



Empowerment of Women Teachers: Women's Role in Urban Society

Dr. Netrapal Singh

Dept. of Sociology

Manywar Kanshiram Govt. Degree College, Gabhana (Aligarh)

Abstract

Empowerment is a multi-faceted, multi-dimensional and multi-layered concept. Empowerment means vesting power where it does not exist or exist inadequately. It mainly means decentralization of power. The origin of the concept of empowerment goes back to the civil right movement in U.S.A in 1960s. Empowerment of women is one of the leading issues all over the world. Many agencies of United Nation in their report have emphasized that gender issue is to be given the utmost importance. Impact and effect of this issue in Indian scenario needs no stress, its urgency and the role of education in it can be understood through various plans and policies going on in the political and social scenario including the latest slogan given by our respected Prime Minister, Modiji "Beti Bachao Beti Padhao". Mahatma Gandhi has stated the importance of women education in these words, "I am strongly of the opinion that women education should have the same facilities as men, even special facilities were essential". The National Policy of Education (1986) and its Programme of Action (1992) has specifically emphasized on education for women equality and has recognized this as a corner stone for all kinds of women endeavour for helping girls and women to participate in all socio-economic activities. The International Education Commission states "providing women and girls with an education which will as quickly as possible bridge the gap separating them from men and give them the chance for action and empowerment hitherto withheld from them in the work place, in society and sphere of politics, is more than an ethical imperative." The most powerful tool for empowering the females is 'employment'. Teaching is one of the professions where female representation is appreciable. Therefore, the researcher felt the need to study the empowerment of women teachers especially in urban society.

Key words- Women, Education, Empowerment, Independence etc.

I. Introduction

Empowerment is a multi-faceted, multi-dimensional and multi-layered concept. It resembles power given to someone to achieve something. The route toward getting the opportunity to be doubtlessly more grounded and progressively certain, especially in controlling one's life and promising one's rights.. The starting point of the idea of strengthening backpedals to the common right development in USA in 1960s. Empowerment as an idea was presented at the International Women's gathering at Nairobi in 1985. Strengthening of ladies is one of the main issues everywhere throughout the world. Numerous organizations of joined country in their report have stressed that sex issue is to be given the most extreme significance. Impact and effect of this issue in Indian circumstance needs no weight, its distress and the piece of work in it can be fathomed through various plans and methodologies proceeding in the political and social circumstance including the latest slogan given by our respected Prime Minister, Narendra Modiji "Beti Bachao Beti Padhao". Women of India stepped forward to carry on the movement for independence Women like Aruna Asaf Ali, Sucheta Kriplani and Usha Mehta took part in Indian Independence and played their role up to excellence. Unfortunately, the condition of women degraded not only in India but around the world over the period. Since ages it has been a 'sort of acceptable' to attenuate females on the name of protection of customs and traditions, with all sort of unjustifiable practices. As per Sen (2005) historically, India has been a male dominated society, in which a woman is expected to marry, have a family and take care of the household. As Eagly (2007) noted that there continued to be widespread recognition that women often come in second to men in competitions to attain leadership positions. Similarly, Moran (1992) also said that women shouldn't be leaders because leaders must be strong, intelligent and make tough decisions and those characteristics are better suited to men.

Although in the Vedic period women had access to education in India, they had gradually lost this right. However, in the British period there was revival of interest in women's education in India. During this period, various socio religious movements led by eminent persons like Raja Ram Mohan Roy, Iswar Chandra Vidyasagar emphasized on women's education and other spheres in India. Mahatma Jyotiba Phule, Periyar and Baba Saheb Ambedkar were leaders of the lower castes in India who took various initiatives to uplift the condition of the women of India. Women generally lag behind in most of the spheres of life in India. Violence against women is socially a very sensitive issue and more so in our country where we have a special place for 'Family Honour'. Any act which affects the family honour is not tolerated and put down very strongly. The basic reason for violence and suppression of women is their inferior status- educationally, economically, politically and socially. Women are the worst victims of the patriarchal society and are not given enough freedom and hardly have access to higher education. Even though the number of countries that have achieved gender parity in both primary and secondary education between 2000 and 2015 has increased from 36 to 62, girls continue to face the greatest challenges, especially in access to secondary education. The parents are not interested in having their girls' highly educated or holding high position in professional field as it is very difficult to find groom of her match. The orthodox attitude of the community creates some misconceptions regarding the purity of girls if they have studied in universities or have travelled abroad. The most tragic thing is that women have accepted this happily, internalizing the kinds of roles their men want them to live with. They are told that this is what they are created for and that for this they should be happy. Moreover, lack of infrastructure and facilities, transportation problem, distance from home and non-availability of hostels and above all poverty also hinder the growth in participation of women in professional field. However, women's employment got a fillip after the country got independence in 1947 and the government has taken various measures in this direction. Thankfully perceptions are changing over time. India is poised to becoming superpower, a developed country, 'A Young India' as said by our Prime Minister, by 2022. The year 2022 is fast approaching. This can become reality only when the women of this nation get empowered and violence inflicted upon them is stopped. There have been attitudinal changes, resulting to having female going to school and work; unfortunately these acceptances are not without conditions. In initiatives to improve the condition of females many laws have been passed, our constitution guarantees equality to women (article 14), no discrimination by the state (article 15 (1)), equality of opportunity (article 16), etc. It has been realized far ago that the most effective tool for improving the conditions of females is education and employment. The National Policy of Education (1986) and its Programme of Action (1992) has specifically emphasized on education for women equality and has recognized this as a corner stone for all kinds of women endeavour for helping girls and women to participate in all socio-economic activities. The International Education Commission states "providing women and girls with an education which will as quickly as possible bridge the gap separating them from men and give them the chance for action and empowerment hitherto withheld from them in the work place, in society and sphere of politics, is more than an ethical imperative."

II. Reviews

Concentrates on states of mind of elementary teachers are not very many. Mishra (1994) made an investigation of issues of teachers. The central goal was to study and look at the issues of grade teachers and other occupation holders. Writing accessible on the issues of instructors is worried about their expert perspectives viz., driving issue, non instalment of pay and with-holding of augmentations and so forth. Gadgil (1981) concentrated himself to consider the issues of grade teachers of Pune with respect to their opportunity, vitality and cash spent on transport. Haughey and Murphy (1983) contemplated whether provincial educators were happy with their work life. Alice Mathews (2005) examined the word related worry of educators. Arora (2000) surveyed the preparation needs of elementary teachers.

Anita Sharma (1990) directed an observational investigation of 200 working ladies of Delhi falling under various classifications of callings. The fundamental target was to assess the position of working ladies in India in the light of modernization. The investigation has uncovered that having training and work amazingly influenced the working ladies to have an alternate view about the current society. It was discovered that a larger part of the ladies in the wake of finishing their instruction built up an inclination to look for a vocation even in the male commanded word related fields. With the developing financial autonomy, a feeling of self-skill and autonomous presence among ladies began expanding. The ladies' cooperation with the outside world created in them a social expertise, which has at the appropriate time been valuable in affecting the relatives.

An imperative examination led by M. Hanumantha Rao (1990) on "Work of the Wife and Husband's Participation in House-work". The investigation endeavoured to comprehend the regions of housework in which the spouses of the working ladies partook. The examination likewise went for investigating the connection between certain financial statistic, family-basic and, attitudinal factors, and the spouses' support in housework. The example comprised of 186 ladies working in desk employments in Tirupathi. The discoveries of the

examination have scrutinized the dispute that work of ladies constrains their spouses to expand help in boring residential obligations.

Lalithadevi K (1982) directed a precise investigation of the "Status and Employment of Women in India". The point of the examination was to build up the supremacy of work over different factors, for example, age, instruction, family write, and place of living arrangement and level of salary, in improving the economic wellbeing of ladies in the public eye. The real theory set forward in the investigation was that business was altogether identified with bringing a lady's status up in the public eye. An example of 300 working ladies and 100 non-working ladies was chosen for the meeting. The examination has presumed that business enhanced ladies' status in numerous strolls of life. The investigation was attempted in Varanasi, UP. An example of 120 unmarried school instructors was chosen for the examination. A dominant part of the respondents originated from the Hindu upper position and atomic families living in urban territories. The discoveries are Higher training was seen by unmarried instructed working ladies more as an instrument of identity improvement and monetary autonomy than as a travel permit for marriage. The respondents trusted that vocation was as essential as marriage. To such an extent that they were not set up to forfeit vocation for marriage and family.

Empowerment of Women Teachers

Women's economic empowerment – that is, their capacity to bring about economic change for themselves – is increasingly viewed as the most important contributing factor to achieving equality between women and men. Indian women are almost 50% of the Indian population and they directly as well as indirectly contribute to the economic parameters of the nation. It has been observed that females are more involved in sectors like teaching, nursing etc.

(B. Fatima 2016, R. Manisha, 2014 & H.A. Sultana & S.K Sarafat, 2013) all of these studies stated that women empowerment can only be achieved through the provision of adequate employment. Teaching is one of the professions where female representation is appreciable. Teaching profession, especially primary and below primary level, is considered a feminine profession. The Statistics of School Education, 2010-11, released as on 30th September 2010 by Government of India, MHRD, Bureau of Planning, Monitoring & Statistics, New Delhi clearly shows that there is 76 female teachers per 100 male teachers. Across the world concern is emphasised upon "gender imbalances" in teaching (Drudy, 2008, p.309). Through much of the 20th and 21st centuries in India, women entered the teaching profession in fairly significant numbers. There are many reasons for this. At the level of government policy it was decided that to increase enrolment of girls in school there should ideally be at least one female teacher in every primary school. To further this goal, many teacher training centres were set up exclusively for women and female teachers were given incentives to work in remote areas (Manjrekar, 2013). In addition to government policies, societal beliefs and practices have also tended to support the entry of women into teaching. Amongst the middle classes, teaching is viewed as a suitable profession for women because it is seen to be less demanding, (having shorter hours than many other jobs) and therefore compatible with household and childcare responsibilities.

Employment is the instrument of growth and development to create an awareness of oneness on one hand and useful for the service of mankind on the other hand. Employment liberates women from the web of inequalities; it is a powerful means to reduce gender inequalities and access to mobility, share in decision making and contribution to national development. Employing women leads to exercise of their rights, power and obligations. Employment empowers women both directly and indirectly. The empowered woman can become the agent of their own development, exercising choices to set their own agenda and be strong enough to challenge and change their subordinate position in the societies. By women's empowerment, we are referring to the expansion in women's ability and freedom to make strategic life choices, a process that occurs over time and involves women as agents who can formulate choices, control resources or enact decisions that affect important life outcomes (Malhotra & Schuler, 2002). Clearly training upgrades efficiency, extends the work openings and development in addition to it gives us lifetime profit. Studies demonstrate a connection between enhanced status and work for ladies and better financial improvement for the group. Utilized ladies are likewise more secure against the aggressive behavior at home as they are monetarily autonomous and rationally intense. They have the ability to remain for their rights and dignity. Monetary autonomy is reflected not just in a lady's ability to spend, spare, get property and contribute, yet in addition in the flexibility to escape damaging residential connections, especially financial brutality. Savagery against ladies is a torment that can be battled through business. Without work, a young lady has a higher likelihood to live on the edges of neediness. An informed lady understands her value and her inward quality. She battles back all the foul play and brutality she is subjected to. She sets out to confront the general public all alone. She is sufficiently proficient and mindful of the current patterns and advancements to lead her life in self-subordinate way. An informed lady isn't defenseless or reliant on others any more, actually now she is an extraordinary help monetarily and ethically to her family and the general public. The training of ladies additionally enhances strength of nation's populace as the vast majority of the social insurance is taken at home. Learning builds the energy of thinking and the

capacity to break down and relate certainties and occasions per the need and accurately and reach deductions and apply determinations to the given condition or any new condition.

For women teachers to be true role models and pass on the values of gender equity to the next generation, they must be able to consciously deconstruct and reconstruct their own roles and to facilitate their own empowerment in both private and public life. Numbers alone are not enough; women in positions of authority often assume the values and behaviours of patriarchy. To become active promoters of gender equity in the classroom, women teachers must first understand and articulate their unconscious and structural gender roles. Feminist research through the private lives and personal experiences of women has revealed how women's private behaviour is an expression of cultural and social dictates. Linking theory to practice, by understanding their lives in this way, women can become more active agents in breaking down walls between private and public spheres, creating positive social change that benefits women, girls and all society. The life experiences of two women teachers, (Shail and Mamta), bring into sharp focus the link between private and public, between life and education, between the personal and political. Equalizing but not eliminating gender differences helps break down gender barriers. In the TEP training, performance activities by both women and men such as storytelling or dancing, considered as the "female domain" helped women to surface more, feel more confident about their own capacities, dispel misconceptions and encourage men and women to treat each other more as partners. The evidence from the programme showed that men and boys become engaged in "joyful activities", including singing some of the gender - sensitive songs introduced by the women. At the same time, care was needed to avoid recreating gender stereotypes with women assuming the role of "performers" and men the role of "directors."

Unfortunately, gender inequalities are the barriers in the women literacy and women empowerment. In 2011, the average literacy rate was 74.04% the male literacy rate was 82.84% and the female literacy was 65.46% in India. This indicates the gap between female and male literacy in India. The gender gap in education is closing gradually, which may help for women empowerment in future in India. To curb this massive gap between the literacy rate of both the genders the government offers and should offer more number of women education grants to impart help to women from poor background so that they get a chance to be educated. Various scholarships to help women achieve their choice of career by pursuing their education and training should be granted. Various NGO's should come forward with help in educating the women. These grants for women should get most support from different companies after realizing that women can perform better than men if they are well educated and equipped. Universal education for all below 14 years should be strictly implemented. We need to bring more girls, especially from marginalized families of BPL, in mainstream education, the government is providing a package of concessions in the form of providing free books, uniform, boarding and lodging, clothing for the hostilities midday meals, scholarships, free circles and so on. Gender sensitive curricula should be framed at all stages of education to address sex-stereotyping menace. It is important to usher changes in the societal attitudes and perceptions about the role of women in different sphere of life. The education and empowerment of women throughout the world cannot fail to result in a more caring, tolerant, just and peaceful life for all.

III. Conclusion

Females' money related fortifying sets a planned path towards sex reasonableness, dejection decimation and far reaching budgetary advancement. Females make massive duties regarding money related issues, paying little respect to whether in associations, on farms, as business visionaries or delegates, or by doing unpaid care work at home. In any case, they furthermore remain disproportionately impacted by dejection, isolation and abuse. Females have out the fundamental influence of family work, they as often as possible have brief period left to look for after money related open entryways, however as they are one of a kind making of God, in this circumstance too they discover out and are strolling one next to the other in the field of business particularly in instructing field. There is still much extension and much is left to be done, this will require getting ready and capacity up degree in rising trades, engaging more females to take up proficient standing and work in the impact fragments. A couple of insightful people have express systems for supporting female instructor's ability to secure their individual and total females interests at the family, gathering and large scale levels in India. It raises female instructors' ability to achieve their rights and thriving, extending money related improvement and productivity, and growing capability .Females' budgetary help and fortifying are integral to strengthening females' rights and enabling females to have control over their lives and apply affect in the public arena. Showing calling not simply yields adjust to females, yet likewise draws in the state to get measures of positive division for females. It underscores young woman rights, prosperity, females preparing, sexual introduction decency, fundamental administration and devastation and mercilessness against females. Females' reservation, ensures seats held for females. It is met all requirements to complete up with the prevalent talk of Swami Vivekananda—"there is zero chance of the welfare of the world unless the state of ladies is moved forward. It isn't feasible for a fledgling to fly on one wing "

References

- [1] Eagly. (2007). *Female leadership advantage and disadvantage: Resolving the ...* Retrieved February 8, 2018, from Google: <https://www.scholars.northwestern.edu/.../female-leadership-advantage-and-disadvanta...>
- [2] Government of India, Census of India 2001
- [3] Kumar. (2013). *The Illusion of Women Empowerment in Microfinance: A Case Study*. Retrieved February 8, 2018, from Google: <https://www.microfinancegateway.org/.../mfg-en-case-study-the-illusion-of-women-e>.
- [4] Malhotra, A. S. (2002). *Malhotra, A., Schuler, S.R. and Boender, C. (2002) Measuring ...* Retrieved February 8, 2018, from Google: [www.scirp.org/-\(S\(oyulxb452alnt1aej1nfow45\)\)/-reference/ReferencesPapers.aspx?..](http://www.scirp.org/-(S(oyulxb452alnt1aej1nfow45))/-reference/ReferencesPapers.aspx?...)
- [5] Moran, B. (1992). *Gender Differences in Leadership - IDEALS @ Illinois*. Retrieved February 8, 2018, from Google: https://www.ideals.illinois.edu/bitstream/handle/2142/.../librarytrendsv40i3h_opt.pdf
- [6] Santagostino, I. (2015, December 2). *Education as a vehicle to end violence against women*. Retrieved from google.com: blogs.worldbank.org/voices/education-vehicle-end-violence-against-women
- [7] Sen, A. (2005). *Human Rights and Capabilities - Unicef*. Retrieved February 8, 2018, from Google: https://www.unicef.org/socialpolicy/files/Human_Rights_and_Capabilities.pdf
- [8] Sonowal, M. (2014). *A STUDY ON CHALLENGE FOR WOMEN EMPOWERMENT ...* Retrieved February 8, 2018, from Google: abhinavjournal.com/journal/index.php/ISSN-2277-1166/article/view/276
- [9] S.P.Agarwal(2001), *Women's Education in India(1995-98)Present Status, Perspective, Plan, Statistical Indicators with Global View*, Vol III Concept Publications Co, New Delhi.