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A STUDY ON THE DEVELOPMENT OF WOMEN EDUCATION IN INDIA IN THE LIGHT OF GOVERNMENT INITIATIVES

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ABSTRACT: Indian constitution guarantees equal rights to men and women. Articles 14, 15 and 16 of part III of our constitution guarantee right to equality, but this constitution and articles are only bookies not practical. We found women being neglected in the society from the ancient period to present day. Even today's society, we see that girls are not getting equal opportunities. In the rural area, the parents keep the girls engaged in housework, who do not want to send them to the school. But day to day this picture slowly change, because different policies, committee and recommendations like Educational Commission of 1881-82, Radhakrishnan Commission 1948-49, Mudaliar Commission 1952- 53, National Women's Education Committee 1958-59, National Women's Education Council 1959, Hansa Mehta Committee 1961-62, Shri M. Bhaktavatsalam Committee 1963, Kothari Commission 1964-66, The National Education Policies (1968, 1986), National Commission for Women 1992, The National Perspective Plan for Women Education 1988-2000, National Population Policy 2000, National Education Mission 2010, have strongly recommended the need for spreading education among girls. Indian Government take different developmental Schemes and Programmes for women like Vidya Dhan Yojna, Indira Mahila Samridhi Yojna, Kasturba Gandhi Education Plan, Baalika Samridhi Yojna, Rashtriya Mahila Kosh, Mahila Samridhi Yojna, Swami Vivekananda Scholarship for Single Girl Child, Saakshar Bharat, Udaan, Beti Bachao Beti Padhao Programme etc. This policies, Commission-Committee, Schemes and Programmes helps us to find out different ways development and empowerment of women. This paper focus on the development of women education in India in the light of Govt. initiatives.

Keyword: Women Education, Empowerment, Scheme, Policy, Commission, Literacy Rate, Constitutional Provision.

INTRODUCTION:

In terms of population, India is the second largest country of the world due to the low level women education. If a woman is uneducated, the future of country would also be uneducated. An educated woman has capability to handle her home and professional life. They can effectively contribute in controlling the population of India as they would like to marry at a later age in comparison to the uneducated woman. Women education has been given a lot of priority in India just like men to bring some positive changes in the social and economic status of the country. In the past women were not allowed to go out of the door of their houses. They were only limited to the domestic works as their education.

Raja Ram Mohan Ray, Iswara Chandra Vidyasagar, Mohatma Gandhi, Chandra Shekhar Azad, Kasturba Gandhi, Rani Lakshmi Bai, Sarojini Naidu, Sucheta Kripalini, Aruna Asaf Ali, Vijaya Lakshmi Pandit, were some famous social reformers, who paid their attention towards the women education. They are like two sides of the coin so need equal opportunity to participate in the country development. One cannot exist without other because women are everything as they give birth to the future generation. If they would be well educated they would give rise educated future generation and thus healthy social and economic condition in India.

It is very necessary to highlight on the importance of female education in the country because women are first teacher of their children. Future of the child depends on the love and care of the mother means a woman. Every child get his/her very first lesson through the mother thus it is very important for a mother to be educated as only a well educated mother can shape and mould the career of her child. Trained and educated mothers may nourish many lives in their life term and give rise to the developed nation.

The national female literacy rate when India gained independence was tragically low at 8.6%. Women, who were allowed to take part in freedom struggle, were now confined to the houses, leading to the formation of a male dominated patriarchal society. The female literacy rate of India has increased from 8.6% in 1951 to 65.5%, according to 2011 census. Though, this increase in the female literacy rate is encouraging and promising as well; unfortunately, there is also a flip side to it.

The current female literacy rate of India lags behind the male literacy rate, the former at 65.6% and the latter at 81.3%. The female education rate of India at 65.6% is significantly lower than the world average at 79.7%. The situation is more critical in rural areas, where fewer girls go to schools as compared to boys and the number of dropout rate is alarming among girls.

OBJECTIVE OF THIS STUDY:

- [1] To discuss the importance of women education.
- [2] To study different Recommendation about women education.
- [3] To see the present literacy condition in India of women education.
- [4] To highlight the initiatives of Indian Govt. and Constitutional Provision for Women Education.

REVIEW OF LITERATURE:

Ghara (2016) studied on “Status of Indian Women in Higher Education”. The study was taken a look on women participation through women higher education institutes, women enrolment as compared with population. The participation in terms of distribution of institutes and enrolment has been studied for the years 2011-2016. The trend has been found as increasing but slow. Correlations have also been studied.

In the study on “Girls’ Education in India: Status and Challenges”, *Sahoo (2016)* were taken objectives as: to assertion recent status and challenges of girl’s education in India; to provide possible suggestions to overcome the challenges of girls’ education in India. The investigator has used different type articles, reports, research papers, books, official websites, and online materials to conduct this study. The paper concludes that girls’

education is very poor condition in elementary and secondary stage than the higher education. At elementary and secondary level girls' enrolment rate has been decreased from 2012 to 2015, but girls' gross enrolment ratio has been increased at higher education level from 2012 to 2015. Parental attitude, lack of infrastructure, lack of security, superstitions related to girls, socio-economic condition of parents are the major challenges for promoting girls' education in India. This paper suggests that higher authorities, community members, NGOs and all citizens of India must have to take responsibility to eradicate different barriers related to girls' education from our society.

Bhat (2015) studied on "Role of Education in the Empowerment of Women in India". The study was discussed that, Women education in India has a major preoccupation of both the government and civil society as educated women can play a very important role in the development of the country. Education is milestone of women empowerment because it enables them to responds to the challenges, to confront their traditional role and change their life. So that we can't neglect the importance of education in reference to women empowerment and India poised to becoming superpower in recent years. Education of women is the most powerful tool to change the position in society. Women education in India has been a need of the hour, as education is a foundation stone for the empowerment of woman. . Education also brings a reduction in inequalities and functions as a means of improving their status within the family and develops the concept of participation.

Ansari & Nasreen (2014) conducted a study on "Status of Female Literacy in Various Districts of Uttar Pradesh". The present study was conducted to explore the status of female literacy in various districts of Uttar Pradesh. The female literacy rate of all the districts have been categorized under five heads: 1. Very high, 2. High, 3. Average, 4.Low and 5. Very low. Female literacy rates were plotted on graph through monochromatic colour scheme to give a clear picture and understanding of female literacy. A very high regional variation with a declining trend regarding the female literacy was observed throughout the study area.

Indrani & Achin (2010) had been conduct a study on "Female work participation and gender differential in Earning in West Bengal" India has the lowest number of female workplaces in West Bengal. And on the contrary, the literacy rate of women depends on how many Muslim residents are in that block. In areas where the largest Muslim population is, most women are not able to participate in the workplace for their activities. This survey was conducted on two areas and a model was used to describe the participants in the workplace. It can be seen that the rate of earning of boys is very high and the rate of income of women is very low.

Peacock (2009) was published an essay on "The "Education" of the Indian Woman against the Backdrop of the Education of the European Woman in the Nineteenth-Century" by the Forum on Public Policy. The essay was discussed the role and education of the women of India, with special reference to the women of Bengal during the nineteenth-century and a comparison is made between the education of the Indian woman and the education of the European woman during this era. The education of the Indian woman is also referenced against the backdrop of the nationalist movement in India against imperialist rule and its effects on the women of the country.

Anju (2000),Conduct a study on "Indian Concept of Women Education" In this study the Investigator has tried to explain that the cultural and ethical or religious norms of Indian society are sufficiently satisfactory to accommodate women since the beginning of the Vedic period. They are free to make their own decisions in their own power that they can participate in any political cultural work in their own free will in their decision making. But after the Vedic period, the place of women again goes down.

RESEARCH METHODOLOGY:

This study is a qualitative study. This paper is basically descriptive and analytical in nature. In this paper an attempt has been made to analyse the development of Women Education in the light of Govt. initiatives and also point out various policy and recommendation for Women Education. It has been done on the basis of the secondary sources of data like books, newspaper, articles, research journal, and different websites. Collected data was analysed qualitatively.

IMPORTANCE OF WOMEN EDUCATION

Swami Vivekananda says no expectation of the progress of a family or a country can be achieved where women are not educated and are leading a pitiable life. Women education is very important for the country to fully develop. It is like an effective medicine to cure a patient completely and provide health back. Women education is a big opportunity for India to be developed socially and economically. Let us mention the importance of women's education in India based on the views of the educationists, philosophers and political leaders.

❖ **Decreased Mortality Rate**

An educated woman is more likely to marry later in life improving the chances of survival of the mother and baby. Educated mothers are more aware of their children's needs and nutrition, and take well care of them resulting in a low child mortality rate; providing them better health, hygiene and nutrition.

❖ **Gender equality**

Women have the same rights to receive education as in the case of men. So, women cannot be discriminated on the basis of sex, as far as education is concerned. Women education is also important in accomplishing the world goal of gender equality. By empowering girls, this goal is achieved as they are better able to compete with their male counterparts in places such as government, learning institutions and even leadership positions.

❖ **Eliminating Crime against Women**

Many of the social evils and crimes against women can be easily eliminated by educating women. Incidents of dowry, flesh trade, female infanticide as well as harmful customary practices can be eradicated by educating women of a society. An educated woman plays a very important role in a civilized family and influences the thoughts and beliefs of its members.

❖ **Small family planning**

Educated women understand that small families are happy families. They can effectively contribute in controlling the population of India as they would like to marry at a later age in comparison to the uneducated woman.

❖ **Better Standard of Living**

Better standard of living for the family is one of the advantages of women/female education. It doesn't take a mathematician to conclude that a family relying on double wages is more content and happy than a family which relies on the income of a single parent.

❖ **Improved Health and Hygiene**

Educated girls and women are aware of the importance of health and hygiene. Through health education, they are empowered to lead a healthy life-style. Educated mothers can take better care of both herself and her baby.

❖ **Dignity and Honour**

Educated women are now looked upon with dignity and honour. They become a source of inspiration for millions of young girls who make them their role-models. An uneducated woman may lack the courage to speak for her own dignity while an educated woman will be confident enough to fight for it.

❖ **Self Reliance**

Education makes a woman self reliant; that is, she does not depend on anyone for her own survival as well as the survival of her children. She knows that she is educated and could well be employed equally like men and

fend for the needs of her family. A woman, who is financially independent, can raise her voice against injustice and exploitation.

❖ **Inspiration for others**

There are a lot of women in India who have done exceptionally well in various fields of life. Women like PT Usha, Mary kom, Hima Das, PV Sindhu, Sania Mirza, Saina Nehwal, etc. have won various trophies and medals in their respective fields and showed the girl power to Indian people. After looking at them, a lot of girls came out of their houses and showed what actual talent they carry inside them.

❖ **Reduction in corruption**

Women Education is also advantageous in case of corruption. Women education helps women to get educated and know their rights and duties and hence can stop corruption.

❖ **Educated society**

Women education leads to increased levels of literacy in the world. This is the case when these girls gain education that can help them better their lives.

❖ **Reduce Poverty**

Women Education also reduces poverty. This also contributes significantly to the family welfare. This is because their children are more likely to acquire good education and they are also able to save and invest for the benefit of their families.

❖ **Prevents Social Exclusion of Women**

A girl child who doesn't go to school today, is most likely to work as a domestic help in household chores in her own house as well as other houses; mostly only for petty sum of money. An uneducated woman or a girl is most likely to work as domestic help or in extreme cases pushed into flesh trade; unlike men or boys who easily get employed as unskilled labours despite being uneducated.

❖ **Integral Development**

An educated woman helps to develop national integration, world peace and international understanding. Today the developing as well as the underdeveloped countries strive for integral development; that is, they have realized that the true development of a nation can be achieved only when no one is left behind on the path to progress.

❖ **Exploring the Hidden Potential**

Women education in developing countries is essential for their growth and stability. Who knows that the girl who is working as a domestic help has the potential to become a doctor, if only she is given the right guidance and an opportunity to do so. When it comes to brain and the use of it, women are no inferior to men; why not to help them achieve their aspirations. It would ultimately benefit the nation, as a woman is less likely to leave her roots and migrate to other nation.

❖ **Women in Politics or Bureaucracy**

Girl empowerment also contributes to equality in political representation. This is because the girls have more confidence to compete for leadership and political seats. Educating women will also lead them to become political leaders, who can fight for the rights and justice of other women. Women political leaders or bureaucrats can more effectively fight against injustice and other crimes against women; ultimately leading to a balanced society.

❖ **National Development**

Women are increasingly participating in the national development process. They are making the nation proud by their outstanding performances almost every sphere including medical science, social service, engineering, etc. This leads to more developed economies. This is because the women are able to work and acquire income which translates to higher levels of a country's GDP. By empowering women, we enable the nation.

❖ **Economic development and prosperity**

There is a positive relation between education and economic development. Educated women increase the production of goods, service and national income. Education will empower women to come forward and contribute towards the development and prosperity of the country. In addition to these others importance of women education are highlighted below:

- ❖ An educated women makes the home happy and healthy.
- ❖ An educated women are aware to sense of justice.
- ❖ Overall development of society.
- ❖ Reduction in domestic violence.
- ❖ Availability of Quality workforce.
- ❖ Women education provides to women's Self-esteem.
- ❖ An educated women are aware to human rights.

DIFFERENT RECOMMENDATION ABOUT WOMEN EDUCATION

Our national and social leaders feel that no national development can take place without women's education. Therefore, education of women has been regarded as a major programme in India. In order to minimise the existing gap between the education of boys and girls and to expand and develop women's education, the Government of India has appointed different commissions and committee.

The Indian Education Commission (1882)

“It will have been seen that female education is still in an extremely backward condition”. For the spread of women education the commission made some important recommendations- Govt. should give more liberal grants to private girl's school. Establishment of Normal School for training of women teachers. School fees should be nominal.

University Education Commission (1948 1949)

The university Education Commission is popularly known as Radhakrishnan Commission. This Commission analysed the problem of women's education at the college and the university level and made the following recommendation:

- ❖ **Amenities of life:** The ordinary amenities of life should be provided for Women in College originally planned for men but to which women are being admitted in increasing numbers.
- ❖ **Educational opportunities:** There should be no curtailment in educational opportunities for women but rather a substantial increase in them.
- ❖ **Educational guidance:** There should be an intelligent educational guidance by qualified men and women to help women to get a clear view of their real educational interests and to provide good education according to their needs and capacities.
- ❖ **Normal place in society:** Women should be helped to find their normal place in society both as citizens and as women.
- ❖ **Equal salaries:** Women teachers should be paid the same salaries as male teachers for equal work.
- ❖ **Equality in co-educational institutions:** In co-educational institutions, due weightage should be given to women.
- ❖ **Cultural and social responsibility:** Men should be encouraged to extend right courtesy and social responsibility in mixed college.

Secondary Education Commission (1952- 53)

This commission stat that our constitution has guaranteed equal rights for both the sexes in all works of life (section 16 A). So every type of education open to men should also be open to women. Women have made their mark almost in all the fields which generation ago would have been considered as unsuitable for them.

National Committee on Women's Education (1958)

Accordingly, the Government of India appointed the national committee on women's education under the chairmanship of Smt. Durgabai Deshmukh. The committee made following recommendation:

- ❖ **Universal enrollment:** The attempt for expansion of girls education should aim at universal enrollment of girls in the age group 6-11 by 1979 and in the age of 11-14 by 1981.
- ❖ **Publicity programme:** Publicity programmes should be launched to awaken the people towards the need of women's education. For this purpose documentaries and films concerning women's education should be prepared and displayed.
- ❖ **Education for adult women:** Central Social Welfare Board should start condensed courses to give suitable education to adult women.
- ❖ **Scholarship:** There should be provision for an adequate number of scholarship to encourage the girls to continue their education.
- ❖ **Facilities in isolated and backward areas:** The girls students of backward, hilly and isolated areas should be provided with facility such as free transport and free residential accommodation to encourage them to get education.
- ❖ **National Council for women's education National:** Council for women's education should be set up for studying the needs and problem of women education at the national level.
- ❖ **State Council for Women's Education:** At the state level, State Council for women's education should be set up.
- ❖ **Women's education in five year plan:** Women's education should get an important place in five year plans and the planning commission should make an estimation for women's educational requirement.
- ❖ **Close up the gap:** The gap between the education of men and women should be filled as fast as possible.
- ❖ **Encouragement to co-education:** Where it is difficult to start separate School for Girls, co-education should be encouraged.
- ❖ **Improvement programme:** The recommendation made by the Central Advisory Board of Education for the improvement of women's education should be implemented. The programme includes; construction of teachers quarters, provision of school teachers, provision of rural allowance for the lady teachers working in the villages, provision of hostels, provision of uniforms, provision of mid-day-meal, construction of sanitary blocks.

Hansa Mehta committee (1961)

In 1961 the National Council for women education appointed a committee under the chairmanship of Sm. Hansa Mehta to solve the problems of a separate curriculum for girls and to suggest measure for the improvement of women's education it made the following recommendation:

- ❖ Co-education should be adopted and encourage at the primary stage.
- ❖ Separate primary school or middle school for girls should be started where there is such demand and where there is adequate enrollment.
- ❖ Separate and co-educational institutions can be started at the secondary school and college stages. parents should send their daughters to the institutions they like.
- ❖ Number of women teacher should be increased in primary school.
- ❖ There should be a common curriculum for boys and girls at the primary and Middle stages.
- ❖ Home science is a useful subject for girl at the higher secondary level.
- ❖ Girls should be encouraged to study science and mathematics at the higher secondary stage.
- ❖ Special needs of girls should be kept in view while constructing the curriculum at the University stage.
- ❖ Girls should be provided with necessary facilities such as scholarship free transport and stipends.

- ❖ Women should be given adequate representation in textbook committees.
- ❖ There should be the provision of Vocational schools at the end of Secondary Education show that girl are trained for different vocations.
- ❖ Music, drawing, painting, tailoring and fine arts are the subject of interest for girls. Therefore proper facilities should be provided in the educational institution.

Shri M. Bhaktavatsalam committee (1963)

In 1963 the National Council for rapid expansion of women education in rural areas, the chairmanship of M. Bhakat Batsalam. To equalise educational opportunity between men and women and to minimise the disparity in education between men and women. The following recommendation were made by this committee:

- ❖ **Fields of public cooperation:** Direct public cooperation should be encouraged in the fields such as; establishment of private schools, construction of school building, helping in popularization of co-education at the elementary stage, polarizing teaching profession for women, giving encouragement to marriage ladies to get part-time education in village school and work as school teachers, provision of uniform to the poor and needy children, provision of the textbook and writing materials to the needy children.
- ❖ **States responsibility:** State should take up the responsibility of creating public opinion in favour of women's education for this purpose it may adopt seminars, radio talk, school improvement, audiovisual aids, and distribution of information pamphlets etc.
- ❖ **Schools in all areas:** schools should be set up in all areas howsoever small they may be. It is the responsibility of the state to provide primary schools in each habitation with the population of 300. There should be a middle school in each habitation with a population of 1500.
- ❖ **Provision of Pre primary schools:** It is essential that pre-primary schools should be attached with the primary school particularly in rural areas.
- ❖ **Good school building:** buildings which are not suited to school functions should be changed and good school building should be provide to meet modern education needs.
- ❖ **Women teacher:** More and more women teacher should be appointed in primary school.
- ❖ **Good working conditions:** Working condition of the teacher should be good and inspiring.
- ❖ **Part-time appointment:** Some women leave the teaching profession after marriage. They should be encouraged to continue teaching and offered part-time appointment.
- ❖ **Education for adult women:** To educate adult women particularly in rural areas.
- ❖ **Relaxation in age limit:** Age limit for the married and unmarried women teacher should be relaxed.
- ❖ **Training facilities:** More training facilities should be given to women candidates to meet the increasing demand for additional teachers. and also recommended
 - ❖ Posting of women teacher near their homes,
 - ❖ Hostel facilities
 - ❖ Residence for women teachers
 - ❖ Sound inspection
 - ❖ Adult education etc.

National Council for Women's Education (1964)

National Council for Women's Education was set up in 1959 by the central Ministry of Education. It was constructed in 1964 and considered of the Chairman, the secretary and 27 members. The main function of the Council are follows:

- ❖ To advise the government on the education of the girl at school level and the education of adult women,.
- ❖ To suggest and fixed programmes, target and priorities for the improvement and expansion of girls and women's education.
- ❖ To suggest suitable measures for creating public opinion in favour of girls and women's education.

- ❖ To create awareness in the society with regard to the importance of women's education.
- ❖ To organize seminars, survey other research work for the improvement of girls education in the country,
- ❖ To make periodic evaluation for the progress of women's education.

The Education Commission (1964-66)

The Commission said that ‘For all development of human resource the improvement of human beings and for moulding the character of children the education of women is of great importance than that man.’

The commission suggested that:

- ❖ Women's education should be regarded as a major programme in education for some years to come and a bold and determined effort should be made to face the difficulties involved and to close the existing gap between the education of men and women in as short a time as possible;
- ❖ On priority basis funds required for them should be provided.
- ❖ There should be a special machinery at the state and central level to look after the women's education and both official and non- officials should be involved in chalking out the plan and implementation of programmes for women's education.
- ❖ Greater attention will be paid to the problems of training and employment of women teachers.
- ❖ Teaching, nursing and social service are well organised areas where women can have an useful role to play.
- ❖ Efforts should be made to accelerate the expansion of girl's education. The ratio of male and female education should come to 2:1 from 3:1 in 20 years.
- ❖ Emphasis should be placed on establishing separate School for Girls provision of hostels and part time and vocational courses.
- ❖ The present proportion of women students and men students 1:4 should be increased to about 1:3 at the University stages in order to meet the requirements of women in different fields.
- ❖ Research units should be set up in one or to universities to deal specially with women's education.

The National Education Policy (1968)

The education of girls should receive emphasis, not only on grounds of social justice, but also because it accelerates social transformation.

The National Education Policy (1986)

‘Education will be used as an agent of basic change in the status of women. The National Education system will play a positive; interventionist role in the empowerment of women.

The Central Government had in 7 May 1990 appointed a committee to review NPE, 1986 under the chairmanship of Acharya Ramamurti. The committee considered Women's Education to be a vital component of the overall strategy for securing equity and social justice in education.

So the committee reviewed the NPE and Programme of Action in the context of women's education and made recommendations with regard to the following dimensions:

- ❖ Access to education and equality of learning.
- ❖ Employment of Women.
- ❖ Training of teachers and other educational personnel.
- ❖ Research and development of women's studies. Representation of women in the educational hierarchy.
- ❖ Content of education and gender bias. Vocational education.
- ❖ Adult Education for Women.
- ❖ Resources
- ❖ Management

Programme of Action, 1992

The Janardhana Reddy Committee (JRC), in its report submitted in January, 1992, came to the conclusion that while very little of the NPE, 1986 required re-formulation the Programme of Action (POA) needed to be revised considerably.

The committee recommended that the following measures will be taken to make the education an effective tool for women's empowerment:

- ❖ Enhance self-esteem and self-confidence of women.
- ❖ Building of positive image of women by recognizing their contribution to the society, policy and the economy.
- ❖ Developing ability to think critically.
- ❖ Fostering decision-making and action through collective processes.
- ❖ Enable women to make informed choice in areas like education, employment and health;
- ❖ Ensuring equal participation in developmental processes.
- ❖ Providing information, knowledge and skill for economic independence.
- ❖ Enhancing access to legal literacy and information relating their rights and entitlements in society with a view to enhance their participation on an equal footing in all areas.

The National Perspective Plan for Women's Education (1988 2000)

The National Perspective Plan for Women's Education was formed with some important objectives for women's education. So that women can enter into social, political, cultural, economic and educational fields.

This plan emphasizes the following topics:

- ❖ All levels of education should increase the opportunities for girls to get education.
- ❖ For the purpose of national development, special programs should be organized for girls' education.
- ❖ Co-educational institutions need to be encouraged for education.
- ❖ Boys and girls education gap should be minimized.
- ❖ Administrative organizations need to be established.
- ❖ Women education should be encouraged through hostel, scholarships and various educational aids.

National Population Policy (2000)

This policy emphasize on the nutrition, drinking water, sanitation, housing, environment, women in difficult circumstances, violence against women's, right of the girl child and mass media foe women's. This policy emphasizes the followings:

- ❖ Improving the infrastructure of health services to provide more health workers.
- ❖ Total fertility rates can be reduced by 2010 with various surgical procedures.
- ❖ According to our constitution, provide free and compulsory education for boys and girls the age group of upto14 years.
- ❖ Girls should be married after the age of 20 years and at least before 18 years should not be married.
- ❖ Arrange delivery as institutionalized as possible.
- ❖ Birth-death-marriage and abortion is 100% documented.
- ❖ The Rural Community Health Service needs to improve. So that women's education is not interrupted due to poor health.
- ❖ Keeping the family size small and taking various measures for the education of women.

National Education Mission (2010)

In 8 May 2010, the Government of India announced a National Education Mission for the Empowerment of Women. The following are some of the special objectives of the National Mission for Empowerment of Women:

- ❖ Empowering women to have equal participation in decision making in social, economic and political fields.
- ❖ Healthcare services up to the highest level of education, Vocational training and vocational counseling, Work at all levels of employment occupational health protection, Social protection, ensuring equal wealth of women of different species, including financial resources.
- ❖ Establish separate court for women by specifying law against oppression at home or elsewhere.
- ❖ Strengthening the legal services infrastructure for women's justice against all forms of discrimination of women.
- ❖ Eliminating gender discrimination.
- ❖ Eliminating all forms of violence and discrimination against women and girls and eliminating all forms of sexual abuse against women in public and private workplaces.
- ❖ Ensure participation of women and men equally in the social activities.

PRESENT LITERACY CONDITION IN INDIA OF WOMEN EDUCATION

Day to day we had seen different commission report -right to equality, right to freedom and right to education of all people. But the present literacy condition of women is different. This is shown in the following table

Census- 2011	
Total literacy rate	Female literacy rate
74%	65.5%

Enrolment in Education (Census- 2011)					
Primary Education		Secondary Education		Post-Secondary Education	
Total	Female	Total	Female	Total	Female
93%	68%	69%	46%	25%	11%

This literacy rate not enough for us, various policy and commission, different 5 year plans are strongly recommended about women education and empowerment. The Eleventh and twelfth 5 year plan places the highest priority of women education. But we found the women education rate is low.

INITIATIVES OF INDIAN GOVT. AND CONSTITUTIONAL PROVISION FOR WOMEN EDUCATION.

- [1] **Balika Samruddhi Yojna (1997):** For girls child development.
- [2] **Sarva Siksha Abhiyan (2000):** To impart quality education to girls and SC, ST also.
- [3] **Mahila Samakhya:** Started in 1989, this scheme uses education as a tool for empowerment. This scheme is being carried out in 8,000 villages in 53 districts in the states of Andhra Pradesh, Assam, Bihar, Gujarat, Karnataka, Kerala, Madhya Pradesh, and Uttar Pradesh. (MHRD Annual Report, 2014-15).
- [4] **Nari Adalat (2007) :** For women justice in the society. 33% reservation in panchayet has already for women and reservation bill is pending to parliament separate reservation to women education and empowerment.
- [5] **Kasturba Gandhi Balika Vidyalaya Scheme (KGBV):** This scheme was launched in July, 2004, to provide education to girls at primary level. It is primarily for the underprivileged and rural areas where literacy level for girls is very low. The schools that were set up have 100% reservation: 75% for backward class and 25% for BPL (below Poverty line) girls. (MHRD Annual Report, 2014-15).
- [6] **National Programme for Education of Girls At Elementary Level (NPEGEL):** This programme was launched in July, 2003. It was an incentive to reach out to the girls who the SSA was not able to reach through other schemes. The SSA called out to the "hardest to reach girls". This scheme has covered 24 states in India. Under the NPEGEL, "model schools" have been set up to provide better opportunities to girls. (MHRD Annual Report, 2014-15).
- [7] **National Scheme of Incentive to Girls for Secondary Education (NSIGSE):** Was launched in May 2008 with the objective to establish an enabling environment to reduce the dropout and to promote the enrolment of girl children belonging mainly to SC/ST communities in secondary schools. (MHRD Annual Report, 2014-15).
- [8] **Indira Gandhi National Scholarship Scheme:** Is provided for single girl child for pursue both higher and technical education. (MHRD Annual Report, 2014-15).
- [9] **Swami Vivekananda Scholarship for Single Girl Child:** The dropout ratio at various levels of education for girls is much higher than that of boys. Keeping Swami Vivekananda ideas of women education and to promote girls education, UGC has introduced the Swami Vivekananda Scholarship for Single Girl Child for research in Social Sciences with an aim to compensate direct costs of higher education especially for such girls who happen to be the only girl child in their family. (MHRD Annual Report, 2014-15).
- [10] **Saakshar Bharat:** The National Literacy Mission was recast with its new variant, Saakshar Bharat launched in 2009. It aims to accelerate adult education, especially for women's (in the age group of 15 years and above) who have no access to formal education, targeted female literacy as a critical instrument for women's empowerment. This has led to increase illiteracy, amongst women, from 53.67% (Census 2001) to 65.46% (Census 2011).
- [11] **Ladli (2005):** To raise the status of the girl child in the society providing them the right to birth and right to survival.
- [12] **Udaan:** The Scheme is dedicated to the development of girl child education, so as to promote the admission of girl students. The aim is to address the teaching gap between engineering entrance examinations. It seeks to enhance the enrolment of girl student's in prestigious technical education institutions through incentives & academic support (MHRD Annual Report, 2014-15).
- [13] **Pragati:** Scholarships for Girl Child for Technical education. It aims at providing encouragement and support to girl child to pursue technical education (MHRD Annual Report, 2014-15).
- [14] **Beti Bachao, Beti Padhao:** This is newly announced Scheme of the Govt. of India for enhancing girls' education in India. (MHRD Annual Report, 2014-15).

[15] **Swayamsidha Yojna (2001-2002):** Self-reliance and empowerment of women.

[16] **Kishori Shakti Yojna (2000-2001):** Adolescents strength and awareness (11-18) years of age.

[17] **Kanya Vidya Dhan Yojna (2004):** To promote higher education among girls

[18] **Moulana Azad National Scholarship Scheme (2003):** For the promotion of girls education in the country.

PROVISIONS IN INDIAN CONSTITUTION FOR WOMEN EDUCATION:

The rights and safeguards enshrined in the constitution for women in India are listed below:

- [1] **Article 15(1)**, The state shall not discriminate against any citizen of India on the ground of sex.
- [2] **Article 15(3)**, The state is empowered to make any special provision for women. In other words, this provision enables the state to make affirmative discrimination in favour of women.
- [3] **Article 16(2)**, No citizen shall be discriminated against or be ineligible for any employment or office under the state on the ground of sex.
- [4] **Article 23(1)**, Traffic in human beings and forced labour are prohibited.
- [5] **Article 39(a)**, The state to secure for men and women equally the right to an adequate means of livelihood.
- [6] **Article 39(d)**, The state to secure equal pay for equal work for both Indian men and women.
- [7] **Article 39(e)**, The state is required to ensure that the health and strength of women workers are not abused and that they are not forced by economic necessity to enter avocations unsuited to their strength.
- [8] **Article 42**, The state shall make provision for securing just and humane conditions of work and maternity relief.
- [9] **Article 51-A(e)**, It shall be the duty of every citizen of India to renounce practices derogatory to the dignity of women.
- [10] **Article 243-D(3)**, One-third of the total number of seats to be filled by direct election in every Panchayat shall be reserved for women.
- [11] **Article 243-D(4)**, One-third of the total number of offices of chairpersons in the Panchayats at each level shall be reserved for women.
- [12] **Article 243-T(3)**, One-third of the total number of seats to be filled by direct election in every Municipality shall be reserved for women.
- [13] **Article 243-T(4)**, The offices of chairpersons in the Municipalities shall be reserved for women in such manner as the State Legislature may provide.

CONCLUSION:

Looking at the history of women's education in India, we can see that women education have not seen much progress due to various backwardness. But, due to various policies and recommendations at different times, women's education has expanded rapidly. Today, girls continue to contribute in almost every field. The girls are working in parallel with the boys in the field of sports, teaching, doctor, pilot, law and politics etc.

But despite the rapid expansion of current women's education, the condition of the village society has not improved. Village girls are far behind in urban areas. In doing research, researchers have found that parents' poverty, social prejudice, lack of social mobility, lack of security, crime against women, gender discrimination, patriarchal society, disregard for women's education, etc. However, it cannot be denied, that the people of the village society have become aware. Village girls are being educated in higher education today.

It is clear that Government of India has taken so many initiatives for the improvement of girls' education. In spite of that the status of girls' education has not been increased in expectation level because these

initiatives only bookies not practical, these initiatives have not been reached to the grass root level. So, Government of India must have to take responsibility to implement these schemes and provisions at grass root level.

Finally I can say that in order to make the real development of women's education first, the thinking of the people has to change and the social awareness needs to be increased. The teachers, students and parents have to come forward in this regard. Especially mothers need to be aware because we know that “a good mother is equal to hundred good teachers”.

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