; ignoring the fact that the dreams of nation – building cannot be brought into consumption without creating the complete human.

Complete human education is must, and for the completeness of society, education of women is very important.

In this study, programme was designed to literate women. The program was executed through out the session and results were found satisfactory. Women took interest in education; they understood the importance of education.

During the execution of the programme, it is found that women belonging to the rural areas want to continue their education , but could not do so, since they are owing dual responsibilities, one of a house wife and the second that of a worker. Means to say that she draw and her house financially as well as mechanically.

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