

THE CONSTITUTIONAL DICTUM OF 'EDUCATION FOR ALL' AND THE STRANDED WOMEN OF INDIA: A FEW OBSERVATIONS

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ABSTRACT

The Constitution of India which came in to force in 26th January, 1950, adopts democracy as its polity. Democracy is one of the popular form of government in our times which is based on the idea of political equality where all the people can participate in the activities of the political system irrespective of their caste, creed, religion, colour, race, sex or place of birth. Democracy also tries to establish equality and Justice in the society and confers its citizens Liberty of thought and expression. The proclamation of Declaration of Human Rights by United Nations Organisation on 10th December, 1948, also impressed the framers of the Indian Constitution and hence they also incorporated a chapter of Fundamental Rights in the Constitution of India for the all round development of Indian citizens. Among the most important rights under the chapter of Fundamental Rights, Right to Equality is one which ensures equality of all citizens before law and equal opportunity for all. The Constitution of India also tries to fulfill its dreams by providing education to all its citizens. The constitution under its chapter of Directive Principles of State policy directs the governments of India to provide free and compulsory education to all children up to the age of 14. But seeing the loopholes in implementing these provisions the Parliament has passed the 86th Amendment in 2002 which made Right to Education a Fundamental Right. Again, to achieve its total goal in the educational sector and to make all liable and responsible in implementing the educational plans and policies, the Government of India passed the Right to Education Act, 2009. In our paper we will try depicts a picture of deprivation of women in enjoying their educational rights in India. Deprivation of women in primary, secondary and also in the higher education level will be highlighted in our paper.

Key Words: equality, opportunity, education, deprive, women

1. INTRODUCTION:

Education is the key factor on which the success or failure of a political system largely depends on. Education is a powerful weapon to improve the quality of life of people in the society. Hence, it can bring tremendous changes in a political system. It is probably the greatest tool which can bring changes in one's life. Education makes the individual perfect and also make them understand what is right and just. Education improves one's knowledge, skills and develops the personality and attitude that are the qualities which are very much important for a good citizen. So, the development, growth and prosperity of a nation mainly depends upon the education of the citizens. Citizens must have knowledge about their political system, about constitution, their rights and duties, form of government, programmes and policies of the government etc. or to participate actively in the decision making process. All these can be possible only for an educated citizen of a country. Hence, along with other conditions, education is the most significant one which will help making a nation a developed one. The Government of India has taken a numbers of positive measures to make education for all. The framers of the Constitution of India incorporated directions to the States to make free and compulsory education up to the age of 14 under Article 45 of Directives Principles of State Policies. On the other hand, to provide special protection to the Minorities, Cultural and Educational Rights have been guaranteed under Article 29 and 30 in the original chapters of Fundamental Rights in the constitution. But seeing the unhealthy situation of education prevailing in India after India's independence some question arose as to how educational opportunity be improved in our country, how the poor and marginalized children get quality education and how the education will impact on the future life of our children.

Realizing the truth of these questions, the Government of India took a numbers of serious steps to make education quality oriented and vibrant. In February 4, 1993, the Supreme Court of India in its decision in the Unni Krishnan v. the state of Andhra Pradesh case declared the right to education as a part of life (Boopal, 2019). The positive response of the Parliament to this decision of Supreme Court of India has brought the 86th Constitutional Amendment in 2002. Through this amendment a new Article 21A was inserted in the same place with the Article 21 which made Right to Education a Fundamental Right. This article reads: "*The 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 law, determine*" (Constitutional 86th Amendment Act, 2002, 2016). Another milestone was the passing of the Right to Education Act on August 4, 2009, to make free and compulsory education for the children from 6- 14 age group. This act makes the local authority and the parents liable if their children are not sent to schools. Another milestone in the development of education sector of India is the New Education Policy of -2019 which has formulated under the Chairmanship of Dr. K. Kasturirangan, a renowned scientist of the country. Hope this New Education Policy will also bring revolutionary changes in the education system of our country.

2. OBJECTIVES OF THE STUDY:

The main objectives of the study are:-

1. To find out how girls are deprived their educational rights in the primary level, Secondary level or in their Higher Education,
2. To examine the deepness of the problem in the urban and rural areas
3. To examine about the deprivation of women in some states in India

3. METHODOLOGY:

The methodology followed in the preparation of this paper is analytical one. Attempt is made to make the work objective so far as possible. Primary sources used in this paper are contemporary literature, public and private records, departmental report, biographical works and autobiographies, personal letters and diaries, newspapers, journals, periodicals, etc. Secondary sources such as published books, journals and periodicals, newspapers, etc., are also used in this work.

4. A SKETCH OF THE DEVELOPMENT OF EDUCATION SCENARIO OF INDIA SINCE INDEPENDENCE:

The scenario of education in India in the time Independence was a dismal one. The quality of education was very poor, there was very big gap of gender discrimination in education, discrimination was also prevailing among the castes, high castes gets more preference than the backward castes, discrimination was also prevailing between the urban and rural areas in matters of education. Though the Britishers were started the education system in India but they had not done much for the development of educational sector. In the time of India's independence there were only 172,661 Primary schools in India with 14 million pupils which implied that only one child out of every 3 in the age group of 6-11 was in school. The number of Middle school was 12,843 and with two million pupils which meant that only one child out of every 11 in the age group of 11-14 was enrolled, the number of Secondary schools was 5297 with 870,000 students which implied that not even one youth in every 20 in the age group of 14-17 was in school. The educational institutions that were established in that time was very negligible compared to the numbers of students. (Naik, 1947).

The condition of higher education was also very pathetic in the time of attaining independence by India. There were only 17 universities in India, 636 colleges and 238,000 students enrolled. The condition of technical and vocational education was also same. It is very interesting to note that in 1951 the literacy rate of men was 27 percent and the rate of literacy of women was only 9 percent which were very negligible. (Roy, 2005) The expenditure on education was only Rs. 570 million or less than half a percent of the national income.

Seeing this poor picture of Indian education scenario the government of India has constituted various commissions and committees for its developments. Some of the steps of the government of India are as follows:-

1. **University Education Commission(1948-49):** the University Education Commission was the first commission constituted just after India's independence under a renowned philosopher and scholar of India Dr. S. Radhakrishnan. The committee was constituted for defining the vital tasks of the universities.
2. **Secondary Education Commission(1952-53):** The concern of education articulated during the freedom struggle of India were revisited by the National Commission of Secondary education. The commission was headed by Dr. Lakshmanswami Mudaliyar to address the issues related to school education. The Secondary Education Commission presented its report in 1953 with some special recommendations. Some of the special recommendations of this committee for the betterment of secondary education of India were the creation of Higher Secondary schools, diversified courses, three language formula, vocational education, methods of teaching etc.

3. **Constitution of UGC(1956):** The Government of India in 1952 decided that the allocation of funds to the Central Universities and the Universities of the State and other Institutions of Higher Education might be allocated by an institution and hence the UGC has formally inaugurated by the then Minister of Education, Natural Resources and scientific Research, Maulana Abul Kalam Azad in December 28, 1953. The UGC was formally established in 1956 by an act of Parliament mainly entrusted the duty of maintaining quality of higher educational institutions in India and allocation of funds.
4. **The Education Commission(1964-66):** To formulate a comprehensive education policy in India, the Education Commission under the chairmanship of Dr. D.S. Kothari was constituted. This commission was also known as the Kothari Commission. The commission has recommended a total educational reconstruction in India and also attempted to project a blueprint of National System of Education.
5. **National Policy of Education(1968):** The National Policy of Education 1968 was a significant step in the educational sector in the history of independent India and was constituted under the Chairmanship of Dr. D.S. Kothari, the then chairman of UGC. Arising out of the recommendations of the Kothari Commission, the National Policy of Education was constituted. The NPE-1968 aimed to promote national progress, a sense of common citizenship and to strengthen national integration. This commission also advised to reconstruction of education to improve quality and to emphasised on the introduction of Science and Technology. The the NPE-1968 was a significant step by the government of India but due to lack of implementation strategy, financial crunch and organisational support the NPE-1968 could not be implemented successfully.
6. **National Policy of Education(1986):** The Government of India revised the prevailing education system in 1985 and the policy was articulated in the document "Challenge of Education: A Policy Perspective". The NEP was intended to prepare India to meet the challenges of the 21st Century. The NPE proposed a national System of Education based on accepted structure of 10+2+3. Elementary Education comprises 5 years of Primary, 3 years Upper Primary and followed by 2 years High School. It suggested that +2 stage be accepted as a part of school education through out the country. Establishment of Navodaya Schools was also the recommendations of the NPE-1986. The National Policy of Education was constituted under the chairmanship of Acharya Ramamurthy.
7. **Revised Programme of Action(1992):** Before considering of the Ramamurthy Committee, the government approved another committee under the chairmanship of Janardan Reddy in 1992. In the report of the committee it provided a base for the modified NPE and a concrete programme emerged as Programme of Action(POE-1992).
8. **National Knowledge Commission(NKC) (2005):** To encounter the challenges of the 21st Century, the National Knowledge Commission was constituted by the then Prime Minister of India Dr. Manmohan Singh under the chairmanship of Mr. Sam Pitroda. The KNC has recommended on the areas such as Right to Education, libraries, language, translation works and portal and knowledge networks.
9. **National Curriculum Framework(2005):** the National Curricula Framework is the fourth NCF published in the year 2005 by the National Council of Educational Research and Training(NCERT). The previous NCFs were published in 1975, 1988 and 2000. The NCF guided mainly the Syllabus preparation, Text book and the Teaching Practices for the schools in India. The NCF 2005 has based on its policies of previous government reports on education such as learning without burden, and NEPs of 1986-1992 and focused on Group Discussion. After multiple deliberations 21 Focus Group Position Papers have been published to provide inputs for NCF 2005.
10. **New Policy of Education(2019):** The New Education Policy of 2019 which was constituted under the chairmanship of Dr. K. Kasturirangan, a famous scientist of India. Though the committee has submitted its report on May 31, 2019 last but it is yet to implement by the union government. The NEP-2019 targeted 100 percent Gross Enrolment Ratio by the year 2030. The policy also intends to universalized Pre-Primary education by 2025 and provide fundamental literacy/numeracy for all by 2025. It proposes a new curricular and Pedagogical structure with 5+3+3+4 design covering children in the age group of 3-18. It aims to consolidate 800 universities and 40,000 colleges into around 15,000 large, multidisciplinary institutions. The policy designed three types of Higher Educational Institutions: Research University, Technical University and Autonomus Degree granting colleges. It aims to provide autonomy to all higher educational institutions. Hope when implemente the new Education Policy of Education-2019 will bring tremendous changes in the education scenario of India.

There has been a rapid growth and changed in the education scenario of India after 73years of India's independence and now India become the third largest education provider in the world after USA and China. India has a total 1.4 million schools with more than 250 million students. A total 37.4 million students had been enrolled in the higher educational institutions in 2017. The Gross Enrollment Ratio in higher educational institutions jumped to 26.3 percent in 2018-19 which was a minimal 0.40 million in 1950-51. The number of higher educational institutions has increased manifold from only 27 universities(3 Central Universities and 24 State universities) and 578 colleges with an

enrollment of 173,696 students in 1950-51 (reddy, Nov,2018), to nearly 1000 universities, 50 Central, 402 state, 125 Deemed to be Universities, 334 Private, 7 institute under state legislature, 155 institute of National Importance which includes IITs, AIIMs, NITs, IIMs etc. according to a report of All India Survey of Higher Education.

The Governments of India has provided a good amount of money in their budget for the maintaining of quality and management of our educational institutions. It has been observed that the trend of increasing budget in the education sector continued in India. Starting with a budget of Rs. 570 million in 1950-51, the allocation to education sector in the Financial year 2017-18 was Rs. 79,685.95 crores which was an increased of 9.9 percent of the budget of the previous Financial year 2016-17 which was Rs.72,394 crores. In the budget of 2017-18, the outlay for school education was Rs. 46,356.25 crores and for higher education the outlay was Rs.33,329.7 crores. The budget while giving top priority on E-Learning system in higher education provided a total 516.89 crores for the purpose. The budget of the Financial year 2019-20 also provided Rs. 94859.64 Crore for education. In the budget, outlays for school education was 56,536.63 crores while budget outlays for higher education was Rs. 38,317.01 crore. While giving importance on school education, budget outlays for SSA was Rs.36322crore, Mid Day Meal was Rs. 11000 crore, teachers Training and Adult Education was Rs. 125 crore. Finance Minister Smti. Nirmala Sitharaman also proposed to established a National Research Foundation to allocate Fund and promote Research which is also included in the New Policy of Education 2019. It is to be noted that the budget of the FY 2019 has given upmost importance in the research and hence, allocations for Research and Innovations in the budget was Rs. 609 crores. (Nanda, 2019). The sharp increase in the literacy rate in India also reveals that there is a rapid growth and development in the education sector of India. Data shows that the literacy rate of India was 18.3 percent in 1950-51 which is now 74.04 percent according to Census of 2011.

● DEPRIVATION OF GIRLS IN PRIMARY EDUCATION IN INDIA:

Though the Constitution of India guarantees Right to Equality and committed to provide free and compulsory elementary education up to the age of 14, this commitment has not been realized yet after 73 years of India's independence. There is sharp gender discrimination in the society and hence women in our society still deprives of their rights. To fulfill the commitment the Constitution of India has taken a number of serious steps, among them the Right to Education Act, 2009 can be regarded as a milestone in this concern. But it is unfortunate that despite selfless efforts from the government to provide free and compulsory education to all the children between 6-14 age groups yet a good number of children, mostly girls are out of schools. Research reports show that a huge 60 million girl's lack access to Primary education in India and the gender gap in literacy persists. (krishna, 1993). It was observed that in 2006, 10.3 million girls between the age group of 11-14 years were out of schools. According to the Census report of 2011, there are still 32 million children, aged between 6-13, who have never attended educational institutions. (Kurian, 2015). A majority of them are from Dalit, Adivasi and from Muslim community.

The figure of enrolment in the primary schools at present is very impressive and it stands at 98 percent. But it should be remembered that the enrolment figures do not necessarily reflects who is actually attending schools. The number of primary age children not in school in India was put at 2.3 million in 2008, but other estimates suggested that it could be 8 million. According to a government report, the primary dropout rate was 25 percent in 2009. Data shows that out of the total school children who were not in school in 2008, 62 percent were girls, they make up two third of illiterates 15-24 years old. Though the progress of education in India is rapid but 61 million children still remain out of education. (Williams, 2013).

It is to be noted here that in 1947 or in the time of attainment of independence by India, the literacy rate of women was 8.9 percent and the Gross Enrolment Ratio in the Primary level for girls was 24.8 percent, a negligible 4.6 percent was in the Upper Primary level. But at present the literacy rate in India become high and it stands at 74.04 percent according to Census data of 2011. The data also shows that the rate of literacy of male is 82.14 percent and female is 65.46 percent which highlights that 35 percent women are still illiterates in India. A report has also revealed that in 2019 the overall literacy rate in Rural India is 69.1 percent out of which the literacy rate of male is 72.3 percent and female is 56.8 percent. Literacy rate in urban India stands at 83.7 percent for male and female is 74.8 percent. There continues big gender discrimination in the urban as well as in rural areas of India. The percentage of gender gap is less in urban areas which is 8.9 percent and the percentage is high in the rural areas which is 15.5 percent. (Singh, 2019).

It is worth mentioning that though the attendance of boys and girls are roughly equal in the primary level, the gap widens when the girls become older and they are forced to dropout to help in their domestic works or to get married. A good number of students are not in the school as they are from the lowest from the caste system, tribal groups and

Muslim communities. Report also shows that the construction works mainly in the urban areas attracted more people for their employment. Some children born in the construction work site have no birth certificates and hence no records in the government home. There is little possibility to send these children to school; the parents are migrated from one place to another in search of works. Most of the children in this case are girls. (Miranda, 2015) .

According to a report of MHRD which is very surprising one that only about 50 percent girls reach grade 12th in school and less than one third of the girls completes school education as per appropriate age. Again, according to MHRD's Educational Statistics (ESAG 2018), the overall GER for Elementary education in India was 96.9 percent. The data has showed that there was marginal decline in the enrolment for the year 2015-16(1291 lakhs as compared to 1305), within which gender disparity factor was also continuing, 622 lakhs of girls as against 669 lakhs boys. In upper primary the figure stands at 347 lakhs boys as opposed to 329 lakhs girls. The MHRD statistics also indicated that there were 93 girls per 100 boys in primary class, 95 in Middle class and 90 in Secondary classes during 2014-15.

It is pertinent to mention here that in India at present there are as many as 14.1 lakhs elementary schools enrolling 137.1 million children at the primary level. Out of the total primary schools, 7 percent are private unaided and this proportion increases to 22 percent in case of upper primary schools. While around 31 percent enrolled in private schools at the primary level, this proportion increases to 37 percent in case of Upper primary grades. (Elementary Education in India: Programmes Towards UEE, Flash Statistics, DISE, 2011-12).

Some data has also been cited from some states in India. Data of Kerala reflects that every child completing elementary school and promoted to secondary school; and almost every school has at least five class rooms and five teachers. In Rajasthan 55.66 percent and around 350,000 are not in school. It is also to be noted that less than half of them completes 10th grade in Rajasthan. (willen, 2017). The situation of Bihar is worst as compared to other states in India. In Bihar only one of two children in relevant age group in school; the majority of children entering school fails to complete an elementary cycle; many schools are understaffed, teachers are often under trained and given little academic support. The following table will highlight some important facts of Elementary Education in some states of India.

Table1: Facts of Elementary Education of Some States in India

States	Total enrolment in Elementary Education	Ratio of Girls enrolment G:B	Total No of Schools	% of Female Teacher	% of Para Teacher	% of Single Teacher
Assam	5760967	1.1	61110	38.83	2.5	15.3
Mizoram	256832	0.9.1	2913	43.7	19.2	1.5
Tripura	603580	0.9.1	4503	26.9	9.8	1.85
Jharkhand	6660167	0.9.1	44834	31.6	38	12.4
Odisha	6519654	0.9.1	66682	38.45	22.93	8.3
India	187644471	1.01	1412178	46.2	9.9	8.3

Source: DISE 2011-12

● DEPRIVATION OF WOMEN IN SECONDARY LEVEL:

The Ministry of Human Resource Development (MHRD) has laid more importance on secondary education and considers secondary education as the stepping stone for the youth towards employability, leading to rapid economic growth and social development of the country. Studies have shown that secondary education is critical to breaking

intergenerational transmission of poverty. The Government policies at present seek to make secondary education quality oriented; easily accessible and affordable to all young children ages 14-18. Rashtritya Madhyamik Shiksha Abhiyan (RMSA) which was started in 2009 by the Government of India seeks to attain 90 percent gross enrolment ratio (GER) by 2017 and 90 percent retention by 2020. But it is unfortunate that access to secondary education in India is highly unequal. According to a report of World Bank in 2009 (Secondary Education in India-Opportunity for Universalization), the gap between the students from the highest and lowest expenditure quintile groups (70 percent versus 30 percent enrolment, respectively) is a 40 percentage point gap in secondary enrolment rates. There is a gap of 20 percentage points between urban and rural secondary enrolment rates, and the gap between secondary enrolment rates of boys and girls is 10 percent. The percentage of Enrolment of the children of the scheduled tribes, scheduled castes and Muslims communities are very low. Policy documents like the Kothari Commission Report (1964-66) and the National Policy on Education 1986, and its Programme of Action in 1992 have put tremendous emphasis on the upholding of gender equity in education and to reduce the gender gap in access, retention and transition from one stage to other. Despite government effort gender discrimination continues in relation to attendance and drop-out.

Record has highlighted that the total enrolment in the secondary level in India is 2, 18, 88,898 at present. The percentage of girls out of the total enrolment is 41.51 percent and the percentage of boys is 58.49 percent. The percentage of enrolment in the urban area is 57.59 percent whereas the percentage of enrolment in the Rural area is 42.41 percent. It is to be noted here that the state of Meghalaya has the highest percentage of girls enrolment with a percentage of 51.47 percent and Rajasthan has the lowest percentage 29.33 percent of girls enrolment. It should be noted that at secondary level 15.39 percent students are from the scheduled Caste. The percentage of the community in the urban area is 13.83 percent and in the rural area the percentage is 16.55 percent. Out of the total percentage of SC students, the percentage of enrolment of girl is 39.49 percent. In the higher secondary level there are 1, 14, 37,883 students enrolled at present. The percentage of girls is 41.24 percent and the boys percentage are 58.76 percent. The percentage in the rural area is 39.60 percent whereas the percentage of urban area is 43.17 percent. It is pertinent to mention here that Kerala has the highest percentage of girls enrolment with 55.01 percent and Bihar has the lowest percentage of girls enrolment which is 26.39 percent. (www.ncrt.nic.in).

● DEPRIVATION OF WOMEN IN HIGHER EDUCATION:

The scenario of higher education in India was also very deplorable and the higher education was administered with a very few 20 universities, 636 colleges and 238,000 students in the time of attainment of India's independence in 1947. The trend of development in higher education in India has been started with the introduction of globalisation or universalization policy in 1991-92. After the GATT agreement, a numbers of reknowned educational institutions of the world willing to start their academic activities in India. The Twelve Five Year plan (2012-17) also contributed a lot for the rapid growth of the higher education in India. In this plan period lots of emphasis was laid on the increase of the enrolment of women in higher educational institutions.

But it is very unfortunate that discrimination against women continues and the commitment given by the constitution of equal opportunity for all is remain as a dream. The following tables given below will show the data of discrimination against women in higher educational institutions in India. The table-2 will show female per hundred male enrolled in the higher educational institutions of India.

Table-2: Number of Female per hundred male enrolled in higher education in India.

YEAR	WOMEN ENROLMENT RATE(per 100Males)
1950-51	13
1960-61	21
1970-71	28
1980-81	36

1990-91	46
2000-01	58
2005-06	62
2006-07	62
2007-08	63
2008-09	65
2009-10	67
2010-11	78
2011-12	80
2012-13	81
2013-14	85
2014-15	85

Source: Compiled from educational Statistics at a Glance, Ministry of HRD, 2015-16.

Data shows in the table given above that there is a big gap in the enrolment of female in the higher education in India as against males. Still there is a big gap of 15 percent in matters of enrolment of women against men, which is a matter of great concern.

It is note worthy that in every year since 2012, the Ministry of Human Resource Development compile data on India's higher education and the tables given below are prepared on the basis of data collected from the sources of MHRD which will show the real facts of discrimination against women in higher education in India.

Table- 3: The GER for Men and Women from 2001 to 2014-15

YEAR	MEN	WOMEN	PERCENTAGE OF TOTAL ENROLEMENT
2001-02	9.3	6.7	8.1
2002-03	10.3	7.5	9.0
2003-04	10.6	7.7	9.2
2004-05	11.6	8.2	10.0
2005-06	13.5	9.4	11.6
2006-07	14.5	10.0	12.4
2007-08	15.2	10.7	13.1
2008-09	15.8	11.4	13.7

2009-10	17.1	12.7	15.0
2010-11	20.8	17.9	19.4
2011-12	22.1	19.4	20.8
2012-13	22.7	20.1	21.5
2013-14	23.9	22.0	23.0
2014-15	25.3	23.2	24.3

Source: Compiled from Educational Statistics at a Glance, Ministry of HRD, 2015-16

The table given above reflects the fact that the Gross Enrolment Ratio of women in higher education has been increasing since over the years from 6.7 percent in 2001-02 to 24.3 percent in 2014-15. But it has also highlighted that in comparison to males it has always remained less access all the years. GER of women never more or never at par with men in last 14 years. .

The table given below will show the fact of state wise enrolment of women in the universities and colleges in comparison to the total enrolment in 2015-16.

Table-4: State Wise Enrolment of Women in Universities and Colleges in Comparison to Total Enrolment in 2015-16.

Sl.	STATE AND UT	TOTAL ENROLMENT	WOMEN ENROLMENT	PERCENT OF WOMEN ENROLMENT
1	Andaman & Nicobar	6349	3445	54.26
2	Andhra Pradesh	1295329	555765	42.91
3	Arunachal Pradesh	32802	15979	48.71
4	Assam	485656	237795	48.96
5	Bihar	1364218	570024	41.78
6	Chattishgrah	395424	194254	49.13
7	Chandigarh	68456	37843	55.28
8	Dadra and Nagar Haveli	5333	2521	47.27
9	Daman & Diu	3057	1206	39.45
10	Delhi	348338	170099	48.83

11	Goa	31208	18820	60.38
12	Gujrat	1398646	576879	41.25
13	Haryana	6669336	318434	47.75
14	Himachal Pradesh	195361	105591	54.05
15	Jharkhand	521601	773561	49.61
16	Jammu & Kashmir	233091	125761	53.95
17	Karnataka	1557353	773561	49.67
18	Kerala	643822	378021	58.72
19	Laksawdeep	501	351	70.06
20	Madhya Pradesh	1527607	655231	42.89
21	Maharastra	3055164	1386677	45.39
22	Manipur	92932	46337	49.86
23	Meghalaya	60730	30925	50.92
24	Mizoram	18710	9006	48.13
25	Nagaland	29716	15410	51.86
26	Odhisia	777231	370757	47.70
27	Puduchery	53362	27643	51.80
28	Punjab	734839	376847	51.28
29	Rajasthan	1563395	721466	46.15
30	Sikkim	17867	8507	47.61
31	Tamilnadu	2375377	1239802	52.19
32	Telengana	1206873	554780	45.97
33	Tripura	61327	26012	42.42
34	Uttar Pradesh	5748990	2759167	47.99
35	Uttarakhand	330829	159063	48.08
36	West Bengal	1576316	739449	46.91
	Grand Total	28484746	13465751	47.21

Source: University Grants Commission Annual Report, 2015-16

The table which has given above reflected the fact that women enrolment out of the total enrolment is highest in the UT Lakhwadeep(70.06%) followed by Goa(60.31%) and the lowest in Daman and Diu with 39.45%.

Finally, the following table will show the faculty wise enrolment of women in the higher educational institutions in India.

Table-5: Enrolment of Women Faculty wise-2015-16.

Sl.	FACULTY	WOMEN ENROLMENT	% OF TOTAL ENROLMENT
1	Arts/Oriental Learning	5539097	41.13
2	Science	2685403	19.94
3	Commerce/Management	2141673	15.91
4	Education	680953	5.06
5	Engineering/Technology	1360021	10.10
6	Medicine	676162	5.02
7	Agriculture	65640	0.49
8	Veterinary Science	9879	0.07
9	Law	159216	1.18
10	Others	147707	1.10
	TOTAL	13465751	100.0

Source: UGC Annual Report, 2015-16, New Delhi(Provisional).

The data of the table-5 shows that highest women enrolled under the faculty of arts/Oriental Learning and with lowest in the faculty of Law, Agriculture and Veterinary Science.

The gross enrolment ratio of women in higher education is 24.5 percent which is low as compared to man. (25.4 percent). But it a matter of great pride that enrolment ratio of women jumped a huge 1350 percent in last seven years and now it is 41.5 percent. It is also to be noted here that women are dominated in PG and M. Phil courses in our country. A report of All India Survey of Higher Education shows that the enrolment of women rises from 1.2 million in 2010-11 to 17.4 million in 2017-18. But it is very unfortunate that participation of women in work force in India is very low as compared to their enrolment in the higher educational institutions. A report of World Bank has stated that only 29 percent women are active in work force. (Sharma K. , 2018) .

5. SUGGESTIONS AND CONCLUSION:

It has already been mentioned that education system of India is the third largest in the world after USA and China. Though passing through various ups and downs since India's independence, education system of India has successful in achieving rapid growth and development in recent times. It is observed that this result has been achieved due to the broader vision of our political leaders and educationists our country. Though our education system is successful in a number of ways but still it has to go a long way to achieve 100 percent target. It should also to be remembered that the government of India is not successful in implementing right to equality in its real sense. So in every stages of education, from primary to higher education, there persists gender discrimination every where. Our study has successful in proving the reality. We can suggest some measures in conclusion which will help in development of

our education system, to establish equality in education sector and to help in denouncing gender discrimination. If the government of India and the government of the States will not take serious steps in eliminating gender discrimination then the slogan "SAVE THE GIRL CHILD, TEACH THE GIRLCHILD" will be meaningless.

1. Report reflects that most of the girl students are not interested to attend school due to the over crowded class room, absent of teachers, unsanitary conditons, and feeling of unsafety at school are some common complaints which compels their parents not to send their children to school. Reports has also highlighted that only 5 percent of government schools complied with all the basic standards, some 40 percent primaries has more than 30 students per class room, 60 percent did not have electricity, 21 percent teacher not professionally trained. (Williams, Why Girls in India Missing Out on the education They Need, 2013). The Government of India passed the right to Education Act, 2009, with a holistic view to provide universal compulsory education in India. So the government must work to implement the RTE-2009 it in its real sense. The duty of the civil society and the NGOs are also important in this regard.
2. The Global Campaign for Education(GCE), a coalition of 26 NGOs and Teaching Union, desired that that all nations of the world would allocate 6 percent GDP for the development of education. The government of India has been promising this since 1968. But still the allocation of funds for education in the budget of India has not over 4 percent. It is 3.7 percent in the current budget. To attract students to educational institutions allocation of funds is a must, other wise the dreams would not be materialized.
3. All possible measures should be taken to prevent dropouts in the school. The MHRD statistics show that there were dropouts 93 girls per 100 boys in primary classes, 95 in middle classes, and 90 in secondary classes in 2014-15. Report also shows that 3 million students are out of school in 2012, compared to 8 million in 2009. This report has also reflected that there were 27 percent dropout in grade V, around 41 percent in grade VIII. It is be noted that while the dropout rate is almost same for boys and girls in the primary level, the disparity widens at higher level and in rural areas. The reasons behinds the fact that our society is not out of the old social evils like Child Marriage, Child Labour etc. Hence to save the future of our students these type of social evils should be eliminated from our society.
4. Though we are talking much about the success story of education sector, but still there are some areas, specially the rural areas, where children are still in the darkness distancing them from educational institutions. It is very uncertain that whether they hear about the Right to Education Act, 2009. It is also to be mentioned that incidence of non enrolment, low participation and dropout is more among the vulnerable groups and further intensifies with caste, gender, religion, racial discrimination, poverty, malnutrition and geographical location. Hence, awareness must be created among these groups about the importance of education or to compel them to send their children to schools.
5. The continuous raising of fee structure in the higher education in India also hampers the students, specially students of rural areas. The introduction of semester systems in the colleges and universities has over burdened the students financially. It is worth mentioning that the students has to pay more fee in the name of admission, six times after completion of their every semesters, which was only three times in the annual system. The semester system is a well accepted system of education and is a student centric system hence the government should take special measures to lessen the financial burden of the students and should make provisions for free admissions of students specially BPL category and female students. Here we can cite the example of Assam that recently the Assam government has announced that the students will get free admissions from primary to PG level.
6. To attract more female students to higher education more stress should be given to the opening of institutions for female in the country.
7. To involve more Female students in the Science, Commerce, Agriculture and Management, provisions should be made to create interest among female students for these subjects.
8. Importance should be given on the E-learning methods in the educational institutions, specially in the higher educational institutions. Preferences should be given to the rural areas. Though the government of India enacts various policies for E-learning but due to various reasons these could not be implemented properly in the educational institutions. The impotance of E-Learning facilities are realised in this situations of covid-19 Pandemic.

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