

Importance of Education for Women

Preeti¹ & Dr. Supriti²

¹Research Scholar, Department of Sociology, M.D. University, Rohtak (India)

² Professor, Department of Sociology, M.D. University, Rohtak (India)

ABSTRACT :

Sociology of Education may be defined as the scientific analysis of the social processes and social patterns involved in the educational system. Brook over and Gottlieb consider that this assumes education is a combination of social acts and that sociology is an analysis of human interaction. Educational process goes on in a formal as well as in informal situations. Sociological analysis of the human interaction in education may include both situations and might lead to the development of scientific generalizations of human relations in the educational system. The sociology of education is the public institutions and individual experiences affect education and its outcomes.

Key word: Education, development, Women etc.

1. INTRODUCTION :

Education is an important system of society. As a sub-system, it is closely connected to the society of which it is a part and also connected to other sub-systems in the society. A system of education reflects the goals of the larger society and this influences its organization. In modern industrial societies, education is closely connected to economic system. Emile Durkheim was the first person who indicated the need for a sociological approach to education. He considered education to be essentially social in character and in its functions and that as a result the theory of education relates more clearly to sociology than any other science. Moreover, it is important to recognize that the system of education has its internal hierarchy, firstly, of Higher Education, Secondary Education, and Primary Education, and secondly, of merit, such as first class, second class etc. Women in India constitute 50 per cent of country's human resources and their contributions are vital for the nation's progress. But the magnitude of illiteracy among all sections of women is very high. Only 54.16 per cent of women are literates *as per 2001 census*. Even though the education system expanded very rapidly, the gender gap in literacy remains conspicuous by its presence. The constitution of India confers on

women, equal rights and opportunities in all fields. The government of India has endorsed the same through its plans, policies and programmes.

2. SOCIO-ECONOMIC PROFILE OF WOMEN STUDENTS:

- Socio-Economic Status (SES) is an economic and sociological combined total measure of an individual's or family economic and social position in relation to others based on income, education and occupation. Socio-Economic Status is typically broken into 03 levels i.e. High, Middle and Low.
- Education in Higher Socio-Economic families is typically stressed as much more important, both within the household as well as the local community. On the other hand in poorer areas, where food, shelter and safety are priority, education can take a backseat.

3. FACTORS AFFECTING WOMEN'S CHOICE OF HIGHER EDUCATION:

- Study Habits
- Home Environment
- College Atmosphere
- Transport Facility & Tuition or Coaching Facilities
- Teachers & Parents Guidance / Motivation
- Availability of basic needs like stationary / books on time.

4. BENEFITS OF HIGHER EDUCATION AMONG WOMEN:

➤ HEALTH & WELLBEING-

- Have an overall healthier lifestyle (exercise more, healthier diet, lower alcohol
- Abuse, lower cholesterol levels, higher fiber intake, smoke less).
- Have increased life satisfaction and overall happiness.
- Better mental health.

➤ ECONOMIC-

- Earn more money.
- Have better job opportunities.
- Gain access to better health care and related benefits.
- Have lower risk of unemployment.

- Be better prepared to financially support self and family.

➤ **CIVIC AND COMMUNITY ENGAGEMENT-**

- Participate substantially more in civic and community activities like voting, donating blood, filling leadership role etc.
- Be a more conscientious civic and community volunteer

➤ **SELF-DEVELOPMENT-**

- Improved self-understanding.
- Greater independence and feelings of control in life.
- Superior leadership skills.
- Better self-concept/self-esteem.
- Greater ability to make reasoned reflective judgments.
- Stimulating occupations.
- Increased quality of life.

5. VIEWS OF PARENTS' TOWARDS HIGHER EDUCATION OF WOMEN's:

The parent of today is more than just an authority figure. They are a friend, philosopher, and guide. With a more dynamic educational environment wherein. The children are taught to be independent and to take decisions on their own, the parent's role diminishes. Involved parents know their children the best and along with vital information about new career paths and choices in the field of higher education and they guide them accordingly. They are well aware that higher education is the largest weapon for the development of their children in society.

6. EDUCATION AND WOMEN'S EMPOWERMENT:

Education systems vary in administration, curriculum and personnel, but all have an influence on the students that they serve. As women have gained rights, formal education has become a symbol of progress and a step toward gender equity. In order for true gender equity to exist, a holistic approach needs to be taken. The discussion of women power education as solutions for eliminating violence against women and economic dependence on men can sometimes take dominance and result in the suppression of understanding how context, history and other factors affect women. For example, when past secretary of State, Hillary Clinton, referenced the tragedies of

Malala Yousafzai in Pakistan and the women kidnapping in Chibok, Nigeria as comparable, using women's education as the focus, history and context were ignored. What led to the shooting of Malala was reduced to being solely about her educating herself as women. United States interference, poverty, and government corruption and instability were not addressed.

Education systems and schools play a central role in determining women's interest in various subjects, including STEM subjects, which can contribute to women's empowerment by providing equal opportunities to access and benefit from quality STEM education.

7. OBSTACLES FOR HIGHER EDUCATION:

There are gender differences in education in India and the factors that lead to these differences are manifold. The factors that hinder the education of gender equality can be roughly divided into economic factors, school-related factors, and social and cultural factors.

➤ Economic Factors-

Family economic status is an important factor in determining whether a parent is capable of withstanding the direct and indirect costs of a child's education. Direct costs include tuition, school uniform fees, transportation fees and other material fees like textbooks. In Kenya, 47% of the rural population and 27% of the urban population live below the poverty line, yet they have to bear nearly 60% of the cost of primary education. This forces them to selectively educate their children. For poor families, women are the most direct victims when education costs are unaffordable. In a survey in the mid-1990s, 58% of respondents let their daughters to drop out, while only 27% of respondents chose sons.

Compared with boys, the opportunity cost of women to go to school is higher, because they bear multiple roles such as family workers and mothers' assistants, and they have to bear more labour than men. For example, in a province of Zambia, women spend four times as much time on direct productive labour as boys. Therefore, women late schooling, absenteeism and dropouts are closely related to labour.

➤ School-Related Factors-

The location of the school has a direct impact on the type of education that women receive the quality of education, and the time of education. Many parents are unwilling to let young children go to school far away from home, and the distance between the school and the home is very common in rural India. Insufficient infrastructure such as school teaching, health, and dormitory can also prevent women from entering school. At the same time, the curriculum and related teachers, syllabus, textbooks and teaching methods lack gender awareness, or exist gender bias, which has far more adverse effects for women than boys. In many Indian states, it is still to strengthen the society's perception of women's family life, and to hide the prejudice that women's intelligence is not as good as men's. In such a learning environment, women's learning attitudes are often negative, and they cannot fully exert their abilities. In the secondary and higher education stages, women are usually assigned to learn courses that are more feminine, such as home economics, craft classes or biology.

In addition, various forms of sexual violence and sexual harassment in schools, or concerns about sexual violence and sexual harassment, are silent barriers to women enrolment. These behaviors not only affect the school's academic performance, but also cause pregnancy, early marriage and so on. At the same time, in many countries, teenage pregnancy almost interrupted women school education.

➤ Social and Cultural Factors-

India's deep-rooted attitude towards women may be traced back to the patriarchal system that continued in Indian native culture and colonial experience. Traditionally, women's reproductive and family roles are of great value. Adolescent Indian women feel this pressure strongly because she either assists her mother or other female relatives to complete their home tasks or achieves a transition to an adult role such as a wife or mother at this time. From that age, some women's who are still in elementary school are at risk of interrupting their studies. The traditional concept of marriage in India regards investment in women's education as a waste, that is, all proceeds flow to another family. Therefore, it is often difficult for women to get care from their father and thus lose many educational opportunities.

➤ Some Policy Interventions and Cost-Related Intervention-

Effectively promote universal, free and compulsory basic education, reduce or eliminate the direct cost of basic education, so that primary education can be more affordable. For example, in 2001, Tanzania implemented free primary education, resulting in a rapid increase in the gross enrollment rate of women's primary education from 61.6% to 88.8%.

➤ Government's Intervention-

The government plays an important role in advancing gender equality in education. One of its roles is to create a good environment through laws and policies to promote women's education to achieve gender equality. Beyond the law, the government must also set up a clear framework. For example, in Ethiopia, the government clearly stipulates that women and men have the same opportunity to accept the same curriculum, and are free to choose a profession to ensure that women have the same employment opportunities as men.

8. CONCLUSIONS:

Education is one of the most critical areas of empowerment for women, as both the Cairo and Beijing conferences affirmed. It is also an area that offers some of the clearest examples of discrimination women suffer. Offering women's higher education is one sure way of giving them much greater power of enabling them to make genuine choices over the kinds of lives they wish to lead. This is not a luxury. The Convention on the Rights of the Child and the Convention on the Elimination of All Forms of Discrimination against Women establish it as a basic human right. That women might have the chance of a healthier and happier life should be reason enough for promoting women's higher education. However, there are also important *benefits for society as a whole*. An educated woman has the skills, information and self-confidence that she needs to be a better parent, worker and citizen. An educated woman is, for example, likely to marry at a later age and have fewer children. Cross-country studies show that an extra year of college for women's reduces fertility rates by 5 to 10 per cent. And the children of an educated mother are more likely to survive. Finally, we can say that Higher Education for Women's is the biggest tool for development of a society.

9. REFERENCE:

- [1] Angela Davis appointed to major chair. (1995). The Journal of Blacks in Higher Education, 7, 44-45
- [2] Aranow, I. (1982,May11). A problem course at CSLB: Women charge lesbianism bias. Los Angeles Times, p.oc_d1.Retrieved from Proust Historical Newspapers Los Angeles Times (1881 -1987).
- [3] Bach, R. L. &Prerace, C.C. (1984). Organizational influences on the sex composition of college and university faculty: A Research Note. Sociology of Education57(3): 193-198
- [4] Bourque, L. & Co sand, B.J. (1989). Predicting the educational attainment of Los Angeles Women. Sociological Perspectives, 32(1), 137-151
- [5] Chu, J. (1986). Asian American Women's Studies courses: A look back at our beginnings. Frontiers9(3): 96-101
- [6] Hale, S. (1986). Our attempt to practice feminism in the Women's Studies program. Frontiers, 8(3), 39-43.
- [7] Higher tuition at California's most prestigious campuses. (1994). the Journal of Blacks in Higher Education, 4, 15.
- [8] Jacobs, J.A. (1996). Gender inequality and higher education. Annual Review of Sociology, 22, 153-185.
- [9] Sandler, B. R. and others. (1996). the chilly classroom climate: A guide to improve the education of women. National Association for Women in Education, Washington DC. Retrieved from www.csa.com.