

## Women Education in Jharkhand: A Historical Perspective

Shama Perveen<sup>1</sup>, Dr. Rajnish Kumar<sup>2</sup>, Dr. Kiran Mishra<sup>3</sup>

<sup>1</sup>Research Scholar, Rabindranath Tagore University, Bhopal (M.P.) India.

<sup>2</sup>Asst. Professor, Dept. Of Edu., Giridih, College, Giridih (Jharkhand) India.

<sup>3</sup>HOD, Faculty of Education, Rabindranath Tagore University, Bhopal (M.P.) India.

### ABSTRACT

*“The best thermometer to measure the progress of any society is its treatment of its women. There is no hope of rise for that family or country where there is no value of women, where they live in sadness” This above mentioned thought of Swami Vivekanand on Women rightly points out that women education is the essential indicators of nation’s development. There is no doubt that education creates awareness within people i: e discovering themselves and around, acts as the major catalyst and prime factors for bringing out the social change and transformation. And, this is the reason, why, the status of women education has become one of the most important agenda which are being discussed in the today’s world. It is well said that “by educating a woman, you educate the whole family”. Education plays the most crucial role in the development of women’s status. Women education allows them to articulate their aspiration and strategies for change. The participation of women in educational opportunities help them to compete with their family responsibilities because, women are still consider usually the only once responsible for domestic duties in Jharkhand’s society, Though after exploring and looking into the history and the ruler who ruled in the region of Jharkhand, few dynasties have showed its influence on education in this region but the sector of women education did not seem to account any remarkable trace till the event of east India company in 18<sup>th</sup> century. Moreover, even, the study of women education in its historical perspectives in Jharkhand has not been explored extensively. Hence, through this paper, the researcher has tried to describe the several contemporary schemes launched by the government and N.G.Os. to enhance the enrolment ratio of girl students and expansion of higher educational institution in the state of JHR.*

**Key-Words:** - Women Education, Historical perspectives contemporary schemes

Today, the importance of women in the society is beyond any doubt. In today’s world, women with their ambitions, intelligence and strength have proved that the tag word ‘inferior’ which is usually associated with female candidate has nothing to do with gender. The traditional thought about women as wives are rather to say as just reproducers of generation is extinct. Only a tool for proven that they are not they can influence the society in every areas of competence like politics, defences entrepreneur, medical, engineering, academic etc. However, we look through the history of women’s life in India and abroad; there is lots of ups and dawn happenings related to this. In ancient period there is evidence that women were given as higher status as that of men. But slowly and gradually their importance and status as compared to men declined with less continued till early twentieth century. From this time, women started recognising their true potential and dared to arouse questions over the rules laid down for them by the contemporary society. Consequently, they started breaking barriers and earned a respectable position in the world. Now, in order to describe the women education in Jharkhand, let’s first look into the history of it in the perspective of Jharkhand.

### I DEVELOPMENT OF WOMEN EDUCATION IN JHARKHAND

When a comparison is being done between the existing position of women education and that of medieval period of India, we find the present one much better than any time. Undoubtedly, this journey of education for women has not taken place in

isolation. There would have been several factors which contributed in this as for example, political, social and geographical. To know, the exact history of development of women education in Jharkhand is still a challenging task. For that, let us discuss the geographical and political origin for this state of Jharkhand.

Jharkhand is a state in the eastern part of India. It got its existence as a separate state on 15<sup>th</sup> November 2000 A.D. The region of Jharkhand has been inhabited since the Mesolithic- Chalcolithic period as shown by several ancient cave paintings in the state. Since, the almost entire region of Jharkhand is full of plateau region and forests tracts. Due to this for most of the time, it was remained alienated from outside empire. It was formerly as part of ‘Bihar’ and ‘Bengal’ which have its own ancient educational history essentially, but, this region was unfortunately deprived of education. Thought, for much of Jharkhand history, education involved the oral and written transmission of sacred texts and the acquisition of survival and craft skills. Among some advisees (aboriginals) like the Birhar tribes of Jharkhand, as for example, there was the greater gender parity in learning the skills of tool making. However, the process of Sanskritization and Westernization has today directly or indirectly marginalized the women’s vestigial rights among many tribal communities.

Though, in due course of time, as historians say that educating girls was a taboo, their mobility was restricted and they were not allowed to interact with strangers. Many superstitions, misconceptions and social evils created a huge gap in the number of educated men and women in the Jharkhand. But, after the insurgence of British colony in India, the situation undoubtedly started changing. Those periods proved to be a boon for the development of women's education. As for examples, Christian's missionaries and obviously the British government took immense interest in women education by granting a large fund to east India Company in 1813 A.D. In 1849 A.D. the government subsidized a Calcutta (Kolkata) girl's school founded by J.E.D. Bethune, Ram Gopal Ghosh and Jaikisan Mukherjee. During, this period some Indian and English social reformers also played the key role in strengthening the women's Education. Reform organizations like the Prarthana Samaj, Arya Samaj, Ramkrishna Society and the Theosophical Society started school to educated women. In 1904, Annie Besant wrote 'The education of Indian Girls' which laid the curricular foundations for girls' schools.

## II WOMEN EDUCATION IN JHARKHAND AFTER INDEPENDENCE

After Independence, women's education in India certainly improved due to making provisions of some incentives to girls' education and granting equal education to women by amending several articles of the constitution. Since, Jharkhand is an integral part of India hence, any constitutional amendment done by Indian government must affect the policies of Jharkhand state government. As for examples, after the amendments Article 14, 15, 15 (5), 21(A), 24, 25, 26, 45, 350A empower the state to adopt several measures of positive discrimination in favour of women for neutralizing the cumulative socio-economic, education and political disadvantages faced by them. In 1986, the NPE decided to restructure education in accordance with the social and geographical frame work of each state and with larger national goals. Emphasis was given on expanding girls' primary education, secondary education and higher education. During the last three decades, several schemes and programmes for women education were launched which aims to generate awareness and improving the efficiency of delivery of welfare services meant of women.

## III SCHEMES LAUNCHED FOR WOMEN'S EDUCATION AND CONSEQUENT CHANGES OCCURRED IN JHARKHAND

- (a) **Elementary and Secondary Education Level** – The government has launched several programmes to provide education for all in general and especially for women. Since, the state of Jharkhand came into existence in the year of 2000 A.D. hence; the researcher has given major focus on those schemes which were implemented during the last two to three decades. These schemes are as follows:
- (i) **Sarva Shiksha Abhiyan (SSA)**- SSA is the main programme for universalizing the elementary education. The main aims include universal access and retention bridging of gender and social category gaps in education.
  - (ii) **Mahila Samakhya Programme (MSP)**- MSP was launched in 1988 in order to account ' education as an agent of basic change in the status of women.'
  - (iii) Scheme for construction and running of Girls' Hostel for students of secondary and higher secondary school was launched in 1993-94
  - (iv) **Mid Day Meal (MDM)**- MDM was launched by the government of India in the year of 1995 with an aim to enhance enrolment of children in schools, to increase attendance and retention and to improve nutritional levels among children.
  - (v) **National scheme of Incentives to Girls for Secondary Education (NSIGSE)**- NSIGSE was launched by the government of India in the year of 2008 in order to promote enrolment of girl child in the age group of 14-18 at secondary stage, especially those who passed class VIII and to encourage the secondary education of such girls.
  - (vi) **Strengthening for Providing Quality Education in Madras's (SPQEM)**- SPQEM was launched by the government of India in 2009 for bringing qualitative improvement in Madrasas. Undoubtedly Muslim girls whose numbers are very large in Madrasas would have been benefitted much.
  - (vii) **CBSE Udaan Scheme** – This scheme was launched by HRD ministry of India in 2014 A.D. The chief feature of this scheme was to provide free course material for girl students in XIth and XIIth classes, so that the enrolment of

girl's students could be increased in engineering and technical colleges.

**(viii) Beti Bachao Beti Padhao Schemes-** This scheme was also launched by the Indian government in the year of 2015 in order

- To save the girl child from social evils as, gender –biased abortions,
- To ensure the survival and protection of infant girl child
- To improve the nutrition status of girl child, and
- To ensure education of girl child.

**(b) Higher Education Level -** Though government has not initiated any scheme at large for universalization of higher education as it was done at elementary and secondary level. Yet, in the past decades, the government has taken several steps in order to increase the girls student enrolment in higher education which are as follows:

**(i) Day Care Centres in Universities and colleges:** The UGC has introduced a scheme to provide day care facilities on payment basis at universities for children of around three months to six years of age, when their parents (university employees/students) are away from home during day. It includes male employees / scholars/ students also whose wives are working elsewhere.

**(ii) Post Graduate Indira Gandhi Scholarship for Single Girl Child for Pursuing Higher and Technical Education-** The Main objective of this scheme is giving support for pursuing higher education and technical education to such girls who happen to be the only child in their families. Girls students up to the age of 30 years in who wish to get admission in P.G. courses are eligible. The total number of scholarship in one academic year is 1200 and the amount of scholarship is Rs.3100/- per month. By providing this scholarship they are able to recognize the importance of observance of small family norms.

**(iii) Post – doctoral Fellowship for Women-** The purpose of this scheme is to provide fellowship to such unemployed women having Ph.D. degree in their respective subject areas with an aim to utilize their talents for carrying

out the more study at advance level of research.

**(iv) Development of Women's Studies in Universities and colleges –** This scheme provided financial assistance to universities for setting up new women study centres to enhance and strengthen the women empowerment.

**(v) Construction of Women's Hostel for Colleges-** Through this special scheme 'Construction of women's hostels', the government intends to bring gender equity and equal representation of girl students in higher education. Under this scheme, women's hostels and other infrastructural facilities are being provided to colleges.

**(vi) Indira Gandhi National Open University (IGNOU)-** IGNOU too has been making sincere effort continuously to make access higher education to girl students especially of remote and rural areas. Beside the above mentioned scheme , there are few more which are consciously assisting the women in higher education such as , 'DTS's scholarship scheme for women scientists and technologists, 'Mahila –E- Haat', 'Rajiv Gandhi National Creche Scheme', 'AICTE' special effort for setting up of new women technical institutions etc. In Order to enhance the women's participation in higher education, the Indian government laid the foundation stone of the Jharkhand's first women university in Jamshedpur in February 2019.

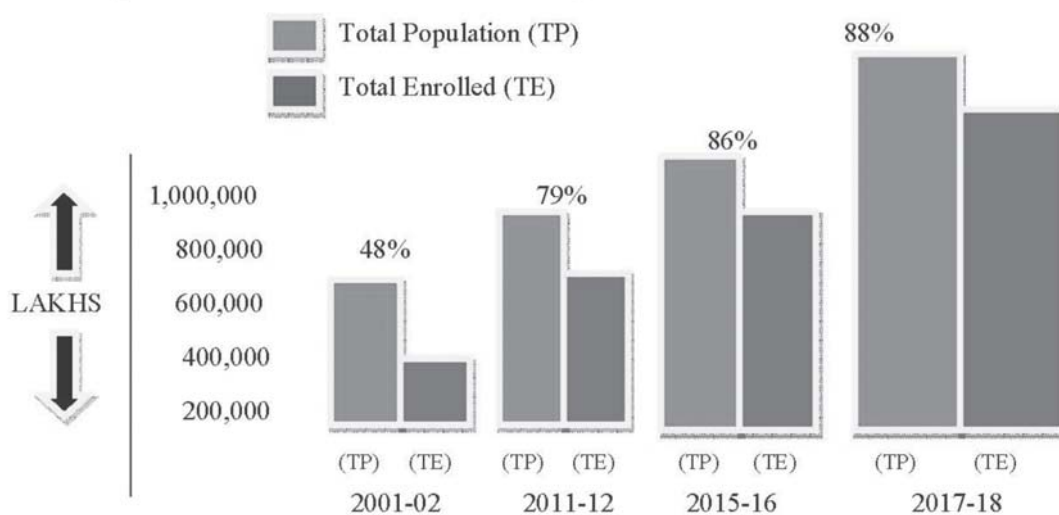
Since, the state of Jharkhand came into existence on 15<sup>th</sup> November 2000. And, since then and before, lots of various schemes and programmes were launched in order to uplift the educational Level of girls during the past decades as the investigator has mentioned in the previous section of this paper. Hence the researcher has attempted to present a glimpse of increasing percentage of girl student's enrolment at elementary level as well as higher education level. Table -01 and figure 01 show the 'increasing enrolment of girl students at elementary level in Jharkhand 'where as table -02 and figure 02 show the 'increasing enrolment of girl students at higher education level in Jharkhand'.

**Table 1**  
**Increasing Enrollment of Girl Students at Elementary level in Jharkhand**

Year	Total population of Girls in the age group of 06 yrs. to 14 yrs.	Total no. of girl student who were enrolled
2001-02	5,494,777 (lakhs)	2,663,366 (lakhs) (48%)
2011-12	6,458,307 (lakhs)	5,103,925 (lakhs) (79%)
2015-16	6,788,515 (lakhs)	5,863,738 (lakhs) (86%)
2017-18	8,873,545 (lakhs)	7,808,719 (lakhs) (88%)

**Figure-1**

**Increasing enrollment of Girl Students at Elementary Level in Jharkhand**



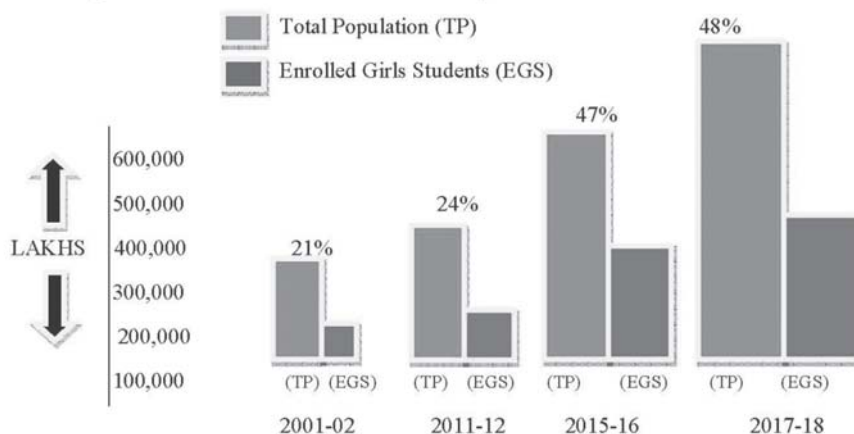


**Table 2**  
**Increasing Enrollment of Girl Students at Elementary level in Jharkhand**

Year	Total population of Girls in the age group of 18 yrs. to 25 yrs.	Total no. of girl student who were enrolled
2001-02	3,91,823 (in lakhs)	84,751 (in lakhs) (21%)
2011-12	4,81,734 (in lakhs)	1,18,153 (in lakhs) (24%)
2015-16	5,25,771 (in lakhs)	2,74,633 (in lakhs) (47%)
2017-18	5,81,643 (in lakhs)	3,34,627 (in lakhs) (48%)

**Figure -02**

Increasing Enrollment of Girl Students at Elementary Level in Jharkhand



#### IV CONCLUSION

Due to several welfare schemes and scholarships launched by the central government as well as the state government, the women participation in higher education is increasing in almost all disciplines but its rate of increase is still slow. In the last decade, the AISHE report and other parallel sources have helped the researcher to observed some events or factors which directly or indirectly account for the acceleration of girl students participation higher education, some of these are as:

- Change of attitude against women about education.
- A positive mind set of women students about employment which depends on education.
- Hard working tendency and passion for success among women students.
- Hostel facilities and scholarship for girls students motivate them for higher education etc.

#### REFERENCES

- [1] All India survey on Higher Education (AISHE) report 2017-18, MHRD, Govt. Of India. : [www.aishe.gov.in](http://www.aishe.gov.in)
- [2] Desai, A.S. (1999). Women in higher education and National Development, University News, AIU, Vol. 39 (9).
- [3] Danso, S. (2013). Girls Education – Barriers and Solutions. Retrieved on 15/04/2019 from <https://www.worldpulse.com>
- [4] Evers, F. & Mancuso, M. (2006). Where are the boys ? Gender Imbalance in higher education. Higher education management and policy , Vol. 18(2), 1-13
- [5] Ghara, T.K. (2016). Status of Indian women in Higher Education. Journal of Education and practice. Vol. (7), 34
- [6] Ghosh, A. (2017). From Sarsawati to Beti Padhao: History of women education in India. Retrieved on 15/04/2019 from [www.blankstatechronicles.com](http://www.blankstatechronicles.com)
- [7] Jyothsna, K.Y. (2016). Status of women education in India, International Journal of Multidisciplinary Advanced Research Trends, Vol. 3 (1).

[8] Nair, N. (2010). Women's Education in India A situational Analysis, Vol. 1 (4). Retrieved on 15/04/2019 from [www.iimidr.ac.in](http://www.iimidr.ac.in)

[9] Parmar, D.K. & Modi, V.k. (2016). Women in Higher & Technical Education in India, International Journal of Combined Research & Development (IJCRD), Vol.5 (7).

[10] Women's Education (2006).  
<https://www.encyclopedia.com>