

WOMEN AND EDUCATION IN
MARATHWADA REGION OF MAHARASHTRA STATE, INDIA

Dr. DESHMUKH NANDA C

Associate Professor, Department of English, Deogiri College,
Aurangabad, State-Maharashtra, India.

E-mail: deshmukh_nandaavaa@yahoo.co.in



Dr. DESHMUKH
NANDA C

ABSTRACT

Education has assumed special significance in the context of country's planned development and in economy. It is an important sector of our society. In our family system, girl's education has assumed special significance. Research evidences indicate that educating girls brings a number of benefits to girls, their families and their societies at large, economic productivity, social development and social equality are the outcomes of education in general, whereas transferring education from one generation to another is possible only through educated girls and women. In this paper sincere attempt has been made to show the state of women in education in the Marathwada region of Maharashtra.

KEYWORDS: Education, Marathwada

Modern Education is a tool for social and economic development of humanity in general and man in particular. Before we discuss the main theme of the state of women education in Marathwada region, a brief introduction to the Educational backwardness of Marathwada region.

Osmania University was established by Nizam in the year 1918. Urdu language was decided as a medium of Education in each division for example Varangal, Gulbarga and Aurangabad one intermediate college was established. The education policy during this period was not liberal rather caste based and power oriented. All education facilities were available in big cities only. Permission for private educational institution was not given, if they gave permission to private institution several restrictions was laid on them. There should be no educational and social development of such institute was the national policy during that time.

Maratha's were the historical enemy of Nizams and this was main reason for their anger against Marathwada region. All cultural and social movements were suppressed during Nizam's rule, which lasted nearly for two centuries. Maratha society should never progress was the politics of negligence during Nizams. After police action this policy came to an end and gave rise to new policy.

When Marathwada was restructured / reformed as state, progress in education was considerably increased. The Government was also aware of educational backwardness of Marathwada region as observed in the third five years plan. After 1948 the policy of Government was purely oriented towards the upliftment of common people.

Literacy

That is ability to read and write is the need of modern man. It is the means of social and economical development personal efficiency cannot be improved without literacy is the experience and accepted by all the nations worldwide, the growing concern which needs to be addressed in Marathwada region is the education of women. Research evidences indicate that educating girls brings a number of benefits to girls, their families and their societies at large, economic productivity, social development and social equality are the outcomes of education in general, whereas transferring education from one generation to another is possible only through educated girls and women.

In the context of globalization changes are noticeable in every walk of life, within family and outside and has resulted structural and functional transitions in our family system girls education has assumed special significance in the context of country's planned development and as an important sector of our society. Swami Vivekananda once said "If you do not raise the women, who are the living embodiment of the divine mother, don't think that you have any other way to rise (VII. 214). That country and that nation which do not respect women have never become great, nor will ever be in future (VII.215).

From the statistics given below we can understand

1. The literacy rate of women in Marathwada region at the end of decade since 1951-1981.
2. The literacy rate of women in Marathwada region has increased during the period 1951 to 1981 from the average literacy rate of Maharashtra State.

Year	Women Marathwada Literacy rate	Literacy Difference from average Literacy rate of Maharashtra State	Literacy Difference from average Literacy rate of India
1951	2.30	7.21	5.63
1961	6.75	10.0]	6.25
1971	12.57	13.86	6.15
1981	18.21	16.42	6.59

Trends in Male and Female Literary Levels in Maharashtra 1951-2001.

Year	Persons	Male	Female
1951	27.91	40.49	15.56
1961	35.08	49.26	19.80
1971	45.77	59.40	31.00
1981	57.24	70.06	43.50
1991	64.87	76.56	52.32
2001	77.27	86.27	67.51

By 2001 all Marathwada districts crossed 65 % literacy levels with Aurangabad, Osmanabad, Latur touching 74 %, 70 %, and 72 % respective by but when attainments are measured by literacy rate Marathwada lags behind rest of Maharashtra.

Factors Affecting Education of Adolescent Girls:

For young girls in our region, poor nutrition, early child bearing, girls inherit their mother's domestic chores and adopt stereotypical gender roles. Low self-esteem and self worth are common. After marriage, her husband and in-laws control the bride's life. Factors such as uncongenial family environment (alcoholism drug abusive and other illegal activities), lack of parental involvement, emotional deprivation, physical and emotional abuse and neglect, unhealthy and undesirable peer influence, inability to continue schooling due to poor performance and fear of punishment by parents and teachers leads to truancy and illegal activities.

Thus the poor attendance in schools, lack of accessible middle schools in rural areas, unimaginative curricula, dysfunctional schools in remote area, low motivation from teachers and early entry into the workforce are few challenges which need to be met to improve the availability of educational opportunities to adolescent girls.

Before I come to the last section of my paper regarding the measures to improve the present women situation, a quick look at what the constitution guarantees.

What the Constitution Guarantees -----?

Constitution of India guarantees to all Indian women equality (Article 14), no discrimination by the state (Article 15 (I)), and equality of opportunity (Article 16) equal pay for equal work (Article 39(d)). In addition, it allows special provisions to be made by the state in favour of women and children (Article 15 (3)), renounces practices derogatory to dignity of women (Article 51 (A) (e)), and also allows for provisions to be made by the state for securing just and human conditions of work and for maternity relief (Article 42) [23]. The 86th Constitutional Amendment Act of 2002 covers up early years of adolescence with the purview of right to education. Despite the constitutional provision and statistics depicting the participation of girls in all sectors, one needs to take a look at the factors which hinder the entry of girls to the mainstream of education. In spite of many constitutional guarantees and recommendations of various committees on education in the post Independence period, the condition of women's education continues to be in bad state. Statistically speaking 70 % of the non-enrolled children are girls and the majority comes from the rural areas.

Measures to improve the present situation:

For long term solutions in the context of education of girls, the total education system need to be taken into consideration. Keeping all such problems in full view; following innovative measures may be taken for utmost participation and holistic development of females.

1. Extended role of School: The role of school should be extended from education to counseling purpose. Each school should have a trained female counselor to provide adequate information and guidance to adolescent girls. Such efforts are immediately required in rural areas. Besides counseling, centre should provide adequate knowledge on health and environmental sanitation. They should provide knowledge on nutrition, reproduction health psychological and mental health of adolescents.
2. Making Education More Meaningful and Vocation Oriented.
3. Promoting non formal education centers.
4. Recruiting more female teachers.
5. Introducing life enrichment courses at school level.
6. Encouraging NGO's to extend cooperation and charity.
7. Teacher motivation at all levels.

As it is widely agreed and accepted, we can say education is the key factors in overcoming the barriers that women face and the basic tool for empowering women and bringing them into the main path of development education not only provides basic knowledge and skills to improve health and livelihood but it empowers women to take their rightful place in society and the development process.

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