CHAPTER-6

Conclusion

Improvement in the status of women in education was a solemn pledge made by the founding fathers of the Constitution and accepted subsequently by the governments from the very start of independent India. Over the years number of social welfare legislations has been passed in favour of woman but still we find that status of women's education in our society has not achieved that desired standards.

The big question mark we always faced with it is that, why in spite of various laws and programmes of educational development, aimed at enabling women to educate themselves and to play their role in our national life in an effective manner, is still a 'distant dream'? It may not be denied that with the process of social change after the Independence the position of women's in education in India has changed, but as in other areas, here too the changes have either not touched at all, or they have not equally effected all sections of women in this vast country.

While the Constitution envisages equality of rights to men and women, the Indian political and social system appears to continue to accept a marked difference between men’s spheres and women’s spheres and between masculine and feminine roles. Realization of true parity between the two may be possible only when peoples conceptions change, which is not an easy task because in a rapidly yet unevenly changing economic order and culturally differentiated society with slow process of adjustment in its social value system and rigidity of institutions, result in various forms of discriminatory practices. Laws are of course one of the most effective modern modes for tackling such practices as, social evils, discriminations and exploitations in society including those, operating against women, but laws alone is not sufficient to achieve the desired result. There arises a necessity for providing suitable infrastructure for their reform and women’s education. Laws has to answer the needs arising from major social changes and stresses created by removal of discrimination on one hand and providing special protective legislation for women’s education on the other hand.

Undoubtedly legislation itself cannot transform a society without the help of other supportive agencies. The judiciary and the executive besides the social institutions, have to play a major part in this direction. The role of judiciary has to be
closely analysed at every juncture to see as to how far it has interpreted the social welfare legislations in terms of 'gender justice' and has helped women in protecting and fostering her social, economic and educational right.

Education has often claimed by the Indian leaders as a matter of right. During the British regime the Indian leaders made triedless effort to persuade the British government for the inclusion of right to education for all. The establishment of three universities in 1857, the inclusion of right under the Constitution of India Bill, 1895 and the Nehru Report, 1928 prove that our efforts was always up and our leaders never missed the opportunity to include right to education for all. When the Constituent Assembly was constituted to frame the Constitution of free India, the members of the Assembly had taken this right with due care and included in Article 38 of the draft Constitution. The right to free and compulsory education was confined till the age of fourteen years as because its purpose was to be forbid any child being employed below the age of fourteen years and the child must be kept occupied in some educational institution.

When the Constitution was finally adopted the right to education was included in the Directive principles of state policy with the expectation that the State shall direct its policy towards securing this important right of its citizens. It was not possible to make this right enforceable and justiceable at the time of the commencement of the Constitution and it was therefore made dependent upon the economic capacity of the State. When, in due course of time, the state failed to realize and visualize the high expectation of the Constitution makers into reality, the court came forward with its interpretative tools to evolve the right to education as a fundamental right included into the right to life guaranteed under Article 21 of the Constitution of India. Initially, the argument to include right to education within the preview of Article 21 of the Constitution was rejected by the Supreme Court and the Apex court refused to make this right enforceable under Part III in view of Articles 41 and 45 of the Constitution of India. For, a long time this development was halted and it was only after the decision of the Supreme Court in Mohini Jain and Unni Krishnan's case that it recognized and evolved the right to education as a fundamental right. The court directed the state to provide education and educational institution as per the choice of the citizen. The right was conjuncted with the right to life. The court even refused to accept the plea of poor economy of the State and it was of the view that right to education means that a person has a right to call upon the State to
promote education facilities to them within the limits of its economic capacity and
development. It is submitted that in the absence of legislation the judicial dynamism
has protected the right to education in its entire sphere and gave the hope to all the
women, rich to poor that illiteracy will be wiped out from the Indian soil.

After the Supreme Court has unequivocally declared that right to free
education until a child completes the age of fourteen years is part of right to life, it
was expected that Parliament and the Governments would give effect to the law so
declared. It did not happen. On the contrary, the response of parliament in the shape
of the Constitutional (86th Amendment) Act, 2002 shows a negative attitude. The
amendment has inserted three new provisions. Firstly, Article 21A in Part III which
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".

Next a new Article 45 has bee substituted for Article 45 in part IV. The new
Article reads:

"Provision for easy childhood care and education to children blow the age of six
years -The state shall endeavour to provide early childhood care and education for
all children until they complete the age of six years".

In addition, a new clause (k) has been added after clause (j) in article 51A
Fundamental Duties in part IV A. it reads:

"Who is a parent or guardian to provide opportunities for education to his child or,
as the case may be, ward between the age of six and fourteen years".

This amendment has an unsettling effect on the fundamental right to education.
Article 21A has abridged the scope of the fundamental right to education while is part
of the right to life guaranteed by Article 21, which, in turn, is part of the basic
structure of the Constitution. The right, if any, sought to be conferred by Article 21A
is only for citizens in the age group of 6 to 14 years. The children below the age of 6
years will have no fundamental right to education. The enforceability of even the
truncated right to education for children in the age group of 6 to 14 years stands
postponed till a law is made by the State indicating the manner in which free and
compulsory education is to be provided for them. No such law has been made as yet.
The new Article 45, being a directive principle of State policy, cannot be enforced by
any court. The new addition to the fundamental duties made by clause (k) of Article
51A requires every parent or guardian to provide opportunities for education to his
child or ward, as the case may be, between the age of 6 and 14 years. To that extent, it shifts the responsibility of the state to provide free and compulsory education for all children until they complete the age of 14 years in terms of Article 45 to parents and guardians. All these three amendments to the Constitution made by the Constitution (86th Amendment) Act, 2002 are not in consonance with the fundamental right to education which is part of Article 21 as declared in Unnikrishnan case. To the extent they are inconsistent with the law so declared by the Constitution bench, they are liable to be struck down as violative of Article 21 of the Constitution on the analogy of Peoples Union of Civil Liberties vs. Union of India, wherein the Supreme Court declared section 33-B of the Representation of the People Act, 1951, which was inserted by the Representation of People (3rd Amendment) Act, 2002 as unconstitutional, in as much as section 33-B tried to nullify the effect of the Supreme Court judgment in Union of India vs. Association for Democratic Reforms wherein the court interpreted Article 19 (1) (a) of the Constitution and declared that it includes the right of every citizen to know the criminal antecedents of every candidate contesting an election, his assets and liabilities and educational qualifications. Article 13 of the Constitution does not permit the State to make any law which takes away or abridges the right conferred by part III. It further declares that any law made in contravention be void. In the writ petition No. 231 of 2007, Citizens for Equality vs. Union of India & Ors., one of the writ petitions heard by the constitution bench in the batch reported as Ashoka Kumar Thakur vs. Union of India, there was a specific challenge to the Constitution (86th Amendment) Act, 2002 on the above mentioned grounds. However, the court did not deal with this aspect at all.

Babu Mathew, Country Director, Action Aid India, in his foreword to the publication 'The Fundamentals of the Fundamental Right to Education, brought out by Centre for child and law (UNESCO), commented:

"Unfortunately the introduction of Article 21A watered down the judgment of the Supreme Court in the celebrated Unnikrishnan Case. A right which was available to all children upto the age of 14 years was reduced to a right for children in the age group of 6 to 14 only through the restrictive language of the Constitutional amendment. Even more critical to the future of this right is the wording of Article 21A which finally leaves it to the state to provide in such manner as the State may, by law, determine. After so much effort and the emulative pressures generated from so many
well meaning quarters what has the Indian State done in order to give effect to this fundamental right as enshrined in Article 21A”.

The National Commission to Review the Working of the Constitution referring to the Constitution (93rd Amendment) Bill which subsequently became the Constitution (86th Amendment) Act, 2002, observed:

“The Commission feels that the Constitutional commitment for free and compulsory education for all children until the age of fourteen should under no circumstances be diluted and the State should fulfill this solemn obligation to the nation.”

The responsibility for the universalization of elementary education should be entrusted to Panchayats and local self government institutions. It is recommended that the relevant provision in the Constitution (93rd Amendment) Bill, 2001 making the right to education of children from six years till the completion of fourteen years as a fundamental right should be amended and enlarged to read as under:

“30-C Every child shall have the right to free education until he completes the age of fourteen years; and in the case of girls and members of the Scheduled Castes and the Scheduled Tribes, until they complete the age of eighteen years.”

Parliament did not act upon this recommendation; the Commission noted that “the national goal of universalization of elementary education has still not been reached. Education for all remains an objective with the target date being pushed forward after every review. Increase in literacy rates to seventy two percent by 2007 and to eighty percent by 2012, and universal access to primary education; have been set as goals in the approach paper to the tenth plan. The commission suggested “it should also be laid down in Article 45 that the state shall make provisions for education beyond the age of fourteen years within the limits of its economic capacity and stage of development.”

The National Literacy Programme (NLM) will be revamped in the 11th plan. The plan aims at achieving 80% literacy rate, reducing gender gap in literacy to 10% reducing regional, social and gender disparities and extending coverage to 35 plus age group with special focus on SCs, STs, Minorities and Rural women. The plan would also lay focus on low literacy states tribal areas, other disadvantages groups and adolescents. The plan would also endorse goal of Education for All as applicable to literacy aims of achieving a 50% improvement in levels of adult literacy by 2015. The
Sarva Shiksha Abhiyan is a programme launched for achieving Universalisation of elementary education in a time bound manner.

The progress made so far to realize the above objectives is a matter of common knowledge. The National Knowledge Commission in its response to the Right to Education Bill suggested central legislation at the national level to affirm the right to education and to require the States to enact Right to Education Bill within a specified time period and the primary financial responsibility for this resting with the Central government. The Commission suggested that the State level legislation should specify the period within which universal education of reasonable quality is sought to be achieved, preferably, within three years, pointing out that the model bill does not provide any time limit frame for adoption and implementation of the provisions. The commission emphasized that school education rights be provided to all including children of the disadvantaged, landless and minority communities who must be integrated along with children with disabilities or special needs and there should be no distinction made in the type of schooling provided within the government system for children from different social, economic and cultural backgrounds.

The framers of the Constitution realized the importance of education and directed the State to endeavour to provide, within a period of ten years, for free and compulsory education for all children until they complete the age of fourteen years. The failure of successive governments to implement fully this directive so far is due to lack of commitment, bureaucratic inefficiency and widespread corruption in administration. Budget allocations lonely reach their destinations in full. Political interference at every level is not conducive to imparting value-based education. C. Rajagopalachari had the vision to anticipate the shape of things to come after Independence. In 1922, he wrote in his prison diary: “Elections and their corruption, injustice and the power and tyranny of wealth and inefficiency of administration, will make a hell of life as soon as freedom is given to us. Men will look regretfully back to the old regime of comparative justice, and efficient, peaceful, more or less honest administration”. He added: “Hope lies only in universal education by which right conduct fear of God and love will be developed among the citizens from childhood.”

The University Education Commission, 1948-49 which had S. Radhakrishnan as its chairperson recognized that “in a democratic society, the opportunity of leaving must be open not only to an elite but to all those who have to carry the privilege and responsibility of citizenship.” “Education is a Universal right, not a class privilege”.

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The educational attainments of our people are far below what is necessary either for effective individual living or for the satisfactory maintenance of society. The Education Commission 1964-66 headed by D.S. Kothari underlined the need for social and national integration and suggested introducing a common school system of public education making social and national service an integral part of education at all stages and promoting national consciousness.

Without eradicating educational backwardness on a war footing, it is not possible to promote fraternity among all citizens assuring the dignity of the individual and the unity and integrity of the nation, which is an important Constitutional goal.

The persistent gender gap in education indicates that policies and programmes have not been implemented realistically. It is also not enough to formulate policies and programmes or to enact laws because even the best ones may not be implemented. Compulsory elementary education is a very good example. Again, even the official stance of positive discrimination in favour of the Schedule Castes and Tribes does not benefit their women. Moreover, there is discrimination at the implementation stage when young girls receive fewer and lesser benefits from various schemes, and when the State and the households spend less on their education, or when the parents do not send them to schools because they provide domestic help.

In addition, large numbers of out of school girls are a symptom of systemic failure and of the States inability to provide this basic human right to them. Socio cultural biases and the emphasis on domestic role are almost universal, yet their combination with poverty has an extremely detrimental effect on the participation of girls in education.

The impact of privatization of education, due to economic liberalization and globalization, is expected to be adverse. There are more unaided expensive private secondary schools than government schools in India. There is enough information to substantiate the points the parents spend less on their school going daughters than on the sons, they prefer to send sons to private schools and daughters to government schools. It has been said about globalization and the international agenda on India’s education as:
"Women will be turned into a marketable commodity, thereby further strengthening the patriarchal stranglehold. Girl's education will be aimed at turning them into more transmitters of fertility control, health or nutritional messages and making them 'efficient' producers for the global economy their right to education and development as a human will be further marginalized."

As stated earlier, socialization of girls and the gender-based division of labour determine whether girls will be sent to school, for how long and why. In other words, gender ideology underlies the societial perceptions of the goals of women's education. Therefore, the parameters of educational policy, which delimit women's role as well as the functions of formal education, need critical examination because they continue to affect the approach and programmes relating to elementary education of girls.

Gender operates in a manner so that women are at the bottom of all the groups. Thus, gender becomes an all encompassing negative parameter conferring cumulative and comparing disadvantages on women in their race for equality as women, for social justice as Scheduled caste/Scheduled tribe women and for mainstreaming as minority women. While the Constitutional safeguard reflects the hierarchical and fragmented social reality, the educational policy and programmes are unable to take this into account. They are also unable to perceive the disjunctions among the sectoral aims of education. It is also problematic to 'mainstream' one section, provide social justice to another and equality to those who are members of all sections of society.

The educational discourse emerging from the development and modernization paradigm imposes education with the powers of engineering societal change at the collective level. Within this paradigm, the individual who experiences mobility and attitudinal change through education assumes the role of the change. This model assumes a positive relationship between formal education, occupational mobility and change. Formal education bestows necessary skills for the market and also 'modern' attitudes suited for a changing society, while the school is a site of transformation of individuals. It is ironical that is not expected from girl's education. They are denied agency because the goals of familial socialization and schooling as processes have to converge. Thus, they continue to remain objects, not subjects, of social policy.

Policy makers do not want to learn from experience because programmes that excluded men, such as the family planning programmes that excluded women, such as the community development programme, failed to achieve their goals and have been critically evaluated for their lacuna. While differences between women and men are to
be recognized, one has to be conscious that a reduction motion of femininity has underpinned many of the exclusions women face, and in arguing that some attributes are inherently feminize we find ourselves on weak ground when arguing that other are not. Gender is either a social construct or is not a social construct.

We need policies to neutralize or circumvent the ideological, structural and familial impediments so that the educational facilities are fully utilized by girls. However, even though there is an apparent shift in emphasis in educational policy from equal educational opportunity for men and women to education for women remains paramount.

Is it not time that the debate on girls education and the role of the State begins to focus a girls themselves and also integrates it with that of boys or for all children at the conceptual level before formulating a policy? In other words, common goals are identified for all children and gender concerns be integrated in the overall policy? What is pertinent is that education should be a means as well as end, for both boys and girls. In other words, education should be not only a means for societal improvement, but also for the sake of women as persons, for knowledge and for self. Without this shift in perspective, universalization of elementary education is unlikely to be achieved in view of the paradoxical situation of India's Commitment to promoting Universal elementary education, and the large gender gap in the educational field.

The history of women's education reveals dialectic between the demand for women's education and the composition encountered in the process, how to live up to the promise of education and also perform the feminine role. The State policy can neutralize the adverse impact of socio-cultural practices. Further, emphasis on social access should not be an excuse to encourage conservatism, educational policies have to be informed by social sensibilities, but be forward looking in mainstreaming gender justice.

The concept of 'Gender Equality' has received recognition both at national and international level. In India, there are certain outdated provisions in laws which bare little relationship either to the Constitutional directive or the emerging social reality. After making an analysis of persisting gender biasness, its causes, implications and the role of national government as well as of international agencies, it is being realized that neither the Indian State nor the various sub-systems of society had ever gone beyond the myth of legal equality, which too remained, only national rather real.
Hence, the utter failure on the part of policy makers, legislators, the educational system, the media and most other social institutions to take effective measures to break the institutionalized subordination and inequality of women has enchanted to study the aspect of 'Gender equality' in the light of Indian perspective. Gender equality could not be an independent value but is intrinsically linked with the achievement of human equality and the abolition of all institutionalized inequalities.

While throwing light on the availability of various privileges, protection given to the women folk under our *suprema lex* and other laws, the implementation of these laws and highlighting their weakness, there should be a way for the acceptance of women’s honour and dignity. However, the society by disseminating the fact that equality of women is necessary not merely on the grounds of social justice, but as a basic condition for social, economic and political development of the nation.

The question gender equality is a very old and burning problem. Thirty four years ago in Mexico the First World Conference on women inspired a movement that has helped; to reduce gender inequality worldwide. Illiteracy among women is declining, maternal mortality rates are beginning to fall, and more women are participating in the labour force than ever. Now a days, women has broken their ill-social shackles and are ready to face the contemporary challenges without any help and hesitation and consequently, March 8th is formally observed and celebrated in several countries, including India as a mark of integrated achievements towards the equality of rights, starts and dignity of women and their equal participation in economic, social and cultural development in contemporary world scenario.

It is however, not out of place to mention that in recent past, there has been so persistent and frequent commission of crimes in different shape and size violating their basic rights and outraging their dignity and modesty, almost all over the world, India is no exception, that solemnity and significance of this day has virtual been lost.

There is a requirement to analyse the growing concept of gender equality at national level, to explore the efforts that have taken place in promoting equality to the second sex by reviewing the working of the Women’s Commission and agencies constituted and pursuing for this cause. There is a need of implementing existing privileges given to woman by our *Suprema lex* and under the provisions of other laws and would certainly commemorate the contribution of our high esteemed judiciary in acknowledging the concept of gender equality. Legislature and judiciary had been doing its job in a responsible way but lot has to be done and that too in an effective
way. At the same time, there is also the need to ponder over the reasons which have became the root cause of all the failures of persisting system and will propose some suggestions which if followed, will be helpful in minimizing this menace to some extends.

Education is undergoing constant changes under the effects of globalization. The introduction of information technology and communication is changing the delivery of education, changing the roles of students and teachers, and producing a shift in society from industrialization towards information based society. The changes in education due to globalization have also had profound effects upon a broad spectrum of cultures leading to suggestions of a law form of cultural imperialism. In addition, the structure of education is being attired to enable it to compete on an open, global market, leading to the ‘Commodification’ of education.

Today, education is being lifelong learning and training process, developing transferable skills and knowledge that can be applied to competitive markets where knowledge and information is being traded as a commodity. Globalization is creating a fast paced, competitive environment through technology and communication which education systems must keep up with. Educational institutions around the world are being forced to compete globally, by engaging in entrepreneurial activities to sustain themselves in an uncertain and competitive world.

The rise of a global society, driven by technology and communication development are shaping children, the future citizens of the world into ‘global citizens’, intelligent people with a broad range of skills and knowledge to apply to a competitive, information based society. “The future of countries often lies within their ability to compete in global education market where industrial based economies are giving way to knowledge based industries, realizing the importance of knowledge, skills and the intellectual capacity to meet the challenges of accelerated change and uncertainty”. 
Suggestions

The girl's school and women teachers are vital for encouraging parents, particularly those in rural areas, to send their girls to school. A distinction needs to be made, however, between the importance of feminine presence and that of an encouraging mind set. It is assumed that a woman teacher will ensure the physical safety of the girl child. While this is by and large true, it is debatable whether gender can automatically ensure equality of opportunity for boys and girls. What is equally important from the pedagogic and psychological point of view is the commitment of the teachers to a genuinely non-discriminatory approach to education and teaching. This includes an egalitarian approach to all children, irrespective of their caste, religion and gender. In a highly stratified society like India, where school teaching is a middle class profession, the role of prejudice, which hinders a child's capacity to integrate into school, cannot be ruled out. In other words, class considerations often take procedure over a commitment to gender equality as woman teachers display prejudices towards girls from under privileges homes. Thus, there is an urgent need to have in service training programmes for teachers which like the Shiksha Karmi Scheme, emphasize gender sensitivity.

Operation Blackboard which was introduced in 1987-88 aimed at providing all existing primary schools with certain minimum facilities such as two large all weather rooms, at least two teachers, of whom one should be a woman, as far as possible, essential teaching and bearing material such as black boards, toys, charts and so on. To date, however, schools continue to be without many of these basic facilities and rural schools are particularly disprivileged in terms of infrastructure. Only about fifty percent of primary schools in rural areas have pucca buildings. Despite high literacy rates, mainly due to missionary endeavours for over a century, in the seven sister States of northeast India, the figure falls to ten percent. It is found that girls rarely had access to latrines and water, as a consequence of which school attendance was affected. Parents are extremely reluctant to send their girls to schools which exposed them to dangers of open space and uninhabited terrains.

It is found that in absence of child care facilities, girls are viewed as the natural assistants to their mothers. It is not unusual to see girls often under the ages of ten carrying younger siblings on their hips. As a consequence estimate, 'the very survival and development of children (0-5 years) is threatened by neglect and lack of
essential child care facilities' means that absence of support system further restricts familial options as far as schooling is concerned.

Eliminating gender inequality in education will only work if it is part of a much broader nationwide mobilization that has ambitious goals to ensure that women fully and equally participate in all aspects of economic, social and political development. This creates the essential enabling environment for Ministries of Education and education NGO's to work together to achieve gender equality in education. Effective 'gender and development' strategies require strong affirmative action, including action labour market policies that promote skills and tackle pervasive discriminatory practices in the workplace.

The Women's Conference at Beijing in 1995 identified strategies to improve the social, political and cultural position of women. However, there is still a large gap between policy and action in many countries. Closing this gap is first and foremost a political, rather than a technical, challenge. Until gender equity becomes a visible and popular cause, governments and elites are likely to continue neglecting it. And this is why the role of national civil society is indispensable. Singing up to international agreements such as Jomtien and Dakar is of course important, but it is how government, working with civil society, translates these well intentioned goals into action that is most critical.

Involvement of local leaders, voluntary agencies and women's groups is also necessary. Mahila Mandals need to be revitalized and re-oriented to provide an effective forum for the purpose. One measure to achieve this could be to assign the responsibility to Mahila Mandals for ensuring that all children in a community attend school. An incentive scheme should be introduced to motivate panchayats to ensure 100 per cent enrolment of girls in their respective villages. Early childhood care and education introduces children into the school system gradually and smoothly. When children get used to attending schools, it ensures in some measure retention of children, including girls at elementary stages also. Hence there is need to have a comprehensive and effective programme of early childhood care and education linked to an integrated package of learning for women. The most comprehensive example of this is the Child Development Services Programme which needs to be universalized.

For improving enrolment and minimizing drop-outs and wastage in case of girl students, it would be helpful if learning is made more attractive by providing adequate teaching materials by schools. The number of teachers should also be increased so
that the interaction between the teacher and the taught, which is so essential for good education, also increases. This would help in the retention of girls in schools and would be more effective if teachers from the area are employed. In single teacher schools the teacher must be a woman. In the case of two teacher schools at least one teacher must be a woman. In Orissa all jobs of primary teachers have been reserved for women.

School curriculum should be imaginatively developed to stimulate creativity largely through play rather than overburdening children with formal or non formal learning. Regional language should normally be the medium of instruction. School timings should be flexible and fixed to suit local conditions and the needs of the working girls and must be available within the walking distance of the child. A substantial increase is required in the number of schools for girls.

In addition to incentives like free textbooks, free supply of uniforms, award of attendance scholarships and Mid-day meals, facilities such as proper school building, safe drinking water, and toilets, etc. need to be provided to encourage school enrolment and retention of girls especially, girls from educationally deprived social groups and form hilly, tribal, desert and remote rural areas and urban slums. Local talent must be developed in order to meet the need for recruiting women teachers at the primary and elementary levels especially in rural and tribal areas. In these endeavour national agencies like CAPART and CSWB, voluntary agencies, Mahila Mandals and local self government agencies can make a significant contribution. They can also play a useful watchdog function to ensure that educational and other programmes are running efficiently and effectively.

There should be a reservation of fifty per cent posts for women teachers in elementary schools. Women teachers working in the rural areas should be provided suitable accommodation. Multi entry system for girls who cannot attend schools continuously should be adopted.

Wherever necessary, schools meant exclusively for girls, may be set up. The recommended distance of 3 kilometers for locating a middle school is a handicap for many girls. To ensure participation of girls in middle schools, it is necessary to provide hostel facilities. The Savitribai Phule Foster Parent Scheme of Maharashtra could be adopted in other States/Union Territories to help girls of poorer families to at least complete primary school. Under the scheme, well to do persons and organizations are persuaded to adopt one or more out of school girls and contribute in
cash or kind or both @ Rs. 25/- per month for her education. The money can be spent on uniforms, stationery or anything else, needed by the girl or also partly used to alleviate the economic distress of the parents. The *Zila Parishad, Block Education Officer* and headmasters play a pivotal role in implementing the scheme, which is purely voluntary and if district level officers for coordination of programmes of women are appointed they could also actively take it up.

Condensed courses of education at elementary and middle school levels for girls must be started in all the rural areas and for weaker sections of the urban community. Many girls in the 11-14 years age group would first have to be brought into the primary stage though non-formal education. By devising alternative education approaches non-formal schooling and through like intelligent use of technology, the pace of middle school education can be accelerated. If retention up to 75 per cent is achieved up to class V, universal elementary education may be possible in some parts of the country. Other backward areas would have to be given much more attention in professional as well as financial terms to enable them even to universalize primary education for girls. The *National Literacy Mission* will need to address these issues on a priority basis.

Special efforts are necessary for bringing tribal children particularly, girls into the school system. Tribal dialect, extreme poverty, problems of commuting, rigidity of formal education and its irrelevance to the tribal culture and the tribal’s distrust of the ways of the mainstream society, must be borne in mind in formulating strategies. The educational forecasts, may look more achievable if the system is opened up for flexible non-formal education which *'the below average States'* should be persuaded to adopt in a large measure. The existing educational infrastructure particularly, in tribal and rural areas should be made effective and responsible. Non-formal education is an alternative to the formal system which has the potentiality of becoming the major programme of education for girls who cannot attend school during normal school hours due to various reasons. The Central Government is already implementing a centrally sponsored scheme under which grants to the extent of 90 per cent are provided towards maintenance of non formal education centres exclusively for girls in nine educationally backward states. This programme should be strengthened further and extended to other States where education of girls is lagging behind. It should at least cover all the pockets of low enrolment of girls and areas of

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high dropout rate. Besides literacy, it must also provide relevant information on skill development and inculcation of positive self-image among girls.

Diversified courses leading to occupational preparation should be of parallel duration to the general secondary courses. In addition, there should be a variety of short and long term, whole time, part-time and apprentice courses. The trend of thinking is now to place emphasis on the last. Keeping in view the rapid modernization and advancement in technology for agriculture, there is an urgent need for skilled artisanship for promoting productive activities on the one hand, and a variety of learning programmes for adjustment of the rural society to socio-economic change, on the other. Efforts should be made to ensure that girls have every opportunity to enter into apprenticeship in areas that are non-conventional and incentives be provided for the same. Further, at least 30 per cent seats should be reserved for girls in apprenticeship training courses on a non-transferable basis. General and vocational training courses should be combined so that prospects of a career immediately on completion of schooling may attract girls from weaker sections. While designing the vocational courses, available occupational opportunities as well as the need to overcome market stereotypes should be kept in view.

Since secondary education has remained almost beyond the reach of weaker sections, liberal incentives and other facilities to release the girls from household chores appear to be essential. It would also help to locate the institutions in the areas of their habitation. Multiple entry system should be introduced in the secondary classes. Part-time education facilities should also be made available.

Condensed courses should be organized in cooperation with local vocational training institutions to cover all rural areas and areas inhabited by weaker sections in urban areas. Such courses may be organized for small groups of girls, and combined with job training. Efforts should be made to cover at least 215 lakhs women in the age group 15-30 years under the condensed courses programme where possible the condensed courses of the CSWB should be expanded and strengthened. New programmes that are to be initiated must avoid duplication in the areas where the CSWB's programmes exists. Correspondence course and self study programme can be especially useful for girls desirous of continuing education but are unable to do so because of circumstances. Apart from imparting elementary education and knowledge about farming techniques, the curriculum for non student girls should include courses
of training in occupational skills. Similar programmes should also be designed for girls in the urban areas.

The open school system should be expanded extending the facility to all the girls in rural and backward areas. Science education for girls has been neglected so far, secondary schools for girls must he helped to build good science programmes over the various Five Year Plans. Special scholarship for girls opting for science courses need to be instituted at the secondary and higher education levels.

Special scholarships may also be offered to rural women, who opt for teachers training, especially those who complete the condensed courses at the secondary stage. There is a need to open more colleges and polytechnics for girls, especially courses at the secondary stage.

Incentives like Scholarships, freeships, etc., should be provided to enable girls from rural areas to pursue higher education for girls belonging to weaker sections. In addition to freeships and scholarships bursaries should also be provided to meet their requirement for food and lodging. Girls should be encouraged to enter professional courses. Reservation of seats for girls in such courses may be considered to level out the existing bias in access to certain professional streams.

Vocational counseling and guidance service should be organized exclusively in a more meaningful way to help girls in Colleges and Universities opt for suitable courses relevant to their talents and interests, and free of traditional bias. Vocational and technical education for women, both formal and non-formal, should be a major feature of the programmes of rural Universities. The Women's wings of the Universities could undertake large scale extension programmes in order to activate girls and women in the surrounding areas to take advantage of educational and occupational facilities of various types, particularly those leading to meaningful employment, essential for reducing women's marginalization.

In order to increase the representation of rural girls in higher education courses, 30 per cent seats, may be reserved for girls to begin with. All agencies involved with preparation of curricula prescription of textbooks and organization of educational processes will have to evince awareness towards women’s issues. University / College Departments of Women's Studies, appropriate voluntary agencies women’s groups, etc., should be involved in giving a new perspective to the various issues of content and processes of education. Women’s universities and...
women's centres in colleges need to take an active role in women's development and in influencing the attitudes of future generations.

Facilities for part-time self study and correspondence courses should be provided on a large scale to enable girls who are not in a position to join higher educational institutional on a regular basis, to continue their studies. In addition to courses leading to degree/diploma short courses in specific subjects through summer school sessions, and ad hoc programmes like Seminars, Workshops, etc., should be organized for working women with a view to upgrading their knowledge and skills, not necessarily programmes for women are degrees.

Integrated learning programmes for women are suggested which will not only lay emphasis on literacy but on empowering women through awareness building on social issues, bringing about attitudinal change, promoting skill training for employment, providing information on health care, nutrition and hygiene as well as on legal rights. Such programmes are beginning and must continue to be designed and structured as to be relevant for the vast majority of rural women. The revised scheme linked to ICDS known as the 'Women's Integrated Learning for Life', should be introduced as an integral part of the non-formal education system. Entrepreneurship development programmes should be organized separately for education of women in the age group 18-30 years, with a minimum of matriculation level of education. The objective of such training should be to, make them aware of the various opportunities for self-employment; motivate them to take up self-employment; impart needed skills and training; promote motivation for achievement among them; and create access to resources such as capital credit etc.

A large number of girls cannot participate in whole day education programmes. Provision of non-formal and part-time programmes, with flexible school hours and sensitively to the agricultural cycle is, of particular importance. In addition to the primary and upper primary stage, distance learning opportunities need to be provided at secondary and higher secondary level. Adult education will have to be composed of three interrelated stands aimed at, continuous flow of new information especially to rural and tribal areas, particularly to inculcate positive attitudes towards women; continuous training of the people and computation skill. Following from the above, three types of programmes may be offered to the learner: information and literacy information and training in new technology and literacy information and training in new technology with or without literacy and continuous information flows
relating to human affairs, gender relations and the use of science and technology for betterment of life would be the common factor in all the three programmes.

The growing availability of communication media should be directed towards keeping up information flows and portraying Positive images of women in non-conventional roles. Audio-visual materials, combined with non-formal training arrangements, could impart to various population groups the kind of instruction they need in the use of new technologies. Involvement of mass media in motivating women to attend literacy classes is most essential. Rapid strides in the development of technologies and tools for the reduction in women's drudgery and easy access to work places, water and fuel supply, child care, health services and population control can contribute significantly to be succeed better if they centre around women's concerns and also provide opportunities of recreation and sharing of experiences.

District plans should be prepared keeping in view literacy requirement of the learners, identifying agencies which can take up such programmes in districts. All women working in industries or employed elsewhere should be made literate by the employers by allotting time from the working hours for their education. Place of teaching, teachers and teaching material should be arranged by them. Necessary legislation to this effect may be enacted.

At least 50 per cent seats in pre-service courses for women who have had insufficient education to improve for women. Spatial planning to ensure that women from rural areas are selected as teachers is essential. Provision of composite teacher training courses for women who have had insufficient education to improve their educational qualifications along with their training, should be made.

The existing Integrated Rural Development Programme, National Rural Employment Programme, Development of Women and Children in Rural Areas, Training of Youth in Self Employment Programme, Integrated Child Development Programme, etc., should have a component of literacy for their women beneficiaries. Training should be provided to the functionaries of various development departments by the Directorate of Education in the States. The State Resources Centres should produce suitable learning material for women on a priority basis. Literature for neoliterates should be suitably devised by experts, keeping in view the needs of different groups of learners.
Decentralization is the key to the successful application of the strategies outlined above. In this decentralized approach, the village cluster or the block level is seen as most appropriate for the delivery of programmes. It is therefore, necessary that the block is allocated a flexible budget so as to make funds available to village clusters/villages for innovative educational activities and for equalization of educational opportunity. An overall coordination of health, welfare and educational inputs would be most desirable. This would entail convergent policies in these sectors, coordination of delivery mechanisms and pooling of allocation.

The strategies spelt out in the National Policy of Education, 1986, the Programme of Action for its implementation and the National Literacy Mission and the successful achievement of the goals, imposed in these documents, would be important for improvement in the status of women. To achieve gender parity, it is essential that education sector plans respond to poor people’s needs, and inequality recognizing that girls typically face more than one source of disadvantage such as gender, class, caste, ethnicity, physical ability etc. It is also important to develop locally appropriate strategies to overcome the multiple economic, cultural and social bankers that keep girls away from schools.

There is need to adopt a new range of policies, programmes and projects in order to improve girls education. Comparative analysis suggests that within an integrated and comprehensive strategy, the following interventions have been especially effective: free primary education, increased incentives, more accessible schools, tackling sexual harassment and discrimination against pregnant pupils, developing a network of community schools, introducing bridging programmes to mainstream non-formal education, and promoting candy childhood to education and care.

Incentive scheme have been introduced in many countries to reduce the overall costs of primary and secondary schooling for girls. Incentives are both monetary and in kind. Many girls desirous of pursuing education above middle level, facilities for which are available away from their home, cannot avail themselves of these facilities due to lack of hostel arrangements. Girls, particularly those belonging to Schedules castes and Scheduled tribes would continue their education at middle and above levels if they could find free or inexpensive residential facilities nearer the educational institution. There should be separate syllabus for woman in the initial stage of education. There must be vocational training for women to serve themselves
better. With the above measures there is need to bring awareness especially in the rural areas, the government should spend more amount of the money on this activity.

There are some major programmes taken up by the central government such as mid day meals. District Primary Education Programme (DPEP), which later merged into Sarva Shiksha Abhiyan, to educate all sections of the children in the society. But those are not being implementing as anticipated; the recent DPEP Scam in Andhra Pradesh is a clear cut example. So everybody should feel that it is the duty of their own to realize the dream of education to all and should work towards to realize this dream.

Small stipends have been offered to needy girls in many countries to support their primary schooling. Import of this programme has been significant in terms of increasing intakes, retention, and reducing dropout rates, of girls. A major challenge facing statues that have achieved universalization of primary education is to deal with bottleneck created by the increased numbers of those completing primary schools. In most states, only children from better off families are able to afford secondary school and, without financial incentive for poorer children, this will continue to be the case. Although girl’s enrolments at primary have improved, they are often less likely to complete primary school and move on to secondary than boys. There is need for implementation of successfully ambitions scholarship scheme for have not female students.

Given the enormity of the task and the difficulty of making an impact on women’s education, it is suggested that the State government should start with the basics like stamping out the sexual intimidation and harassment of girls pupils, and providing basic facilities for their safety and dignity.

There is great need for emergence of community school. It will have major impact in redressing gender inequalities in education in a growing number of States. They will be tending to be located in the more remote areas where populations have had little connection with ‘modern’ schooling.

A lot has been done to raise community awareness of the importance of educating girls. Participatory methods are now commonplace and used by NGOs and governments alike to promote greater grassroots participations in education.

Incentives such as free textbooks, stationary and attendance prizes has led to a visible improvement in the enrolment of schedule caste girls at primary school stage in Haryana, Tamil Nadu and Maharashtra. Studies of the mid-day meal programmes
in Madhya Pradesh and Tamil Nadu indicate that the enrolment and retention of girls in schools which provide a meal are much better. The policies that can be adopted to tackle constraints that seem to affect girls more than boys can be stated as follows:

(a) Provision of primary schools within walking distance; parents are far more willing to send girls to school if the school is within the village/habitation,

(b) Child-care facilities /crèche within reach. This releases girls from the responsibility of having to take care of younger siblings,

(c) Flexible school timings and region specific school calendar,

(d) Alternative modes of schooling, combing the formal with the non-formal,

(e) Increasing the number of women teachers in rural areas. Since it is very difficult to get qualified women teachers, in practice this means lowering qualification and providing training and residential facilities,

(f) Making Curricula relevant,

(g) an incentive such as free text books, uniforms,

(h) Involve community in school management, and

(i) Mobilize public opinion.

The concept of women education right is of utmost important. We the Indian are reaching towards the 62nd anniversary of Independence India. About sixty two years before we have got rid from the dominance of British Rulers, but we have still not got complete rid from poverty, ignorance and illiteracy. Except the few Indians of high social and economic strata, general people of India have yet not got the chances to realize the sweetness of freedom and democracy. To make democracy so as to universalize education in India the framer of Indian Constitution under Article 45, incorporate the provisions directing the State to provide, within a period of ten years from the commencement of this constitution, for free and compulsory education for all children until they complete the age of 14 years as one of the most important Constitutional commitment. But we can say that not much serious attention have been paid by the government to fulfill this Constitutional commitment as even after the 59 years of the commitment of the Constitution almost 35 percent of the people of India are still not able to characterize themselves even as mere literate forgetting the concept of higher and quality education. Considering slow and unfasten programme of legislature and executive body toward the fulfillment of the Constitutional duty various judicial steps were taken by Indian judiciary. Supreme Court gave the education right the status of fundamental right in landmark judgment in *Mohini Jain*
v. State of Karnataka (Popularly known s capitation fee case) and in Unnikrishnan J.P.v. State of Andhra Pradesh. Now the position has been changed by the Constitution (Eighty-six Amendment), Act 2002. From the provisions as Directive Principle under part IV of the Constitution, education right of children from 6-14 years got the standard of Fundamental Rights incorporating Article 21-A under part III of Indian Constitution. Finally, with hopes to every effort by every citizens of India to contribute to the best of one’s ability to make India an illiteracy free country like Denmark, Finland, Norway, Australia etc; where total adult literacy is 100 per cent. Let India be a country of social, economic and cultural prosperity where every child with copy and pencil in hand march to school transcendent the era of child labour, hunger death, illiteracy, ignorance and communal violence opening the valve of big heart for universal brotherhood and greater unity.

In this way if, teachers, parents, society, educationists and government may come forward and make efforts in this regard, the problem could be easily solved.