

Impact of Education on the Status of Women with a Reference of Jharkhand

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ABSTRACT

Women's education is very important for the development of societies. The educational activities of women lead to some notable social benefits such as reduced fertility rates and lesser infant mortality rates, and lower maternal mortality rates. Education also helps in minimizing the gender gap between men and women which is very important thing for the Indian societies where the social status of men is considered superior as compared to that of women. Hence, education opens a series of opportunities for the women to change and improve their social and economic status. The current study is done to study the impact of education of women of Jharkhand where the sample is taken from two cities i.e. Dhanbad and Bokaro. The current paper highlights the impact of education on the status of women in Jharkhand.

KEYWORDS: Education, Women, social

I. INTRODUCTION

Improved intellectual capacities increment the personal satisfaction for women and furthermore lead to different advantages. One illustration of this is the way that educated women are better ready to settle on choices identified with wellbeing, both for themselves and their youngsters.

Intellectual capacities likewise mean expanded political participation among women. Educated women are bound to participate in metro participation and go to political gatherings, and there are a few occasions where educated women in the creating scene had the option to make sure about advantages for themselves through political movements. Proof likewise focuses to an improved probability of vote based governance in nations with knowledgeable women.

There are likewise benefits identifying with the lady's function in the family unit. Educated women have been found to encounter less abusive behavior at home, paying little mind to other social status pointers like work status. Women with an education are likewise more engaged with the dynamic cycle of the family and report settling on more choices throughout a given time span.

In particular, these advantages reach out to economic choices. Other than the inborn estimation of expanding a lady's office having women assume a more dynamic function in the family likewise achieves social advantages for relatives. In a family where the mother is educated, youngsters and particularly young ladies are bound to go to class.

In families where a mother isn't educated, grown-up proficiency projects can in a roundabout way help to show moms the estimation of education and urge them to send their youngsters to class. There are likewise various different advantages for youngsters related with having an educated mother over an educated dad, including higher endurance rates and better nourishment.

There are a few cases wherein women's education has less of an impact on turn of events. Economically, the advantages of putting resources into women are a lot more modest in regions confronting elevated levels of neediness. Additionally, at times the education women get is of much lower quality than what men get, bringing down its adequacy. This wonder can be joined by the supposed concealed educational program in schools, where certain qualities are strengthened. Accentuation on the prevalence of young men can make educated women leave behind economic open doors for lower-paying generally female positions, with poor economic and social results.

There are additionally circumstances in which women's education helps improvement on the full scale yet is wasteful for a family. In social orders where women are offered and leave the family while men remain back and deal with their folks, putting resources into children is more significant to guardians.

Moreover, while putting resources into women's education has a higher in general return when seeing all degrees of education, through primary school putting resources into men has a higher rate of return.

Socially, cultural gender jobs may smother the capacity of women's education to improve gender equality for women. This is particularly the case when education for women is just observed socially as a device for making women more alluring spouses.

A few specialists don't guarantee that women's education fundamentally has little impact on turn of events; however rather question the procedures of the exploration demonstrating that it has a sizeable impact.

One issue that specialists recognize is the trouble in contrasting education levels. Similar number of long stretches of tutoring in two distinct nations may have totally different educational substance. Likewise, what is named 'primary school' in various nation may fluctuate generally.

Additionally, while broad data for education in created nations exists, data is just accessible for few non-industrial nations. This brings into question how much the results can be summed up for every single non-industrial nation. Also, while the unadulterated economic advantages are moderately uncontroversial, there is some inconsistency over how to gauge the social advantages, with some fluctuation between contemplates.

The two people and nations profit by women's education. People who put resources into education get a net financial addition throughout their lifetime. As per Harry Patrinos, lead education business analyst at the World Bank, "the productivity of education, as indicated by appraisals of private rate of return, is unquestionable, widespread, and worldwide." The principle holds particularly for women, who can expect a 1.2% better yield than men on the assets they put resources into education. Giving one additional time of education to young ladies builds their wages by 10-20%. This expansion is 5% more than the comparing returns on furnishing a kid with an additional time of tutoring.

II. OBJECTIVES OF THE STUDY

The objectives of the current research work are as follows:

1. To study the impact of education on economic and social status of women.
2. To study social relations of women in the existing social system.
3. To study the changing status of women in Indian society.

HYPOTHESES OF THE STUDY

For the current research work, it was assumed that education has improved the social and economic status of women in Jharkhand.

III. RESEARCH METHODOLOGY

The current study is about the effect of education on improving social and economic status of women in Jharkhand. In the study, all the women in the Jharkhand state comprise the population yet clearly, it isn't feasible for the analyst to lead the study on whole population. In the study the center is about the effect of education on improving social and economic status of women in Jharkhand. The study was directed qualitatively just as quantitatively.

Quantitative part will relate to gathering data from different sources about the social and economic status of women. To evaluate the effect of education on women, various arrangements of quantitative data was assembled. To get a profound knowledge into the effect of education some case examines was led. Both survey just as case study techniques was followed to clarify the marvel of social and economic status.

In any survey of exploration, covering the whole population is for all intents and purposes a unimaginable assignment. What is achievable and for the most part rehearsed is to study a sample illustrative of the population under study. Out of 24 regions in Jharkhand, two purposively chose. These areas to be specific Dhanbad and Bokaro are chosen purposively.

The study was led at quantitative just as subjective levels, multiple sampling measures was followed. Sample was taken the two women and men. The sample of women was chosen from different strata in particular educated and uneducated, working and non-working. The way toward sampling is purposive for example deliberately 200 educated and 200 uneducated women was chosen from each area (Dhanbad and Bokaro)

TOOLS

In order to collect data as per objectives of the study, following tools was used.

- Observation technique to study the behavior, attitude and functions of women.
- Questionnaire method to get information about social and economic conditions regarding equality, inequality in social and social conditions.
- Interview was prepared to interview women regarding change in status of women.
- In-depth case study of five women was prepared through naturalistic inquiry process.
- A questionnaire of attitude towards women empowerment was developed.

DELIMITATIONS OF THE STUDY

- Sample size of middle class educated and uneducated women of Dhanbad and Bokaro districts is restricted to 200 each from each district.
- In the case study extreme cases are included. However, affluent women and extremely poor women are not included in the study.
- Nineteen indicators of social and economic status are selected. Other indicators, social and economic, are not included in the study.
- The respondents sometimes may be judgmental in giving the information about themselves.
- Sometimes respondents may consider the investigator to be intruder in their life and despite of repeated persuasion, it may be an arduous task to convince them.

IV. RESULTS

**TABLE 1
PERCENTAGE OF RESPONDENTS' TYPE OF MARRIAGE**

What was the type of marriage?	EDUCATED		UNEDUCATED	
	Working Women	Non-Working Women	Working Women	Non-Working Women
Arrange	82	76	76	82
Love	18	24	24	18

The Table 1 reveals that 82 percent educated working, 76 percent educated non working, 76 percent uneducated working and 82 percent uneducated non working women went for arrange marriage whereas 18 percent educated working, 24 percent educated non working, 24 percent uneducated working and 18 percent uneducated non working women went for love marriage.

It can be inferred from the above table that educated 1 uneducated and working/non-workingwomen had arranged marriage. This can be because education does not bring in the change in attitude of women to decide about their marriage themselves. As in Indian traditional families, marriage decision is mostly parents' prerogative.

**TABLE 2
PERCENTAGE OF WOMEN HAVING THEIR OWN IDEAS ABOUT THEIR HUSBAND**

Did you have your own ideas about your husband?	EDUCATED		UNEDUCATED	
	Working Women	Non-Working Women	Working Women	Non-Working Women
Yes	86	84	76	86
No	14	16	24	14

The Table 2 exhibits that 86 percent educated working, 84 percent educated non-working, 76 percent uneducated working and 86 percent of uneducated non-working women had their own ideas about their husbands. Whereas 14 percent educated working, 16 percent educated non-working, 24 percent uneducated working and 14 percent uneducated non-working did not have their own ideas about their husband.

It can be inferred from the above table that more than 80 percent educated, uneducated, working and non-workingwomen have their own ideas about their husband. Thus it can be inferred that education may not play any important role in having their ideas about their husbands.

**TABLE 3
PERCENTAGE OF WOMEN BELIEVING IN DOWRY SYSTEM**

Whether you believe in dowry system?	EDUCATED		UNEDUCATED	
	Working Women	Non-Working Women	Working Women	Non-Working Women
Yes	2	–	8	16
No	98	100	92	84

The Table 4 displays that 2 percent educated working, 8 percent uneducated working and 16 percent uneducated non working women do believe in dowry system whereas 98 percent educated working, 100 percent

educated non working, 92 percent uneducated working and 84 percent uneducated non working women do not believe in dowry system.

It can be concluded that educated women do not believe in dowry system. Also, 80 percent educated non-working, women did not believe in dowry. Amongst uneducated women there is a small percentage, which does believe in dowry but more than 80 percent amongst uneducated women do not favour dowry.

**TABLE 4
PERCENTAGE OF WOMEN THINKING GIRLS SHOULD BE GIVEN FREEDOM TO CHOOSE
THEIR LIFE PARTNER**

Whether girls should be given freedom to choose life partner?	EDUCATED		UNEDUCATED	
	Working Women	Non-Working Women	Working Women	Non-Working Women
Yes	88	84	60	52
No	12	16	40	48

The Table 4 exhibits that 88 percent educated working, 84 percent educated non-working, 60 percent uneducated working and 52 percent uneducated non-working women believe that the girls should be given freedom to choose their life partner. Also, 12 percent educated working, 16 percent educated non-working, 40 percent uneducated working and 48 percent uneducated non-working women do not believe that the girls should be given freedom to choose their life partner. It can be inferred from the above that more than 80 percent educated women are in favor of girls' freedom in choosing their life partner.

**TABLE 5
PERCENTAGE OF WOMEN'S PRESENT INCOME PER MONTH**

Your present income per month?	Educated Working Women	Uneducated Working Women
1 – 2 Thousand	12	43
2 – 4 Thousand	26	7
4 – 6 Thousand	30	–
6 – 7 Thousand	6	–
7 Thousand & above	26	–

The Table 5 exhibits that 12 percent of educated working and 43 percent uneducated working women earned between 1-2 thousand. Again, 26 percent educated working and 7 percent uneducated working women earned between 2-4 thousand. Also, 30 percent educated working women earned between 4-6 thousand. Again 6 percent educated working women earned between 6-7 thousand and 26 percent educated working women earned above rupees 7 thousand per month.

Hence, it can be concluded from the above table that educated women earn better salaries than uneducated women. This may be for the reason that education brings in better economic prospects.

**TABLE 6
WOMEN WHOSE FIRST EMPLOYMENT WAS ACCORDING TO THEIR CHOICE**

Choice in Employment	Educated Working Women Percentage	Uneducated Working Women Percentage
Yes	94	38
No	6	62

The Table 6 exhibits that 94 percent educated working and 38 percent uneducated working women's first employment was according to their choice. 6 percent of educated working and 62 percent of uneducated women's first employment was not according to their choice.

It can be inferred from the above table that whereas educated women's employment was according to their choice, uneducated women's employment was not according to their choice. It can be said that education brings in choice of employment whereas uneducated women out of recession have to accept whatever jobs they acquire.

V. CONCLUSION

After analyzing the results of this study, it can be clearly observed that the education has certainly improved the status of women. Education has provided the opportunities to the women to improve their social status in the Indian society.

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