



## ROLE OF WOMEN IN THE EDUCATIONAL DEVELOPMENT WITH SPECIAL REFERENCE TO BARAMA BLOCK, BAKSA DISTRICT, ASSAM

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### ABSTRACT

*Education is the agent of basic change in the status of women. It is the key factor in overcoming the barriers that women face and the basic tool for empowering women. But the educational status of women in Assam is lagging behind as compared to the other states of the country. The educational attainment of women of Assam at district level can be analyzed through female literacy rate and female enrolment rate at different stages of education. Female literacy rate is highest in upper Assam 60.35% which is quite higher than state average 54.61% central Assam and lower Assam show the poor performance in the field of final literacy rate compared to the upper Assam. These rates are 52.61% and 52.53% respectively. The proportion of female enrolment in different stages of education is very poor. In almost all the district of the state, in primary level enrolment rate is almost 50% in middle and high school level, the percentage of enrolment is around 45%. However in higher secondary and junior college the female enrolment is much lower i.e., below 40%. This study is undertaken to create awareness among the women to take an active part in the educational development of Barama Block. It may bring many women to take initiatives for educational leadership in the locality and thus lead the society with enlightened minds and matured behaviour. It revealed that women play a significant role in the educational development of the Barama Block.*

**Keywords:** Role, Women, Educational Development.

### 1.1 INTRODUCTION

Education is a process of continuous changes that takes place through which a child attains knowledge, skills, attitudes and other abilities required for leading a productive life in the society, as a product, education is the aggregate of what is acquired through learning, i.e., the knowledge skills, ideas and values. Educative process teacher can bring out the hidden talents in the child by the way of creating a conducive environment. Based on factors involved in the educative process it can be viewed as a bi-polar, tri-polar, or multi-polar process. Education is vital process of social life. Without education we are not able to have a normal and prosperous life, and human race would be no better than animal race. It is only knowledge and education, where they differ. Education not only comes from the books and school teachers, but also from knowledge and experience by socialization.

Before and after independence, India has been taking active steps towards women's status and education. The 86<sup>th</sup> Constitutional Amendment Act, 2001, has been a path breaking step towards the growth of education, especially for females, According to this Act, elementary education is a fundamental right for children between the ages of 6 and 14. The government has undertaken to provide this education free of cost and make it compulsory for those in that age group. This undertaking is more widely known as Sarva Shiksha Abhiyan. Since then the SSA has come up with many schemes for inclusive as well as exclusive growth of Indian education as a whole, including schemes to help foster the growth of female education. The major

schemes are 'Mahila Samakhya Programme(1988)', 'Kasturba Gandhi Balika Vidyalaya Scheme( 2004)', ranks of the entrance exam to the IIT. 'National Programme for Education of Girls at Elementary Level (2003)'. One notable success came in 2013, when the first two girls even scored in the top 10 ranks of the entrance exam to the IIT.

Education is major catalyst in bringing about changes in the status of women. The educational status of women in Baksa also is not very satisfactory. The female literacy rate in Baksa District has considerably increased over the years. It has increased from 48.33% in 2001 to 53.4% in 2011. However, as compared to the male literacy rate the literacy rate of women is low. According to 2011 census of India the literacy rate in Assam is 77.85% as well as in Baksa it is 67% same as the female literacy rate in Assam is 66.27% and in Baksa it is 53.4%. So, the male-female literacy rate gap in Assam is 11.58% and in Baksa it is 13.6%. So, it is indicated that the condition of female literacy in Baksa is lagging behind compared to state literacy rate of female.

In this 21<sup>st</sup> century women play a vital role in educational development of Barama Block. The literacy rate of women in Barama Block is 68% from the census of 2011. The literacy rate is increased by 8%, from the earlier literacy rate. In present time there are 227 schools in Barama block, including private and government both. The number of female student is more than the number of male student in the schools of Barama Block. Now days the number of girl student who are perusing higher education are

increasing day by day in Barama block.

## 1.2 JUSTIFICATION

The study has both theoretical and practical significance. Theoretically; this study will add to the body of knowledge on the levels of women's empowerment at the local and community levels. It will throw more light on the existing literature with regard to the role of empowerment on women's participation in developmental processes and the factors that limit women's empowerment and participation in development processes. It will be of great help to students and researchers who may want to investigate issues relating to women.

Practically; this work will produce data, which will enhance the understanding of major factors that hinder women empowerment and participation in educational developmental processes and the best strategies for eliminating the constraints. Based on this, governmental and non-governmental organization would be able to mount effective policies and empowerment programmes that would be beneficial to women and the world in general. This work will also serve as a working document to women community-based organizations and other established women organizations that are interested in improving the status of women. This study will create awareness among the women to take an active part in the educational development of Barama Block and bring many women to take initiatives for educational leadership in the locality and thus leading the society with enlightened minds and matured behaviour to live.

## 1.3 OBJECTIVES OF THE STUDY

- a) To find out the teaching learning process of women in educational development.
- b) To study about educational leadership quality of women.
- c) To find out women's participation in the educational development.
- d) To study about various schemes for women education.
- e) To find out the various financial facilities that is given for women.

## 1.4 HYPOTHESIS

- a)  $H_0$ . There is no significant difference between the teachers and villagers regarding the teaching-learning process of women in educational development.
- b)  $H_A$ : There is significant difference between the teachers and the villagers regarding the educational leadership qualities of women.
- c)  $H_0$ . There is no significant difference between the teachers and the villagers regarding women's participation in the educational development.

## 1.5. RESEARCH QUESTIONS

- a) What are the teaching learning processes of women

in educational development?

- b) How is the women's participation in educational development?
- c) How many schemes are available for women education?
- d) What are the various financial facilities available for women education?

## 1.6 REVIEW OF RELATED LITERATURES

While studying on 'Role of women in educational development in Baksa District' some such previous works on women education have been reviewed by the investigator. Some of such related review of literature is described below:

Ali (2011), made a study on "Challenges facing women employees in career development: A focus on Kapsabet Municipality, Kenya". The objectives of the study, upon which this paper is based, were to assess women's career development practice; find out if gender balance was given a chance; examine the challenges facing women in career development and establish the best practices on gender equality. The study found that promotion among women was low and training for women employees was minimal. Most women employees were dissatisfied with career development programmes and women were discriminated against in career development opportunities.

Begum (2006), worked on "Women Entrepreneurship in India; challenges and strategies from her research work she found that with changing times and change in cultural norms, increase literacy, industrialization, social and occupational mobility influenced the women to enter into the field of entrepreneurship. There is no denying the fact that women have made considerable progress in the last fifty years but yet they have to struggle against many handicaps and social evils in the male dominated society.

Mridula (2005), has analysed in her Article "Access of women to Higher Education." It revealed that there is a need of rethinking about the higher education of women. The present rate of women access to higher education is 38.84% does not ensure the quality higher education. Access of women to technical discipline viz. engineering, medicine, veterinary science and law should be increased through these subject in the colleges of smaller cities and town without comprising with quality. Initiative should be taken for increasing access of women to short term diversified that may cater to large unorganized as well as organized sector. It should be made mandatory condition for the universities and colleges to have a girl's hostel. Distance higher education mode should be encouraged by opening more centers and courses in the women colleges. Besides the above steps social awareness, social environment and social security in favour of women are the basic points where attention should be paid.

Savita (2001), studied "status of educated schedule caste in their local socio-cultural life." The investigator investigates that the respondents enjoyed a perceived role

related status in their family and community because of their education and employment. The extent of resistance put up by most SC Parents against providing educational opportunities for the girl child was significantly less than in the past.

Neelam (2006), studied on "Women Empowerment through Education: Role of Universities." From the study it was revealed that educating women benefits the whole society and on the basis of this education they enjoy their status in our society. It has a more significant impact on poverty and development than men's education. It is also one of the most influential factors in improving child health and reducing infant mortality.

Janaki (2006), in his study "Empowerment of women through education:150 years of University Education in India found that Education will be used as an agent of basic change in the status of women.The concept of equality,opportunity and education touches every aspect of women's slives social, political and economic.

Rani, and Saguna (2002), studied on "Non-formal education-an instrument for the development of women". The following findings were found from their research work. i) It has been increasingly recognized that since women constitute a great force, national development is not possible without their development. ii) To involve women in the process of development, it is important to educate them. iii) Non-formal education has been identified as a suitable tool to eradicate illiteracy among women and their educational effect on their social status.

Sandhya and Suguna (2003), worked on "Non-formal education-An instrument for the development of women." They found from their studies that education helps women not only to raise their economic status in the society through vocational training course, but also encourages them to be involved in decision making process, to fight for their rights as well as to revolt against evils and exploitations both at home and outside.

Swami (1990), also makes a critical study of women education in nine districts of the Vidarbh as region for the period 1947-87 and points out substantial progress at the primary level, but higher wastage and stagnation amongst girls, the primary reason cited being a lack of separate schools and women teachers. In higher education, girls were found largely in general education, with only a few going in for technical and vocational education.

Subha and Reddy (2001), finds "Education for quality and empowerment of women." The investigators investigates that education is an effective means to achieve social and economic development.

**1.7 METHODOLOGY**

Methodology is the procedure that is used in the research process. It is a scientific way to bring out some standard research to come to an end. It gives steps and directs the investigator how to continue the work on research. The procedure is given in the followings.

**a) Research Design**

The investigator has made use of Survey Research Design in order to find out answers to the research questions and consequently bring out the appropriate findings to draw the required conclusion.

**b) Population**

**Table 1.1: Number of Blocks, Villages and Schools in Baksa District**

SL.No	Name of the Block	Number of Villages	Number of Schools
1.	Baska Dev. Block,	85	612
2.	Tihu-Barama Dev.	49	227
3.	Jalah Dev. Block,	225	706
4.	Tamulpur Dev. Block	188	990
<b>Total</b>		<b>547</b>	<b>2535</b>

Source: District Profile, Baksa District

From the above Table 3.1, we can find out that there are 4 main development blocks in Baksa district. Under these Blocks there are 547 villages and 2,535 schools which are taken as the population of the study.

**c) Sample**

**Table 1.2: Sample of the Study**

Name of the Block	SL. No.	Name of the Village	N	Name of Schools	N
<b>BARAMA</b>	1	Barama	5	SankardevSisuNiketan Barama	5
	2	Niz-juluki	5	Little Flower School Barama	5
	3	Kharua	5	Barama Girls High School	5
	4	Bangalipara	5	St. John School Barama	5
	5	Kadamtala	5	Vivekananda VidyaNiketan, Barama	5
	6	Merkuchi	5	AdarshaJatiyaVidyalaya, Bhogpur	5
	7	Kaljhar	5	SrimantaSankardevVidyalaya, Barsimluguri	5
	8	Alagjhar	5	Bathou Ashram High School,Bhalukdanga	5
	9	Bhogpur	5	B.L. Public School, Nizjuluki	5
	10	Barimakha	5	SankardevSisuNiketanBarimakha	5
<b>Total</b>			<b>50</b>	<b>Total</b>	<b>50</b>

Source: District Profile, Baksa District

From the Table 3.2, it is indicated that 10 villages with 50 female members, 10 schools with 50 female teachers are selected as the sample of the study and accordingly data has been collected.

**d) Tool for the Study**

The researcher used Interview Schedule method for collecting the data. The interview schedule consists of both open and close ended questions.

**e) Procedure for Data Collection**

The researcher personally visited some respective villages and schools for the survey and also filled up the interview schedule whichever was required for the study.

**f) Statistical Techniques**

The data has been analyzed by using simple averages and percentages and T-test was used to find out the mean difference of the female teachers and female members of the village.

**1.8 RESULTS AND ANALYSIS**

**H<sub>0</sub>: 1-There is no significant difference between the teachers and villagers regarding the teaching-learning process of women in educational development.**

Table-1.3 Mean Difference in Opinion of Teachers and Villagers towards Teaching-learning Process

Teaching-learning Process	N	Mean	S.D.	d.f.	't' value	Level of Significance
Teachers	50	25	12.50	98	1.87	NS*
Villagers	50	20.83	9.66			

**df=98 at .01=2.63, \*Not Significant.**

For the opinion of teachers and villagers towards teaching-learning process the 't' value in table 1.3=1.87, indicate that the opinion of teachers and villagers do not differ significantly. Hence, the **Hypothesis 1** which states that **there is no significant difference between the teachers and villagers regarding the teaching-learning process of women in educational development** is retained. But the mean value shows that teachers have higher and better opinion towards teaching learning process in women educational development.

**H<sub>A</sub>: 2-There is significant difference between the teachers and the villagers regarding the educational leadership qualities of women.**

Table-1.4: Mean Difference in Opinion of Teachers and Villagers towards Educational Leadership Qualities

Educational Leadership Qualities	N	Mean	S.D.	d.f.	't' value	Level of Significance
Teachers	50	19.23	10.50	98	1.70	NS*
Villagers	50	17.86	9.09			

**df=98 at .01=2.63, \*Not Significant.**

For the opinion of teachers and villagers towards educational leadership the 't' value in table-1.4=1.70, indicate that the opinion of teachers and villagers do not differ significantly. Hence, the **Hypothesis 2** which states that **there is significant difference between the teachers and the villagers regarding the educational**

**leadership qualities of women towards educational development** is not s retained. But the mean value shows that the teachers have slightly higher and sound opinion towards educational leadership quality of women in educational development.

**H<sub>0</sub>: 3-There is no significant difference between the teachers and the villagers regarding women's participation in the educational development.**

Table-1.5: Mean Difference in Opinion of Teachers and Villagers towards Women Participation in the educational development

Women Participation	N	Mean	S.D.	d.f.	't' value	Level of Significance
Teachers	50	25	7.74	98	1.70	NS*
Villagers	50	21.43	12.67			

**df=98 at .01=2.63, \*Not Significant.**

For the opinion of teachers and villagers towards women participation in the educational development the 't' value in table-1.5=1.70, indicate that the opinion of teachers and villagers do not differ significantly. Hence, the **Hypothesis 3** which states that **there is no significant difference between the teachers and the villagers regarding women's participation in the educational development** is retained. But the mean value shows that the teachers have slightly higher and better opinion towards women participation in the women educational development.

**1.9 MAIN FINDINGS**

**I. Findings related to Teaching Learning Process**

- It has been found out that women involve in activities of the school by attending guardian meeting, by attending cultural programme, by giving speech in school programme.
- Women involve in teaching learning process by taking part in tuition and teaching their children in the family.
- Teaching learning process is more practical for women education by sending their children to school and teach them.
- Role of women in teaching learning process is very important as 100% of the teachers and majority villagers said so.
- Lecture method, discussion method and educational tour or field trips are used in teaching learning for women education.
- Graduate and post graduate degrees are required to be a teacher for women education.

**II. Findings related to educational leadership quality of women**

- It has been found that number of women is higher in not participating in institutional election then the number of women who really participate.

- b. Public are much appreciated by the women's leadership role for women education.
- c. Women are owning leadership quality by becoming assistant teacher and senior or exemplary teacher and some women who hold the post of principal/headmistress in various schools.

### III. Findings related to women's participation in educational development

- a. It has been found that by participating in educational field women play an important role in educational development.
- b. Women participate in educational development by SSA programme and Anganbadi programme among all govt. programmes in Barama block.
- c. It has been found that there are so many problems for women education in Barama block such as poverty, lack of awareness, transportation, dominating by men etc.

### IV. Findings on Various Scheme for Women Education

- a. It is found that majority of the women prefer minimum reservation for women in education.
- b. Some schemes are provided by government for women education which are given below:
  - i. SSA,
  - ii. Right To Education,
  - iii. Beti Bachao Beti Padhao,
  - iv. RMSA,
  - v. Dhanlakshmi Scheme
- c. It has been found that the schemes for the development of women education are not properly implemented in Barama block.
- d. Block Development Officer avail the schemes for women educational development in Barama block.

### V. Findings related to financial facilities for women

- a. There is not enough funds for women educational development whereas they need more funds which will give impact on the women in Barama block.
- b. Self help group do not achieve the women educational development in Barama block.
- c. Education in-charge maintains the account of the fund for women educational development in Barama block.

### VI. Findings related to the Hypothesis

- a. The mean value shows that teachers have higher and better opinion towards teaching learning process in women educational development.

- b. The mean value shows that the teachers have slightly higher and sound opinion towards educational leadership quality of women in educational development.
- c. The mean value shows that the teachers have quite higher and better opinion towards women participation in the women educational development.

### 1.10 SUGGESTIONS

- a. Each school must see to the promotion of gender equality in all educational institutions.
- b. There can be facilities created for girls school in every village where there is free sanitization, free health check-up, clean water and toilet in good condition etc.
- c. Government must focus on advertising in rural areas for women education.
- d. Higher education should be affordable for all and government should give some subsidiary on fee structure for girls higher education.
- e. Government scheme for women education must be implemented properly and create awareness among the people from time to time in Barama Block.
- f. There can be proper mechanism to implement the schemes for development of women education.
- g. More facilities can be created for women educational development and accordingly funds can be directed for the targeted group.
- h. Mechanism can be created to reduce presence of poverty in Barama Block.
- i. Block Development Officer can take initiative to bring about awareness through various information systems.
- j. There can be mechanism to minimize the problem of transportation.
- k. The system of male domination can be minimized slowly.

### 1.11 CONCLUSION

Education is a very essential part of human life. It is important for both male and female. As time passes the awareness about women education increase more and more. This awareness equally increases in urban area as well as rural area. Govt. gives so much interest about women education as it facilitates various schemes to increase and educate the society. Every school and college have co-education facility. For these women of our society involve directly to the education system. In Barama Block maximum no. of women are involved in the education system directly or indirectly. By doing various govt. or private job like teachers, nursing assistant etc., women are directly involved. By sending schools to their children, attending various block meetings they are indirectly

involved to the education system.

However, the literacy rate of women education in Barama Block is increasing day by day. It is very good news that the women from rural area like Barama get all the facilities like an urban women get. From this study, women may take more initiatives towards education of women. More facilities, with financial aid from the Government as well as Non-Government organizations is a must to add fuel to the fire in the process of education, teaching-learning etc. For this all heads and powers can come in unison for the cause of women development, if the society desires the development in all round perspectives to nurture everyone's fruitful living, thus creating equality, fraternity and peaceful co-existence.

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