

RIGHTS OF WOMEN IN INDIA WITH SPECIAL REFERENCE TO  
RIGHT TO EDUCATION



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## SUPERVISOR CERTIFICATE

It is to certify that Mr.Siddharth Singh is pursuing Master of Laws (LL.M.) from National Law University and Judicial Academy Assam has completed his dissertation titled "RIGHTS OF WOMEN IN INDIA WITH SPECIAL REFERENCE TO RIGHT TO EDUCATION" under my supervision. The research work is found to be original and suitable for submission.



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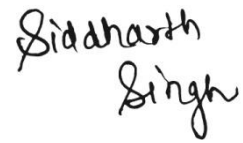
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## DECLARATION

I, SIDDHARTH SINGH, pursuing Master of Laws (LL.M.) from National Law University Assam and Judicial Academy, Assam, do hereby declare that the present dissertation titled “RIGHTS OF WOMEN IN INDIA WITH SPECIAL REFERENCE TO RIGHT TO EDUCATION” is an original research work and has not been submitted, either in part or full anywhere else for any purpose, academic or otherwise, to the best of my knowledge.

**Date:** August 21, 2020



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## **ACKNOWLEDGEMENT**

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I am also thankful to my mother for giving me the constant support, motivation and encouragement throughout the work, so that I can complete my dissertation with utmost dedication.

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## **PREFACE**

In India, the goals and aims which we are trying to achieve for the children of our country since the independence, that is Universalization of Elementary Education has come a step closer with the Right to Education (RTE) Act, 2009. This is an act for the children which provide provisions of children ages between six and fourteen years in our country. The RTE Act with its diverse features and goal to provide social justice is a landmark act and has opened many doors for our children in our country. The RTE Act 2009, has opened many doors for children, yet the larger concern, It whether the children of our country will be able to take the advantage of the opportunities provide to them by this Act. Especially the girl child, as per the report of National University for Educational Planning and Administration (NUEPA) clearly state that the many girls got enrolled in the primary and upper primary level. But they leave the education early or very few reaches the secondary level especially the girls belonging from the rural areas. The gap is quite higher between the primary level to secondary level. According to “MHRD (2015-2016)” report there is the difference of 3.1% of enrolment rate from the primary and upper primary level. But the difference increases by 16.5% from elementary to secondary level which is quit higher. The present study is attempted to examine the various challenges and barriers responsible in the uplifting of women education. The study also tries to analyses the working of the Right to Education Act (RTE), 2009 with special reference to look after barriers and challenges arising in women education.

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1. *Avinash Nagra Vs. Navodaya Vidyalaya Samiti*
2. *Bandhua Mukti Morcha V. Union of India and others*
3. *Dipak Kumar V. Kolkata Municipal Corporation,*
4. *Islamic Academy of Education V. State of Karnataka,*
5. *Institute Commission of India V. St. Mary School*
6. *Mohini Jain V. State of Karnataka*
7. *Modern School vs. Union of India*
8. *Unnikrishan v/s State of Andhra Pradesh*
9. *TMA Pai Foundation V.State of Karnataka*
10. *Ashoka Kumar Thakur vs. Union of India and others*

## **TABLE of STATUTES**

- 1894- Karnataka Educational Institution (Prohibition of Capitation Fee) Act
- 1935- The Government of India Act
- 1945- United Nations Charter
- 1948- The Charter of Universal Declaration of Human Rights
- 1950- The Constitution of India.
- 1955- The Protection of Civil Rights Act.
- 1966- The Charter of International Covenant on Civil and Political Rights
- 1979- Convention on Elimination of All Forms of Discrimination against Women
- 1989- The Convention on the Rights of the Child.
- 2005- Right to Education (RTE) Bill
- 2008- Right to Education (RTE) Bill
- 2009-The Right of Children Free and Compulsory Education Act.

### TABLE of ABBREVIATIONS

1.	AIR	All India Reporter
2.	ASER	Annual Status of Education Report
3.	CRC	Convention on the Rights of Child
4.	CEDAW	Convention on the Elimination on the Discrimination against Women
5.	CSR	Child Sex Ratio
6.	DIET	District Institute of Education and Training
7.	EDI	Education Development Index
8.	EWS	Economically Weaker Section
9.	GER	Gross Enrolment Ratio
10.	ICCPR	International Covenant on Civil and Political Rights
11.	KGBV	Kastruva Gandhi BalikaVidyalaya
12.	MDM	Mid-Day Meal
13.	MHRD	Ministry of Human Resource and Development
14.	MSP	Mahila Samakhya Programme
15.	NUEPA	National University for Educational Planning and Administration
16.	NCTE	The National Council for Teacher Education
17.	NPEGEL	National Programme for education of girls at the elementary Level
18.	POA	Programme of Action
19.	PTR	PupilTeacher Ratio
20.	RTE	Right to Education
21.	SSA	SarvaShiksha Abhiyan
22.	SC	Scheduled Caste
23.	SMC	School Management Committee
24.	ST	Scheduled Tribe
25.	UGC	University Grants Commission
26.	UNICEF	The United Nations Children's Fund
27.	TET	Teachers Eligibility Test
38.	UN	United Nations



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## CHAPTER- 1

### 1.1.Introduction

*“Educate one man, you educate one person but educate a women and you educate a whole civilization”* Mahatma Gandhi

Education is one of the crucial aspects for the development of the society. It is the weapon which would yield the negativity from the Nation. When it comes with women education is acts as the growth of the entire nation. Nations growth can be determined by looking at the status of women. Where education brings a reduction in the inequalities and further being to improve the status of the family. It has been said earlier that if you educate the men, then only the individual will grow and if you educate the women then the whole family, society will grow to its fullest extent. This would give enormous growth to the nation. As per Right to Education Act<sup>1</sup> provides fundamental rights of every child between the ages group of (6 to 14) years. Earlier there were times where people use to think what the purpose of teaching the girl child.

In Hindu aspects, women’s were only taught religious and moral instruction at home. Since they were only destined for child bearing and child rearing, household chores, they were denied the formal education. Earlier it was only thought to collect the money for the marriage of her daughter and makes them indulge in household work. What is the purpose of educating the girl child? However over the period of time as the result of the social reformer, women began to gain the access of education. But now it has been began to realize that women’s education is very essential for the growth and development of the Nation. Where in the modern age is the awaking one where women try to compete with men in every sphere of life, where educating the women acts as the building blocks of the nation. We cannot neglect the importance of women education in the country. As the growth rate of women education is very low in the rural areas, despite of various policies been implemented yet the status of the women is not at the satisfactory level. Critically stated that the larger womenfolk’s of

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<sup>1</sup>The Constitution of India, 1950, Art. 21(1)(a)

our country of our country is still illiterate, weak and exploited. As educating the women act as the powerful tool for changing of the society. “Where education must be understood as a tool for social change where an educated individual understands one self identifies and develops her skill, enjoys her rights and equality in society.” As the right of education is a fundamental right in our country. The act provides the education to the children of six to fourteen years. The RTE Act with its diverse features and the goals to provide the social justice in a landmark act and has raise the aspirations of the people in our country. This Act has opened the many doors for our children especially to the girl’s education. But the status of the girl’s education is not improving at the satisfactory level according to the determined parameters. To know the status of women education, the enrollments rates and the dropouts rates in the primary and secondary level.

Under 86<sup>th</sup> Amendment Act<sup>2</sup>, states that it is the State to provides “free and compulsory education of (6 to 14) years”. Government initiates the scheme called“ Sarva Shiksha Abhiyan (SSA)”<sup>3</sup> which aims to provide primary education to every child from disadvantages areas. Various consisted efforts have been led down by both the central and state government for improving the literacy rates of women. Furthermore schemes have been led down in expanding the scope of women education and further improve the quality of education. However despite of various attempts, the status of women education desired lots to lead down in uplifting the women literacy in India.

According to the “Census 2011 Report”, the literacy rate was 74% where the literacy rate of men and women were 82.1% and 65.5% respectively. There have been gap of 16.6% as compare to man. From the previous census 2001 literacy rate of women (53.7%) .From the reference only 5 % increase in the gap from census 2001 to 2011. Although very low changes in the literacy rate expresses the woman education. Several schemes have been initiative by the Government the improve the women’s literacy status. Such as “BetiBachao BetiPadhao”2015 has been initiative to put

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<sup>2</sup>The Constitution (Eighty Six Amendment) Act, 2002

<sup>3</sup> “<https://www.aicte-india.org/reports/overview/Sarva-Shiksha-Abhiyan>” visited on: 16-5-2020

further emphasis on the improvement of the girl's education in India and improve the child sex ratio and 'Sukanya Samridhi Yojana' initiated in the year 2015. This Yojana objective is to provide the financial support in higher education and supports the families in the marriage of their daughter. Government of India is also taking responsibility to make girls' toilet in every schools for the purpose of minimizing dropout rate in the schools. The Government of India initiates various policies for increasing the enrolment rates and minimizes the level of dropouts of girl child in school. For such purpose both the Central and State government to initiates to build numbers of new primary and secondary schools, separate toilets for girls, increasing the number of female teachers in school. As per the report 2014<sup>4</sup> "at middle and high schools, there is a correlation between the lack of toilets and drop-out rates." The purpose of the study is to assertion the challenges and barriers which are coming in girls child education, focus on improving dropout rates of girls child in primary and secondary level.

## **1.2.Statement of Problem**

Women education is one of the essential factors which determine the actual growth of the nation. Therefore the state must take initiative to improve the female the literacy rate of the country. The studies shows the literacy rates have been increased in the primary level, but there have been slightly downfall of women education in the secondary level. The government has taken many initiatives to improve the literacy rate and to provide the access of quality education. Still many children got enrolled at the primary and upper primary level but they leave there studies when moving towards girls education. The gap is quite higher between the primary level to secondary level. According to "MHRD (2015-2016)" report there is the difference of 3.1% of enrolment rate from the primary and upper primary level. But the difference increases by 16.5% from elementary to secondary level which is quit higher. According to the "Census 2011, the male and female literacy rate is 82.1% and 65.5% respectively. "There is the gap of 16.6% which is quite higher. Where the literacy rate of females is consistently very low in rural areas as compared to urban areas. The

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<sup>4</sup> " Annual Status of Education Report (2014)" visited on 18-5-2020

annual dropout rate of girls at primary level is 3.88% and upper primary level is 4.6%, where the difference of 16.88% arises at secondary level. In the SCs and STs it is 19.5% and 24.40% respectively. The reports show that female tends to leave education early.

There were various factors highlights for such as early marriages, engage in household chores and where parents not intervened to support the girl children in their higher education. The present study is attempted to examine the various challenges and barriers responsible in the uplifting of women education. The study also tries to analyses the working of the Right to Education Act (RTE), 2009 with special reference to look after barriers and challenges arising in women education. They study shall suggest intervene strategies for improving the girl child education

### **1.3. Research Objectives**

The aim of this research is to make an analytical study on the impact of Right to education Act on women education in India.

1. To access the present status of women's education in India.
2. To discuss the concept of "Constitutional guarantee of Right to Education"
3. To explore "the concept of child right of free and compulsory education in India".
4. To study the legal regulatory framework of women education in India
5. To determine the status of women education at the primary and secondary level.
6. To discuss and critically analyze the problems and barriers which are arising in women education and further suggest the potential solutions for improving the status of women education.



#### **1.4.Limitation of the Study**

Though there are many forms of Education levels in the society the study focuses mainly on the school education level only, as it is the fundamental learning of the child in any society. Moreover, the study is confined to the right of children to free and compulsory education content at the primary level and Secondary and senior secondary education level. Furthermore dropout rates of women are up to secondary level.

#### **1.5. Research Methodology**

This research is predominantly based on doctrinal research where analysis of case law, legal propositions and statute. The historical method is used to sketch the origin and development of Right to Education. The primary sources are the statute of “The Right of Children to Free and Compulsory Education Act, 2009” and its relevant Central and State Rules, Constitution of India, International Covenants and Treaties, “Universal Declaration of Human Rights(UDHR)” and allied statutes. Further, tries to sketch the concept of “Compulsory education.”The Secondary sources are judgments of the Supreme Court and High Courts in India, text books, journals, reports and newspapers, articles and also internet sources.

The researcher has gathered materials both the primary as well as secondary sources which are available at online e-recourses of database available at NLUJAA Library and NLUJAA Intranet. For this mentioned reason, the Researcher will analyze the scholarly articles, research papers MHRD & NUEPA (2011-2016) reports, international instruments, and conventions, Constitution of India, legislative provisions, case laws comments and other aspect related with issue.

## **1.6. Review of Existing Literature**

**Deepa Idnani** in his book “**Right to education and schooling**” explains the “concept of the Universalisation of Elementary Education (UEE)”, it also explores the critical thinking around the historical antecedent to the contemporary times, these book broadens the horizon around the Act and draws the image of empirical studies which would help in improving good practices for practitioners and researchers.

**Dr. G. Kanagavalli** in his article “**Women Education in India**” explains “the recent position of women education in India”. Further analyze the education equality in India. It also put forward the recent policies which leads towards the growth of the women education.

**Malini Sur** in journal “**Women Right to Education: A narrative on International law**” concludes right to women education in the international platform in the present scenario. Furthermore, explains the broad explanation of International legal framework on education with the reflection of India’s present situation.

**Subhangi Devi** in his article “**A study on women education in India**” explains the importance of women education and various barriers and challenges faced regarding the women’s education. Further put forward the women education by providing trainings, workshops to increase the women participation.

**Sanjukta Sahoo** in his article “**Girl Education in India; Status and Challenges**” depicts the present situation of women education through the reports published by the Government of India. Its further put more emphasis on the enrollment rates of women in the primary and secondary level. Conclude the study on the reports provided by the Ministry of Higher Education Department. On the basis of statistical data variation of the enrolment rate and dropout rates at primary and secondary level.

**Rouf Ahmed Bhat** in his article “**Role of Education in the Empowerment of Women in India**” says that women education has keen role in the “development of

the nation”. Empowering of women could leads to bring the reduction inequalities. Furthermore improves the status within their family and develops the concept of participation.

**Sonal Mober Roy** on this article “**Impact of RTE Act on girl’s education**” explains the condition of women enrollment and the dropout rates. It further explores the challenges faced by the girls in acquiring the education. Elaborates the various dimensions equity and quality under the RTE, and further explains the suggestive measures.

### **1.7.Research Design**

With above analysis of the present research been conceptualized in the seven chapters.

1. The First chapter elaborates to the concept of the “Right to Education with special reference to women education”, its enactments, importance of the Act, Scope and limitation of this research, hypothesis, sources are dealt with questions in addition to providing an apt background to the entire thesis.
2. The second chapter explains the historical background of “women education in India”. Explains the evolution of “women education during Vedic Period, Buddhist Period, Muslim Period, British Period and Modern Period”.
3. The Third chapter explains the Right of Education in Indian Constitution perspective, further study the concept of the “Free and Compulsory Education”. Analysis and interpretation of the “Right of Child to free and compulsory Education Act , 2009”.
4. The Fourth chapter explains on (the International level), the right to education in as codified in the “Universal Declaration of Human Rights (UDHR), Convention on the Rights of the Child (CRC), International Covenant on Economic Social and Cultural Rights (ICESCR)”, and also has been recognized by several universal and regional instruments.

5. The fifth Chapter rested to the various commissions setup in the education system. Describe the various policies and programmes in relation the Right to Education Act.
6. The Sixth Chapter focuses on the present status of girl's education in India, their enrollment status in the primary and upper primary and secondary and Upper Secondary level. The study analysis the annual dropouts rates of girls among the different states. Further explains both at the Centre and State initiatives for the "improvement of women education in India, with major policies and the challenges of girl's education in India."
7. The Sixth chapter discusses whether the Act has really fulfilled to achieve the needs of the Children's Education in this world's largest democratic country or not. If not the recommendations and suggestions given by the researcher for overcoming the barriers of girls education to be made in the Act are given with a positive note for a better tomorrow.

## CHAPTER 2

### **Historical background of women's education in India**

#### **2.1. Concept of “Compulsory Education”**

In the age of globalization right to education is considered as the key to sustainable development of the country. This helps the society to be protected and better served by its leader. Quality of education strengthens the nation progress and its overall development. Empowering the citizens through education would help the economic progress and further increase the earning potential of the individual and transform the quality of life. Education have been further retain into various factors such as in health improvement, population control, and strengthening of democracy, good transparency and make enormous changes in the transparency in the system. Education helps an individual in the attainment of employment.

Especially educating the women would automatically improve the country development and economic growth. Educated Women is being considered as growth factor of the nation progress and development. Therefore the compulsory education should be mandatory to the children particularly from the category of weaker section, dalits, tribes and minority. The basic education would impart them from the segment of the society and from retrieve from the poverty. Thus developed them to a meaningful life. It is the state duty to provide compulsory education especially to the girl's child. Through this process it would tends to implement the stability in democracy, removing of the gender disparities from the society, through getting education the younger ones become more intellectual, enhancement of moral values. These qualities would lead the good character formation of the child.

This would help the country in adopting the new social change and further led the foundation of good citizens.

In *AvinashNagra Vs. NavodayaVidyalayaSamiti*<sup>5</sup> Under this Honble Supreme Court says that “It is well known fact that the education helps to improve the social order. An educated man has an open mind, a broad outlook, is willing to reconsider issues and make his own decisions. He is liberated from the tutelage to outmoded notions, to oppressive institutions and is always willing to learn from others and change whenever it is necessary”.

## **2.2. “Education in Ancient India”**

During the ancient India, education system was very grand and noble. The education was different from the other’s countries. Education was grand, noble unique in the country. Children were given knowledge of arts, dance, paintings, surgery and dramas. These were the part of education during that period. Where the “discipline of learning, dance, music, medicine, surgery and art of painting or sculpture and dramatics were the part of education.”

Indian came with the long tradition of education ( from the old institution of higher education at Takshashila and Nalanda University where the student come for the education from all over the globe, where the disciple were living in the Gurukul under the care and protection of gurus in Ashram. During that period Gurus were their teachers and they were highly respected by their disciple. As far as the education is considered it’s the social phenomenon related to past , present and future. Roots of the education in the country can be determined through the past history.

**The analyses of the women education in the positioned assigned to the women in the historical context.**

### **2.2.1.Vedic Period**

During the Vedic period women enjoy the high social status .Women enjoys equality in all walks of life. Though the society was patriarchal, therefore the son given the

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<sup>5</sup> (1997) 2 SCC 534 p.535

prior position in the family and daughter was equally entitled to have all the privileges as it was given son. During that period women were generally married at the late age and were also allowed to choose the partner of their choice. According to the Arthaveda says that women can become successful in married life when she acquires the proper education. They were allowed to access various branches of education. During this period women's were treated equal as to that of men. They were given full right of education, but such education was done mostly at home.

During that period, women were more intellectual, well educated and take part in decision making. During that period women occupy the various managerial and administrative positions in the society. They were holding various administrative positions during that period. They were more successful and independent during that periods. They hold various administrative positions during that period. They were more self discipline, devoted to perform their duty and professionally well settled. But they were not debarred from taking up the higher intellectual involvement. Some name were as Vishawas, JooathoseVishwavara, Jooha, Apala, Ghosha, Lopamudra, Saraswati . In intellectual feats such as Maitreyi, Gargey, Kaunanitiki and others have been participant of philosophical and intellectual discourses.

Under the Gurukuls system the Gurus shall impart the knowledge to the student (Shishya) and identified the capabilities of shishya and trained them accordingly. It was for the period of twelve years.

As the stages of Vedic education was up to the 6 years at home from (8 to 16) years at Gurukul. Girls were given the same education as that of men. But the quite the education early due to marriage but if the parents allow they tends to complete the entire education during that period.

During that period, both the gender were given military training, they were taught to spear, swordsmanship and horse riding etc. As there was no boundation of whatever the Caste of the women, they can join the forces. But the Kshatriya caste women were more interested to join the military trainings. This can through the family background

of the Kshatriya family. So the Gurus trained them by giving martial and arms training. During that period, the education was free of cost. But the Shishya from the royal and wealthy families gave assist and support to Gurukul. These support and assistance were treated as tribute to Gurudakshina during that period.

### **2.2.2. Education during later Vedic Period**

These later Vedic period were called as “Brahmanic Age”, Under this period various educational institute were setup such as “Shakha, Charana, Parishad, Kul and Gotra.” Under this institutions, more text were classified sutra literature along with “Shad Darshan” during that period. Syllabus were determined according to “Varana Ashrama System”. During this period, education become restrictive, as it was denied to “Shudras and women”. Due to this it’s continued till centuries and became curse to the society especially in the development of the women. During the Vedic period has been features in the education to his student.

1. The holistic development of the student both physical and mental.
2. It was fair and just. As there was no “discrimination on the basis of caste, sex and social status.”
3. During Vedic period education was conducted on the basis of performing certain rituals as
  - “VidyaArambha (Initiation)”
  - “Upanayana (Presented to Teacher)”
  - “Samavartana(Completion)”
4. Education Session started at the commence of full moon of “Shravana and completion on the full moon of Paush.” As it is (July to January Session)
5. Such System of providing the Shiskha to the student in the Gurukul was free of sate control. Education is given was free and universal.



### 2.3. During the Buddhist Period

With the starting of the Buddhist Period, “the education of the ladies was completely ignored.” When Lord Buddha allowed the women to take the admission in Vihar, the situation of the education of the women flourished. Due to the early marriages of the women, neglected the women education. When they were allowed to get the education especially in aristocratic and commercial sections of the society<sup>6</sup>. Therefore the large number of ladies joins the circles of education and become the lifelong student of religious and philosophy. There were strict rules of becoming the monks for women. They would only be allowed to become monks only with the consideration of the Sangh. Where the women to eligible to become the monks would be instructed by special monks. Where living with such restriction and discipline becomes very difficult for the women to survive, only the women who has keen interest and deep religious feelings were entitled to be the part of the Sanghs. Therefore women could not hold the eminent position in the Sangh.

Many had as well joined it to initiate liberated of the burdens of the worldly endeavors. As the Bhikshunis did not like to protect inferior position, so they really were more inquisitive approximately the considered as driving ardent of life. In show disdain toward of the truth that, Buddhist composing does not conversation much of the system of the education of Bhikshunis, be that as it may there are some references of cutting edge comer Bhikshunis and taking charge of their instruction. It makes clear that there must have been many course of activity for their instruction.

There were Bhikshunis whose otherworldly data was exceptionally tall and they might affect a extraordinary number of people. Many Bhikshunis took the commitments of social organizations additionally. They serve the wiped out, vagrants, etc., and considered it to be their prime commitment. Many of them had considered the rationale significantly and had gotten to be poetess and researchers. . A number of them had examined indeed legislative issues and took energetic portion in authoritative issues of the day. A couple of them had without a doubt gone to outside

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<sup>6</sup><http://www.vkmaleshwari.com/WP/?p=522> visited on 24-5-2020

countries to address Buddhism. Sheelbhattarika, Prabhudevi and Viyanka were well known in those days as scholars and writers. The sister of the Autonomous Asoka Sanghamitra was outstandingly prevalent Bhikshunis, who had done shocking organizations of Buddhism. Amid the Buddhist period , accessible of instruction generally to tall caste ladies, where the common and low caste ladies were denied under this period.

#### **2.4. During Muslim Period**

During the Muslim era, the literacy level of the women in that period was quite low. During that period the prevalence of the Parada system. This Parada system was quite famous among the class of higher and richer sections. It was considered as to the prevalent to protect the women from abduction and kidnapping activities from the Muslim rulers, noble and officials. During the era ‘Paraden system’ creates the consequences of lesser percentage of women in the acquiring the higher education while attending the educational institution. Women did not get the standard of perfection.

They only receive some sort of domestic training and how to look after the household chores. Education during that period were only for few fraction of the ladies who are basically belong to the Royal and Wealthy families. They being provided the education in their homes by the private tutors. Girls belong to the royal Muslim families being provides education in their homes and palaces. Daughter of Iltutmish Sultana Razia (1236-1240) received the education and training in addition to training of arms and horse riding. However educating the women during the medieval period was limited and restricted. Only for Royal and Wealthy families during that era.

Due to the Pardah System , education to women to women was not universal and no education being provided during that period on massive scale. Large section of women during that period remain illiterate and backward in terms of gaining education. They usually received education form their parents. Where elderly ladies in the family trained them in cooking, sewing, stitching and looking for young ones.

Worst part during that period was that there were no systematic and conscious to look after the matter of education. Only few of them got the opportunity to received the education.

## **2.5. British Period**

During the British period, “the East India Company did not consider necessary of teaching women as compare to men.” Perhaps they hold the position as lady clerks, officers which are not require for administrative purposes. Thus “Williams Adams wrote about the female education in 1838.” “All the established native institutions of education exist for the benefit of the male sex only, and the whole of the female sex is systematically consigned to ignorance and left wholly without even the semblance of a provision for their instruction.”

During the East Company rule, “there were not separate schools for girls and hardly few girls were attending the boy’s schools”. During that period girl’s schools mostly run by missionaries and private bodies. In the year 1851, Protestant Mission conducts 86 boarding Schools. “According to the Education Dispatch of 1854,there were 256 girls school in Madras(Chennai), 65 in Bombay (Mumbai), 288 in Bengal and 17 in North West Provinces”.

### **During the Period “(1857 to 1902)”**

“The Education Commission (1882)” put concerned the women education As the women education regarding is still in the backward position and need to be fostered in the legitimate way. Thus the commission recommends to spent large public funds on the women education. There were also emphasis by the private bodies in uplifting the women education. They have been noticeable by the “Europeanized communities viz BrahmoSamaj, the Parsees and the Christians.”

### **From (1902 to 1917)**

Due to reform of education system in the country, the feeling of positive apathy changed to the active apathy related to women education. Whereas the education department have taken initiative in order to improve the standard of women education. Various separate schools were setup especially for women, whereas inspectors have been appointed to look after the funds which are being provided for private entity.

Various Initiatives have been put forward in order to attract ladies in the teaching profession. There have been various initiative put forward for the encouragement of the women education. In the year 1884, Mrs. Annie Besant with the objective of importing the “Western education established the Central Hindu Girls School in Banaras (Varanasi).”

In 1916, the first Medical College named “Lady Hardinge College, Delhi” was established for the fairer sex in the country.

1917 the Overall 12 Arts Colleges, 4 Professional Colleges and 166 Secondary Schools for girls have been setup. As the women in the majority didn't continue their studies in the School for longer period. Very Few girls want for higher education.

### **From (1917 to 1947)**

These periods were terms as the period of revolution as the development of women education takes place very rapidly. At the time of Independence, there were 30 thousand institutions were setup and approximately 50 lakh women were enrolled and getting education from Such institutions.

## **2.6. “Indian Women Education During the Modern Period”**

After the Independence, there have been enormous changes takes place in the field of women education. Many “Committees and Commission” were established in order to uplift the women in their education.

1. DurgaBaiDeshmukh Committee 1958
2. HansaMehata Committee--- 1964
3. National Policy on Education—1986

There have been various changes takes place in improving the status of women education. More emphasis has been made to remove the disparities and equalization of opportunity in acquiring the education.

## **2.7.Gokhale Bill**

On March,18,1910, Gokhale moved a resolution in the “Imperial Legislature Council” to recommend to elementary education free and compulsory throughout the country. Gokhale also clarifies that the object of the Bill was to provide “for the gradual introduction of the principle of compulsion into the elementary education system of the council”. As this official members of the Council did not react favorable to the resolution, as the 33% of the male population was already in school. As the reason was held not willing to take the responsibility of such radical move. Finally the Gokhale will was withdrawn.

Again Gokhale withdrawn the bill on 16 March,1911 more or less it was same as earlier. But includes other remarkable features in the Bill such as it was permissive in nature, local bodies were given right to levy cess to meet the cost of free and compulsory education. Gokhale bill received the national wide importance and wide support of the citizens of the country. As his efforts got the significant contribution in respect of the compulsory education.

It includes various features in the Bill:

1. To established the Department of Education under the guidance of the Government of India.
2. Where the governmental authorities is published the yearly progress report on the education and the development in this area.
3. It gave stimulus to the provincial government in the desired direction. The lead was given by the Bombay Government. Due to the efforts of V.J. Patel, “Bombay Primary Education (District Municipalities ) Act of 1918” ( also known as the Patel Act) was passed.
4. It made the people conscious of the need for spreading primary education as extensively as possible.

### **2.8.Wardha Scheme**

M.K. Gandhi believed that the colonial education plays had no relevance for the majority, as it was mainly to support and sustain the colonial rule. Whereas Gandhiji considered as education is the effective needs of the country for the national reconstruction. Whereas the Gandhiji in his book ‘Harijan’ sated the articles discussing about the educational ideals discuss the scheme of “Universal education for all children between 6 and 14 years”. Where Gandhiji emphasis on the women education.

In Oct,1937 under the Presidential Conference was held at Wardha. Where this schemes if the education got his name known as Wardha of Education. Further also referred by the names as Scheme of Education/Nain Talim/ Basic Education/BuniyadiTalim(Shiksha) etc.Gandhi was critical of the existing system of education and opposed English as the medium. Some of the major features of the resolution were:

1. To provide “free and compulsory education for 7 years on a nationwide scale.”
2. Medium of Instruction to be in “Mother tongue.”
3. Remuneration of teachers to be covered by the system of education.
4. Children will be given training in some handicraft with due regard environmental friendly to the child.

The Conference appointed the committee where it was headed by the Dr. Zakir Hussain. The committee submitted the report on Dec 2, 1937. The Wardha Scheme was accepted by the congress.

However, the basic education was not free from criticism. The major criticism revolved around issues which included undue emphasis on craft as the only basis of correlation, neglect of child as too much emphasis on craft, the remuneration its shortcomings, after Independence it was accepted as the national system of education at the primary stage with some modifications. The Education Commission (1964-66) considered the movement of basic education as the landmark in the history of education in India.

## CHAPTER III

### 3.1. Right to Education and Provision in Indian Constitution

Under the Article 21(A) says that state shall provide free and compulsory education to all its citizens of the Age 6 to 14 years. The Directive Principles of the State Policy provides that state shall provide free and compulsory education to all up to the age of 14 years. Initially the Constituent Assembly didn't make a education a fundamental right, further its provides free and compulsory education as the directive principles which although not enforceable by the court of law. In the original Constitution, education was confines in the Part IV of the Constitution.

Under Article 41 provides that the state within its limits of the economic capacity and development makes effective measures for securing the right to work and the right to education. Further to protect the interest of the religious and linguistic minorities the special provisions have been put in the fundamental rights under the Part III and Article 30 by administrating and establishing the educational institution of their choice. Therefore the Article 26 provides that every religious denominator or a particular section have been authorized to established and maintain institution for religious and charitable purpose.

However the right to education is quite different from the other constitutional social rights, the main reason of being Article 45 gave the different promise than the other provision within the constitution as its impose the tome limits of the 10 years to implement the right o free and compulsory education. Among all the Articles of the Part IV of the Indian Constitution speaks of the time limit within which right should be made justifiable.

In addition to the Article 45, the right o education has been referred as the Article41 and Article 46 of the directives principle as well. Similarly the Art46 of the Constitution requires the State to promote the special care to the educational and economic interest of the weaker section of the people, especially the



scheduled castes and Schedules Tribes and to protect them from social injustice and all forms of the exploitation.

Article 29 and 30 incorporated in the Part III of the Constitution as the Fundamental Rights lays down the certain provision related to the right of education. Under this says that no citizen shall be denied of admission into any educational institution maintained by the state and receiving aid form the government fund. There shall be no discrimination on the ground of any religion, race, caste, language or any of them.

From the 86<sup>th</sup> Amendment Act 2002 inserted the Article 21(A). This provision says that state shall provide free and compulsory education to all children of the age of six to fourteen years in such manner as the state may by the law determine. In the Article 45<sup>7</sup> the changes made by the 86<sup>th</sup> Amendment Act says that Sate shall provide early childhood care and protection for all children until they complete the age of six years.

In the Art. 51(K) <sup>8</sup>the clause (k) have been added, as its becomes the fundamental duties says that the parent or guardian to provide opportunities for children to his child as the case may be ward between the age of six and fourteen years.

### **3.2. Judicial Contribution towards Right to Education**

For the development of the individual personality right to education is the essential aspect. It enables them to be the better citizens. Children right to education is one of the essential instruments of bringing the development of the individual personality. It further enables and motivate for the better participation in the political. Cultural and social life of the community. It tries to overcome the barriers of exploitation and inequalities among the citizens.

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<sup>7</sup> Ibid.

<sup>8</sup> Ibid.

“Learning liberates from ignorance and prejudice that blind the vision of truth.”<sup>9</sup> It tries to motivate each and every individual to live a better life and actively participate in boosting up of economy. In brief, it can be said that education can bring social transformation. It further adds moral and ethical values.

The educated persons tend to have a broad outlook, better mindset and different lifestyle on comparing with the uneducated person. For achieving such purpose, the Supreme Court of the country has taken various steps to protect and safeguard the basic liberties and rights of the individual.

It makes a difference to overcome misuse and conventional disparities on the basis of caste, class, race and sex. The esteem expansion within the human behavior and way of life or vision seem as if they were stories put with the early education.

As it is the Constitutional duty to safeguard and enforce the basic liberties. It is particularly for the benefit of the poorer, the deprived sections of the society.

To overcome such changes in the society, bringing from time to time in Directive principles and developmental rights. As right to shelter, right to education and right to food, so on another justiciable right to life in Art. 21, individual particularly to the benefit of the poorer, indigent and marginalized section of the society.

Under the Constitution, the right to education is the essence of social transformation in the society. Education up to age of 14 years raised by decision of the Supreme Court in the Unnikrishnan Case<sup>10</sup>. Where Court held that children of the age group of 6 to 14 years would be given compulsory education and hence it is a “fundamental right”. Due to 86<sup>th</sup> Constitutional Amendment Act 2002, the new article Art. 21 A was added and made the education of the age group of 6 to 14 years is the fundamental right. Supreme Court says that right to education is merely directive principles and further the government of India and State were obliged to ensure “the right to free education of every child up to the age of 14

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<sup>10</sup>AIR 1993 SCW 863

years.”As there was no distinction between girls and boys. Further Court directed to uphold the girls education in India.

In the *Mohini Jain V. State of Karnataka*<sup>11</sup> Supreme Court held that “Right to education is emanated as the fundamental right guaranteed under the Art.21 of the Constitution.” Where charging of the Capitation fee for admission would be result of the denial of the fundamental right to education.

In the case of *Mohini Jain V. State of Karnataka* case popularly known as “Capitation Fee Case”. Under this case Hon;’le Supreme Court judgment stated that “Right to education is the fundamental right under the Art.21.” “Such right to education cannot be denied citizen by charging the higher fee particularly known as “Capitation Fee”. As right to education flows form right to life. It is one of the rights of personal liberty and life ensured by Art.21.”

In the following judgment the Hon’ble Supreme Court rightly observed that ‘ the state is under obligation to create conditions in which the fundamental rights can be enjoyed by all and provide education facilities which is easily accessible to all.’

In the following case, the petitioner challenged the validity of “Karnataka Educational Institution (Prohibition of Capitation Fee) Act 1894 which was passed y government to regulated the tuition fees by the private medical colleges.” The division of Bench of two judges held that “Right to education at all the level is fundamental rights guaranteed to citizens.”

Under the Act the tuition fees which were fixed for government seats were Rs.2000 per annum. The Karnataka Student (other than government seats student) were charged Rs25000 per annum. The third category student for outside Karnataka students Rs 60,000 per year.

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<sup>11</sup>AIR 1992 SC 1858

Issue arises when the Mohini Jain MBBS student from Meerut was admitted by depositing the fees of Rs 60,000. But the management asked for the capitation fees Rs.4.5 lakh. Further she files the Public interest Litigation against the Karnataka government seeking right to education as the fundamental right of every citizen.

Further says that “Charging of Capitation fees by the education institution for admissions is illegal and amounts to denial and violate of Article 14 as its being arbitrary , unfair and unjust.”

Subsequently in the case of *Unnikrishan v/s State of Andhra Pradesh*<sup>12</sup>, Under this case the Honble Supreme Court has “To examine the correctness of the decision given by the two judges Bench.” In this case the five judges bench held by 3:2 majority agreed with the decision of Mohini Jain case. Says that right to education is the fundamental right enshrined in the Article 21 and flows from right to life. But in Mohini decision the bench partly overruled the judgment. “The court held right to free education to children only up to age of 14 years, but after the obligation of the state to provide education is subject to the limits of its economy capacity and development.”

The state government is under the obligation as per Art. 41, 45 and 46. State developed as its own institution or aiding , recognize and financial assistance to private institutions.

“The meaning of life and personal liberty enlarged in the case of *Bandhua Mukti Morcha V. Union of India and others*”<sup>13</sup>. The Hon’ble Supreme Court held that it is the solemn duty to provide the basic education who are working in different industrial area and factories. The government is further directed to take such steps and evolve various schemes assuring the education to all children.

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<sup>12</sup> AIR1993 SCC 645

<sup>13</sup> AIR 1984 SC 802

In the case of *TMA Pai Foundation V. State of Karnataka*<sup>14</sup> Under this case the Supreme Court held that the schemes formulated by Court in the Unnikrishnan case held “unreasonable restriction within the meaning of Art. 19(6) of the Constitution.” As it result in shortage of revenue and difficult for educational institutions. Consequently order sanctions given direction to staff in furthermore of the order of Unnikrishnan became unconstitutional. The court observed in the case that right to established and administer an institution includes right to admit students, right to setup reasonable fee structure, appoint teachers and staff.

Further TMA foundation case for the first time brought the concept of education as an ‘Occupation’. A term used in Art.19(1)g of the Constitution. Under the Art.19(1)g and Art.26, confers to “all citizens to establish and linguistic minorities to establish and administer institution of their choice.”

In *Islamic Academy of Education V. State of Karnataka*<sup>15</sup>, observed the issues regarding the determination of fees structure by private unaided professional educational institutions.” It was submitted that the management have been given full autonomy not only to admission, “further regards to fee structure which could include reasonable revenue surplus for the purpose of development of education and expansion of education.” Further Court held that the state can fix the quota for admission in educational institution but it cannot fix fees and admission be done on the basis of common admission test or merit.

“The Apex Court also held that right of education further means that a citizen has a right to call upon the state to provide educational facilities within the limits of its economic capacity and development.”<sup>16</sup>

Similarly in the case of *Dipak Kumar V. Kolkata Municipal Corporation*<sup>17</sup>, Court stated that right to education is interpreted in the right to development as a human right. Education considered as basic human right.

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<sup>14</sup> AIR 1993 SCC 276 p.285

<sup>15</sup> AIR2003 SCC 697 p.741

<sup>16</sup>Modern School vs. Union of India, AIR 2004 SC 2354.

<sup>17</sup>(2013) 5 SCC 336

Similarly in the case of *Ashoka Kumar Thakur vs. Union of India and others*<sup>18</sup> right says that India has suffered in past and has decline in promoting higher education, therefore special care is needed to strengthen the education system of the country. In the Judgement the Hon Justice K. Ramaswamy and Justice Sagar Ahmad observed that “Illiteracy has many adverse effects in a democracy governed by rule of law. Educated citizen could meaningfully exercise his political rights, discharge social responsibilities satisfactorily and develop spirit of tolerance and reform”<sup>19</sup>

In the case, *Institute Commission of India V. St. Mary School*<sup>20</sup> Honlbe Supreme Court held that there cannot be delays in filling up the vacancies of the teaching post. Where Delhi Administration indicates that to would take at least two years for filling the 5302 vacancies for trained graduates for the post of primary and secondary schools. On this situation, Court held that there cannot be any justification for such inordinate delays.

Since right of children to “free and compulsory education is the fundamental right under Art. 21.” It is getting infringed due to the shortage of teachers which has the adverse impact on the education of the children in their studies.

Further court held that children have right to basic necessity for their education and quality education without any kind of dissemination on the ground of their economic, social and cultural background.

### **3.3. Post Independence**

After the independence during the Constituent Assembly debates, “education became part of the Directive Principles. Part IV Art. 45 says that it the state to provide free and compulsory education until the completion of 14 years.” Although it was not the

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2013SC927(931)

<sup>18</sup> (2010 (4) SCR 145.

<sup>19</sup> Ibid.

<sup>20</sup>(2007) 12SCC 210:AIR 2007SC 2091(2007)4SLR572.

fundamental right but the urgency felt. On the recommendation of “Kothari Commission (1964)” to setup the common school system which could demine the inequality from the education system. Till this recommendation, the government tends to focus more in maintaining the educational equality.

In the year 1968, “the National Policy of Education” come into effect which retains the concept of “free and compulsory education.” Afterwards, in 1986 the New Education Policy reaffirmed the goal of “universalisation of school education”. It also introduce non-formal education into India for the first time.

During the 1980s and 1990s “several efforts have been initiated by central and state government to achieve the goal of universal education.”

Various interventions such as “Operation Blackboard, the Shiksha Karmi Project and the UP Basic Education Project.” Various committees being formed to deal with the issues and challenges which are arising in education. In 1990, for the first time by the “Acharya Ramamurti Committee.”, suggested to include “Education as the fundamental right”. Subsequently in the year 1993, “the Hon’ble Supreme Court passed the landmark judgment in Unnikrishan v. Andhra Pradesh Case.<sup>21</sup> In the judgment court says that, “right to education was not a mere directive principle, where its obligates to provide free and compulsory education up to 14 years.” As right to education is the right flowing from right to life enshrined in Art.21.”

The facet cited was that the ten year limit had expired and therefore the states were bound to honor the constitutional command make it a reality. Then in 1996, the Saika Committee recommended unanimously that the right to education to added through an amendment to the list of Fundamental Rights. Further the establishment of the Majumdar Committee in 1999, which would look after the funding invested in the universalization of education.

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<sup>21</sup> ibid.

Such efforts above mentioned was before 2002. The “86<sup>TH</sup> Amendment Act 2002” was passed which made education from the age group (6 to 14) years as the fundamental right. Further, makes the fundamental duty also which ensure that every parents or guardian to send their children to admit in school for getting education... Article 21A and the RTE Act came into effect on April 1, 2010. It seeks not only to guarantee elementary education but also to reform the system .

“Free education’ means that no child, other than a child who has been admitted by his or her parents to school which is not supported by the appropriate government shall be liable to pay any kind of fee or charges or expenses which may prevent him or her from pursuing and completing elementary education”.

“Compulsory Education casts and obligation on the appropriate government and local authorities to provide and ensure admission, attendance and completion of elementary education by all children aged between 6 and 14 years.” With this , India has moved forward to right-based framework that casts a legal obligation on the central and state government to implement this fundamental right as enshrined in the Article 21A of the Constitution , in accordance with the provision of the RTE Act.

Under the RTE, provisions every school must fulfill various condition in accessing the right to education. Such as safe building of school, drinking water facilities, ramp facilities for disabled children’s , electricity connections and library and computer facilities. Further provision of providing 25 % of reservation in the private schools for the children belonging to the weaker sections or economically disadvantage groups. One of the important provision is that each state has been asked to setup a State Commission for Protection of Child Rights. The work of the Commission is to look onto various aspects and take necessary steps. States like Karnataka, Maharashtra, Sikkim and Delhi have setup the “State Commission for Protection of Child Rights”.

### **3.4. Women Education after Independence**



After India got Independence, the status of women education has changed steadily. This is due to providing of the equal opportunities in education. The govt. of India initiates various programme and policies in all aspects like education, social economic and political for the betterment of the women.

In the human resource development and country's economic growth, the education is an essential aspects. Due to the increase in the literacy rate can improve the several socio-economic indicators such as low literacy rate, female feticide, poverty and increases the life expectancy. For such types of recognition created the awareness in improving literacy rate and focuses on universalization of elementary education.

The task of providing elementary education was more importance, when the government formulated the policies called "National Policy of Education (NPE)" in 1986. As per the Supreme Court in the Unnikrishanan Case 1993. Where the court held that , primary education is the fundamental right by the "86<sup>th</sup> Amendment Act 2002 was enacted by the Parliament to provide free and compulsory education of the age group (6-14) years."

The Government is firmly focus on providing "free and compulsory education" in order to remove the eradication of illiteracy and providing education to women, equality and focus on SC/STs and OBC and minorities in primary education. For such initiative the government of India has launched various policies and programme such as Sarva Shiksha Abhiyan, District Primary Education Programme , "National Programme for education for girls at Elementary level", Prambhika Shiksha Kosh, Mahila Samakhya National Programme of Nutritional Support to Primary Education, development of women studies, post doctoral fellowship for women, Such as for building hostels for girls in both rural and urban areas and other schemes for higher education level.

### **3.5. "Right to Education as a Fundamental Right and challenges in Implementation of the RTE Act"**

Quality of education has been considered as the backbone of the dignified life. One hundred twenty five years ago, “MahtamaPhule” made the revolutionary demand for a “Fundamental Right to Free and Compulsory Education” to the British Government. However, this demand remains unfulfilled even in independent India.

On April 1, 2010 a history was written in Indian Law, when a law relating to right to education was enacted by the legislature of the country.

### **3.5.1. “Implementation of RTE Act 2009”**

The year 2010 had been the landmark year in the field of education in the country. “The Right to Education Act, 2009”, representing the consequential legislation to the Constitutional (86<sup>th</sup> Amendment ) Act, 2002 was enforced with effect from 1 April, 2010. “The act makes education as a fundamental right of every child between the age of 6 and 14 years and specifies minimum norms in elementary schools”.

“As per this rule, all private schools have to reserve 25 percent of seats for children of EWS ( to be reimbursed by the state as part of the public-private partnership plan). It all prohibits all unrecognized school from practice and makes provision for no donation and capitation fees and no interview of the child or parent for admission.

The act also provides that until the completion of elementary education. There is also a provision for special training of school dropout to bring them up to par with student of the same age. The act lays down specific responsibilities for the centre and state and local bodies for its implementation.”

“The RTE legislation that we have enacted has potential to transform schools and lives of the children, the implementation of this legislation is not just a matter of providing more resources, it is the dedication and commitment of our teacher that will ultimately help us to achieve its goals and objectives.”<sup>22</sup>

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<sup>22</sup><https://indianexpress.com/article/india/education-news/role-of-teachers-crucial-for-rtes-success-pm/>  
(August 10, 2020)

Teachers have play a crucial role in the shaping the future of the country. “They further should inculcate the progressive and rational attitudes among children in order to balance between tradition and modernity”<sup>23</sup>. The RTE act which has the potential to transform the schools and lives of the children.

### **3.5.2. “Introduction to the RTE Act”**

The RTE Act guarantees “free and compulsory education to all the children ages between 6 to 14 years.” Under this act it covers the entire cycle of elementary education. Further it regulate the entire curriculum, rules and regulation of school, regarding the infrastructure and facilities provided in the school. The act doesn’t cover the children below six years. It covers the elementary cycle of the education in the neighborhood school. “Further it guarantees the education of specific standard, subscribing to norms of school infrastructure, hours of instructional time and days of school functioning, pupil teacher ratio and teacher quality.”<sup>24</sup> The does not covers the specifically the children of the below the age of six years.”

Under this Act, the “Concept of compulsory education implies that state is under the obligation to provide free and education up to the age group of 6 to 14 years.” Therefore the child cannot be denied of getting admission. The act guarantees “compulsory education till the completion of the elementary education or we can say he/she completed the class VIII”. It is irrespective of age, as the age from fourteen years can exceed. As it the state obligation “to provide free and compulsory education.”Where on the other hand, it’s also the parents fundamental duty to send their child to school. Especially the parents of the girl child to admit them in school. Due to social disparities, parents refuse to send their girl child to school. As the state government obliged to perform the duties and “it’s also the duty of the parents and guardian to send their girl child to school.”

### **3.5.3. “Overview of the Act”**

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<sup>23</sup> Ibid.

<sup>24</sup><https://humanrightsoncampus.wordpress.com/2012/04/04/know-your-rights-rte/> (August 11,2020)

The RTE Act is the “detailed and comprehensive statute” regarding the rights and procedure of the education. It includes school curriculum, teacher’s qualification and “provision related to implementation of right to education.”

Following provision under the act described below as:

1. The provision related to the “age group of (6 to 14) years is entitled to get free and compulsory education in a neighborhood school till the completion of elementary education.”
2. Private schools must entitled to enroll the one fourth of the seats to the weaker section people.
3. Under the provision, the School Management Committee (SMC) must be setup. Under this committee the parents and guardian and teachers where  $\frac{3}{4}$  members are parents and teachers.
4. “All schools excluding governmental schools are required to be recognized by meeting specified norms and standard within the period of 3 years.”

#### **3.5.4. Teachers Qualification under the Act**

The Central government directed the “Academic authority toled down the minimum eligibility qualification for teacher selection. Established of the training centers especially for the teachers.

“The National Council for Teacher Education (NCTE)” shall led down minimum qualifications for teachers. Further the state government to conduct the Teachers Eligibility Test (TET) for filing up the vacancies of teachers.

In the Act, more focus was on increasing the ratio of female teacher’s in the primary and secondary level. For performing such recruitment, Its obligatory to maintain the standards and more emphasis on teachers quality. As these teachers would shape the young minds. This initiates would help in minimizing he dropout rates of girls child.

### **3.6. Various duties of Teachers prescribed under the Act**

1. Under this duties prescribed to teachers to maintain its attendance and punctuality in the school. Not only teacher but also motivate the students to attend school regularly.
2. Teacher need to complete the entire curriculum on time. Further follow the guidelines issues by the authority from time to time.
3. Teacher to hold the regular meetings with the parents. To discuss the children behavior, its attendance, progress details with the parents and guardian.
4. Perform “other duties as may be prescribed under the Act.”

#### **3.6.1. Teachers and Restriction**

Under this act, major restriction was listed that no teachers can engage in private tuition or private teaching activity. “Further no teachers shall be deployed for any non- educational purpose other than the decennial population census, disaster relief duties or duties related to elections to the local authority or the State Legislatures or Parliament as the case may be.”

### **3.6.2. Teachers and Government**

The appointing authority, in relation to a school “established, owned, controlled or substantially financed by funds provided directly or indirectly by the appropriate government.”<sup>25</sup>

It also ensures the vacancy of teacher in a school under its control shall not exceed 10 percent of the total sanctioned strength, any officer or employee of the government of local authority violating this will be liable for disciplinary action.<sup>26</sup>

### **3.7. Universalisation of Elementary Education**

Under the concept of ‘universal of elementary education’, its prime focus was to provide the elementary education of (class I to VIII) all the children’s of the age group 6 to 14 years.

As UEE being the major priority in the National Policy of 1986 which stressed upon the elementary education.

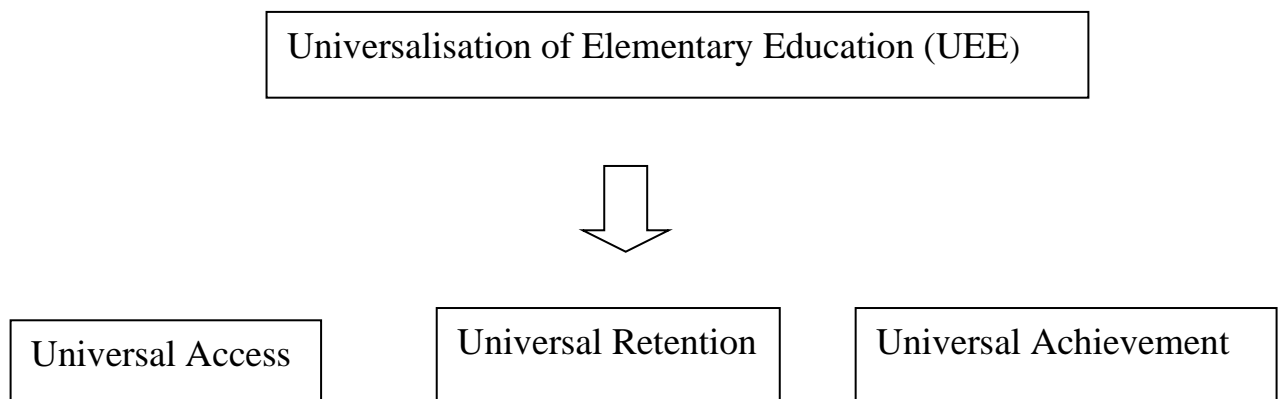
1. Firstly focus more on the access of education ad enrolment rates of the girl child.
2. “Universal retention of children up to 14 years of age”
3. It ensure to improve the quality of education. It emphasis to remove the disparities and provide the educational opportunities.
4. Under UEE, education provided will be free of cost to all the children up to 14 years of age.

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<sup>25</sup> <http://www.rtemaharashtra.org/index.php/teachers> (August 10,2020)

<sup>26</sup> *ibid.*

### Following Targets of Universalisation of Elementary Education



**“Universal Access”:**

Under this target, there would be universal access of education of all. Especially, there would be special focus on the enrolment of girls. Further the provision of setting up of schools within the walking distance of 1 km. facilities to be provided for school dropout and working children.

**“Universal Retention”:**

Under this target, to minimize the dropouts and increase the enrolment rate at the primary and upper primary level.

**“Universal Achievement”:**

“Achievement of minimum levels of learning by almost all children at the primary level.” Introducing this concept at the upper primary stage.

## **CHAPTER IV**

### **4.1. “Right to education on International Instrument”**

Right to education is recognized, promoted and protected all the levels both at the regional and international level. Its has deep impact on the life of the women. Education plays an vital role in “empowering women, safeguard them from exploitation and hazardous labor, sexual exploitation.”Promoting human rights and democracy. Several international convention, numerous reports by the “United Nation (UN) bodies stress on the importance of the fundamental right to education. Right to education have been codified in ICCPR, UDHR, CEDAW AND CRC.”

### **4.2. “Right to Education in Universal Declaration of Human Rights(UDHR) 1948”**

Under the Art. 26 of UDHR, clearly says that “everyone has the right to education. Its further directed that at the for the full development of the human personality, strengthening respect.”

UDHR & ICESCR takes about making “primary education free and compulsory to all”, where the higher level for education generally to be available and accessible to all.

It further acts as “the principle instrument in awakening the cultural values and preparing them in professional training and helping them to adjust in this



environment. Such as opportunity, State has undertaken to provide and right must be made available to all at equal terms.”

Art.13&Art.14 of “International Covenant on Economic, Social, Cultural Right 1966, which recognizes that state parties shall recognizes that the right to everyone to education and maintain primary education shall be compulsory and available to all.”

Whereas Art. 14 ICESCR obligates that the state parties who don’t provide free and compulsory shall sign an covenant and undertake to adopt within 2 years and “the detailed plan of action for the progressive implementation of free and compulsory education within a reasonable time frame.”

#### **4.3. “Convention on the Elimination on the Discrimination against Women (CEDAW)”**

CEDAW was enforced on 3 Sept 1981. It is one of the most comprehensive set of legally enforceable and committed related to gender and equality to education based on discrimination against women. “The provision of the Convention 1952 covers the civil right of women and their legal status.”

“Women right to non discrimination in education, employment and economic and social activities are affirmed.” This provision particularly emphasis on the education of women belonging to the rural areas.

1. State parties shall take appropriate steps for eliminating discrimination and ensuring them “equal rights, as that of men in the field of education.”
2. Such access of education on career and vocational guidance, establishing institution of “all categories in rural areas as well as urban areas.” Same opportunity such as scholarships and other study grants to be given to girl child and women.
3. Increasing the literacy women as compare to the men.
4. Looking after the factors and reasons of the female dropouts.
5. Equal Opportunity in the participation of the sports and physical education.

#### **4.4. “Right to education in UN Convention on the Rights of the Child (CRC)”**

The United Nation Convention on the Rights of the Children, 1989 has also been recognized “as the complete Code of the children’s rights i.e., the development of child personality, talents, mental and physical abilities with the force of international law as compared to the earlier instruments which proved to be a toothless exercise. India made an international commitment on 11th December 1992 by ratifying the convention.”

“The Government of India has subject to resources undertaken to take positive measures to progressively implement the provision of the CRC, which mainly focus attention on certain priority issues affecting children, like child labour and compulsory education. It implies that the learning experience should be not simply a means but also an end in itself, having intrinsic worth. It suggests an approach to teaching that upholds the idea of a child-centered education, using teaching processes that promote or at least do not undermine children’s rights.”

#### **4.5. “Right of Education in International Covenant on Civil and Political Rights (ICCPR)”**

Under the ICCPR, 1996 clearly express the specific expression to right to education. Article 18(4) of the ICCPR “recognizes the fundamental role of parents in directing their children’s education. States Parties undertake to have respect for the liberty of parents and legal guardians to ensure the religious and moral education of their children in conformity with their own convictions.”<sup>27</sup>

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<sup>27</sup>CESCR. General Comment No.13 (Twenty-First Session, 1999) [UN Doc.E/2000/22] The Right to Education Article .13 ICESCR) [*Compilation*, 2004, pp.71-86], para.1 (August 13,2020)

#### **4.4.1 New Recommendation focus on education for women and girls as the human right**

The committee on the CEDAW releases the primary recommendation in right to girls and women education, they further pointed that MDG's (Millennium Development Goals) for all the children to complete a full cover of primary schooling, with the girls have equal opportunity to achieve this. As education is considered as the one of the effective tools for sustainable and inclusive goal for universal education. But till the goal for universal education have not been achieved yet.

This situation led to an inclusion for setup the goal for quality education for all in 2030 Sustainable Development Goals. Two critical targets are to be established:

- a) Ensuring the all the boys and girls must complete free, equitable and quality primary and secondary education. Such education must turn into relevant and ensuring effective learning outcomes.
- b) Further to eliminate the “gender disparities in education and ensuring equal access to all the levels of education vocational training for the vulnerable groups.” Especially more focuses on the disable, indigenous people and children in vulnerable situations.

“The Education 2030 framework for Action, especially acknowledged that the gender equality is inextricably linked with the right to education for all.” For achieving this right based approach must be adopted.<sup>28</sup> Such approaches ensures that both female

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<sup>28</sup>

[https://tbinternet.ohchr.org/Treaties/CEDAW/Shared%20Documents/1\\_Global/CEDAW\\_C\\_GC\\_36\\_8422\\_E.pdf](https://tbinternet.ohchr.org/Treaties/CEDAW/Shared%20Documents/1_Global/CEDAW_C_GC_36_8422_E.pdf) visited on (August 14,2020)

and male not only get the access but also complete the education cycle, they should be empowered equally and through education.

The Committee points out, however, “certain factors disproportionately prevent girls and women from claiming and enjoying their basic human right to education. These factors include: barriers to access for disadvantaged and marginalized girls and women exacerbated by poverty and economic crises, gender stereotyping in curricula, textbooks and teaching processes, violence against girls and women in and out of school and structural and ideological restrictions to their engagement in male dominated academic and vocational fields.”<sup>29</sup> \

Such recommendation has the three dimensions

1. Right of access education
2. Right within education
3. Right through education

“Such tripartite framework largely reflects the right to elaborate in the 4 A’s framework of accessibility, availability, affordability and adoptability.

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<sup>29</sup> <http://www.wg-usa.org/website2014/new-cedaw-recommendations-focus-on-education-for-women-and-girls-as-a-human-right/> visited on 12-7-2020

## **CHAPTER V**

### **5.1. Commission related to Education**

For ensuring the education system for the nation. The commission is setup by the government in order to ensure the socio-economic and cultural development of the people in the society. Thus education has also become an instrument for the preservation of the status quo and continuation of privilege.

#### **5.1.1. Education Commission (1948)**

The first significant step taken “the Government of India” after the independence in the field of education was establishment of the University Education Commission (1948). It was headed by the DR.Sarvapalli Radha Krishnan.

As per the commission, in the democratic society the learning must not be limited to the elite sections, it must be access to each citizen of the country.. This commission as called by the popular name as “RadhaKrishnan Commission”. It was said “Education is a universal right, not a class privilege.”

This commission looks after the requirements and problems which are arising in the higher education. Ensure the improvement in the light of the requirement of the country and its traditions.

Such efforts signaled the government intention to emphasis on University Education. The idea behind it was that education mainly for secondary and higher education level. This is initiated for the better opportunities for industrial development.

The commission presented its report on University Education in 1948.

1. Ensuring the future requirement of the country.
2. Vocational Educational programees, where newly independent state wanted to be concentrated on the promotion of the industry.
3. Primary education must be extend in order to provide the large number of graduates.
4. Recommends the procedure of the course curriculum of the study.
5. The basic purposes of the university education are to produce good administrator, suitable and skill worker who could took the responsibility in the welfare state.
6. Regarding the teachers appointments, qualifications, condition of service, salaries , allowances and functions of the teachers.
7. There shall be the provision of the advanced study related to art, cultures, literatures, and philosophy .<sup>30</sup>
8. There shall be maintenance of high standards of teaching in University and colleges.
9. Regarding the finance of the universities.
10. The main aim is to develops the spirit of brotherhood, communal harmony, “without any kind of discrimination on the basis of religion, race, color.”Further , ensuring the freedom and peace.<sup>31</sup>

For studying the problems of higher education. The questionnaire been made and send to over 600 persons. Further its has interviewed various administrator, educationist and several organization. From gathering the information, report contains of 18 chapters which consist of 747 pages of Volume I and Volume II based on statistical data based.<sup>32</sup>

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<sup>30</sup>[http://www.kkhsou.in/main/education/national\\_policy1992.html](http://www.kkhsou.in/main/education/national_policy1992.html) (August 13,2020)

<sup>31</sup> ibid

<sup>32</sup> Ibid.

“They shall not try to imitate men, but shall desires as women and men education, good education as women as men get as men. Women should have many elements in common but should not in generated but identical in all respects.”

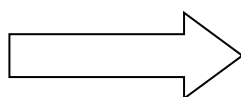
The commission emphasis on the women education where women play an effective role in the development of the nation. Commission recommends to ensure the women education especially living in the rural areas.

### **5.1.2. The National Committee on Women Education**

“As it has been said that education can be the most valuable means in achieving the gender equality and empowering of women in the society.” Establishing of the National Committee was the revolutionary setup by the government in 1958. It was attainment for setting up to the problems arises related to women education. In the planning commission, the panel suggested that to appoint the committee to look after the various aspects of question which are arising in the education of girl in elementary, secondary and in higher stages.

Conference held by the state education minister in 1957, agreed to setup a special committee to examine the whole situation and the status of women education in India. The committee recommends to setup as easily as possible the “National Council for the Education of Girls and Women”, a separate body to give advises on women education at the central level.

**Advisory Committee**  
**Joint Director**



**Central Level**  
**State level**

On the committee recommendation sates that the appointment of lady faculty in all school, where there is no women faculty. More focus on the women enrollment in the schools.

### **5.1.3. The Indian Education Commission (1882)**

It has been seen that women education is still in extreme backward condition. For the spread of women's education, the commission made some important to the government. The government should give more liberal grants to private girl school. Establishment of normal school for training of women teachers, school fees should be nominal.

#### **5.1.4. Secondary Education Commission (1952-1953)**

The commission stated that “ Our constitution has granted equal rights for both the sexes in all works of life(Section 16 A). so every types of education open to men should also be open to women. Women has made their marks almost in all the fields which generation age would have been considered as unsuitable for them.”

1959- National Council for women was setup under the chairmanship of Sm. DurgabaiDeshmukh. A special unit was opened I the central ministry of education to look after the women education.

1961- The National Council for women education appointed “a committee under the chairmanship of Sm.HansaMeheta, to solve the problem of a separate curriculum for girls.”

The education Commission (1964) was fully endorses and advocated and full implementation of the above committees. The commission said that,“for all the development of human resources the improvement of human being and for molding the character of children the education of women of great importance of them as that of men.”<sup>33</sup>

#### **5.1.5. Bhaktavatsalam Committee (1963)**

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<sup>33</sup> <http://iosrjournals.org/iosr-jrme/papers/Vol-4%20Issue-1/Version-2/F04123757.pdf> (July,25,2020)



This committee setup in the year 1963, to study the problems which are arising in the implementing the women education. The committees recommend the following suggestion.

1. Both the Central & State government should act jointly and its procedures must be implemented in a planned manner regarding the girls education
2. It further recommends popularizing the co-education studies at the primary level.
3. There must be establishment of social education centers in the rural areas especially for women's.
4. There must be the provision of providing reservation to the women's and concessions in accommodation, conveyance.<sup>34</sup>

#### **5.1.6. Kothari Commission (1964-1966)**

“Destiny of India is now being shaped in classroom. Kothari Commission was under the stewardship of Dr. D.S. Kothari”. Under this commission recommends various measures for the development in the educational fields. It was to reconsider old colonial institution into the national system of education. Education must be given higher importance in the scheme of national development as the progress of the country, development of financial sector, social activities and welfare activities. For increasing the productivity , the commission led the foundation of science education. Emphasis on the vocational education and agricultural and technological education at the university stage.

The Kothari commission stressed on the women education and directed the government to established major programmes to upload and determent efforts in closing the between the literacy gap between men and women.

#### **5.1.7. National Education Policy, 1968**

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<sup>34</sup> <https://www.yourarticlelibrary.com/india-2/women-education-system-in-india/84855> (July,26,2020)

“The education of girls should also received emphasis, not only ground on social justice but also because its accelerates social transformation.”<sup>35</sup> It further stressed upon the girls education. This policy sated that there is a need to bring about the “major shift in official policy and acknowledge education as a pre-requisite of gender equality and empowerment of women.”

#### **5.1.8. National Education Policy 1986**

“Education will be used as agent on basic change in the status of women. The national education system will play a positive interventionist role in the empowerment of women.”<sup>36</sup>

In 1986, the Government of India introduced the new policies to the nation, this new policies emphasis on removing the gender disparities and inequalities. The policy introduce especially for the Indian women’s and peoples belonging to the SCs and STs Communities. Since from the National Educational Policy 1968, could not achieve the satisfactory result. For strengthens the education system to such deal with such problems, the policies came with various suggestions and recommendations. For achieving the social integration, the policy expand the scholarships and expand the origin of providing adult education, appointing more and more teaching facilities belonging to the SCs and STs community. Incentives been provided to poor families, so the they can easily send their children’s to school, Various girls being deprived for going to school or their attendance is very low. For such problems various initiative and efforts done by the government to increase the enrolment rates and attendance of the students especially to the girls child. Large number of female faculties being appointed to face such barriers of girl’s education.

Since various recommendations have been introduce for the betterment of the women’s education. Due to rapid increase of population, the problems of school and

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<sup>35</sup> <http://mpbou.edu.in/slm/bedsede/secp02.pdf> (July 25,2020)

<sup>36</sup> <http://www.campaignforeducation.org/wp/wp-content/uploads/2018/03/The-Power-of-Literacy.pdf> (July 25,2020)

institutions arise. This policy introduced to developed large number of new schools and institutions.

The NPE 1986, basically based on the “Child Centered Approach”.As it focus on improving the status of primary education. Further launched , “Operation BlackBoard” to improve the condition of the schools in all the States and Union Territories.

Following NPE 1986, main recommendation regarding the women’s education.

1. For strengthening the education system for empowering women’s education
2. All the educational institutions must take active participation in changing the women status by implementing programmes in the elementary level of education.
3. For breaking the gender stereotypes mentality in the society. Education should not be limited to schools and colleges. It must be widens the women access to vocational, technical and professional studies.
4. Under the NPE, the dynamic management structure must be made in order to response to the challenged and problems arise in the women education.
5. Under the Plan of Action, the monitoring will be created under the Planning Division in the department of education to look after the matters of gender issues which are arising in the implementation of policies, programmes and schemes.. Such monitoring unit will be established at the state level.

Under the NPE, Plan of Action recommends to setup strict action plan for all educational departments for addressing the gender related issues. To look after the better possibilities in strengthening the girls education.

## **5.2. Programme of Action (1992)**

In the year 1992, the Janardhan Reddy Committee (JRC) submitted its report to reformulate the action programme of NPE as it was revised accordingly. The committee recommends various measures for the women's education.<sup>37</sup>

1. Women's are also the part of the country. So their positive role and this contribution towards the society, economy and policy making must be shown at the larger platforms].
2. In the empowering women, the committee recommends to inculcate the quality of decision making and critical thinking among the girls child.
3. Women must take equal part in the development process.
4. For such implementation of empowering woman's would only be their if the more awareness been created in the knowing their fundamental right to education. Then only women will be actively participate on the equal footings. They must actively participate in the nations buildings.<sup>38</sup>

### **5.3. "National Policy for empowerment of women (2001)"**

"The goal of this policy is to bring about the advancement and development and empowerment of women. Equal access to participation and enjoyment of all human rights and fundamental freedom by women equal basic with men in all spheres political, economic and civil."

In 2005, Commission under the Chairmanship of Shri Tarun Gagoi to examine the existing scheme. "Increasing the participate and retentive of girls in all sectors of education, to make the provision of NPE (National Policy of Education) and POA (Programme of Action)."<sup>39</sup>

### **5.4. Schemes and Programmes for Women Education**

1. National Women Commission (1992) to protect the right of girl in general.
2. Kasturba Gandhi Educational Plan (1997)  
Educational Institutions in those areas where women literacy rate is very low.
3. Balika Samvuddhi Yojana (1997)]

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<sup>37</sup><https://www.yourarticlelibrary.com/india-2/women-education-system-in-india/84855>(July 26,2020)

<sup>38</sup> Ibid.

<sup>39</sup><https://journals.sagepub.com/doi/10.1177/2158244017727037>(August 13,2020)

For girl child development

SaryavaShikhshaAbhiyan : to impart quality education to girls and SC, ST

4. Swayamshiksha Yojana (2000-2001)  
Self reliance and empowerment of women
5. Kishori Shakti Yojana (2000-2001)  
Adolescent strength and awareness (11-18)years
6. Kanya Vidya Dhan Yojana ; to promote higher education among girls.
7. Maulana Azad National Scholarship Scheme (2001) for the promotion of girl education in India.
8. Gaurav Nar Niti (2002)- Women's pride, gender equality etc.
9. Ladli(2005) – To raise the status of “girl child” in the society providing them the right to birth and right to survival.
10. Krishi Talim Yojana (2010)- field of agriculture is imparted to women farmers.

#### **5.5.1.SarvyaShiksha Abhiyan (SSA)**

SarvyaShiksha Abhiyan under the “Universal Elementary Education (UEE) is the initiative to bridge the gender and social gaps in the primary education.” It was also known as Education for all movement or “Each One Teach One”. “The scheme is framed in order to provide an “elementary education of all the age group between six to fourteen years.” It is the initiative to implement with the collaboration by the state government to cover the entire country.

This scheme aimed at to “provide eight years of basic education in the acceptable quality regardless of any sex, caste, creed, family income or location.”It is based on the concept to focus on the enrollment rates and focus on the quality education.

This programmes learned “to open the new school in those areas who do not have schooling facilities within 1 km and upper primary (within 3 km).” Focus on increasing the class strength ,development of the school building, and toilets. Distribution of free textbook to the children, providing special grants for school maintenance.“Moreover appointment of the additional teachers to the school.

Provides the additional trainings and academic support at cluster block and district level”.<sup>40</sup> SSA also seeks to have the special focus on the girl education, more focus on girl enrollment and providing basic facilities. Female teachers being appointed in order to increase the enrollment rates in those areas where the literacy rate is quite low.

SSA emphasis on the girls education children belongings from SCs, STs ,minority groups. Children of migrated laborers who were out of school. Children with disability being taken care of from these scheme.

### **5.5.2. Operation Black Board**

Under the NPE 1986, the programme launched “Operation Blackboard” in 1987-1988. It was entertained to provide the basic facilities in all elementary schools. Under the ‘Operation’ determined that there is urgency in the programme and ‘Blackboard’symblozies the physical facilities. The concept of operation was to ensure the minimum essential facilities required in primary schools include both men and material. This schemes initiates and formulates to improve the school environment which would increase he enrollment rate, retention rate and further improves the achievements of the primary school children.

The program includes

1. At least reasonable 2“all weather rooms.”
2. Separate toilets for both” boys and girls.”
3. At least “2 teachers preferably one should be female teacher.”
4. Essential teaching and learning material includes “blackboard, maps, charts, toys, games, small library and essential equipment requires for education.”

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<sup>40</sup><http://www.nairoshni-moma.gov.in/WriteReadData/PdfDocument/635803414424682631.pdf>(August 11,2020)

### **5.5.3. “National Programme of Nutritional Support to Primary Education (Mid Day Meal Scheme MDMS)”**

“It is one of the largest school feeding programmes launched on 15 Aug, 1995.” With the aim to make universalities of primary education by increasing the enrollment, attendance and similarly impact on the nutrition level of the students in primary school.

“MDM plays an important role in the nutritional status of children and eliminating the ‘classroom hunger’. It also eliminate old tradition and social prejudices where whole children ha the meals with the diverse caste, religion and other factors. This initiative creates the sense of brotherhood among the among the children.

As per the Supreme Court, decision in the “Peoples Union For Civil Liberties(PUCL) V/s Union of India and others<sup>41</sup> stated that “Right to Food is the fundamental right where the state is directed to provide the cooked meals.”Mid Day Meal is feeding more than 20 years. But got highlighted when the things get wrong, such as tragic death o 23 children’s because of eating food of midday meal at school. Some of the others cases arises of the children become ill of food provided for eating make them ill, or let to food poisoning. This incident particularly affects the children health both physically and mentally.

But some sates like Tamil Naidu maintains good hygiene and good quality meals serve to the children. Also various other organization like AkshayPatra ,serves good quality nutritious food to the lakh of children on the daily basis.

### **5.5.4. MahilaSamakhya Programme (MSP)**

This scheme provides enormous opportunities for women in the field of the women. Since, Independence, NEP (National Educational Programme) ensures that the education is the only aspect through which “the status of women in the society can be

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<sup>41</sup> (1998) 8 SCC 485

changed.” This project was launched in 1986 . Firstly initiated in 15 district of 4 States through the aim of empowering the women by providing education.

This program’s initiatives various schoolrooms courses open MahilaSkhisha Kendra and give autonomous through registered society. This programmes started the Pilot Project in Uttar Pradesh , Gujarat and Karnataka region. Further extend to the states of Bihar, Jharkhand, Assam, Kerala and Uttarakhand. This programme led the foundation of women empowerment at grass root level and making intervention to support to the adolescent girls and women.. thisprogramme mainly focused on the areas where the women’s literacy rate is low.

#### **5.5.5.“Kastruva Gandhi BalikaVidyalay (KGBV)”**

The KGBV Launched in the year 2004. Under this scheme the prime focus is to build the residential schools for girls at the upper primary level. This school predominately belong to the girls of Scheduled Caste, Scheduled tribes , other Backward caste and minority groups. Theses scheme basically implemented in those areas where the female literacy rate is quite low. This scheme covers the 75% of reservations to the girls from SCs ,STs,OBC and minority category. Other 25% of reservation to the girls whose family living below the poverty line.

#### **5.5.6. “National Programme for education of girls at the elementary Level (NPEGEL)”**

‘The NPEGEL was launched in the year 2003’ in upgrading the SSA. It was implemented with the motive of reach the girl who are out of school. It was the important component of the SarvaShikha Abhiyan for providing additional support in order to enhance the girl education.<sup>42</sup>

Such “Scheme implemented in the educational backward blocks, where the literacy rate of female is quite low.”<sup>43</sup> On an average around 3272 blocks was covered, where 32,254 model school have been opened. Additional incentives being given to the girls

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<sup>42</sup><https://teachersbadi.in/npegel-programme-npegel-scheme-nationa/> visited on 15-7-2020

<sup>43</sup> Ibid.



child such as scholarships, uniforms and textbooks. Such Programme focuses on mobilising the girl's education. The project focuses on the strategy basis. The girls who are out of school, dropout of girls, and due overage who have not completed the elementary education, working girls, girls form the marginalized social groups and girls with low level of academic achievements.<sup>44</sup>

The objective behind this programme is to reduce the gender gap. "As it were 305 at the primary level and 26% at the upper primary level. Further to develops and promote various facilities for ensuring the greater participation of women's and girls in the field of education. The progress of the quality of education through different mediation and to stretch upon the relevance and quality of education for their strengthening."

1. This programme focuses on strengthening the management structure that would look after the planning and management and evolution of girls education.
2. Further developed community support for girl's education and create the environment for girl's education in schools, community and home.<sup>45</sup>

#### **5.5.7. "Swami Vivekananda Single Girl Child Scholarship"**

"The University Grants Commission"(UGC) launched the scholarship for promoting the single child. Keeping the views of Swami Vivekananda and to uplift the women education in the society. As Swami Vivekananda was the great supporter of women's empowerment . On his ideas the scheme called "Swami Vivekananda Scholarship for Single Girl Child" named. The scholarship award range from Rs 20,000 to Rs 28,000.<sup>46</sup> "The government of India has derived various schemes for helping the girl

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<sup>44</sup> Ibid.

<sup>45</sup> Ibid.

<sup>46</sup><https://www.getmyuni.com/scholarships/swami-vivekananda-single-girl-child-scholarship> visited on11-08-2020

child and its families. It would help to recognize the importance of girl child in the society.”<sup>47</sup>

### **5.5.8. Saakshar Bharat**

Saakshar Bharat programs was launched in the year 2009 with the objective of increasing the percentage of female literacy rate. It was formulated “to reduce the gap between the male and female literacy.” It was aimed to reduce the difference in the literacy rate and reduce to 10% .It further focuses on increasing the literacy rates of women’s. This scheme tries to reduce the social disparities in the society. “With the prime objective of imparting functional literacy, acquiring equivalency in the formal education and imparting skill development programme.”<sup>48</sup> It was further to promote a learning society by providing learning opportunities for continuing education. <sup>49</sup>

### **5.5.9. BetiBachao, BetiPadhao**

BetiBahao, BetiPadhao<sup>50</sup> was launched in the year 2015 with the objective of improving the girls child ratio and promote her education. As “its one of the significant step taken by the Government of India.” The reason behind this initiative was the decline of child sex ratio (CSR). According to the Census 2011, it was 918 of girls per thousand boys where it was 927 of girls per thousand boys in 2001. Such decline create the fear in the minds of the government. Where UNICEF ranks India was 41th position among the 195 countries. “This scheme was the national initiative run jointly by the Ministry of Women and Child Development, Ministry of Health and Family Welfare and Ministry of Human Resource Development.” This scheme will be focusing on the 100 districts where the child sex ratio is very low.<sup>51</sup> It further tends to reduce the female foeticides in the areas where the girls child ratio is very

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<sup>47</sup> Ibid.

<sup>48</sup> [https://www.mhrd.gov.in/saakshar\\_bharat](https://www.mhrd.gov.in/saakshar_bharat) ((July 25,2020)

<sup>49</sup> Ibid.

<sup>50</sup> <https://wcd.nic.in/bbbp-schemes> (July 15,2020)

<sup>51</sup> [https://www.pmindia.gov.in/en/government\\_tr\\_rec/beti-bachao-beti-padhao-caring-for-the-girl-child/](https://www.pmindia.gov.in/en/government_tr_rec/beti-bachao-beti-padhao-caring-for-the-girl-child/) (July 16,2020)

low. This campaign would promote and try to reduce the gender disparities in the society and further promote girl child in their education.<sup>52</sup>

## CHAPTER VI

### 6.1 “Status of Women Education in India”:

#### 6.1.1. After Independence, “the Literacy rate of women in India.”

In the Table 1.1, the Census report from the year (1951-2011),, the literacy rate from “(18.33% to 74.04% ) have increased whereas the female literacy rate from 8.66% to 65.44%, with the gap of 16.68% in the year 2011.” Although the steady increase in the literacy rate between male and female has slightly decrease from the year (2001-2011) only 5.02%. Shown in (Figure 1.)

**Table 1.1: Literacy Status in India**

Years	Persons	Male	Female	Gap in Literacy Rate
1951	18.33	27.16	8.86	18.3
1971	34.45	45.96	21.97	23.98
1991	52.21	64.13	39.29	24.84
2001	65.38	75.85	54.16	21.7
2010	74.04	82.14	65.46	16.68

Source : “Office of the Registrar General & Census Commissioner, India”

“As shown in Figure 1, that there has been considered increase in the “literacy rate of female” in the last decades”. It has been noticed during the year(1951-2001), the

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<sup>52</sup> Ibid.

female literacy rate increase by six times. The Census 2011 shows the 16.08% gap which is lesser than other census report. The figures show the positive indication on the part of female education. Still the male and female 82.14% and 65.14%, respectively. Hence, “there is imperative to take special intervention for enhancing of female education even today.”

### **6.1.2. Enrolment of Girls**

Table 1.2. Enrolment of Girls

<b>Years</b>	<b>Primary</b>	<b>Upper Primary</b>	<b>Secondary</b>	<b>Senior Secondary</b>
2011	115.4	78.3	58.5	33.3
2012	116.7	83.1	60.8	36.1
2013	116.7	83.1	60.8	36.1
2014	100.6	90.3	73.5	49.1
2015	101.4	95.3	78.9	53.8
2016	100.7	97.6	81.0	56.4

**Source:** “National Institute of Educational Planning & Administration, New Delhi”

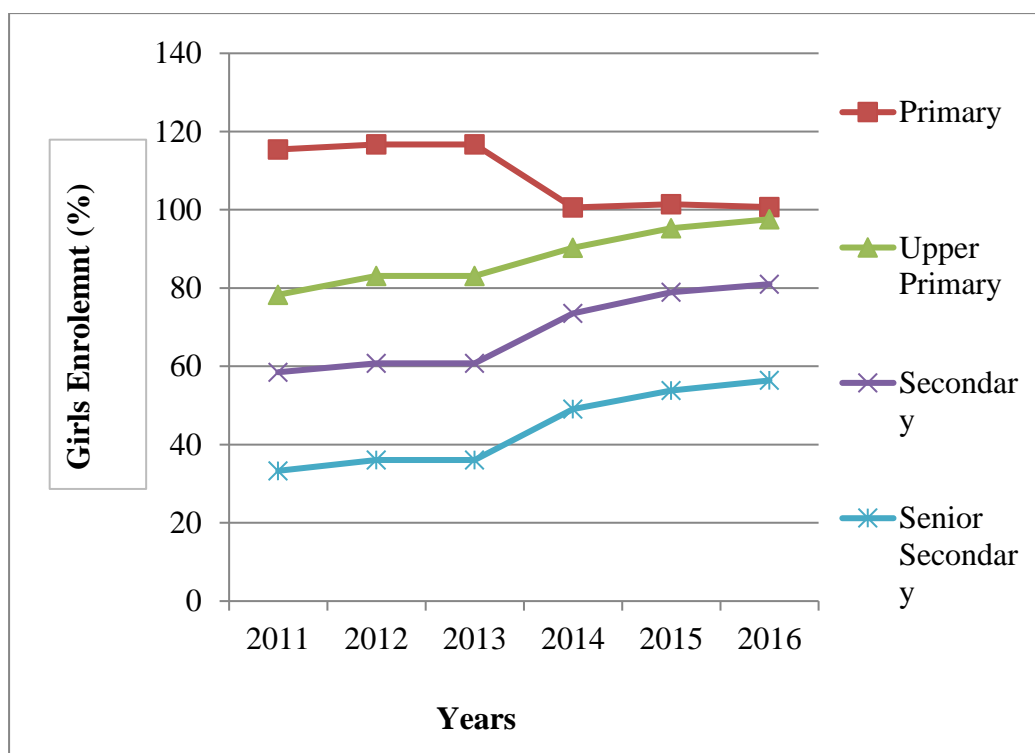


Figure 2

### 6.1.3. Enrolment of SC Girls

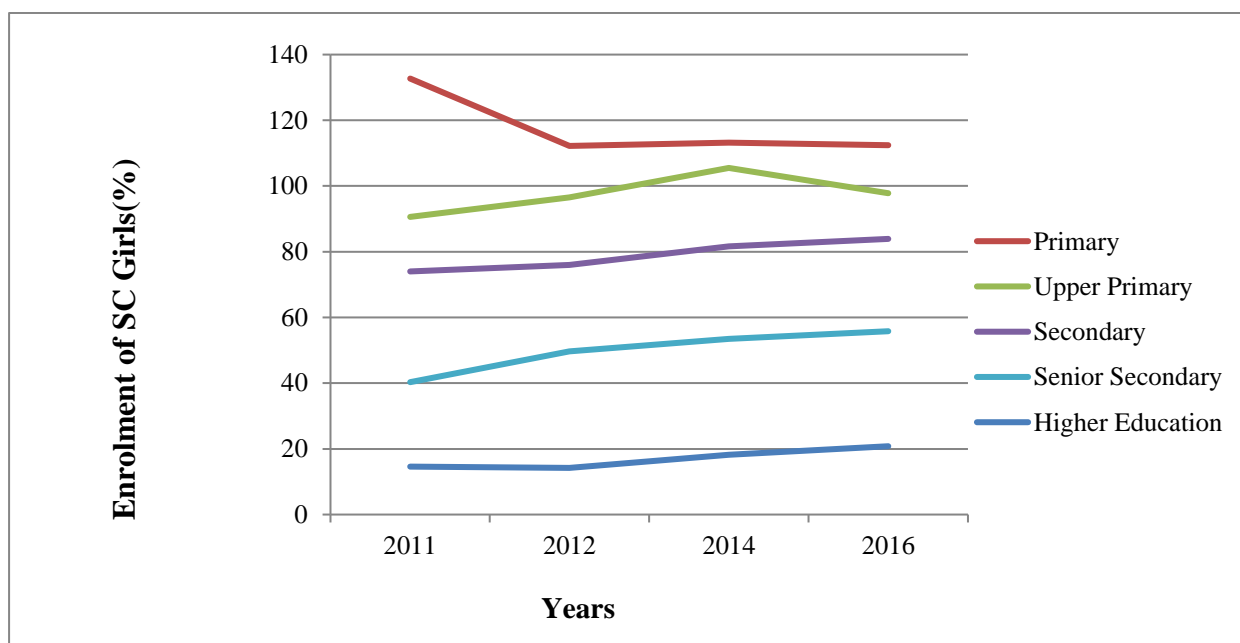
Table 1.3 Enrolments of SC Girls<sup>53</sup>

Years	Primary	Upper Primary	Secondary	Senior Secondary	Higher Education
2011	128.7	86.6	63.5	33.5	13.0
2012	132.0	90.6	67.5	36.1	NA
2013	132.7	90.6	74.0	40.3	14.6
2014	112.2	96.5	76.0	49.7	14.2
2015*	113.2	105.5	81.6	53.5	18.2
2016*	112.4	97.8	83.9	55.8	20.8

<sup>53</sup>[www.dise.in/Downloads/Publications/Publications%202009-10/AR%202009-10/Analytical%20Report%202009-10.pdf](http://www.dise.in/Downloads/Publications/Publications%202009-10/AR%202009-10/Analytical%20Report%202009-10.pdf) visited on 19-07-2020

**Source:** “Ministry of Human Resource Development, Government of India / National Institute of Educational Planning & Administration, New Delhi”

\* Figures shown of SC girls are provisional



**Figure 3**

“As shown in the Table 1.3 the enrolment of SC girls from the year (2011—2016).” Although the enrolment of SC girls in the primary level to Secondary level. There has been the gap of 13.9% in the Upper Primary level to Secondary level. But at the secondary level there is only 55.8% enrolment rate and in higher education only 20.8% of the enrolment rate. Since the gap of 14.6% arises when the SC girls moved to primary level to upper primary level and decreases to 13.9% and 28.1% from the secondary to senior secondary level respectively.(Figure 3)“This reflects that the impact of various measures undertaken by both government with various policies and programme with regards to girls education, still there is need of lots of improvement.”

#### 6.1.4. Enrolment of ST Girls

Table 1.4 Enrolments of ST Girls

Years	Primary	Upper Primary	Secondary	Senior	Higher
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				<b>Secondary</b>	<b>Education</b>
2011	137.4	78.8	44.2	22.3	7.5
2012	136.7	88.9	49.1	24.8	NA
2013	136.7	87	49.1	24.8	9.5
2014*	108.8	85.7	66.7	33.2	9.7
2015*	108.2	95.2	72.6	37.8	12.3
2016*	105.7	98.2	75.4	42.4	12.9

**Source:** “Ministry of Human Resource Development, Government of India / National Institute of Educational Planning & Administration, New Delhi”

\* Figures related to School Education are provisional

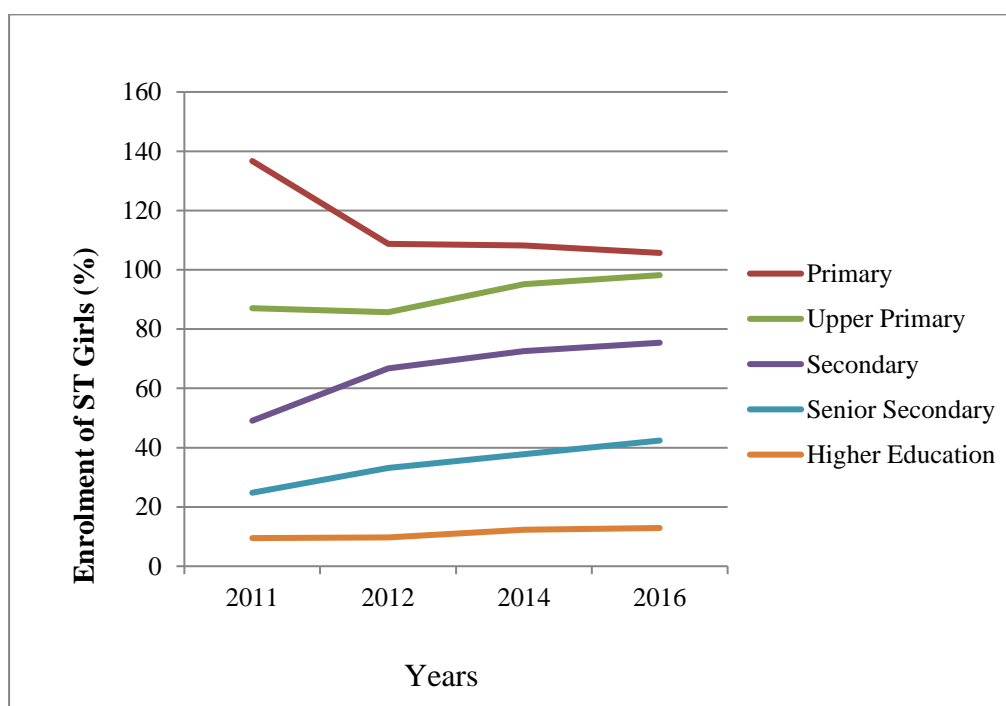


Figure 4

Table 1.4 shows “the total enrolment rate of ST Girls from the year (2011-2016).” Since the literacy rate of the ST girls in the year 2011 was decreases by 31.75% in the Primary level. “When the table shows that there is the gradual decrease of 7.5% of the ST girl from primary to upper primary level.” However the gap “increase by 23%,

when the ST girl moved to Upper primary level to Secondary level and 33% when moved to Secondary to Senior Secondary level.”Although there is a slight improvement in the primary level and upper primary level but its lower than SC girls enrolment rate.

### 6.1.5. Gross Enrolment Rate

“Gross Enrollment Rate (GER) is the total enrollment in as specific level of education. It describes the school age population of the same level of education. It brief about the population of the particular age group which officially corresponds to the relevant level of education.”

On the GER (2015-2016) describes the enrollment rate of females is more than male in the Primary level (I-V Class), “where in the Upper Primary Level the enrollment rate have been slightly decrease. But it decreases more in the Secondary level.” The enrollment rate in the “Secondary level (IX-X) by 19.2%” and in the Senior Secondary level the enrollment rate is 23.85. Coming to the situation of the higher education it remains at 24.5%. Especially the enrollment rate of SCs, STs is 19.1% and 14.2% respectively. When there have been tremendous growth in the primary level but the secondary level the enrollment rate have been decreases at very rapid rate. This figures pointed out that most of the females got enrolled in Upper Primary level is decreasing as comparing to the primarily level .therefore still the purpose of the education is not fulfilled. Further it has been found that the children completing their education at the primary level but don’t transit to upper primary level on various reasons. One of the reasons of the non availability of the Upper primary school in every village. Where the parents did not allow to send their children especially the girl child to move out of village, town or faraway from house to go there. Parents and guardian face some insecurity in sending them to school.

Table 1.5 Gross Enrolment Ratio (2015-2016)

Level	All	SC	ST
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	Male	Female	Total	Male	Female	Total	Male	Female	Total
<b>Primary</b>	97.9	100.7	99.2	109.5	112.4	110.9	107.8	105.7	106.7
<b>Upper Primary</b>	88.7	97.6	92.8	97.8	107.7	102.4	95.4	98.2	96.7
<b>Secondary</b>	79.2	81.0	80.0	83.9	86.9	85.3	73.7	75.2	74.5
<b>Senior Secondary</b>	56.0	56.4	56.2	55.8	58.0	56.8	43.8	42.4	43.1
<b>Higher Education</b>	25.4	23.5	24.5	20.8	19.0	19.9	15.6	12.9	14.2

**Source:** “National Institute of Educational Planning & Administration, New Delhi”

#### 6.1.6. Female Teacher Ratio

From the Report of “National Institute of Education Planning and Administrative, New Delhi”, show the female teachers as compare to the male teachers in the primary schools and Upper primary school. Table 1.6 pointed out those teachers ratio is decrease in the upper primary level and further decreased more in the higher education.

Table 1.6 No. of Female Teachers per hundred Male Teacher

Years	Primary	Upper Primary	Secondary	Senior Secondary
2011-12	76	80	66	66
2012-13	79	76	NA	NA
2013-14	NA	NA	NA	NA
2014-15	104	81	70	71
2015-16	105	83	72	73

**Source:** “National Institute of Education Planning and Administration, New Delhi”

NA: Not Available.

### 6.1.7. “Pupil Teacher Ratio (PTR)”

Table 1.7 Pupil Teacher Ratio (PTR)

<b>Years</b>	<b>Primary</b>	<b>Upper Primary</b>	<b>Secondary</b>	<b>Higher Education</b>
2010-2011	43	33	30	26*
2011-2012	41	34	32	24*
2012-2013	28	25	NA	23*
2013-2014	25	17	41	25*
2014-2015	24	17	38	24*
2015-2016	23	17	37	24*

**Source:** “Ministry of Human Resource Development, Government of India / National Institute of Educational Planning & Administration, New Delhi”

NA: Not Available

\*: Standalone Institutions have not been included in PTR.

### 6.1.8. “High Dropout Rates of Girls in India”

“According to the Report of Ministry of Human Resources Development (MHRD)”. At an estimate there are 60.1 millions of the children are out of school. From the Census2011, “the figures shows that nearly 84 million (20 %) of the age group are covered under the Right to Education (RTE Act ).” There have been higher dropout rate of girls as compared to boys. “At this age, traditional gender norms push girls into the household chores and taking care of siblings, irregular attendance results in dropouts. Early marriages, lack of safety in schools and low aspirants towards the girls education.” But in the year 201-16, there have been enormous change in the enrollment rates where it was found that the enrollment rates of the girl have

increased as compare to that of boys. But it was not satisfactory in the upper primary and secondary school.

As per the report of the “Annual Survey of Education Report (ASER)” 2018 findings observed on an average the differences arises in the enrollment rate of boys and girl from the ages 14 to 18 years. Where the government doesn’t enforces the compulsory education through the RTE Act in this particular age group of ((14 to 18) years. There on an average 32 % of girls are out of school as compare out of school of 25 % of boys.

Such bridging mechanism for out of school children exist at the elementary school but became absent in the secondary education which is broader in difference in the girl child education once they have been dropout. Since dropping from the education its became very difficult task to join their studies gain. As per Statistics there are “100 elementary schools (I-VIII) in rural India, where 14 school offering Secondary level schools and 6 for higher secondary grades (Class XI-XII)”.

The privately owned school are not including in the scheme. Only 5% of the schools are private unaided elementary school while 40% of schools offering secondary or higher secondary grades which private, unaided institution as per the official statistics. This stacks goes against the girl education and leads to the dropouts.

The problem here with the Government is how to prevent the girl child from dropping out of school. The recent recommendation by the “Central Advisory Board Sub-Committee” suggested reforming the various policies. Under their recommendation , Committees suggested to extent the Kasturva Gandhi Vidyalaya till the Class XII . Further directed the MHRD to develops the action plan in order to make effective measures for preventing the girl child from dropping.

From preventing such issues, the Right to Education appears to take the effective part, as girls remain in schools and it’s time to amend the Act and extent till Class XII.

As per the govt. slogan BetiBachao, BetiPadhao will only fulfilled, if the girl to be provided secondary education by providing free quality education and accessible to all the groups. Especially focused on the girl education.

#### 6.1.9. “Annual Average Dropout Rate in School Education (2015-2016)”<sup>54</sup>

(in percentage)

Table 1.8: Annual Average Dropout Rate in School Education

Level	All			SC			ST		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
<b>Primary</b>	4.36	3.88	4.13	4.71	4.20	4.46	7.02	6.84	6.93
<b>Upper Primary</b>	3.49	4.60	4.03	5.00	6.03	5.51	8.48	8.71	8.59
<b>Secondary</b>	17.21	16.88	17.06	19.64	19.05	19.36	24.94	24.40	24.68
<b>Senior Secondary</b>	0.25	NA	NA	3.34	3.04	3.22	NA	NA	NA

**Source:** “National Institute of Educational Planning & Administration, New Delhi”

NA: Not Applicable

#### 6.2. “Infrastructure & Elementary Education”

<sup>54</sup>[https://www.mhrd.gov.in/sites/upload\\_files/mhrd/files/statistics/ESG2016\\_0.pdf](https://www.mhrd.gov.in/sites/upload_files/mhrd/files/statistics/ESG2016_0.pdf) visited on 1-08-2020

Since, RTE Act “has been the major milestone in the terms of providing the elementary education.” Further, it’s also been the important aspect in providing and maintaining the infrastructure of the school. This infrastructure related under RTE Act 2009, “is neighborhood schools, building toilet for boys and girls, drinking water facilities, ramp, electricity connection and library.”

Under the report of NUEPA, here are total 14, 49078 elementary schools in India, where the private schools and government schools were 334468 and 1076994 respectively. As per the report reveals that private schools are rising in all the states of India. There enrolment rates of the age group (6 to 14) years is also rising. Especially girls prefer to get enrolled in the private schools. By the percentage of 20.8% from the year 2011. In the year 2009, the enrolment rate have increased at an annual rate of 10%. “The passion for private education have increased due to the fact that majority of schools are English medium,” therefore the parent feels that to cop up with the modern with the cut throat competition in the present world and would help the their child seeking jobs in the modern world. Basically the private schools are the commercial entities where motive is to earn the profit. Either they charge high fees for the sake of providing facilities. On the other hand there are some schools which even don’t fulfill the prescribed infrastructure to open and run the school.

There are only 82.12% of the schools which are all weather schools and 11 % of the schools are non weather schools. They are badly affected in odd weather situation. Perhaps this would automatically decline in the presence of both the teacher and student in the school.

On the DISE report 2015-2016, says that only 3.6 % of the primary schools have more than 200 days working days and in the upper primary level it was only 26.6%. Since the working days in schools is quite low, which makes the barrier of the school education. This creates the difficult situation for the girls although they are enrolled in the schools, but they did not go to schools on the daily basis.

Another important aspect is the student Classroom Ratio, which stimulates the percentage of the student studying in the single classroom. The DISE (2015-2016) report reveals that only 25.7% of the primary school have lower ratio of 30, where in the case of the upper primary school its only 28% below 35. This data show that number of the schools are in sufficient to accomadate that students in classroom. One of the major factor is the increase in the population where simultaneously no in the increase of the infrastructure. This situation arises where the whole the school is conducted in the one or two classrooms. Its couldn't not be conducted for the student studying in second standard setting with the student of the class v.

The infrastructure being ne of the aspect of the elementary education. The NUEPA(2015-2016) data shows that only 64.9% of the schools have boundary walls facility. As its an crucial aspect for the learning activities. As its further creates the sense of safety , security and disciplined in the minds of both teacher and students.

Further only 24% of the schools have computer facility.<sup>55</sup>As the percentage of the computer facility is quite low which automatically makes the parents to send to the private schools, as they provide such facilities. Since it the high time to have the knowledge of the technology. If the facilities would increase then the enrolment rate of the student would also increase.

The goal of providing the holistic development is not possible, if the provision of providing the adequate facility of sports provided in schools. The report shows that only 60.6% schools have playground. Other schools have been deprived of such facilities.

Other data shows that only 82.6%(Table 1.8) of the school provides the ramp facilities, as its important aspect to attract the disabled children to schools to get admitted. Such facilities would also increased the number of the disabled children. Due to disability would not be the barriers for them to get education.

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<sup>55</sup> <http://www.dise.in/Downloads/Publications/Publications%202009-10/AR%202009-10/Analytical%20Report%202009-10.pdf> visited on 2-08-2020

“The Mid May Meal (MDM)” scheme is one of the aspect of providing the nutrient diet to the children in schools. As its also creates the social equity among children, they sit together and eat together without any kind of discrimination of religion , caste gender and status. The data shows that 80% of the school provide the Mid May Meal facility which are prepared in the school premises. 9.2 % of school where the meal is prepared other then school. Since, it is very important to look after the quality and quantity of the meal. As it is said in Hindi , “Jaisa Ann Baisa Man” So with that consideration , the State government ensures to provide the good quality food to the children . in that efforts various nongovernmental oraganisation have taken part in providing the food to the children. One of the organization is AxchayaPatra which has taken keen role in providing the good quality food to thousand schools.

Table 1.8 % of Facilities available in School

<b>Facilities in School-</b>	<b>2011-2012</b>	<b>2012-2013</b>	<b>2013-2014</b>	<b>2014-2015</b>	<b>2015-2016</b>
School having drinking facilities	94.5	94.9	95.3	96.1	96.81
School having boys toilet	81.1	87.1	94.5	95.4	97.02
School having girls toilet	72.2	88.3	84.6	93.08	97.52
Schools having electricity connections	47.1	49.9	51.7	58.9	61.7
Schools having ramp	53.4	NA	NA	76.70	81.99
Schools having play ground	56.1	56.6	58.1	59.8	60.6

field					
Schools with Computer facility	20.5	22.1	23.3	25.2	26
Student Classroom Ratio	30	29	28	27	27

**Source:** DISE, Flash Statistics:2014-2015 & 2015-2016, NUEPA<sup>56</sup>

NA: Not Available

While discussing the access and equity related issues, it should be pointed that opening the school within the walking distance does not ensure the participation of the children and getting enrolled. As it is mentioned earlier, while ensuring the basic facilities with encourage the children to go to school regularly. Under the RTE Act 2009, has made it mandatory to provide adequate facilities and children friendly environment. Table shows in the year (2014-2015) & (2015-2016), the visible improvement of one year such as drinking facility, toilets, electricity connection and ramp.

### **6.3. “Present Situation to Access Elementary Education”**

The performance of India in universalizing elementary education has been unsatisfactory when we looks at the five decades of development planning. Despite of good policy initiatives, the gain in completion of primary education are still modest with persistence of various problems, i.e. never getting enrolled, low attendance, dropout and low learning level. However the situation the situation has improved to certain extend during the last decade (2001-2010). The recent data reveal that India has about 1.4 million schools providing elementary education to more than 198.9 million children and over seven million teachers were employed in these schools. The Annual Report of 2014-2015 has reported that 847118 primary school and 425094

<sup>56</sup><http://udise.in/Downloads/Trends-ElementaryEducation-2015-16/ElementaryEducationInIndia2015-16.pdf> visited on 26-7-2020



upper primary school were sanctioned in 2014-2015. In addition residential schools and hostel has been sanctioned under SSA during the period, which are tooperated in rural areas. Providing of schools has led to considerable decline in number of out of school children.

Thee of the problem the elementary education is facing is mushrooming of private schools in urban, semi-urban and comparatively developed rural areas. This has lead segregation of children whose parents can afford to send their children to private schools and those who cannot , impacting drastically on equity aspect. Around 31 percent were enrolled in private schools at the primary level and their proportion increase to 37 percentage in case of upper primary grades(NUEPA,2013). According to NUEPA, “Around 6 percent at primary and 9 percent at the upper primary stage were found above their age, resulting in considerable gap between gross enrolment ratio and National Enrolment Ratio (NER) of primary as well as of upper primary level.”(Table 1.5)

“It is also found that some children complete primary education but do not transit to upper primary level on account of various reasons. One of these is the non-availability of upper primary schools in the vicinity.” The following figures shows the although an increasing trend is witnessed in both completion and transition rates but the gap between these two has increased over the years. (Table 1.5)

**Table 1.8:Transition Rate of Primary, Elementary and Secondary level**

Year	“Primary level to Upper Primary level”	
	Boys	Girls
2013-2014	89.74	90.14
2014-2015	89.03	90.48

**Source:** DISE, Flash Statistics: 2013-2014 &2014-2015,NUEPA

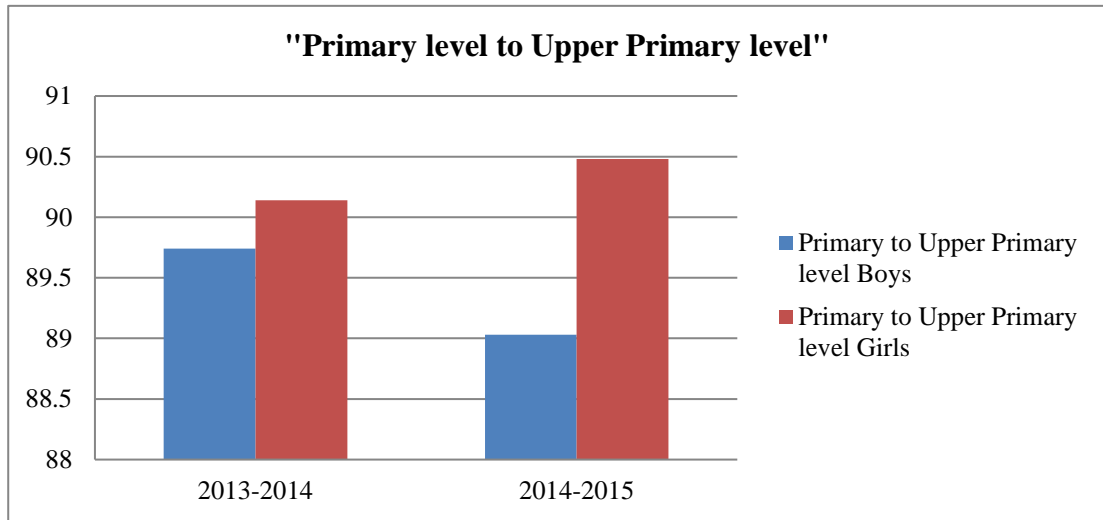
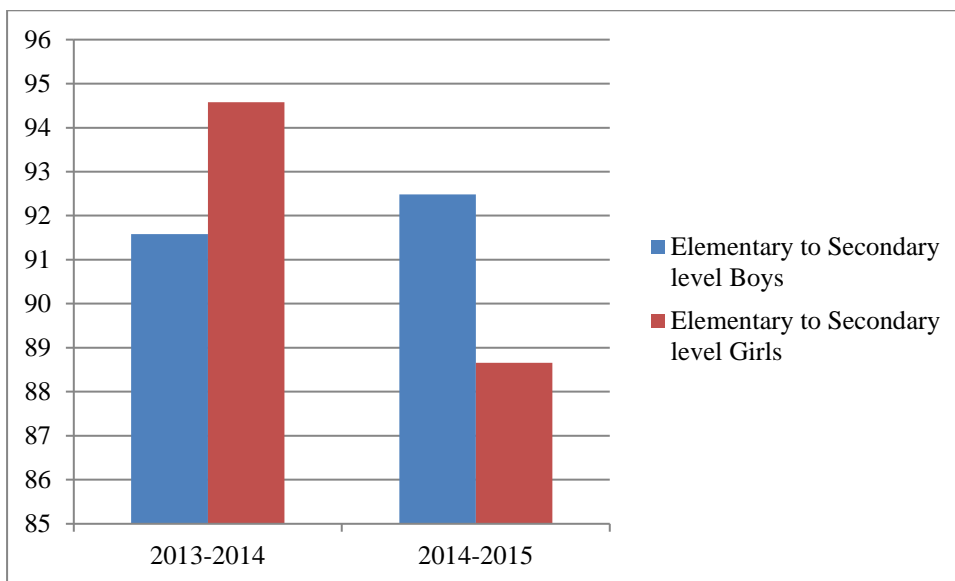


Figure 5

Table.1.9

Year	Elementary to Secondary level	
	Boys	Girls
2013-2014	91.58	94.58
2014-2015	92.48	88.66

Source: DISE, Flash Statistics: 2013-2014 & 2014-2015, NUEPA

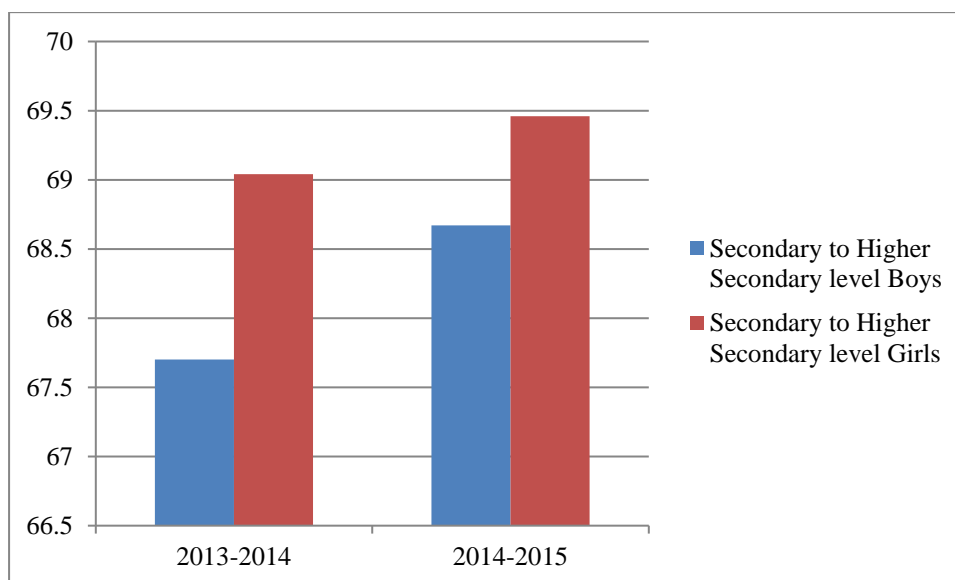


**Figure 6**

Table: 1.10

Year	Secondary to Higher Secondary level	
	Boys	Girls
2013-2014	67.70	69.04
2014-2015	68.67	69.46

**Source:** DISE, Flash Statistics: 2013-2014 & 2014-2015, NUEPA



**Figure 7**

Table 1.8 shows the transition rate of the primary and upper primary level. The transition rate is 90.14 in the year (2013-2014) & 90.48 in the year (2014-2015). Figure 5. In the table 1.9 shows the transition rate of girls is 94.58 and 88.66 from the elementary to secondary level. There s the difference of 5.92% arise from where the girls moves from elementary to secondary level. The Table 1.10. Shows the transition rate form secondary to higher secondary level.

#### **6.4. Physical Progress made under Right to Education-SarvaShiksha Abhiyan**

## Programme (2016)

Table 2.1 % of the Cumulative Achievement (2001-2016)

	<b>(2001-2016) sanctioned</b>	<b>(2001-20016) Cumulative Achievement</b>	<b>In Percentage</b>
<b>Opening of New Primary Schools</b>	2,04,732	2,03,265	99.3
<b>Opining of Upper Primary School</b>	1,59,392	1,56,476	98.2
<b>Construction of Primary schools</b>	199230	183386	92.1
<b>Construction of Upper Primary schools</b>	112392	105943	94.3
<b>Building of additional classrooms</b>	1861336	1740487	93.5
<b>Drinking water facility</b>	238973	229742	96.1
<b>Toilets</b>	1014507	956294	94.3

**Source:** Ministry of Human Resource Development, Government of India

Table 2.1 shows the cumulative achievement from the year (2001-2016). Since the data shows that there is the enormous growth in achieving the infrsture of the schools. But still need to achieve the fullest in the term of providing basic facilities like drinking water facility, separate toilets for girls and boys and building additional classrooms.

**6.4.1. Following table shows the status of availability of Teachers under the State & (SSA)in 2016**

Table 2.2 % of availability of Teachers in the following states:

S.No.	State/Union	Vacancies		Total	%of total vacancies
	Territory	By State	Under SSA		
1.	Assam	26305	13217	39522	19.6
2.	Bihar	80003	123647	203650	34.3
3.	Delhi	8729	5403	14132	24.9
4.	Jharkhand	23176	50617	73793	38.9
5.	Madhya Pradesh	29295	34556	63851	17.5
6.	Punjab	18911	3429	22340	23.3
7.	Pondicherry	523	1	524	13.5
8.	Rajasthan	24175	13347	37522	13..2
9.	Uttar Pradesh	122612	52054	174666	22.9
10.	Uttarakhand	2849	4827	7676	16.6
11.	Telangana	13049	0	13049	13.3
12.	West Bengal	31641	54194	85835	18.8

**Source:** Annual Work Plan and Budget 2016-17

The table 2.2 shows the availability of teachers in the school. In the State of Bihar, there is the highest vacant seats are available. Which shows the poor percentage of the states, where the status of Uttar Pradesh is also not satisfactory, there is also availability of 23.3% of teachers post are vacant. As comparing its population the highest percentage of vacancies are available. Since the following states need to focus on filling the vacant seats of teachers. Especially to increase the recruitment of female teachers in School.

**Table 2.3 % of Fund Utilization in the followings States.**

S.No.	State/Union	Central	Utilization	% of fund
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	<b>Territory</b>	<b>Assistance/sanction(in lakh)</b>		<b>Utilization</b>
<b>1.</b>	<b>Andhra Pradesh</b>	24402.16	27212.21	111.5
<b>2.</b>	<b>Assam</b>	54846.72	11869.40	21.6
<b>3.</b>	<b>Gujarat</b>	40756.01	32466.00	79.6
<b>4.</b>	<b>Jammu &amp; Kashmir</b>	11393.26	7796.13	68.4
<b>5.</b>	<b>Karnataka</b>	43937.98	44603.00	101.5
<b>6.</b>	<b>Lakshadweep</b>	127.60	81.54	63.9
<b>7.</b>	<b>Pondicherry</b>	459.04	60.11	13.1
<b>8.</b>	<b>Uttar Pradesh</b>	101736.19	98931.05	97.2
<b>9.</b>	<b>Daman&amp;Diu</b>	284.48	167.54	58.9
<b>10.</b>	<b>West Bengal</b>	106921.55	94713.17	88.5

**Source:**“Ministry of Human Resource Development, Government of India”

The Table 2.3 shows the percentage of the fund utilization in the following states. The state like Andhra Pradesh and Karnataka uses the surplus fund. Where the states and Union Territory like Assam, Gujarat , Jammu &Kashmir and Pondicherry is quit low.

### **6.5.“International Comparison on Public expenditure and Gross Enrolment Ratio on Education” (%).-2015**

Table 2.4 “% of International Comparison on Public expenditure and Gross Enrolment ratio (GER).”

<b>Countries</b>	<b>Gross Enrolment Rate (2015)</b>				<b>Public Expenditure on Education GDP 2015</b>
	<b>Primary</b>	<b>Upper</b>	<b>Secondary</b>	<b>Tertiary</b>	

		<b>Primary</b>			
<b>India</b>	99.2	92.8	68.21	24.5	4.13
<b>Bangladesh</b>	120.4	83.4	48.4	13.4*	1.95
<b>Nepal</b>	135.4	90.4	49.7	14.9	3.71
<b>Sri Lanka</b>	101.7	98.5	99.1**	19.8	2.17
<b>Pakistan</b>	92.7	56.6	35.4	9.9	2.64
<b>China</b>	104.1	99.1	89.7	43.4	NA
<b>Germany</b>	105.0	101.5	104.8	68.3	4.95
<b>Russia</b>	100.5	101.0	113.6	80.4	3.86
<b>South Africa</b>	99.7*	97.1***	88.5***	19.4**	6.02
<b>UK</b>	108.7	112.7*	138.2*	56.5*	5.68
<b>USA</b>	100.2	102.1	93.3*	85.8	5.38

**Source:** “Ministry of Human Resource Development and UNESCO Institute for Statistics (UIS)”

**NA: Not Available**

“A\* : 1 years back, the value was A”

“A\*\* : 2 years back, the value was A”

“A\*\*\* : 3 years back, the value was A”

Table 2.4 shows the gross enrolment ratio along with public expenditure on education of GDP (2015). Under the report, the Country Russia shows the satisfactory result, uses 3.86% of GDP on education where country uses more such as South Africa 6.02% but still cannot reach the satisfactory result on education. When the country like Pakistan shows no satisfactory result since between the lower secondary level and primary level the difference arise of 36.1% which is much higher. This clearly reflects that “children enrolment at the primary level dropout at the percentage of 36.1 in secondary level.” However the situation of India has shown improvement in the primary level, but its shows the difference of 31.1%, when enrolled to upper secondary level. The developed countries like USA,UK ,Russia and Germany has improved education system which is higher than counties like India, Bangladesh, Sri

Lanka, Nepal and Pakistan . Since, India needs to focus on improving the enrolment rate from primary to secondary level and further extends to higher education.

### 6.5.1. International Comparison on Pupil Teacher Ratio (PTR) – 2015

Table 2.5 % of International Comparison on the basis of PTR-2015

<b>Countries</b>	<b>Primary</b>	<b>Lower Secondary</b>	<b>Upper Secondary</b>	<b>Tertiary</b>
<b>India</b>	23	17	NA	24
<b>Bangladesh</b>	36.1	36.9**	33.2**	22.9*
<b>China</b>	16.3	17.8*	15.6	19.5*
<b>Nepal</b>	23.1	35.1	22.8	60.0**
<b>Brazil</b>	20.9*	36.9*	33.2*	22.9*
<b>Pakistan</b>	46.3	17.3	28.8	17.6
<b>Russia</b>	19.8	NA	NA	11.0**
<b>Germany</b>	12.2	11.0	14.7	7.5
<b>South Africa</b>	33.6*	NA	NA	NA
<b>Sri Lanka</b>	23.2	17.3	18.2***	45.2*
<b>UK</b>	17.4	15.3*	16.2*	15.5*
<b>USA</b>	15*	14.8*	14.8*	12.5*

**Source:** “Ministry of Human Resource Development and UNESCO Institute for Statistics (UIS)”

NA: Not Available

“A\*”: 1 years back, the value was A”

“A\*\*”: 2 years back, the value was A”

“A\*\*\*”: 3 years back, the value was A”



Table 2.5 shows the pupil teacher ratio of various countries, the countries like UK, USA Germany has higher lower ratio. Moreover the country like China with the larger population has improved pupil teacher ratios as compared to India. There is the difference of 4.5% at lower secondary level and difference of 5.5% at the Tertiary level. Since the country like Germany show the improved PTR in the Upper secondary level and tertiary level. Therefore, the India on comparing with other countries the ratios not at the satisfactory level. It's needed to improved at lower secondary and upper secondary level.

### 6.5.2. Female Teacher Percentage in Various Countries

Table 2.6 % of Female teacher in Various Countries

Country	Year	Primary	Secondary
Argentina	2008	87.42	68.32
Brazil	2014	89.64	65.16
Russian Federation	2014	98.81	82.08
South Africa	2014	48.56	54.76
United Kingdom	2013	86.98	61.4
India	2014	49.49	43.21

**Source:** “United Nations & UNESCO Institute for Statistics”

Table 2.6 shows the female percentage of various countries. The female percentage of the ofcountries like Argentina, Brazil and UK has better ratio of female teachers on comparing with India. For promoting the female education, the female teacher ratio needed to be improved so that more girl’s child would enroll in the school. Since the date reveals that the schools with lesser ratio of female teachers automatically led to lesser enrolment of girl child. Therefore to overcome the barriers of women education country like India needs to raised the ratio of female teachers in primary and secondary level.

## 6.6. Major Reasons for Drop Outs

Table 2.7 Major Reasons of Drop Outs(in percentage)

Reasons for Drop outs	Boys	Girls
Children not interested in studies	23.8%	15.60%
Due to Financial Constraints	23.70%	15.20%
Due to marriage	NA	13.90%
Engaged in economic activities	31.0%	4.90%
“Distance of school is far”	0.5%	3.40%
“Unable to cop up with studies”	5.4%	4.60%
Engaged in domestic activities	4.80%	29.70%
Other reasons	5.1%	6.20%

**Source:** National Sample Survey Office, New Delhi

As per the report of the National Sample Survey Office estimates the various reasons for the dropping of the boys and girls from the school. Since there have been various factors of dropping of girls and boys. Under the female situation the dropout rates increase higher than boys. Female dropping out rates increases by 29.70% due to engaging in the domestic activities and looking after the younger siblings (Table 2.7). They tend to look after the household chores and helping her mother in preparing food for the family. Due to literacy, poverty and backwardness their parent and guardian thinks only to get their daughter married and move to their husband house..Their parents focus more on collecting money for dowry and “insist of providing education to the girl child.”Due to the financial status of the family also tends to increase the dropout rates of girls.

One of the major factors of increasing dropout rates due to marriage. When the girls reach at the adolescent age stage, the parents and guardian tends to be worried about the marriage of his daughter. Since many girls ,married at the initial age of 17 to 18 years. The report says that 13.09% of the women are dropping the schools due the cause of the marriage. (Table 2.7)

Since the girls tends to dropout more than boys. There are various reasons for dropout rate is the timings of the education institution, medium of the institutions used to be unfamiliar and when the children's are dropout there is the difficult task to admit to the school again. Due to inadequate number of the female teachers is also the factor of girl dropping out from school. If the quality of teachers is not satisfactory, unfamiliar atmosphere at school, for the preparation of the competitive examination and other factors tends to decreases the number of enrolment rates and many dropout at the initial stage. Other factors include lack of infrastructure, adequate toilet facilities, in competitive faculties which tend to reduce the attendance level of the girl child.

#### **6.7. “Barriers of the Girls Education”**

1. For dropping out, the provision for the ‘special training’ must be initiatives for the children who are out of school. Counseling for both the parents and children must held to ensure the children for the enrolling in the schools till the completion of the courses. Various new programmes and scheme must be introduced for the elementary level as well as to the secondary level
2. According the CARE India Research Report, suggested “that there must be implementation of the special training programs to trained the teachers and also provide the updated learning material to each schools.” At district level, the administration must take care of the basic facilities by ensuring that the funds which are provided must be given on time.
3. ASER stated the viewpoint of girl dropping at secondary level is 32% due to family constraint. As parents seems unwilling to send their girl child to the secondary school. As there must be setup of the mechanism for the counseling of both the parents and children which would be critical to change the old

social thinking towards the girl education. Putting strong female role model tends to change the attitude of the society toward the female education. As per the ASER reports states that 70.7% of youth are out of school whose mother have never been to school.

4. Distance of school is also one of the factor of girl dropping out. Since, every school establishing nearby area is not possible. Various initiative have been taken by the government to ensure the increasing of the enrollment rate. Such as “distribution of bicycle to girls, hiring of escorts ( likeTolaSwaks in Bihar)” and providing concession in public transport lead to help in decreasing the dropping rate. Further improving the infrastructure , building of separate toilets of the girls.

Where the Kerala is the first State taken the initiative for providing free sanitary napkins in schools, so that the presence of the girls can be maintained even during the menstrual cycle.

Schools must be more receptive toward the girl child and deliver quality based education. Teachers in the primary schools must be trained in such a way which makes easily access of education to the girl child. “Further, the curriculum initiates to enable the girls to challenge gender stereotypes and became more assertive.”<sup>57</sup>

5. The introducing of the ‘Leadership Curriculum’ in the U.P. is the positive steps the girl step out closer to build girls confidence, negotiation skills,organisation skills and enable them for taking the decision. Furthering empower the women for building better communication. Furthermore the enrollment status revealed that government initiates to bring the girls to school but the state government finds it very difficult to retain them after their primary education.

On an estimate “30% of the girl student dropout of school by class IX and there number rises 57% in the class XI.”<sup>58</sup> The report stated that student enrolled in the class I when reached Class VI, hardly 1.5% of them leave

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<sup>57</sup><https://www.livemint.com/Opinion/iXWvKng7uU4L8v/The-high-dropout-rate-of-girls-in-India.html> visited on 21-5-2020

<sup>58</sup>“ <https://timesofindia.indiatimes.com/city/ahmedabad/57-of-girl-students-drop-out-of-schools-by-class-xi-report/articleshow/66900622.cms> visited on 24-5-2020

school and only 74% of them only got themselves enrolled them self in class VIII. Such dropout rates rises rapidly particularly in the girls.<sup>59</sup>

According to the report of “Ahmadabad School Management Association” headed by President Bhasker Patel says, that the enrollment rate of girls is high up to class VIII for only reasons.<sup>60</sup>

1. Firstly Government provides the free meals to the schools, which catches large portion of the children towards school.
2. When the both the parent are working, “they prefer to send their kids to school for the free meals and safe custody of their child.” As they are working in the fields as the laborers. By the time girlsreaches the class VIII, most of their parents withdraw their girls child from schools.<sup>61</sup> Due to mainly reasons liked child marriage which is prevalent in many parts of the country or when the girls reaches touches the age of 18 years. Study reveals that parent’s priority shifts from study to marriage.

The report “reveals only 43 % student enrolled in their secondary schools.” When the situation surveyed by the authority ,“Sharada Patel( former Sarpanch of Abasana) says that many parents are not willing to send their girls child to move to cities for further studies.” They fear that girl may elope with the youth and would prefer inter-caste marriage. Therefore in the Patel community, the sex ratio would skewed this would be difficult to find the girls of the same Patel community.

### **6.8. “Mother Education and Obligation of Parents”**

It is said that the mother is the first teacher of the child. In the initial years the child learn forms his mother. It is one of the crucial aspects for the overall development of

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<sup>59</sup> Ibid.

<sup>60</sup> Ibid.

<sup>61</sup> Ibid.

the children. Since, in the case of the providing education to the girls child, mother acts as the important aspect of the girls child education. Mother's active role cannot be neglected. As mother have stronger impact on the student performance. Since the researcher sated tat educated of mother is more conscious towards his child education. The data shows that educated mother tends to send their children to school and more concerned towards his education. In the case of illiterate mother the situation changes as they didn't understand the importance of education as literate mothers think. Since it's the obligation of the arrest to send their kids to school.

Despite of illiterate parents or form the poorest, deprived families, if they tends to take active participation in sending the children to school. They wants to their children to acquire education for which they have themselves have suffered. The parents and guardian plays an significant role in achieving right to education. Especially focusing on providing the girls education. If they didn't take interest in sending to school then all the efforts of the government scheme, meals and other facilities will be of no use. As the large amount of public expenditure being used in providing elementary education.

According to RTE Act 2009, Section 9(10) stated that "it shall be the duty of the parents and guardian to admit or causes to admit his or her child to school as the case may be to an elementary education in the neighborhood school".

Under the RTE Act, there must be the establishment of the School Management Committee (SMC). It should be comprises of the strength of 3/4 member must be the parents and guardian. However the parents can take the active role in the management of the school. The SMC can take responsibilities like facilities provided in school, infrastructure and teachers & students attendance must be ensure by such committee.

## **6.9. “Diverse Classroom Environment”**

Education is one of the aspects in the development of the creative minds; it helps the children to adopt the socio-cultural context. It further helps the children to understand the human values while learning in the classrooms. Such capability approach, given an opportunities to and understand then only the vision of ‘compulsory education’ would be fulfilled. Moreover, it would enable the child to grow with much more freedom and with future oriented goal.

The “ASER 2016” rural findings reveal that although the enrolment rate at the “primary level is 99.2%” and “92.8% at the upper primary level.” The survey found that 41.2% of the student in the fifth standard cannot read the class second standard books. Only 21.1% of the fifth class standard can do division. Where only 20.2% of the students can do subtraction, where as the percentage in private school is 44.0%.

All these findings depict the poor performance of the children in govt. schools. These figures reveals that situation of children learning in the classroom are not up to the mark. Since the schools depicts of socio-economic status as the children from various background join the class such as children from poor background, deprived classes living in poverty and hunger will share it life experience with economically efficient class such environment widens the horizon of environment and create the better environment for learning.

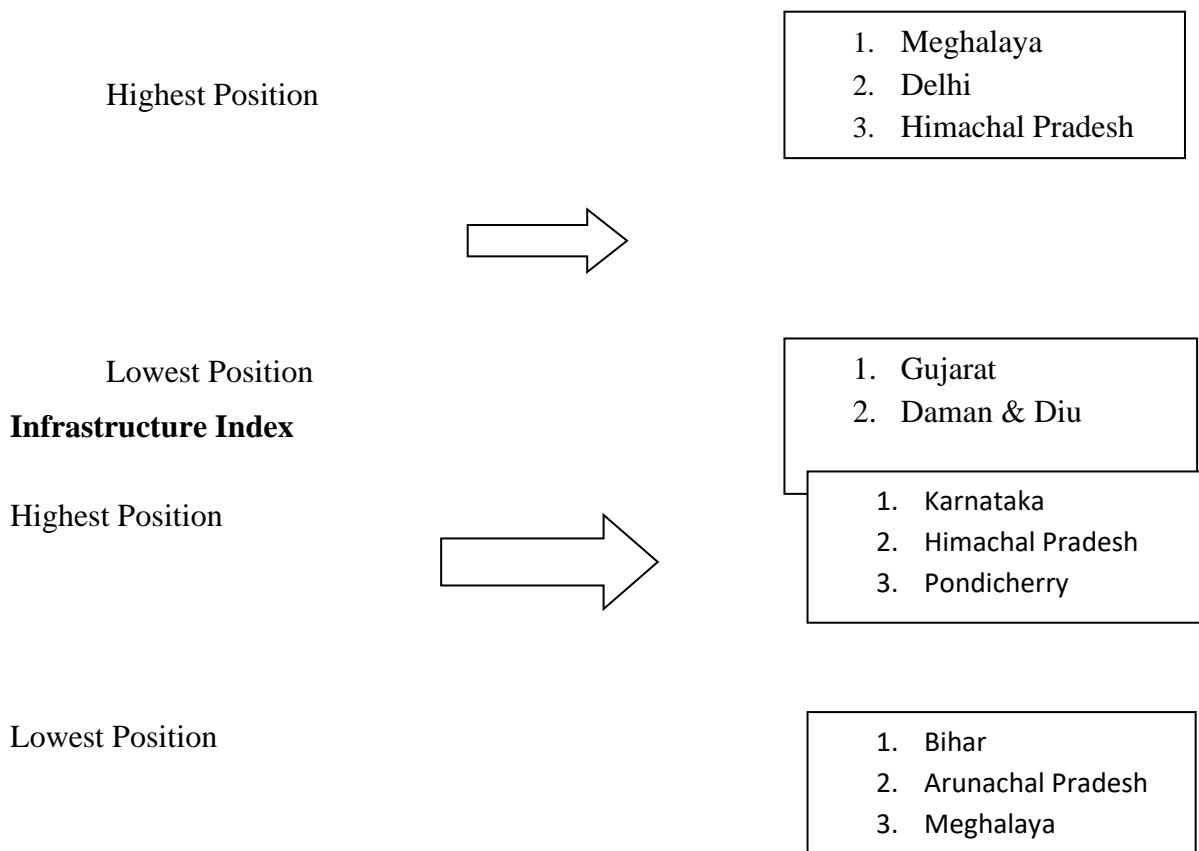
While ensuring of the girls to education, would depicts the equality among children. They are alsopart of the society and would create the sense of respect towards the girls.

## 6.10. “Education Development Index (EDI)”

“The National University of Education Planning and Administration (NUEPA)” has mandated various parameters to analysis the various dimension for educational development in” all the States and Union Territories. The states which show the education system would hold the better position in the list”<sup>62</sup>.

The educational development Index stimulates on the basis of access of education, infrastructure, teachers, enrolment rates and dropout rates. This index complies for primary, upper primary and elementary education. Access to the primary schools includes the child of the age group (6-10) years.<sup>63</sup> UEDA (2014)

### Under the Index stated that



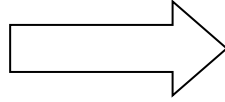
<sup>62</sup><http://www.dise.in/Downloads/Publications/Publications%202009-10/AR%202009-10/Analytical%20Report%202009-10.pdf> visited on 1-8-2020

<sup>63</sup> Ibid.



## Teacher Efficiency Index

Highest Position



1. Lakshadweep
2. Chandigarh
3. Kerala

Lowest Position

1. Jharkhand
2. Assam
3. Arunachal Pradesh

### 6.11. Delimiting Factors of Girls Education

Girl's child and health: Health is one of the key factors, which tends to determine the growth of the nation. Various health issues, tends to increase the dropout rates of the girls. 22 percent are wasted or too thin for their height, which may result from inadequate food intake or recent illness and 30 per cent are underweight, which indicates both chronic and acute under nutrition. "Seven out of every 10 children below the age of 5 have iron deficiency anemia (IDA) according to the NFHS. IDA has actually increased from 69 to 73 percent in the 0-3 age group from the last survey of 2014." Only 40 per cent of the households have access to adequately iodised salt and Vitamin A deficiency persisted despite the prevention programmes.<sup>64</sup>

Lack of Qualified female teachers: the main reason of girl dropping out is the lack of female teachers. As the girl child feel more comfortable with the lady teacher and more actively focus and participate in learning process. Where, the parents in the rural areas feel hesitate to send their girl child to school that have only male teachers. Further committees have also suggested to increase the recruitment of female teachers in primary as well as secondary school.

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<sup>64</sup> [http://hydtribune.blogspot.com/2009/06/tamilnadu-paradox-alarming-malnutrition\\_23.html](http://hydtribune.blogspot.com/2009/06/tamilnadu-paradox-alarming-malnutrition_23.html)(August13,2020)

Lack of transport facilities: In the rural areas, there is much need of the of transport facilities for attending the middle and secondary schools. Far away schools , tends to increase the dropout rates of the girl child. “Necessarily, these schools tend to be inaccessibly far away from the residences of girls. This perverse assumption must be discarded, and equal numbers of schools at all levels must be established.”

Lack of hostel facilities: Many girls desirous to pursue education at the secondary level if the educational institutions is near to their homes, if they institution is far they need to have hostel facilities. “Girls particularly those belonging to Scheduled Castes and Scheduled Tribes would continue their education at the middle and above levels if they could find free or inexpensive residential facilities nearer the educational institution.”

Fear of sexual harassment: Parents are often more concern about their daughter safety and security. Various instances of abduction, molestation and rape create the fear in the minds of parents. After the certain age, they bound them to remain at homes.

Fixed school hours: In rural areas, the fixed studying hours remains unsuitable for girls as they are engage in domestic work or working in farms and field during these hours. These fixed hours tend to reduce the attendance of the girls child. The enrolment rate is higher but the girl’s children have very low attendance level. So the education facilities been provided to the girl’s child during that period which is suitable to the girl child. This initiative has been tried in Rajasthan through ShikshaKarmi Project that have encouraging result.

## **CHAPTER VII**

### **CONCLUSION**

“Primary education for children is perhaps the most important constituent of life as because human life cycle requires that the basic competencies and life skills be acquired at an early age.” Now it has been seen that many continuous efforts have been initiated by the government to uplift the girls education at primary and secondary level. Many if the States have shown enormous improvement. But he purpose of education would only be achieved when each and every girl will go to school. Many of the girls leave the education when reach the at the secondary level. The vision of education not fulfill at the primary stages but also to secondary level. This would not only achieve by the legislation but the concerted efforts of every citizens.

“The purpose of this research work is not to defy this ‘revolutionary’ law which is still to pursue its goals and neither is it intended to be a treatise on educational policy as such.” In the education system, the government spends spend large amount of money in building new primary schools, additional classrooms and other facilities provided.

Various schemes have been launched such as “National Technology Mission, District Primary Education Programme, and Nutrition Support for Primary Education, National Open School, Mid- Day Meal Scheme, SarvaShiksha Abhiyan and other state specific initiatives.” The schemes ‘BetiBacho, BetiPadhao’ launched by Prime Minister Narendra Modi in year 2015. For increasing the child sex ratio(CSR) and promote the girl child education. If the girls enrolled and not attending schools on regular basis, then all the efforts of the government would be of no use.

Further, India needs to upgrade their primary education and look after the factors which lacks the millions girls child who are out of school. “ The Supreme Court by rightly and harmoniously construing the provision of Part III and IV of the

Constitution has made right to education a basic fundamental right. The Government of India by Constitutional (86th Amendment Act) Act, 2002 had added a new Article 21A” and further strengthened this Article 21A by adding clause (K) to Article 51-A which provides who is a parent or guardian to provide opportunities for education to his child or ward between the age of 6 and 14 years”. On the basis of Constitutional mandate provided in Article 41, 45, 46, 21A and various judgments of Supreme Court the Government of India has taken several steps to eradicate illiteracy, improvement the quality of education and make children go back to school with they left the school for one reasons or the other.

Justice P.N. Bhagwati says that, “The child is a soul with a being, a nature and capacities of its own, who must be helped so find them, to grow into their maturity, into a fullness of physical and vital energy and the utmost breadth, depth and height of its emotional, intellectual and spiritual being; otherwise there cannot be a healthy growth of the nation”.

Since, India has world’s largest younger generation population. The country progress will depends upon the education of that country. The country would only progress, if more and more girls are well educated. Under the “Right of Children to Free and Compulsory Education Act, 2009, making education a fundamental right of every child of the age group (6 to 14 years)”. But the reality on the ground level is quite differing.

1. Many girls child are out of school. They tend to get enrolled but they did not attend the school on the regular basis.
2. Mostly the girl child leave the school without even completed the elementary education
3. Under the RTE, the children do not have to pay for schools fees, uniforms, textbooks and mid day meals provided in the schools. But the question arises, even of getting such things situation have not being improved.
4. Many of the schools have not satisfactory pupil teacher ratio. This clearly reflects that there is the need more male and female teachers for the schools.

Since there have been considerable progress in the uplift of the girls education over the last few decades due to the efforts of RTE and SSA. But such efforts would not be limited to elementary level of education. The purpose of elementary education would only be improved if more and more girls enrolling for secondary level. To conclude this research I would like to quote the Abraham Lincoln words, who wrote the letter to the School Headmaster tells him “ how for the society should react to the younger generation in such a way that corporate social responsibility should be ensured.

“He will have to Learn, I know, that all men are not true...But teach him also that for every scoundrel there is a hero; that for every selfish politician, there is a dedicated leader... Teach her that for every enemy there is a friend. It will take time, I know; but teach him, if you can, that a dollar earned is of far more value than five found... Teach him to learn to lose... and also to enjoy winning. Steer him away from envy, if you can, teach him the secret of quiet laughter. Let her learn early that the bullies are the easiest to lick...Let him have the courage to be impatient..., let him have the patience to be brave. Teach her always to have sublime faith in himself, because then she will always have sublime faith in mankind”

## RECOMMENDATIONS AND SUGGESTIONS

Since, neglecting of the education of women's would affect the half of the population of the country. Where the country like India, where the millions of the children are living in streets, bonded labourer, millions of girl are out of school and fewer access to education. Hence, there is need to amend the Right to Education Act. Such amendment would surely improve the status of girl education.

1. At initial stages private school only offer the facilities of kindergartens. Where the stat government started schools from the class I. The pre-schooling is forbidden under Act and not considered as the part of elementary education. There is need to add the pres-schooling at the elementary education.
2. Under the Act, Section 3 related to the academic curriculum only. According to the research work, there should be physical, mental, psychological and spiritual development of the child.
3. Under the Section 6, the state is to establish the education institutions. Since the educational institution build under the supervision of the concerned authority. If the structure found to be inappropriate and up to the level of prescribed parameters. On such condition, it should not be used for the purpose of the school. Further, its maintenance, painting of walls and other developed must be done from time to time.
4. Section 10 of the Act puts the obligation to parents and guardian to send their children to schools. The monitoring units must be setup to check in the locality and finds out the reasons of parents for not sending their children to schools. Since many parents restrict to send their girl child to school.
5. As per the Section 12(1) of the Act, its compulsory to provide the 25% of the reservation to the children belonging to the weaker sections and disadvantage groups. This provision is followed by very limited private schools. There should be regular strict check by the concerned authority. They should clear out number of the such reserved seats in their websites,

notices etc. If this provision is implemented with strictness then it would be very beneficial of the girl's child in getting education in the private educational institutions.

6. In the era of privatization, many business communities have setup schools at the primary and secondary level. Since, many of them does not have certificate of recognition. They are conducted in the buildings which are not suitably unfit for conducting schools. These don't even follow the prescribed parameters for functioning. If the schools already in function, it should fulfill all the norms within the period of one year. Such duration of one year is regulated to be done to protect the children education from leaving the incomplete education.
7. Under the section 7(1) completely prohibited the physical and mental harassment of the children. There is complete ban on such punishments. Since the attitude and behavior of the teachers relates to the attendance level of the class. If the attitude of the teachers is encouraging and supportive it's would increase the large number of the girls child for attending schools. There should be the teachers skill development programmes must be conducted on the regular basis by the competent authority. There should establishment of the special cell for the parents and guardian. Where they could complain regarding the teachers and schools authority.
8. As per Section 28 of RTE , where teachers are strictly prohibited to engage them from taking private tuitions. Since, it has been found that many teachers conducts private tuitions, encourages them to take private tuitions. Therefore they show no interest in teaching in schools. Such provision must e strictly followed to remove this issue.
9. RTE Act provides the education up to the age group of 6 to 14 years. There is need to extends its parameters. Since many of the children got the elementary education up to 14 years. Especially girls tend to leave early education at the elementary level. They did not attend the schools afterwards. Therefore it's the time to amend the RTE Act. It should be

extend up to the secondary level, in furtherance to provide vocational, skill development programees in the school.

10. In the era of modernization, where the younger generation would decide the actual progress of the country. Where the education would be tremendous in goal of achieving the development of the country. So there is the need to change the old educational system. Especially for the girl education, there are many girls dropout at the upper primary and secondary level. Therefore the vision of the educated society would not be achieved. Therefore, the need of developed skill based education system which makes self dependent in the society need to be adopted. This initiative would help in ensuring the progress of the nation.



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## Appendix I

**Table 1. Number of Female per hundred Male Enrolled in School Education**

<b>Year</b>	<b>Primary (I-V)</b>	<b>Upper Primary (VI-VIII)</b>	<b>Secondary (IX-X)</b>	<b>Senior (XI-XII)</b>	<b>Secondary</b>
1950-51	39	19	NA	15	
1960-61	48	31	NA	26	
1970-71	60	41	NA	33	
1980-81	63	49	NA	45	
1990-91	71	58	NA	49	
2000-01	78	69	63	62	
2005-06	87	81	73	72	
2006-07	88	82	73	74	
2007-08	91	84	77	76	
2008-09	92	86	79	77	
2009-10	92	88	82	80	
2010-11	92	89	82	79	
2011-12	93	90	84	81	
2012-13*	94	95	89	87	
2013-14*	93	95	89	89	
2014-15*	93	95	91	90	

**Source:** National Institute of Educational Planning & Administration, New Delhi

\* Figures shown of enrolled female teachers are provisional.

**Table 2. “Gross Domestic Product (GDP)” on School Education(RS in Crore)**

<b>Year</b>	<b>“GDP at Current price (Rs. crore)”</b>	<b>“Total Expenditure “</b>	<b>(% of GDP) Expenditure on Education by Education Departments</b>
1951-52	10080	64.46	0.64
1960-61	16220	239.56	1.48
1970-71	42222	892.36	2.11
1980-81	130178	3884.2	2.98
1990-91	510964	19615.85	3.84
2000-01	1991982	82486.48	4.14
2005-06	3390503	113228.71	3.34
2006-07	3953276	137383.99	3.48
2007-08	4582086	155797.27	3.40
2008-09	5303567	189068.84	3.56
2009-10	6108903	241256.02	3.95
2010-11	7248860	293478.23	4.05
2011-12*	8736039	333930.38	3.82
2012-13(RE)*	9951344	408421.71	4.10
2013-14(BE)*	11272764	465142.80	4.13

**RE: “Revised Estimate”**

**BE: “Budget Estimate”**

**Data Source:** Ministry of Human Resource Development, Government of India

\* Base year have been revised.

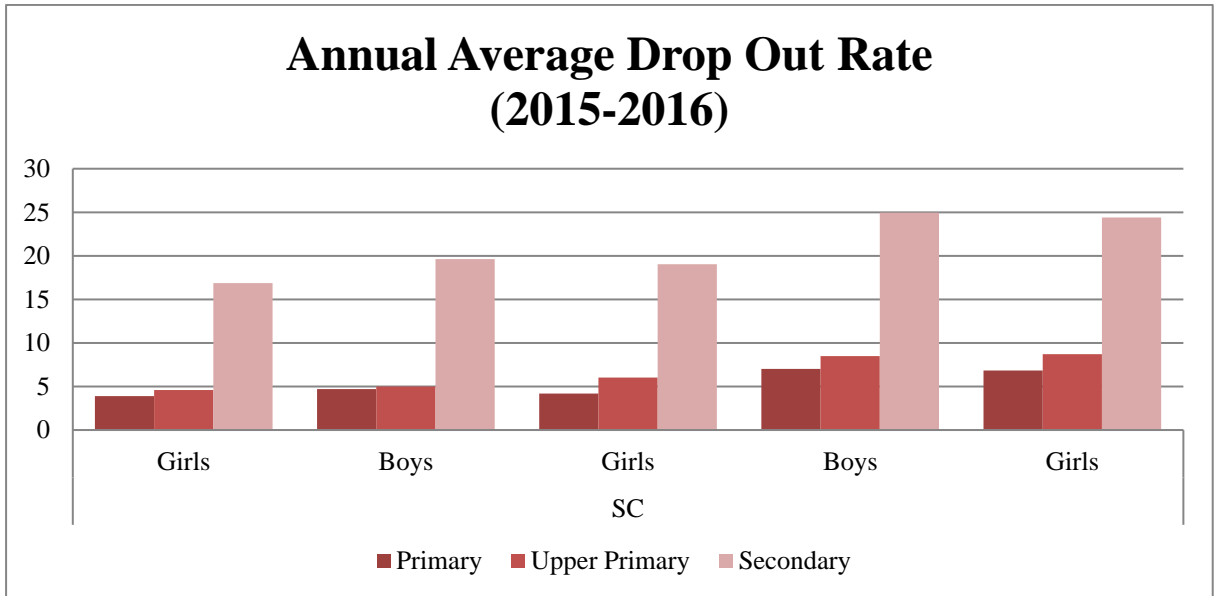
## **Appendix II**

Table: 3 Pupil Teacher Ratio (PTO)

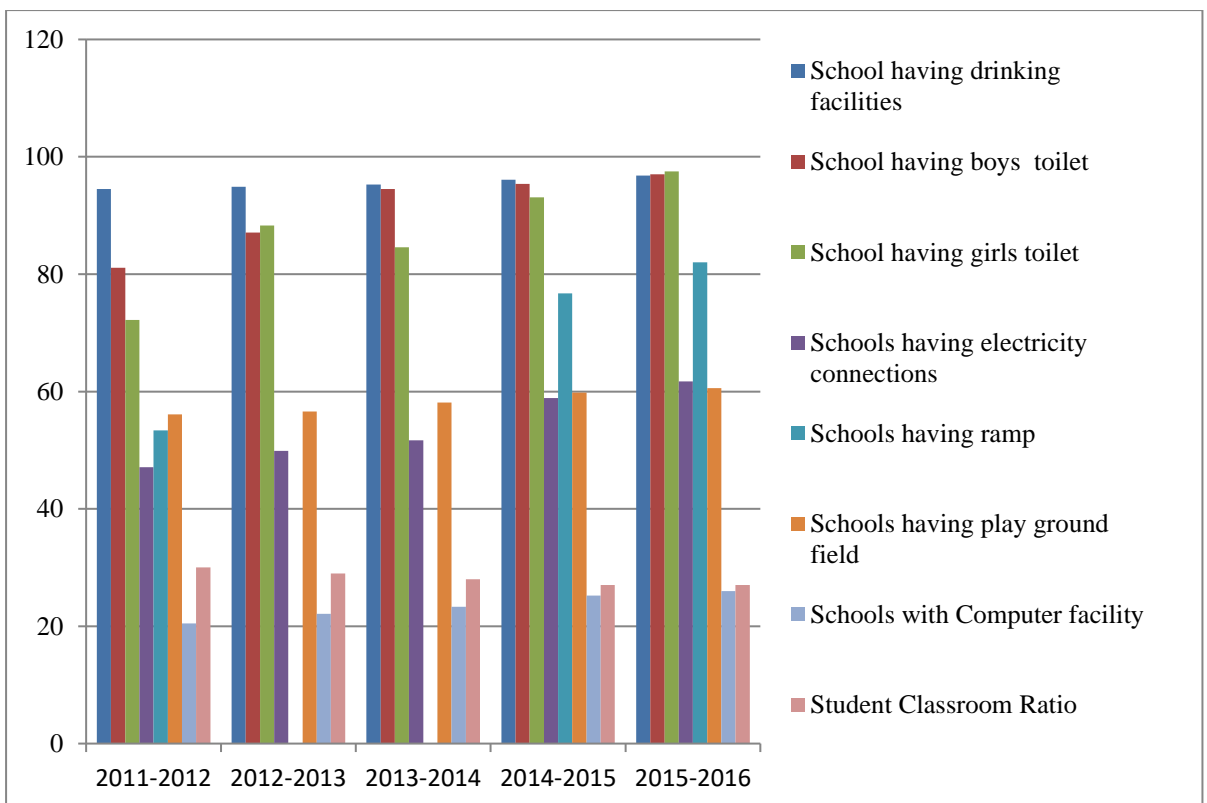
<b>Years</b>	<b>Primary School</b>	<b>Upper Primary School</b>	<b>Secondary</b>	<b>Senior Secondary School</b>
1950-51	24	20	NA	21
1960-61	36	31	NA	25
1970-71	39	32	NA	25
1980-81	38	33	NA	27
1990-91	43	37	NA	31
2000-01	43	38	31	35
2005-06	46	34	32	34
2006-07	44	34	31	34
2007-08	47	35	33	37
2008-09	45	34	32	38
2009-10	41	33	30	39
2010-11	43	33	30	34
2011-12	41	34	32	33
2012-13*	28	25	NA	NA
2013-14*	25	17	26	41
2014-15*	24	17	27	38

Source : National University of Educational Planning & Administration, New Delhi  
 NA: Not Available

**Figure 1. Annual Average Drop Out Rate 2015-2016**



**Figure 2. Facilities Available at School (2014-2015)**



Source: National Institute of Educational Planning & Administration, New Delhi