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## GIRLS EDUCATION IN INDIA: PROSPECTS FOR BETTERMENT

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### **Abstract**

Education is very important for every child. It is sad that some communities still discriminate against the education of the girl child. Education is the major factor for the empowerment, prosperity, development and welfare of girls. The discrimination of the girl child from the womb to the grave is well known. There is a continuing inequality and vulnerability of girls in all areas of economic, education, social, political, health care, nutrition, rights and legal etc. The oppressed girls in all walks of life need to be empowered in all walks of life. To fight against socially constructed gender biases, girls and women have to swim against the system which requires more strength. Such strength comes from the process of empowerment and empowerment will come from education. And rural transformation will come from the education of girls. This paper emphasizes on the education of girls as it enables them to respond to challenges, face their traditional role and transform their lives. So that we cannot ignore the importance of education in the context of girl empowerment.

**Keywords:** Girl Education, Empowerment, Economic, Social, Political, Legal

### **1.0 Introduction**

Women and girls in developing countries are often denied opportunities for education. Lack of education limits possibilities, reduces family income, impairs health, puts women and girls at risk of trafficking and exploitation, and limits the economic progress of the country as a whole. Education for girls and women is the most effective way to improve the lives of individual families as well as bring economic development to poor communities around the world.

Education has a long history of successfully working with local partners to design, manage and evaluate community-based initiatives to advance the status of girls and women. World Education's programs help girls enroll and stay in school and help women access or create new educational, financial and social resources in their communities. They also help girls and women improve their lives, the lives of their families, and the conditions in their communities. For parents—and especially for mothers—this means creating conditions that ensure their daughters have equal access to basic education, are able to make informed decisions about their future, and for example To be able to protect themselves from trafficking, sexual abuse, HIV. By improving educational opportunities for girls and women, World Education helps women develop skills that allow them to make decisions and effect community change. In turn, these programs have a positive impact on some of the most profound issues of our time: population growth, HIV, peace and security, and the growing gap between rich and poor.

## **2.0 Why Girls Remain Undereducated?**

What explains the gender gap in educational attainment? What causes women to be left out of the preview of change? Studies have attempted to answer these questions at various levels. The economic benefits of education and the costs involved in such educational attainment have been considered separately for men and women. Parents who bear the personal cost of investing in schooling for girls and women fail to reap the full benefits of their investment. This is true to a large extent because most of the gains in educating women are largely social in nature rather than economic. It eliminates gender discrimination.

Parents' perceptions about the current cost of education and the future benefits influence the decision whether a girl child should continue with education. Cost is often measured in terms of distance from school and other direct costs such as fees paid, books purchased, dress etc. Sometimes, the son's favor is not only in education, but also in the allotment, distribution of food at meal times. Inheritance and even of the language used. Apart from the economic costs and benefits, there are also well-involved costs at the psychological level. Differential access based on psychological assumptions is more convincing and a real threat. The factors here include all such motives, which make parents reluctant to send their daughters to school. A burning factor is the concern for a girl child's physical and moral safety which leaves parents unwilling to travel long distances to get them to school every day. Religion and socio-cultural factors influence the

choice of parents, they may look for a school where only girls are admitted and where female teachers are employed. Concerns arise when girls reach puberty, even education beyond literacy levels for girls may be perceived as a threat to their marriage prospects. Naturally, girls who work more at home than their brothers are less likely to attend school. In joint family these terms will likely increase the opportunity cost. Does this mean that when the opportunity cost of educating girls and boys is equal, both will have equal opportunities to attend school? The answer, unfortunately, is no. Parents still keep girls at home at work and send their sons to school.

### **3.0 Gender Inequality in Education**

Education appears to be the major factor, which can only initiate a range of benefits for women. However, access to education is perceived differently for men and women. Key indicators such as literacy, enrollment and years spent in school explain the state of access to education, and each of these indicators shows that the level of female education in India is still low and far behind its male counterpart. The low adult literacy rate for women is a reflection of past low investment in women's education and thus does not necessarily capture recent progress. The problem isn't just limited to low enrollment, girls' school attendance has also been found to be incredibly low. Rural girls belonging to disadvantaged groups such as SCs and STs present the worst case scenario. According to statistics, the drop-out ratio of the girl child has increased with the increase in the level of education. This clearly outlines the pattern of gender inequality in access to education, which deepens as we move from low to high educational attainment and from urban to rural and disadvantaged group in society.

### **4.0 Barriers against Girl education**

Despite some outstanding examples of individual achievements and a definite improvement in their general condition over the years, it is true that Indian women are still a large group of less-privileged citizens. Certainly women do not form a homogeneous group in terms of class or caste. Nevertheless, they face specific problems that require special attention. The Backward Classes Commission set up by the Government of India in 1953 classified the women of India as a backward group that needs special attention. The Ministry of Education clubs Scheduled Castes and Scheduled Tribes girls as the three most backward groups in education. The educational,

economic, political and social backwardness of women makes them the largest group hindering the process of social change. It is inevitable that when this 'backward' group has the prime responsibility of bringing up the future generations, the progress of the society may not be rapid or take any significant form of development. In the report of the committee appointed by the National Council for Women's Education it was emphatically stated that there was a need for comprehensive education for girls and women and education of men and women in order to transform women's equality from legal status to de facto status. Accept new and scientific attitudes towards each other and towards yourself.

There can be no progress in a changing society and a developing economy if education, which is one of the important agents influencing norms of morality and culture, is in the hands of conservatives subscribing to the fragmented view of the heritage of the country and the world. Lives. The gap between the status of men and women in society will not diminish; As long as the difference in the level of education of men and women remains, they disappear. Inadequate education or no education is the most important factor contributing to the backwardness of our people, especially women. Low literacy among women reduces national literacy. This gap between the literacy rates of the two sexes also exists between the enrollment of girls and boys at all levels of education. From primary school to university, we find that the number of girl students is much less than that of boys. According to Article 45 of the Constitution, universal compulsory and free education up to the age of 14 was to be achieved by the year 1960. Given the current state of primary education in villages, it is doubtful whether we can achieve 100% enrollment of girls. , It is unfortunately true of our society that children are not sent to school according to their intelligence or ability but according to their gender. The reasons for not sending girls to school are both economic and social. In rural areas, girls are required to help with household chores. The resources of the rural poor are so limited that they have nothing for the education of their children. If resources are available, it is the boy who is sent to school first. Parents also do not see the value of educating especially a daughter who gets married and remains a homemaker. Since they cannot see any direct link between education and economic well-being, they have little motivation to send their children to school. It is still not realized that there is a definite link between education, good motherhood and efficient home management. Thus the management of lakhs of households and the upbringing of lakhs of children are in the hands of illiterate women. Change is needed if our democratic and socialist intentions are not to

remain a mere sham. People can be motivated to educate their children only when the education system is directly linked to economic and social development.

The plight of women in the matter of education is further aggravated by the negative attitude of the parents towards the education of women. Some parents are generally reluctant to send their girl child for formal education, especially at a higher level like their male counterpart. Another related problem is a reluctance to pursue Western education and a misunderstanding on the part of the girls themselves about the value of receiving formal education. Equality in education means equal access to good schooling. The limited access to education by women in this country is deeply rooted in history, religion, culture, own psychology, law, political institutions and social attitudes that have led many to limit women's access to formal education compared to their male counterparts. It has been observed that Indian women are lagging behind their counterparts in developed and some developing countries because of delay in educating them. This happens because of our traditions and culture which are hostile towards women. This tradition limits them to kitchen managers and children's producers. Thus, their education is ideally expected to end in the kitchen, which is ironically detested by many parents thereby discouraging their investment in girl child education. Other problems against women's education include familiar problems such as lack of funds, inadequate facilities, inadequate manpower, sexual harassment, conflicting social role expectations, government policies and lack of political will to implement the entire educational programme. The inferiority complex seen in Indian women can be attributed to the effects of environmental manipulation. Through the traditional socialization process of typical society, women are forced to accept negative self-fulfillment predicaments, stereotypes and stigma that they are members of the weaker sex. At present, forces that combine to constrain women's education and development in India are widely denied access to education, early marriage, confinement to secluded lives, accepting choices forced upon them by culture. For, discrimination and harassment at work can be seen to include. , political suffrage by elective and political appointment and exposure to cruel mourning rites upon the death of her husband.

### **5.0 Need for Girl education in India**

Women empowerment can be achieved only through provision of adequate and functional education to women. This is important because no nation, no matter how rich or vast, can be without an effective, efficient, adequate and functional education for the education of all its citizens (men and women), which will serve its immediate needs, goals and objectives. Relevant, such a nation would find it difficult to stand on its own. The brand of education that is being

advocated is that type of education in which the spirit of self-realization is inherent and which is necessary for the overall development of the country like mass literacy, economic empowerment etc. The need for women's education is also informed by the fact that purposeful vocational achievement and satisfaction are ensured by deep self-awareness and understanding which can only be achieved through effective and functional education and provision of guidance and counselling. It is noted that women empowerment is likely to be guaranteed on the basis of women's struggle to improve the status of women. Suggested empowerment is one that involves the process of challenging power relations and gaining wider control over the source of power. However, this cannot be achieved without the provision of proper access to formal and functional education to women. It is based on the premise that education has been recognized as a viable instrument of change in a positive direction.

## **6.0 Policy related with Girls education**

The policy framework, provision of educational opportunities for women and girls has been an important part of the national effort in the field of education since independence. While these efforts have yielded significant results, gender disparity remains in rural areas and among disadvantaged communities. The National Policy on Education (NPE, 1986), as amended in 1992, was a policy milestone on women's education, recognizing the need to address the traditional gender imbalance in educational access and achievement. The NPE also recognized that merely augmenting the infrastructure would not solve the problem. It recognized that "empowerment of women is perhaps the most important pre-condition for the participation of girls and women in the educational process". The program of action (POA, 1992) in the section "Education for Women's Equality" (Chapter-XII, pages 105-107), focuses on the empowerment of women as an important precondition for women's participation in the education process. The POA states that education can be an effective tool for women empowerment while ensuring equal participation in development processes; RashtriyaMadhyamikShikshaAbhiyan Improving access to secondary school education for all youth through proximity (e.g., secondary schools within 5 km, and higher secondary schools within 7-10 km) / efficient and safe transport systems / residential facilities emphasizes. Depends on local conditions including open schooling and ensures that no child is deprived of secondary education of satisfactory quality due to gender, socio-economic, disability and other constraints.

## 7.0 Conclusion

Education, a composite single variable, has the potential to change many of the odds in favor of girls, especially in rural India. Therefore, special emphasis is needed on the education of girls. The education of adolescent girls is hampered due to several reasons; most prominent among them is the non-availability of infrastructure and schools. Secondly, the travel time to reach the school, fear of crime and unknown incidents will increase hence provision of public transport only for girl child is necessary. A legal provision will help save girls from early marriage and open doors of development for them. What is needed is an awareness program that will focus on the dynamics of nutrition in physical and mental development. However, in the end it must be reiterated that much compassionate treatment and grace are required to enable girls to lead a dignified and meaningful life, and in ensuring this, the role of family members and society is undoubtedly of vital and prime importance

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