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Topic: A Study of Educated Women's Perception on The Role of Family in Women's Education

OBJECTIVES OF THE STUDY: The present study is being conducted to achieve the following objectives: To critically analyze the Government Policies for the education of women since Independence, To study the perception of educated women on the role of the family in their education ; To analyze the impact of matrimony on women education.

NEED OF THE STUDY Despite the availability of a wealth of literature, research findings in the field of the role of the family in women's education in the Indian context show several shortcomings and left many questions unanswered such as various underlying reasons which strengthen the ties between family role and women education. There is a need to explore underlying family role components and unearth those crucial missing links which linger around but seldom given any attention.

Hence, it becomes important to specifically study favorable factors within the familial system which enable women to receive education and empower themselves. There is a need to pinpoint responsible negating factors within the family system.

Structure and role of family varies between different societies. Indian society has undergone a sea-change. Indian women being a beneficiary of education to some extent and quite a few women who have received higher education are working in different walks of life. Thus, there is a need to study how they perceive the role of family in regard to women education.

RESEARCH METHODOLOGY

The present study is descriptive and cross-sectional. The study was carried out with sample 300 participants (Educated and empowered women working or residing in North-west Delhi. To select school teachers, a multi-stage random sampling procedure was adopted. From the list of schools of North-West district (DoE) Directorate of Education, five schools were randomly selected and a list of teachers of the selected schools was obtained. From the list of teachers ten (10) primary teachers, ten (10) TGTs, and ten (10) PGTs were selected from each of the schools.

For selecting university teachers out of major universities of Delhi i.e. Delhi University, Jawahar Lal Nehru University, Jamia Millia Islamia, Indraprastha University, and Delhi Technological University, three universities were randomly selected, namely Delhi University, Indraprastha University, and Delhi Technological University. As the study was delimited to those educated women who are either working or residing in the North-West district of Delhi, a colony of university teachers was selected. Those fifty (50) university teachers working in the selected universities were selected who were available and agreed to participate in the study. The section was largely incidental.

For selecting government officials, colonies of government officials situated in the North-West district of Delhi were selected and the procedure adopted for selecting university teachers as

explained above was also applied to select government officials. The entire research is based on data collection through tools i.e. Likert-type Perception Scale, Questionnaire, and Interview Schedule. Documentary analysis is done to gather relevant information about various policies laid by the government relevant to this study.

MAJOR FINDINGS

- Parents wanted the participants to outdo them means they wanted their children to be a better position.
- The help of family is must to strike a chord between personal and professional life.
- Being empowered is more important than monetary gain for the participants.
- Equal accessibility of available resources is essential
- A sense of self-worth and self-respect among females is promoted by families
- Families were interested to develop participants as a capable and independent person
- Information about scholarship schemes was bleak among families
- Families used to cut down on other familial expenses to sustain education for their girl child
- Due to greater accessibility, the male members have specific information about various courses and competitive exams etc.
- Many women were groomed to choose conventional professions as they provide a sense of security.
- The role of family in their education percolates to their progeny.
- Suggestions by families were suggestive in nature never imposed.

SUGGESTIONS

- Exposure and interaction with outside world highly recommended
- Stronger claims on entitlements
- Quality and quantity of psychological and emotional support on behalf of family
- Balance of personal and professional commitments
- Building trust and confidence through free flow of communication

CONCLUSION

To spread awareness among the masses, every woman should be empowered by facilitating suitable empowerment, by state, after completing their education. But most of them added that they were not aware of the specific rights meant for women when they were at school even later on. If half of the population is treated with discriminatory policies, the total of results of development inputs will be halved. So, it could be easily concluded that development inputs would not materialize into encouraging results if the system and society have a skewed, biased, and flawed attitude towards females. So, families could create a conducive environment for proper psychological comfort. The families encouraged them to follow the good points of their family members especially siblings but it was done in a very subtle manner, which is very appreciable on their part. As per the versions of participants they became independent and could handle tight situations like relationships, money matters, etc. more efficiently.

Thus, it may conveniently be concluded that the above-described attitude, behavior pattern, expectations, and support of family scaffold by dealing organizations, supportive laws, and bylaws help women to become a significant member of the family, whence society.

