

WOMEN EDUCATION IN NORTH-EAST INDIA

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Abstract

Education is a significant instrument for improvement of women's subjugated position in society. Education not only develops the personality & capabilities of women, but also qualifies them to fulfil certain economic, political & cultural functions & thereby improves their socio-economic status. The National Policy on Education drafted in 1986, states that the National education system will play a positive, interventionist part in the strengthening of women. Yet it is imperative to say that a large constituency of women are encompassed "Illiterates" & "girls outside school" either as non-enrolled or not retained within the formal education system. Apart from schooling factors, family & social status are the two major determinants of girls' education. Despite the fact that there is persistent exertion of govt. and Non govt. associations to elevate women's position in the general public through training, yet the force is not at the palatable level. Beyond any doubt the living condition and economic wellbeing of women have changed a considerable measure. Be that as it may, we need more. The enrolment of young ladies understudy has without a doubt has been upgraded after the appropriation of the approach of 'Free and Compulsory Elementary Education". Be that as it may, women instruction couldn't prosper at a similar pace. The photo is much gloomier in North East India States. It is an endeavour to think about the present situation of women training In North East India.

Key words: Women Education, North-East India, Gender Disparity,

1. Introduction

Education has been regarded as a significant instrument for changing women's subjugated position in society. Education not only develops the personality & capabilities of women, but also qualifies them to fulfil certain economic, political & cultural functions & thereby improves their socio-economic status. The National Policy on Education drafted in 1986 states that the National education system will play a positive, interventionist role in the empowerment of women. Yet it is imperative to say that a large constituency of women are encompassed "literate" & "girls outside school" either as non-enrolled or not retained within the formal education system. Apart from schooling factors, family & social status are the two major determinants of girls' education.

On November 7, 1967 the United Nations adopted the 'The Declaration of the Elimination of Discrimination against Women'. Article 3 stipulates: 'All appropriate measures shall be taken to educate public opinion and to direct National Aspiration towards the eradication of Prejudice and the abolition of customary and all other practices which are based on the idea of the inferiority of women'.

Training contributes in extensive larger part not exclusively to the end of the possibility that women are mediocre yet additionally to the end of the inadequacy of their genuine status. Over the previous hundreds of years this reality has been acknowledged by extraordinary number women in Europe and in the USA.

Progress and development of civilization creates and requires a new type of women that the education of women has become a worldwide necessity. It is not a question of providing the rudiments of an education on humanitarian grounds; women must be given all the means of participating in the building of the world.

In spite of the fact that there is ceaseless exertion of govt. and Non govt. associations to elevate women's position in the general public idea training, yet the energy is not at the tasteful level. It is true that the living condition & social status of women have changed a lot. But we want more. The enrolment of girls student has undoubtedly has been enhanced after the adoption of the policy of "Free and Compulsory Elementary Education". But women education could not flourish at the same pace. The picture is even gloomier in North East Indian Status. It is an attempt to study the present scenario of women education In North East India.

2. Gender Disparity in Education

Why girls' investment in elementary schools varies from that of young men can't be replied without taking a gander at ensuing interest and the continuations of instruction in the post school

years. Regardless of whether tutoring of a girl is esteemed advantageous will be impacted by impression of the impacts of tutoring on occupations, on acquisition of a "superior" spouse, on nature of local life, on the little girl's identity advancement, and on the prosperity of her children.

The scenario of relative deprivation of women in the field of education can better be portrayed with the help of women's educational status in respect of attending school and college. In all age groups the percentage of female attending school is lower than the male counterpart and gender gap widens at a higher age as usual. The highest gender gap is noticed in the age group of 15-19 to the tune of 45.60% in college education. Its needs hardly any explanation the significant bearing of learning at this age group in one's life. Access to vocational education also portrays the skewed situation where women's status is greatly undermined.

2.1 Women Education in India

Primary Education of Women

The Indian constitution requires that primary education be provided for all children between age group 6-14 years. Education is compulsory for children of this age group through the country. The worst affected are underprivileged group identified in the Indian Constitution as requiring special attention such as tribes, nomadic tribes, scheduled castes and other low income group. The educational status of girls is the lowest of all.

Women and Secondary Education

In Indian context, the access and retention of women to secondary educationist still a problematic issue. Stagnation and dropout rates are higher in case of girls. Most of the parents, especially of rural areas have a negative attitude towards education of their daughters. In many cases there is lack of encouragement and family support.

Women and Higher education

Since independence vast strides have been made in education for women at all level including higher education. The educational pyramid of India is a contrast with that of advance countries. Similar, between male and female education in India the differences are equally sharp. In higher education the percentage of women to total enrolment has hardly reached 33 percent at the turn of 1990's. The growth in enrolment was higher in earlier decades after independence than in the last decade.

2.2 Present Purview of women education in the country

Women education is a catch-all term for a complex set of issues and level headed discussions encompassing (education, auxiliary, tertiary education, and wellbeing education specifically) for girls and women. It incorporates territories of sexual orientation correspondence and access to education, and its association with the mitigation of neediness. Additionally included are the issues of single-sex education and religious education in that the division of education along sexual orientation lines and also religious lessons on education have been customarily overwhelming are still exceedingly pertinent in contemporary talks of teaching females as a worldwide thought.

While the women's activist's development has positively advanced the significance of the issues connected to female education, the discourse is far reaching and in no way, shape or form barely characterized. It might incorporate, for instance, AIDS education. General education, which means state-gave essential and optional education autonomous of sex is not yet a worldwide standard, regardless of the possibility that it is accepted in most created nations. In some Western nations, women have outperformed men at many levels of education. For instance, in the United in 2005/2006, women earned 62% of partner's degrees, 58% of four year college educations, 60% of graduate degrees, and half of doctorates.

Women Education in North East India

The empowerment of women and the improvement of their political, Socio-Economic and health status is highly important and in itself. It is essential for the achievement of sustainable development.

In north east India, like other backward sector of the country, education for women has not been given optimum attention. There are so many underlying factors responsible for this.

Work at home has become qualitatively different for the women they have a greater concern for them raising for their children while for rural women, agricultural workers, working class women and primarily physical care. Educated mothers feel responsible for the psychological and intellectual development of the children. India solidarity and identification with one's gender is strong. Women related to women constantly at birth, marriage, festival rituals and so on. Further it is customary in north east India the traditional burden of house wife remains heavy technological improvements are in adequate. A woman doing this work feels that she is making a clear contribution to family survivor, which brings an intrinsic reward for her these are the road blocks in educational development of womenfolk's NE India. More over NE Region is predominately in habited

by large community's tribal population as well as backward classes. Lack of aspirations and discouragement are other factors responsible for poor educational status of women.

3. Current policies

Previously, then after the fact Independence, India has been making dynamic strides towards women's status and education. The 86th Constitutional Amendment Act, 2002, has been a way breaking venture towards the development of education, particularly for females. As indicated by this demonstration, basic education is a key ideal for children between the ages of 6 and 14. The administration has attempted to give this education free of cost and make it obligatory for those in that age gathering. This endeavor is all the more broadly known as Sarva Shiksha Abhiyan (SSA).

From that point forward, the SSA has concocted many plans for comprehensive and elite development of Indian education in general, including plans to help encourage the development of female education. The real plans are the accompanying:

Mahila Samakhya Program: This program was propelled in 1988 because of the New Education Policy (1968). It was made for the strengthening of women from rustic regions particularly socially and monetarily minimized gatherings. At the point when the SSA was framed, it at first set up a board of trustees to investigate this program, how it was working and prescribes new changes that could be made.

Kasturba Gandhi Balika Vidyalaya Scheme (KGBV): This plan was propelled in July, 2004, to give education to girls at essential level. It is principally for the underprivileged and provincial regions where education level for females is low. The schools that were set up have 100% reservation: 75% for in reverse class and 25% for BPL (underneath Poverty line) females.

National Program for Education of Girls at Elementary Level (NPEGEL): This program was propelled in July, 2003. It was a motivating force to connect with the girls who the SSA was not ready to reach through different plans. The SSA shouted to the "hardest to achieve girls". This plan has canvassed 24 states in India. Under the NPEGEL, "demonstrate schools" have been set up to give better chances to girls. One prominent achievement came in 2013, when the initial two girls at any point scored in the main 10 positions of the placement test to the Indian Institutes of Technology (IITs). SibbalaLeenaMadhuri positioned eighth, and AditiLaddha positioned 6th.

4. Conclusion

Although there are many demographic, personal, and socio-economic factors responsible for poor educational achievement of women in northeast India, The present scenario is somewhat brighter. A good number of parents have realized the importance of girl's education. This got impetus with the introduction of SarvaSikshaAbhiyan, RastriyaMadhyamikSikshaAbhiyan and Right to Education Act2009. Many more program of action might come up.

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