

Mathematics Education among the Women in greater Pub Kamrup Area

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Abstract

Women education specially in Mathematics has been playing a vital role in every profession since early days of civilization in shaping human culture and society as a whole. In this paper we shall discuss about the Mathematics Education among the women in greater Pub Kamrup area, their interest towards the subject and difficulties they have faced during the process of teaching learning mathematics which will be based on the survey work Finally an analysis has been done which reflects different aspects of Mathematics Education among women and impact on society, also to take necessary steps where needed.

Keywords: Women education, Mathematics, Pub Kamrup area, civilization, profession

Introduction

Development of society always begins with the development of education and knowledge which brings the awareness of the surroundings and opportunities. Since early days of civilization Mathematics has played an important role in different profession. Women are always a central part of the development of a family and as a whole for the society. Therefore, Mathematics education of the women must be taken into account for creating interest towards Mathematics of their children whether a woman is a housewife, teachers, or in any other profession. The emphasis on women education with a special reference to Mathematics must be given importance as Mathematics education can contribute a lot in transforming children education their interest in Mathematics which in the long run may attract student to different fields in science and technology related with Mathematics.

Objective

The main objective of the paper is to bring out a picture about the Mathematics Education among the women in greater Pub Kamrup area, their interest towards the subject and difficulties they have faced during the process of teaching learning mathematics. Also to analyses how the understanding of the Mathematics is reflected in different aspects of our society specially in various profession of women and education of their children.

Methodology

The information required for the study has been collected by primary sources. The primary data has been collected by providing self prepared questionnaires to women of villages Barpalaha, Kshudrapalaha, Hengalpara, Kahara, Bihdia, Agdalaetc. of greater Pub Kamrup Area and some relevant data were also collected through personal interview among the woman of near by villages. The questionnaires were mainly based on Educational Qualification, Profession, Mathematics Education,

interest in Mathematics, interest in teaching Mathematics to their Children and any other relevant suggestion for improvement of Mathematics education.

Findings and Discussions

The collected data and findings are presented in the following tabular form which gives a clear picture about the Mathematics Education among the women in greater Pub Kamrup area, their interest towards the subject and difficulties they have faced during the process of teaching learning mathematics.

Sl. No.	Factors	Category	Respondents
1	Age	20-30	12
		31-40	22
		41-50	16
2	Educational qualification	H.S.L.C	20
		H.S	13
		BA/BSc	10
		MA/MSc	Nil
		Others	07
3	Marital status	Yes	49
		No	01
4	Profession	Agriculture	01
		Weaving	12
		Service	Nil
		Cutting	08
		Others	29
5	Interest in learning Mathematics	Yes	30
		No	20
6(i)	Mathematics as a subject in H.S	Yes	10
		No	40
(ii)	Reason for not studying Mathematics	Hard	18
		Availibity	02
		Trained teachers	05
		All	25
7	Necessity of Mathematics in daily life	Yes	All
		No	Nil
8	Mathematics helpful in profession	Yes	All
		No	Nil
9	Want children to read Mathematics	Yes	45
		No	05
10	Children interest in Mathematics	Yes	38
		No	12

From the above table we have observed that out of the total surveyed women only one is unmarried who is below 30 and all others are married. Maximum numbers of respondents are in the age group 31-40.

The important findings related to the surveyed women are presented as follows:

1. Educational Qualification

In our survey 40% are H.S.L.C, 26% are H.S, 20% BA/BSc., passed and 14% are of other qualification.

2. Mathematics as a subject in H.S.

It has been found that only 20%women has Mathematics in H.S. and 80% has not studied Mathematics after passing H.S.L.C.

3. Profession

In this survey there is no women in service, Only 2% women are involved in agriculture, 24% in weaving, 16% in cutting, and 58% are in other professions.

4. Interest in learning Mathematics

It has been observed that in irrespective of their profession 60% of women has expressed interest in learning Mathematics whenever only 40% not interested.

5. Reason for not studying Mathematics

A very important picture came out of the survey which may help for improvement of Mathematics education. It has been found that 36% of the responded express that subject is very hard. 4% women express the unavailability of the subject in near by schools. 25% women said that due to scarcity of qualified trained teachers. 50% express their view that for all the above three reasons they were unable to study Mathematics after H.S.L.C. But it is very interesting that all surveyed and interviewed feel that Mathematics is important in daily life and in all professions.

6. Involvement in teaching

We found that most of the women help their children in study. Very few of them can teach Mathematics.

7. Children's interest in Mathematics

After analysis the data we find that 76% are interested in learning Mathematics while 24% may not be. From the table it has been found that 90% women want their children to study Mathematics and 10% express in opposite way.

Conclusion

The above observation and discussion reflect a clear picture of women in Mathematics education and its impact on Mathematics education on children. The following suggestions are made by the responded during the survey:

- There must be well trained Mathematics teachers in every school.
- Number of Mathematics teachers should be increased.

