

In Gita Lord Krishna says, “In duty only lies your right; never in the fruit thereof.”

Role of Women in Present Scenario/ Changed Times

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Abstract

In free India Women are free to adopt any career they desire and the constitution of the country gives them equal rights with men, but they should be very discreet in selecting the right type of careers and professions for themselves. They should not be tempted by the comparatively higher emoluments offered by any profession, endangering their comforts, dignity and honour, nor take up arduous and manly jobs and lose all their delicacy, charm and grace and thus become unwomanly. They are now occupying high positions and are discharging their responsibilities with dignity and efficiency. The progress made by them, during the recent years, is amazing indeed. Their ambitions know no bounds and they are now on the march. There is hardly any field of activity which has escaped their attention. Mrs. Tara Bai, President, All India Women’s Conference, in her illuminating article, has rightly observed: “Nowadays many women are working in places where only men used to work. The only job, to my knowledge, which has not been manned so far by women in India is the engine driver’s and the bus driver’s job.” But the day is not far off when our women will not hesitate to show a spirit of enterprise and adventure. Anyway, at present women have made a tremendous progress in many fields--- Educational, Cultural, Social, Political, Business, Industries, Marketing, Science and Technologies, Sports, Films, Music etc.

Key Words: Women Education, Careers, Professions, Dignity and Efficiency.

Introduction

Education is life long process and the main aim of education is to modify the behaviour of the person according to the needs and expectancy of the society. Behaviour is composed of so many attributes. . Education is life oriented and need based formation leading to an integral development and maturing the various dimensions of one’s personality which contribute to the betterment of society. Objectives of education are : development of decision making ability, self reliance and self dependency, social skills ability, communication ability, adjustment and adaptability , aesthetic awareness ability etc. With education comes enlightenment, bringing in its wake, a broader outlook as it draws out the best in the man or women and enables them to lead a better life. It is strange but it is true that revolutions evolve- political and social. It has never happened that one fine morning one rose and found everything transformed altogether. Every social transformation is the result of a gradual process. Undoubtedly even after many years of transformation and change. Today the development of women’s education “boggles the imagination” but we must not forget

that the process started long ago, with the social reformers like Raja Ram Mohan Rai, Swami Dayanand Saraswati, Maharishi Karve, Justice Ranade, Sir Syad Ahmed Khan etc. No doubt the constitution was a definite and sharp turning point. It acted like a catalytic agent when it guaranteed equal rights and opportunities to all its citizens, irrespective of the fact whether they were men, women of any age, race or religion.

Education, in this context, is seen as a powerful tool, which may help in developing a spirit of respect for values of pluralism, tolerance, mutual understanding and cooperation. Learners at all levels of education need to be taught to accept their differences and try to work together on the basis of their commonality. Schools and teacher education institutions, therefore, have a significant role to play in developing attitude of cooperation, adjustment and living together in peace and harmony. In recent times this concept has been propounded by Delors Commission (1996), which says that education must be organised around four pillars of learning throughout the life of an individual. There are four pillars of education ; Learning to know, learning to do, learning to live together and learning to be. All pillars are interrelated. The principle of living together means learning to live with others, learning to think together and work together. This principle of togetherness and sharing of ideas is important as it ultimately leads to another great concept of regarding the ‘world as one big family’ (vasudhaiva Kutumbakam). Learning to live together means two things, First, it means to develop an understanding of others – their customs, culture, traditions, spiritual values and history. To have an understanding of other, one has to know oneself first. Second, the term ‘learning to live together’ means having experience of shared purposes throughout one’s life, thus avoiding conflict. This necessitates that teachers who impart education and shape the destiny of the nation in the class-rooms, have to be agents for such transformations, catalysts in the process of developing the future citizens who are to be productive, who believe in social justice and national integration and who possess values befitting to a democratic, socialistic and secular citizen. To create such a citizen, the teacher must possess such qualities. The teacher in the classroom with certain qualities, capacities, capabilities, competencies and values endeavours to modify and shape the behaviour of his pupils in certain specific direction. Of all the factors and variables that influence the educational system, the teacher occupies the pivotal role. He is at the core of the process who can ‘mend or end’ the future of the individual, the society and the nation. But the teacher’s thinking, feelings and actions are guided by his values towards the profession. In the life of a man and women values play an important role.

Definition:

- **Sarojini Naidu said**, “It is me not you, who are nation builders , without our active co-operation, all your congress are in vain. Therefore educate your women if you want to improve the nation.”
- **Dr. Radhakrishnan** stated the fact in his report, “There can’t be educated people without educated women. If general education had to be limited to men or women , that opportunity should be given to women , from them it would most surely be passed on to the next generation.”
- **Mahatmaji’s views**, “I do not believe that woman will make her contribution to the world by mimicking or running a race with man. She can run the race but she will not rise to the great heights . She is capable of by mimicking man.”

Factors helpful for binding the nation

- It is only educated women who talk intelligently and pleasantly.
- Their recreational talent is an additional advantage to make their work interesting and attractive.
- They are able to bring education right into the life of the community by raising the cultural and moral standard of the masses.
- Indian educated women are honest, sincere and selfless workers. Educated women are doing their best in fulfilling their duties towards the country as a nation builder.

Aims of Women Education: Actually, the advancement and improvement has been made in the field of women's education but considering the number of women in the country, this advancement and improvement is not very encouraging. However, it has to be acknowledged that during the last fifty years India has put together eminent personalities in different fields of life, science, literature, various subjects of study in universities and in the political life of the country. These eminent personalities are suitable for any woman in any part of the world in their specific fields. Inessential to say that still we have to consider lot of efforts for the addition of women's education. This is the reason why different committees and commissions appointed by the government have emphasized the unique need and nature of women's education. Even now a days we are contact many traditional social amendment to bring women into the ranks of the intelligentsia. For this it is necessary to emphasize the special needs and interests of women in their educational programs. Accordingly, we have to bring changes in the exiting curriculum which can suit the particular outlook, interests and life duties of the women. Obviously, the curriculum for girls should not be the same as for boys. Happily, the academicians of our country are conscious of this dire need. Therefore suitable Proposals on education have been made by different commissions and committees to improve women's education

Proposals of various Committees and Commissions on Women Education

- **University Education Commission (1948-49) :** The University Education Commission Discussed at the problems of women education at college and university levels and put forth following Proposals :
 - **Amenities:** The common amenities and courteousness must be available.
 - **Educational Opportunities :** Educational Opportunities must be provided.
 - **Educational Guidance:** Instructional and educational advice must be provided by experts . To help women get a clear view of their true instructional interests, till the end they will not try to imitate men, but desire good education to women like men.
 - **Common Elements :** Same education system mute be available for every person.
 - **Normal Places for Girls :** Availability of normal places for girls in society.
 - **Study of Home Economics**
 - **Courtesy and Social Responsibility**
 - **Co-educational Institutions**
 - **Salaries of Women Teachers**

- **National Committee on Women Education Recommendations:**
 - **Closing the Existing Gap**
 - **Providing Funds**
- **Hansa Mehta Committee on Differentiation of Curricula for Boys and Girls (1962) :** This Committee was appointed by National Council for Women Education in 1962 and the chairman was Smt. Hansa Mehta, to evaluate carefully the situation of differentiation of Curriculum for all students at all levels of teaching and learning. Following observations and proposals for various stages:
 - **Primary Stage:** No differentiation in courses, Introduction of certain tasks. Increasing the proportion of women teachers.
 - **Middle Stage:** Common Curriculum for boys and girls, provision of Vocational Courses, Teaching of Crafts and freedom to choose any craft . Appointment of Mixed Staff members and provision of all type of facilities for girls.
 - **Secondary Stage :** Availability of diversified disciplines and crafts must be integral part of general courses, Sex education , Study of Science and mathematics.
 - **University Stage :** Universities now provide a large variety of courses which meet most of the special needs of girls and women. But there is still scope for further development.
- **Bhakatavatasalam Committee (1963) :** In 1963 the National Council for Women Education : Recommendations of this committee are: Promoting girls education, Direct co-operation of the public should be encouraged, State's responsibility in women education accommodation. Arrangement of seminars regarding modification of educational aspects. Providing necessary school facilities, Attachment of Pre-Primary schools to Primary Schools , Provision of Modern School Buildings , Attractive School Work, Availability of Women Teachers, Good Working Conditions, Encouraging Women for Teaching Profession, Condensed Courses, Relaxation of Age Limit, Posting of Women Teachers near their Villages, Improvement of Salaries of Teachers with Special Incentives, Training Schools in Rural Areas, Selection of Trainees, Training Facilities , Sound Inspection, Quarters for Women Teachers , Hostel Facilities , Responsibility of Local Bodies etc.
- **Kothari Commission (1964 – 66) :** According to Kothari Commission , the destiny of India is now being shaped in her classrooms .” The realization of the situational needs and aspirations involves changes in the educational objectives, curriculum, disciplines, text books, methods of teaching, role of teachers as well as students, places of schools and educational institutes etc. Special programmes, closing the existing gap, special schemes and specific machinery at higher and grass root level.
- **National Policy on Education (1986) :** Relevant extracts from the national policy are as follows : Status of Women, Empowerment of Women , Women's Studies , Removal of Illiteracy and Emphasis on Vocational and Professional Course.

- **Programme of Action (1986) :** All national policies , programmes of action , five year plan on Education emphasized on the improvement of women education.

Some Main Problems of Women Education

As we have already know that there are many problems in the development and improvement in women education , but some common problems are : Inequality in educational opportunities ,Lack of Acceptable syllabi for women education , Inequality in social awareness circumstances , Lack of lady teachers/ instructors ,Physical facilities are not available in educational institutions , Female teachers are not feeling secure to provide services in specific areas , Due to poverty , lack of transportation facility , wastage and stagnation , co-education system of education , ignorance and attitude of parents towards girls education , due to gender discrimination , religious aspects etc. Besides these our late Prime Minister Pandit Nehru said, “the most reliable indicator of a country’s character is the status and social position of women more than nothing else. Dr. Radha krishanan said Manu believed “Where women are honoured there the Gods are pleased, where they are not honoured all work becomes fruitless”. Women as human beings have as much right as men have and the honour they expect in society depends on the degree of their education. Hence separate secondary schools for girls are necessary. For the development of women education, we need specially trained women. So in various professional courses women should be specially trained. It may not be possible to open separate colleges of medicine, engineering and other professionals subjects. So far the present, reservation of more seats in favour of girls will promote the development of girls education in different categories. Women is sacrifice personified . When she does a thing in the right spirit , she moves mountains. We have misused our women. We have possibly neglected them. But the spinning wheel , thank God, is transforming them. And when all the leaders and others who are in good books of the government have been honoured with imprisonment, I have not faintest doubt that the women of India will finish the work left by men and that they will do it far more gracefully than men.

Importance of Girls /Women Education

We cannot ignore the fact that in ancient India, women were given education in the same way as men, especially during the Vedic age. In Between era it was not good. But after Freedom –struggle it was felt by the leaders that without the active participation of women, India would never succeed in her mission. Since then women have to play an important part in the building of free India. It is in their laps that children receive their first lessons. Breeding of children depends upon the way they are brought up by their mothers. In a nut-shell, the progress of the nation depends upon women education. The need of women education was never felt so much as it is felt in new India/ present scenario. As educated women are self disciplined and broad minded, they teaching the youth, how to receive new ideas and thoughts and how to think clearly and impartially on various problems as they have to form their own judgement. In expecting education to be an effective instrument of social change one has to consider the nature of education which would help in bringing about a desirable change. If we want to equality in society, for that men and women should have the equal rights of education. Now concept has entirely changed. Education today is considered as an investment for national reconstruction.

These days we find unmistakable signs of a new educational awakening. There is a growing desire on the part of girls themselves for education. Even we find a steady disappearance of the obstacles that held up the

spread of girl's education. Rural areas are no longer isolated and do not suffer the difficulties imposed by distance on the expansion of education. Obviously, therefore, the need of the hour is to harness the present favourable situation and make conscious access attempts to fill the slot in the men's and women education. Withdrawal of women's ignorance and barriers hinder their approach to , and hold support in, early stage of education will accept deciding precedence via supply of specific facilities , time targets and fruitful observations. Women are exhibit interest in specific area of instruction. Its essential for bright future. So, the privileged duty of policymakers and chairpersons to supply sufficient chances for specific area of instruction of women in situation that they may also provide services in the national prosperity.

Conclusion:

To sum up, that today's demands of an educated women to have a right attitude to life, to know how to place first thing first, readiness to share the good things of life with others and understand their ways, to have an intellectual integrity that encourages her to love truth and not expediency, to care for self respect. Last but not the least, to develop a faith that she is a shuman being first and anything else afterwards and hence she is expected to be humane to others as she would like others to be to her irrespective of caste and creed. These days women plays their roles in various fields effectively mainly in teaching profession. Women teachers have taken their positions in all educational institutions. At all stages, they are giving facilities everywhere. In present women are playing their roles as: writers, artists, musicians, philosophers, politicians, scientists, social workers, economist etc. In modern time , women are exhibit disposition for social work . We need various types of social worker for our rural areas. Particularly educated women must be encouraged for cover duties .

“Mother is the Guru of all Gurus.”

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