

## PHILOSOPHICAL STANDPOINT AND A COMPARATIVE CONCLUSION TOWARDS THE CONDITIONS

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### Abstract

teacher training rarely pays attention to the different experiences, perspectives, and priorities of women, and assumes the gender neutrality of being a teacher. Few teacher training programmes explicitly include gender equality issues within the curriculum, nor discuss critical issues such as the feminization of the profession.

**Keywords.** Teacher Training, Philosophical View.

### Introduction

#### Women's Education in India

Women constitute almost half of the population in the world. But the hegemonic masculine ideology made them suffer a lot as they were denied equal opportunities in different parts of the world. The rise of feminist ideas have, however, led to the tremendous improvement of women's condition through out the world in recent times. Access to education has been one of the most pressing demands of these women's rights movements. Women's education in India has also been a major preoccupation of both the government and civil society as educated women can play a very important role in the development of the country.

-- Though it is gradually rising, the female literacy rate in India is lower than the male literacy rate. Compared to boys, far fewer girls are enrolled in the schools, and many of them drop out. According to the National Sample Survey Data of 1997, only the states of Kerala and Mizoram have approached universal female literacy rates. According to majority of the scholars, the major factor behind the improved social and economic status of women in Kerala is literacy.

Under Non-Formal Education programme, about 40% of the centers in states and 10% of the centers in UTs are exclusively reserved for females. As of 2000, about 0.3 million NFE centers were catering to about 7.42 million children, out of which about 0.12 million were exclusively for girls. In urban India, girls are nearly at par with the boys in terms of education. However, in rural India girls continue to be less educated than the boys.

### Literature Review

#### Beyond Literacy of woman

Although there are numerous studies demonstrating a link between education and a variety of demographic indicators (i.e., fertility, infant and child mortality and morbidity), more recent studies are finding that there is a minimum threshold of education (more than 5 or 6 years) that must be achieved before there are significant improvements in female autonomy<sup>3</sup>, particularly in a highly gender-stratified society such as India (Jeffery and Basu, 1996; Jejeebhoy, 1995). Of the literate women in India, 59 percent have only a primary

education or less. This level of education may not be sufficient to meaningfully improve the status of these women. Only 41 percent of the literate population, or 13 percent of all Indian women, have more than a primary education.

### **Gender Gaps in University Education**

Currently, a very small proportion of both men and women have a college education, just over 3 percent of men and 1 percent of women. Although a very small proportion of the Indian population attends college, women account for a third of the students at this level (Ministry of Human Resource Development (MHRD), 1993). This sex ratio is found for most fields of study except: 1) engineering and commerce, where women account for a much smaller proportion of the students; and 2) education, where women account for nearly half of all students.

**Challenging Assumptions about Women Teachers** Whilst recognizing the positive roles that women can play, recent research from Uganda<sup>8</sup> also reminds us that we cannot make assumptions that women are necessarily always supportive of girls in schools or will make the school environment any more girl-friendly. Women teachers are not necessarily very aware of gender equality concepts, and are often subject to the same gender assumptions, discrimination and even sexual harassment and abuse that girls face in schools. Frequently, this makes it very difficult for them to acknowledge and act on gender inequalities affecting girl students and other women teachers. Women teachers may have their own personal concerns and priorities, and so may not have the time or inclination to provide any additional time or energy to give to girl students. A study in Pakistan also raises awareness about the fact that the unconscious attitudes and assumptions of women teachers towards boy and girl students may also reinforce gender stereotypes.

**Women's** preference for teaching girls because they are quieter and less demanding than the boys makes it difficult to imagine how they might encourage girls to be more active and to participate fully in class. Another important issue is that women are often marginalized to low status positions within schools, usually teaching the lower grade classes and subjects considered 'soft.' This means that men still dominate higher status positions, teaching higher grade classes and subjects with a higher prestige, such as math and science. These low status positions mean that women teachers' voices may be either excluded

from policy and decision-making processes, or they may not be taken seriously.

### **Teacher Training and Professional Development**

Even if there are effective strategies in place to recruit women, teacher training rarely pays attention to the different experiences, perspectives, and priorities of women, and assumes the gender neutrality of being a teacher. Few teacher training programmes explicitly include gender equality issues within the curriculum, nor discuss critical issues such as the feminization of the profession. This is the case in India, for example, where researchers describe the way in which women are brought into a teacher training programme that remains exactly the same as it had been for men only. This approach is characteristic of a 'Women in Development' (WID) approach.<sup>12</sup> This is quite different to a Gender and Development (GAD) approach, which implies that the programme would acknowledge gender differences, would aim to meet the sometimes different needs of men and women, and would explicitly address gender equality issues. A WID approach, for example, might increase the number of women teachers in a teacher education programme, but indicators for success would be a numerical count of women relative to men, rather than any measure of the extent to which male and female teachers are empowered to act as agents of gender equality. There are a small number of inspiring examples of teacher education programmes in which the gender nature of teaching

The Impact of Women Teachers on Girls' Education and the gender identities of male and female teachers are discussed.<sup>13</sup> These have not been formally evaluated, but are recognized to make a considerable impact on individual teachers' awareness of gender relations in the classroom, school and wider community, as well as to empower them to use their potential as teachers to address inequities.

Women are rarely found in positions of authority and leadership in schools, and career development for women teachers is rarely prioritized. Even in countries where the percentage of women teachers is high, there are rarely many women head teachers, education officers and managers at the district, regional and national levels. There are systemic constraints for women wishing to develop their career within the education sector, such as negative attitudes towards women's ability to manage and lead schools, lack of female role models, long hours, and commitments that are difficult to reconcile with family and child care responsibilities.

## Related Policy Development Strategies

**Ensure that women teachers are fully involved in decision-making processes** and that they participate in all meetings and activities - not just in subordinate roles in school.

**Ensure that recruitment is gender-balanced across levels and subject matter.** For example, a woman math or science teacher may challenge gender stereotypes and encourage and support girls in subject areas that have been previously considered male domains. Where possible, men should also be recruited to typical female positions in the school, such as lower grade classes.

**Ensure that 'safe school' and anti-harassment policies and teacher codes of conduct also address sexual harassment of women teachers,** that there are specific reporting and follow up procedures in place and that male teachers are trained to address such issues with male students

who may be disrespectful and/or abusive towards women teachers.

## Comparison with Other States

### DROP-OUT RATES

Drop-out rate is the proportion of children which cease to remain enrolled in the schooling system. There are a number of methods for estimating dropout rate. One of them, followed in the Selected Education Statistics (SES) of the Ministry of Human Resource Development, is as follows: Gross dropout rates for classes (I-V) =  $\{1 - (\text{Enrolment in Class V during the reference year} / \text{Enrolment in Class I four years ago})\} \times 100$ . Gross dropout rates for classes (I-VIII) =  $\{1 - (\text{Enrolment in Class VIII during the reference year} / \text{Enrolment in Class I seven years ago})\} \times 100$ . The following table shows the different drop-out rates of students in the states under study in the year 2009-10.

TABLE NO. 2

States	Classes I-V (6-11 years)			Classes VI-VIII (11-14 yrs)			Classes I-VIII (6-14 yrs)		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Haryana	-1.13	-2.24	-1.64	19.59	8.10	14.37	20.17	19.46	19.84
Himachal Pradesh	0.35	1.17	0.74	1.42	3.41	2.38	22.28	18.93	20.65
Punjab	-24.59	-10.67	-18.07	-24.04	-13.43	-19.12	41.23	39.45	40.42
Rajasthan	49.11	52.11	50.51	41.19	59.68	50.32	70.52	73.42	71.64
Uttar Pradesh	42.38	41.70	42.06	50.66	55.23	52.78	29.19	15.09	23.83
Delhi	9.82	17.07	13.30	-32.61	-21.13	-27.10	-5.22	9.15	1.97
<b>India</b>	<b>30.25</b>	<b>27.25</b>	<b>28.86</b>	<b>40.59</b>	<b>44.39</b>	<b>42.39</b>	<b>53.38</b>	<b>51.97</b>	<b>52.76</b>

(Source: Abstract of Selected Educational Statistics 2009-10)

Here, Himachal Pradesh is on number one as the drop-out rate in class VI-VIII (age group of 11-14 years) is the lowest in this state. In the age group of 11-14 years, the drop-out rate is lowest in HP followed by Haryana. In Haryana and Punjab, drop-out rate even comes out negative which is largely because of the inconsistent enrolment data or some errors in the data.

## Discussion & Conclusion

### Higher Education in India & woman

Higher Education in India is one of the most developed in the entire world. There has in fact been considerable improvement in the higher education scenario of India in both quantitative and qualitative terms. In technical education, the IITs, and in management, the IIMs have already marked their names among the top higher educational institutes of the world. Moreover the Jawaharlal

University and Delhi University are also regarded as good higher educational institutes for doing postgraduate courses and research in science, humanities and social sciences. As a result, students from various parts of the world are coming today for higher education in India.

**Higher Education system in India:** Higher education in India starts after the higher Secondary or 12th standard. While it takes 3 years for completing a B.A., B. Sc or B.Com pass or honors degree from a college in India, pursuing an engineering course would take four years and five years (with six months of additional compulsory internship) for completing a bachelor of medicine or bachelor of law degree. Postgraduate courses generally are of two years duration. But there are some courses like Master of Computer Application (MCA) that are of three years duration. For those who cannot afford to attend regular classes for various preoccupations can pursue correspondence

courses from various Open Universities and distance learning institutes in India.

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