

Education and Women During Pandemic -2020

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ABSTRACT

Introduction: Education is first and foremost a social tool that is imperative for the continued survival and growth of the human society. Girl's educational opportunities tend to be circumscribed by patriarchal attitude. The social pressure on females such as early marriage and other extraneous factors as well as consideration of female education as secondary to that of boys and certain inhibit religious practices are the most major causes of illiteracy. It has been a cultural belief of many rural areas that women exist to be housewives and mothers, these beliefs give women limited roles. They are considered inferior to men in terms of intellect. About 743 million girls are missing out their education due to lockdown and school closures, during the pandemic. As school are closed rural areas are reported to increased pregnancies, sexual and gender-based violence, unsafe abortions and child marriages. Girls facing these problems are less likely to return to schools once they reopen. **Objectives:** 1. To analyze the education for women. 2. To analyze education for women during pandemic-2020. **Methodology:** This research is based on education of women during pandemic 2020 as primary and secondary education system is affected. **Key Results:** Approximately 1,077 billion learners are currently affected not only students, but also teachers are jobless. Child care problems have increased. Distance learning through online is recommended. **Conclusion:** According to an African proverb 'If you educate a man, you educate an individual, but if you educate a women, you educate a family (nation). Most of the women are getting married early and are not permitted to step out unaccompanied. There is a keen desire amongst the women to complete their basic secondary education through distance learning. Education has been facing a number of challenges this year. Our Indian Constitution empowers the state to adopt affirmative measures for prompting ways and means to empower women. Hence women need to be educated as she plays a vital role in making a nation progressive. Education of women is the most powerful tool to develop our country.

Keywords: Education, Women, Pandemic -2020

According India's constitution, women are legal citizens of the country and have equal rights with men (Indian Parliament). Because of lack of acceptance from the male dominant society. Indian women suffer immensely. Women are responsible for bearing children, yet they are malnourished and in poor health. Women are also overworked in the field and complete the all of domestic work. Most Indian women are uneducated. Although the country's constitution says women have equal status to men, women are powerless and are mistreated inside and outside the home.

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Women's education plays a vital role in the development of a country. It not only helps in the development of half of the human resource, but in also improving the quality of life at home and outside. Educated women will not only tend to promote education of their children but also provide guidance to all their children. More over educated women can also help in reduction of infant mortality rate and growth of the population.

Therefore, as a result women's literacy rate has grown over the three decades and the growth female literacy has been higher than that of male literacy rate. According to the 2001 census data, national literacy rate stands at 68.84 % (percent) while male literacy was noticed as 75.26% female literacy lags behind at 53.67%. In 2008 notes that the literacy rates of women in India have steadily increased from 89% and 57% in 2004. The problem has not solved get it is further compounded to male-female gap in literacy rates in most of the rural areas. This has almost been more than 20% over the year.

Objectives

- To find the literacy level of women.
- To analyze gender discrimination of education.
- To examine the percentage of education during pandemic 2020 In India.
- To analyze online classes are utilizing.

METHODOLOGY

The present study is descriptive and narrative technique for presenting research data both primary and secondary source of data would be perused. This research is based on education of women during pandemic 2020 as primary and secondary education system is affected.

Key Results

Approximately 1,077 billion learners are currently affected not only students, but also teachers are jobless. Child care problems have increased. Distance learning through online is recommended.

Detailed Examination of Education Statistics: The numerous studies and statistics have repeatedly pointed the need and reach to the access of education to the women of the country. Literacy rates and access to education varies of area of concern for the both male and female. The dropout rates and enrolment in higher education imply that getting girls to enroll in schools is the first hurdle. Although it is known fact that when you educate a women you educate a nation.

Education in India: Indian constitution has committed to provide free and compulsory education to the children's up to the age of fourteen. Under the rights of children to free and compulsory education, government has made education free for children of 6-14 years of age. So therefore, one would expect that with this promise of free education, there would be an equal number of girls enrolling in primary education, but in reality, the picture books much different according to a 2008 government report educational statistics. That the number of girls per 100 boys is around 80% for classes upto the 8th standard. And a little over 70% for secondary higher education that covers classes up to (12) puc. Secondary education generally covers children in the age group of 14-18 years. Which is roughly 88.5 million people according to the 2001 census. However, enrolment figures show that only 31 million of these are attending school (census 2001).

Table 1: A Survey on Gender Discrimination on Education:

SL.NO	COURSE	MALE	FEMALE
1	UP TO CLASS X	54.2	45.8
2	HUMANITIES	49.9	50.1
3	SCIENCE	59.5	40.5
4	COMPUTE SCIENCE, IT	61.1	38.9

(NATIONAL SAMPLE SURVEY ON EDUCATION)

According to the report males have enrolled 54.2% and females have enrolled 45.8% in Schools. Whereas 49.9% of boys have enrolled for Humanities and girls 50.1% shows an increased level in balancing criteria. In the subject of science boys have shown more interest in of learning with an increased percentage of 59.5% as compared with girls being 40.5%. Computer Science that is IT subject learners shows that boys are 61.1 % more than girls 38.9%.

Table 2: A Survey based on 2015-16 sample of 100 boys and girls.

SL.NO	GENDER	1 ST -5 TH	6 TH -8 TH	9 TH -10 TH	PUC	HIGER EDUCATION
1	MALE	100	100	100	100	100
2	FEMALE	100	93	91	88	83

The survey concludes that the boys percentage remains same from lower class to higher education, where as the girls percentage drops down continuously to low as shown in the table.

2.HIGHER EDUCATION: In 2009, India has 20 central universities and 217 state universities, 106 deemed universities, 5 Institutions established and functioning under the state Act. And various institutes which are of national importance, such as IIT's, IIM's and Universities such as JNU. Other institution includes 16000 colleges, including 1800 exclusive women's colleges functionary under various Universities and institution (Government Report-2009)

As earlier mentioned in the Appendix's despite these exceptional numbers and acknowledged quality of many institutions it is very surprising that women record a lower presence for higher education.

3. EDUCATION IN INDIA DURING THE COVID-19: The government of India ordered a lockdown on march 25th 2020. People were asked to stay at home with no sense of how long it would last schools, colleges, and universities affecting 320 million. Indian students and they were instructed to teach online. Teachers were unprepared for online teaching special training had to be given in order to face camera with proper and precise teaching which was a difficult task for teachers most of the experienced aged teachers couldn't follow up this digitalized training and hence many gave up teaching and started other source of earning daily based. Which is real hidden fact and exposed in media. In order to all students, teachers developed an army of digital volunteers- students, parents and alumni with phones- to take messages to those nearby who don't have phone. Primary communication focused on fear management and connecting families in need to government relief measures. Many teachers provided aid personally. Helpline were setup for counseling and reporting cases of

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domestic or sexual violence. Students were taught how to make reusable cotton sanitary napkins, after basic needs were met teachers taught the curriculum.

Table 3: percentage of Education in India and Karnataka.

SL.NO.	2018-19	MALE %	FEMALE %
1	INDIA	82.14	65.46
2	KARNATAK	82.85	68.13

According to the survey based on education level in the year 2018-19 shows that the male percentage ranks more as compared to female. In India male's education' percentage is 82.14% and female education level is 65.46%. In Karnataka, male's education percentage is 82.85% and female education level is 68.13%.

4.The effectiveness of online learning varies amongst age groups. The general consensus on children, especially younger ones, is that a structured environment is required, because kids are more easily distracted. To get the full benefit of online learning the teacher needs to put extra efforts to provide this structure go beyond replicating a physical class. Though video capabilities' therefore education is presented in a different mode through electronic gadgets. For which children were restricted by their parents as a harmful device for their health has now become an important gadget. Our government decided to close all education institution temporarily in an attempt to reduce the pandemic covid-19 but as of 28 September 2020 approximately 1,077 billion learners are currently affected due to closures. School closures impact not only students, teachers and families but have for reading economic and societal consequences. The impact was more severe for disadvantaged children and their families, causing interrupted learning, childcare problems and consequent economic cost to families who could not work.

Therefore, distance learning through online is recommended by the government in order to provide education. School closures have necessitated changes, in some cases caused serious disruption to how students are evaluated. In most countries exams have been postponed. In a few they have been cancelled and in others, they have been replaced by continuous assessments or alternative modalities, such as online testing for final exams. Motivate continuous assessment methods have received a lot of attention. Student progress can be monitored with mobile phone surveys, tracking usage and performance statistics from learning platforms and apps. Implementing rapid learning assessments to identify learning gaps. In many higher education institutions, the move to distance learning has been an opportunity to expand flexible learning modalities, setting the stage for a sustained shift towards more online learning in this sub-sector in the future.

Career opportunities and challenges for women in educational institutions: India today, is considered as a talent pool of the world, having qualified and educated human resources in abundance. This has been one of the primary reasons. For transformation of India into one of the fastest growing economies in the world since liberalization in the 1990 s. As the economist Clark Kerr observed, "On a global scale, wealth and prosperity have become more dependent on the access to knowledge than the access to natural resources."

The importance of education in India was recognized by the founding fathers of the country and the subsequent governments, and as a result considerable importance has been given to literacy, school enrolment, institutions of higher education and technical education, over the decades ever since independence. Women constitute almost half of population of the world.

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Education for women is the best way to improve the health, nutrition and economic status of a household that constitute a micro unit of a nation economy. In this context, it can be argued that lack of woman education can be an impediment to the country's economic development.

Education of woman have no doubt given them immense confidence and encouragement to serve and discover new business avenues. However, the ground realities do differ to a great extent as far as geographical boundaries are concerned. Across the globe, generations of women from very different backgrounds show very encouraging sign of knowledge spirit. It is to be hoped that governments at all levels will work to provide an environment in which this spirit may flourish.

In India, a recent study on trends in higher education revealed that although the enrolment of women has been rising across all disciplines, the same percentage is not reflected among the tenured faculty in research positions in the country. Although women constitute over on e-third of the total science graduate and post-graduate degree holders, they only comprise between 15-20 percent of the tenured faculty across research institutions and universities in India.

The globalization of the economy, and of higher education as one industry within it, increased and increasing international competition and rapid technological change are each and together transforming the context in which universities operate, locally, nationally and globally. These three intersecting trends are impacting upon organizations and the nature of work and working conditions within them, including universities.

Women by nature preferably choose to work in service sector like education, social services and household services such as domestic work.

Women in India have broken barriers and built bridges in the professional platforms. Survey reports have shown that there is remarkable increase in work force over the last 25 years. This is mainly due to the development in technology and overwhelming competition has become more intense. The online education has now given more opportunities to women to work with innovative challenges.

Universities all over the world are facing significant new challenges and some fascinating opportunities in an increasingly competitive global context. The continuing under representation of women at more senior and management levels of the international higher education sector is receiving renewed attention with the recognition that neither institutions nor the countries in which they are located can afford to continue to overlook their management abilities.

7.Factors Affecting Female Participation in Education: These are the various factors which affect the female participation in education which is diverse in global:

Socio-cultural:

1. Patriarchal system prevails in most areas, which gives preference to boys' education.
2. Generally low valuation of female life.
3. Systems of caste tribe and class all have influence.
4. Local and rural elites are significant, often conservative.

Health:

1. Numerous poverty related conditions including blindness, severely constrains schooling in rural areas.
2. High female mortality still partly due to infanticide and malnutrition.

Economic:

1. Grinding poverty and hunger has both rural and urban variants and a negative effect on girl's schooling.
2. Worsening situation for female work force.
3. Technical development aid may undermine women in that it tends to be directed to men, thereby enhancing the male status and economic position.

Education:

1. Provided by a number of systems but provision still disparate and incomplete.
2. Massive urban/rural dichotomy. 3. Very high illiteracy rate among rural women but urban middle class girls achieving well in universities.

8. Gender Equality and Education: Enrolment in primary education is near universal in many countries, but particularly in high-income countries boys are more likely to drop out of secondary education than girls, and younger women are increasingly better educated than young men. Girls outperform boys in reading but lag in mathematics, although the gap is smaller, and differences in attitudes explain an important part of these gender differences. Girls have strong academic aspirations and expectations in terms of high-status employment but there are systematic gender differences in career aspirations in occupational areas at both tertiary level and in vocational training.

CONCLUSION

The shock of the Covid-19 crisis on education has been unprecedented. It has set the clock back on the attainment of international education goals, and disproportionately affected the poorer and most vulnerable. And yet the education community has proved resilient laying a groundwork for the rebound. There remains a risk of a downward spiral in a negative feedback loop of learning loss and exclusion. Yet every negative of aggravating socio-economic circumstances suggests its reverse image of a positive spiral, one which would lead to the future of education. We want once of the change in education delivery, of unleashing the potential of individuals, and of collective fulfillment, in all areas of life, through education investment. These is unlimited drive, and untapped resources we can count on for the restoration not only of education's essential services, but of its fundamental aspirations. It is the responsibilities of governments and international community to stay true to principles and conduct reforms. So, that, not only will the children and youth regain their promised future, but all education stakeholders find their role in making it happen all educational institutes are in a dilemma as when and how this existing pandemic would being a progressive change in educational system.

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Conflict of Interest

The author(s) declared no conflict of interest.

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