

A Briefly Study On Women Education

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Abstract

Education is a process of learning and developing knowledge, skill and character traits. It can take many forms including formal, non-formal and informal learning. Swami Vivekananda says no expectation of the progress of a family or a country can be achieved where women are not educated and are leading a pitiable life. Women education is very important for the country to fully develop. It is like an effective medicine to cure a patient completely and provide health back. According Mahatma Gandhi, “By education I mean an all-round drawing out of the best in man body, mind and spirit.” Women, has given a prominent place in the family set-up by our heritage and culture. Today in the modern age women, has an important role to play in the national development at large.

Keywords: Women education, Welfare Schemes, Literacy rate.

Introduction

Education plays a very significant role in every one's life. It is a human right and an essential tool for achieving equality. Women's education refers to the educational opportunities and resources available to women and girls. It is critical factors in empowering women and promoting gender equality. Through women's education various way to women can become self-dependent person in society, economic independence, personal development, social independence, key skills, resources, challenges and solution, empowerment strategies etc. education only helps to meet all these to women in the society. It also ensures that women grow up with knowledge of the world, ability for critical thinking and practical skills which lead to self-confidence and self-respect.

Objective:

- To discuss about women education and also study why women education so importance of now- a-day.
- To study various recommendation about women education.
- To see the present literacy condition in India of women education.

Review of literature:

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

Peacock (2009) was published an essay on “The “Education” of the Indian Woman against the Backdrop

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

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

Sahoo (2016) were taken objectives as: to assertion recent status and challenges of girl’s education in India; to provide possible suggestions to overcome the challenges of girls’ education in India. The investigator has used different type articles, reports, research papers, books, official websites, and online materials to conduct this study. The paper concludes that girls’ education is very poor condition in elementary and secondary stage than the higher education. At elementary and secondary level girls’ enrolment rate has been decreased from 2012 to 2015, but girls’ gross enrolment ratio has been increased at higher education level from 2012 to 2015. Parental attitude, lack of infrastructure, lack of security, superstitions related to girls, socio-economic condition of parents are the major challenges for promoting girls’ education in India. This paper suggests that higher authorities, community members, NGOs and all citizens of India must have to take responsibility to eradicate different barriers related to girls’ education from our society.

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

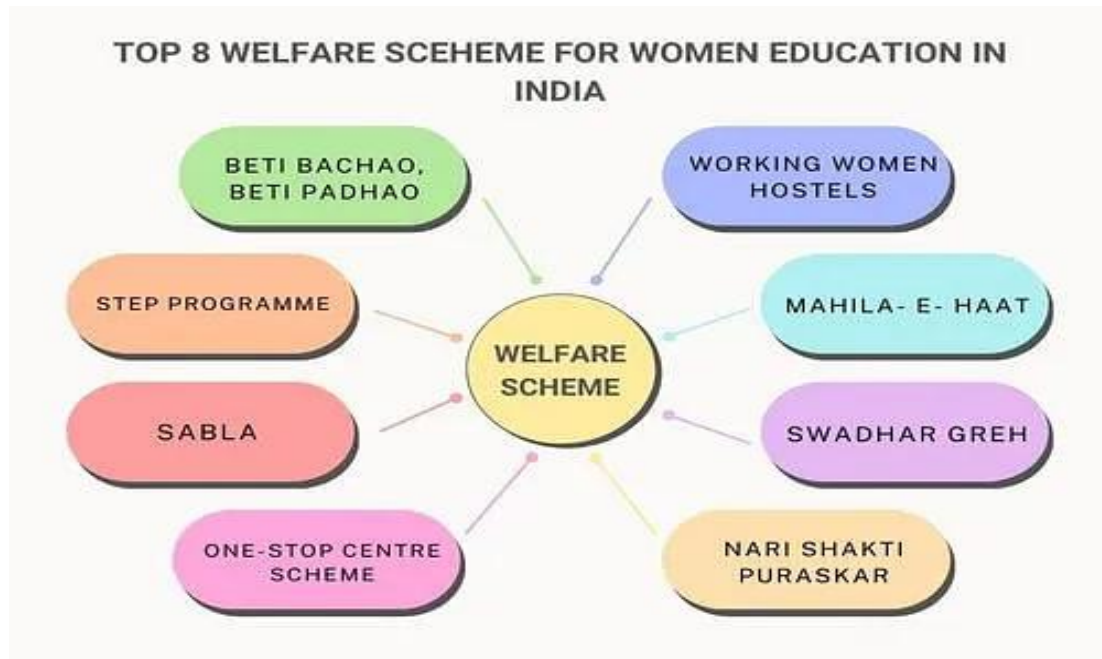
Women Education: Women play an important role in the development of any country. It is the women who are raising the children who will help the country to progress and prosper in the future. Educated women can improve their family and culturally. It refers to the process of teaching and learning that is specifically designed to empower women promoting their intellectual, emotional and social growth.

- According to Swami Vivekananda, “Education is the manifestation of perfection already in men.”
- “The best education is that which does not gives us information but makes our life harmonious with all existence” -Rabindranath Tagore.
- “If you Educate a man, you educate an individual; if educate a woman, you educate a family”-Mahatma Gandhi.

Women's Education in India is the talk of the world as women being educated significantly increases the GDP of the country as they also become income contributors in families. According to a recent survey, the female literacy rate in India is 70.3%, while the male literacy rate is predicted to be 84.7%. According

to the NSO, India's average literacy rate is 77.7%, which is expected to increase substantially with time and the availability of learning resources all over the country.

Top 8 Welfare Schemes: India has done significantly well in providing education to its citizens. The nation's rate is 73.2%, of which 59% of women are literate. The government has established many welfare schemes to motivate women's education in India. The following are a few welfare schemes.



- Beti Bachao, Beti Padhao:** The Beti Bachao, Beti Padhao social campaign was launched on **22nd January 2015** and is famous for women's empowerment. The scheme aims to exterminate female foeticide and provide them with an appropriate education.
- Working Women Hostels:** The Working Women Hostels scheme was established to provide a working environment that includes accommodation facilities where women may get more employment opportunities.
- Support the Training and Employment Programme (STEP):** These schemes provide adequate education and uplift women to be self-employed or bidding entrepreneurs in various sectors. This scheme is open to women above the age of 16.
- Mahila- E- Haat:** The Mahila scheme was launched in **2016** by the Ministry of Women and Child Development. It provides a platform to let women entrepreneurs or women with small-scale businesses display or sell their products and services.
- SABLA:** Rajiv Gandhi Scheme for Employment of Adolescent Girls (RGSEAG), known as SABLA, was initiated on **1st April 2011** by the Government of India. It aims at providing food and nutritious ingredients.
- Swadhar Greh:** The Swadhar Greh scheme was established in 2002 by the Union Ministry of Women and Child Development. The scheme provides shelter, food, care, and clothing to unaided women. Thus, women abandoned by their families and women who survived any disaster are aided with basic needs.
- One-Stop Centre Scheme:** The One-stop Centre scheme was established with the 'Nirbhaya' fund on **1st April 2015** by the Ministry of Women and Child Development. The scheme provides

counselling services, legal requirements, police aid, shelter and food to violence victims both in public and private.

8. **Nari Shakti Puraskar:** The Nari Shakti Puraskar initiative is taken by the Ministry of Women and Child Development to acknowledge women by awarding them for their excellent contributions to society and empowering women.

Women Literacy condition in India: During the Vedic Period, women enjoyed equality in all spheres of life. India was a glorified nation, and even other fellow citizens used to hail down because of its greatness. People were incredibly vigilant towards Atharvaveda, Upanayana, etc., as reading and learning them are considered sacred. They were advised to study distinctive texts and practice them to decipher all twigs of knowledge.

However, after coming through a meticulous stage, the aura of women's education declined severely. The stigma of being confined to their respective houses snatched the significance of women's education in India.

During the period of Buddhism, women started strengthening the glories of life. Many prestigious Universities were established, and women enrolled in allied courses to study. Moreover, women are well-versed in philosophical studies and are usually advised on the establishment of any reforms.

After Independence, women were liberated from the custom of in-house traditions. Higher education came into practice as the Constitution framed the Right to Education. **Article 45** of the Indian constitution talks about compulsory education for children. The new India surpassed the myth and stereotype of what is preferable and non-preferable to women.

Today, what we know about women's education is entirely different from the early stages. Women have already modified gender roles and eradicated some strong wrong beliefs from people's minds. But now, women have started working towards achieving goals and being independent to make any situation favour their interests. Their holistic approach to the working environment makes them dazzle even in the lame light. The female literacy rate from **1991-2021 increased by 10.5%**, whereas the male literacy rate rose by **11.72%**. Below is the percentage of female literacy rate in different census years.

Census Year	Female (Per Cent)	Total Population (Per Cent)
2021	75.1	94
2011	64.6	74
2001	53.7	65
1991	39.8	52.2
1981	29.8	43.6
1971	22	34.5

Census Year	Female (Per Cent)	Total Population (Per Cent)
1961	15.4	28.3
1951	8.9	18.3

Fig:1 Female Literacy Rate in India

Tripura literacy census (2011)

Population	2011	2001
Literacy	87.22%	73.19%
Male Literacy	91.53%	81.02%
Female Literacy	82.73%	64.91%

Fig: 2 Literacy rate of Tripura

Literacy rate in Tripura has seen upward trend and is 87.22 percent as per latest population census. Of that, male literacy stands at 91.53 percent while female literacy is at 82.73 percent. Out of total population of Tripura, 26.17% people live in urban regions. The urban population of Tripura increased by 76.17 percent during 2001-2011 period and is expected to rise further. Sex Ratio in urban regions of Tripura was 973 females per 1000 males. Average Literacy rate in Tripura for Urban regions was 93.47 percent and around 73.83 percent live in the villages of rural areas. The population growth rate in Tripura for rural population recorded for this decade (2001-2011) was 2.22%. In rural regions of Tripura state, female sex ratio per 1000 males was 955. Average literacy rate in Tripura for rural areas was 84.90 percent.

Importance of women education:

- **Gender equality:** Women have the same rights to receive education as in the case of men. So, women cannot be discriminated on the basis of sex, as far as education is concerned. Women education is also important in accomplishing the world goal of gender equality. By empowering girls, this goal is achieved as they are better able to compete with their male counterparts in places such as government, learning institutions and even leadership positions.
- **Decreased Mortality Rate:** An educated woman is more likely to marry later in life improving the chances of survival of the mother and baby. Educated mothers are more aware of their children’s needs and nutrition, and take well care of them resulting in a low child mortality rate; providing them better health, hygiene and nutrition.
- **Eliminating Crime against Women:** Many of the social evils and crimes against women can be easily eliminated by educating women. Incidents of dowry, flesh trade, female infanticide as well as harmful customary practices can be eradicated by educating women of a society. An educated woman plays a very important role in a civilized family and influences the thoughts and beliefs of its members. Improved Health and Hygiene: Educated girls and women are aware of the importance of health and hygiene. Through health education, they are empowered to lead a healthy life-style. Educated mothers can take better care of both herself and her baby.

- **Dignity and Honour:** Educated women are now looked upon with dignity and honour. They become a source of inspiration for millions of young girls who make them their role-models. An uneducated woman may lack the courage to speak for her own dignity while an educated woman will be confident enough to fight for it.
- **Self-Reliance:** Education makes a woman self-reliant; that is, she does not depend on anyone for her own survival as well as the survival of her children. She knows that she is educated and could well be employed equally like men and fend for the needs of her family. A woman, who is financially independent, can raise her voice against injustice and exploitation.
- **Small family planning:** Educated women understand that small families are happy families. They can effectively contribute in controlling the population of India as they would like to marry at a later age in comparison to the uneducated woman.
- **Better Standard of Living:** Better standard of living for the family is one of the advantages of women/female education. It doesn't take a mathematician to conclude that a family relying on double wages is more content and happier than a family which relies on the income of a single parent.
- **Inspiration for others:** There are a lot of women in India who have done exceptionally well in various fields of life. Women like PT Usha, Mary kom, Hima Das, PV Sindhu, Sania Mirza, Saina Nehwal, etc. have won various trophies and medals in their respective fields and showed the girl power to Indian people. After looking at them, a lot of girls came out of their houses and showed what actual talent they carry inside them.
- **Educated society:** Women education leads to increased levels of literacy in the world. This is the case when these girls gain education that can help them better their lives.
- **Prevents Social Exclusion of Women:** A girl child who doesn't go to school today, is most likely to work as a domestic help in household chores in her own house as well as other houses; mostly only for petty sum of money. An uneducated woman or a girl is most likely to work as domestic help or in extreme cases pushed into flesh trade; unlike men or boys who easily get employed as unskilled labours despite being uneducated.
- **Integral Development:** An educated woman helps to develop national integration, world peace and international understanding. Today the developing as well as the underdeveloped countries strive for integral development; that is, they have realized that the true development of a nation can be achieved only when no one is left behind on the path to progress. Exploring the Hidden Potential Women education in developing countries is essential for their growth and stability. Who knows that the girl who is working as a domestic help has the potential to become a doctor, if only she is given the right guidance and an opportunity to do so. When it comes to brain and the use of it, women are no inferior to men; why not to help them achieve their aspirations. It would ultimately benefit the nation, as a woman is less likely to leave her roots and migrate to other nation.
- **Women in Politics or Bureaucracy:** Girl empowerment also contributes to equality in political representation. This is because the girls have more confidence to compete for leadership and political seats. Educating women will also lead them to become political leaders, who can fight for the rights and justice of other women. Women political leaders or bureaucrats can more effectively fight against injustice and other crimes against women; ultimately leading to a balanced society.
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When it comes to brain and the use of it, women are no inferior to men; why not to help them achieve their aspirations. It would ultimately benefit the nation, as a woman is less likely to leave her roots and migrate to other nation.

- **Economic development and prosperity:** There is a positive relation between education and economic development. Educated women increase the production of goods, service and national income. Education will empower women to come forward and contribute towards the development and prosperity of the country. In addition to these others importance of women education is highlighted below: An educated women makes the home happy and healthy, an educated women are aware to sense of justice, Overall development of society, Reduction in domestic violence, Availability of Quality workforce, Women education provides to women's Self-esteem, an educated women are aware to human rights.

Progress of women's Education: Independence in 1947 and the constitution of independent India in 1950 gave a special shape to women's education. The biggest thing of this era is the change in the social status of women. Article 45 of the Indian constitution provides for education for all children up to the age of 14, regardless of gender. Article 14 provides for equal rights for all citizens of India. The right to education is recognized for all regardless of caste, religion, sex. Article 15 – “The state shall not discriminate against any citizen on ground only of religion, race, caste, sex, place of birth or any of them.” The directives of the constitution had a great impact on the expansion of women's education.

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

The Indian Education Commission (1882) “It will have been seen that female education is still in an extremely backward condition”. For the spread of women education, the commission made some important recommendations- Govt. should give more liberal grants to private girl's school. Establishment of Normal School for training of women teachers. School fees should be nominal.

University Education Commission (1948-49) The university Education Commission is popularly known as Radhakrishnan Commission. This Commission analysed the problem of women's education at the college and the university level and made the following recommendation:

- **Amenities of life:** The ordinary amenities of life should be provided for Women in College originally planned for men but to which women are being admitted in increasing numbers.
- **Educational opportunities:** There should be no curtailment in educational opportunities for women but rather a substantial increase in them.
- **Educational guidance:** There should be an intelligent educational guidance by qualified men and women to help women to get a clear view of their real educational interests and to provide good education according to their needs and capacities.
- **Normal place in society:** Women should be helped to find their normal place in society both as citizens and as women.

- **Equal salaries:** Women teachers should be paid the same salaries as male teachers for equal work.
- **Equality in co-educational institutions:** In co-educational institutions, due weightage should be given to women.
- **Cultural and social responsibility:** Men should be encouraged to extend right courtesy and social responsibility in mixed college.

Secondary Education Commission (1952-53) This commission stated that our constitution has guaranteed equal rights for both the sexes in all works of life (section 16 A). So, every type of education open to men should also be open to women. Women have made their mark almost in all the fields which generation ago would have been considered as unsuitable for them.

National Committee on Women's Education (1958) Accordingly, the Government of India appointed the national committee on women's education under the chairmanship of Smt. Durgabai Deshmukh. The committee made following recommendation:

- **Universal enrolment:** The attempt for expansion of girl's education should aim at universal enrolment of girls in the age group 6-11 by 1979 and in the age of 11-14 by 1981.
- **Publicity programme:** Publicity programmes should be launched to awaken the people towards the need of women's education. For this purpose, documentaries and films concerning women's education should be prepared and displayed.
- **Education for adult women:** Central Social Welfare Board should start condensed courses to give suitable education to adult women.
- **Scholarship:** There should be provision for an adequate number of scholarships to encourage the girls to continue their education.
- **Facilities in isolated and backward areas:** The girls' students of backward, hilly and isolated areas should be provided with facility such as free transport and free residential accommodation to encourage them to get education.
- **National Council for women's education National:** Council for women's education should be set up for studying the needs and problem of women education at the national level.

State Council for Women's Education: At the state level, State Council for women's education should be set up.

- **Women's education in five-year plan:** Women's education should get an important place in five-year plans and the planning commission should make an estimation for women's educational requirement.
- **Close up the gap:** The gap between the education of men and women should be filled as fast as possible.
- **Encouragement to co-education:** Where it is difficult to start separate School for Girls, co-education should be encouraged.
- **Improvement programme:** The recommendation made by the Central Advisory Board of Education for the improvement of women's education should be implemented. The programme includes; construction of teacher's quarters, provision of school teachers, provision of rural allowance for the

lady teachers working in the villages, provision of hostels, provision of uniforms, provision of mid-day-meal, construction of sanitary blocks.

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

- Co-education should be adopted and encourage at the primary stage.
- Separate primary school or middle school for girls should be started where there is such demand and where there is adequate enrolment.
- Separate and co-educational institutions can be started at the secondary school and college stages. parents should send their daughters to the institutions they like.
- Number of women teachers should be increased in primary school.
- There should be a common curriculum for boys and girls at the primary and Middle stages.
- Home science is a useful subject for girl at the higher secondary level.
- Girls should be encouraged to study science and mathematics at the higher secondary stage.
- Special needs of girls should be kept in view while constructing the curriculum at the University stage.
- Girls should be provided with necessary facilities such as scholarship free transport and stipends.
- Women should be given adequate representation in textbook committees.
- There should be the provision of Vocational schools at the end of Secondary Education show that girl is trained for different vocations.
- Music, drawing, painting, tailoring and fine arts are the subject of interest for girls. Therefore, proper facilities should be provided in the educational institution.

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

- **Fields of public cooperation:** Direct public cooperation should be encouraged in the fields such as; establishment of private schools, construction of school building, helping in popularization of co-education at the elementary stage, polarizing teaching profession for women, giving encouragement to marriage ladies to get part-time education in village school and work as school teachers, provision of uniform to the poor and needy children, provision of the textbook and writing materials to the needy children.
- **States responsibility:** State should take up the responsibility of creating public opinion in favour of women's education for this purpose it may adopt seminars, radio talk, school improvement, audiovisual aids, and distribution of information pamphlets etc.
- **Schools in all areas:** schools should be set up in all areas howsoever small they may be. It is the responsibility of the state to provide primary schools in each habitation with the population of 300. There should be a middle school in each habitation with a population of 1500.
- **Provision of Pre-primary schools:** It is essential that pre-primary schools should be attached with the primary school particularly in rural areas.

- **Good school building:** buildings which are not suited to school functions should be changed and good school building should be provide to meet modern education needs.
- **Women teacher:** More and more women teacher should be appointed in primary school.
- **Good working conditions:** Working condition of the teacher should be good and inspiring.
- **Part-time appointment:** Some women leave the teaching profession after marriage. They should be encouraged to continue teaching and offered part-time appointment.
- **Education for adult women:** To educate adult women particularly in rural areas.
- Relaxation in age limit: Age limit for the married and unmarried women teacher should be relaxed.
- **Training facilities:** More training facilities should be given to women candidates to meet the increasing demand for additional teachers. and also recommended Posting of women teacher near their homes, Hostel facilities, Residence for women teachers, Sound inspection, adult education etc.

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

- To advise the government on the education of the girl at school level and the education of adult women.
- To suggest and fixed programmes, target and priorities for the improvement and expansion of girls and women's education.
- To suggest suitable measures for creating public opinion in favour of girls and women's education.
- To create awareness in the society with regard to the importance of women's education.
- To organize seminars, survey other research work for the improvement of girl's education in the country.
- To make periodic evaluation for the progress of women's education.

The Education Commission (1964-66) The Commission said that "For all development of human resource the improvement of human beings and for moulding the character of children the education of women is of great importance than that man." The commission suggested that:

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

- Research units should be set up in one or two universities to deal specially with women's education.

The National Education Policy (1968) The education of girls should receive emphasis, not only on grounds of social justice, but also because it accelerates social transformation.

The National Education Policy (1986) ‘‘Education will be used as an agent of basic change in the status of women. The National Education system will play a positive; interventionist role in the empowerment of women. The Central Government had in 7 May 1990 appointed a committee to review NPE, 1986 under the chairmanship of Acharya Ramamurti. The committee considered Women’s Education to be a vital component of the overall strategy for securing equity and social justice in education. So, the committee reviewed the NPE and Programme of Action in the context of women’s education and made recommendations with regard to the following dimensions:

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

Programme of Action, 1992: The Janardhana Reddy Committee (JRC), in its report submitted in January, 1992, came to the conclusion that while very little of the NPE, 1986 required re-formulation the Programme of Action (POA) needed to be revised considerably. The committee recommended that the following measures will be taken to make the education an effective tool for women’s empowerment:

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

The National Perspective Plan for Women's Education (1988-2000) The National Perspective Plan for Women's Education was formed with some important objectives for women's education. So that women can enter into social, political, cultural, economic and educational fields. This plan emphasizes the following topics:

- All levels of education should increase the opportunities for girls to get education.

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

National Population Policy (2000) This policy emphasizes on the nutrition, drinking water, sanitation, housing, environment, women in difficult circumstances, violence against women's, right of the girl child and mass media for women's. This policy emphasizes the followings:

- Improving the infrastructure of health services to provide more health workers.
- Total fertility rates can be reduced by 2010 with various surgical procedures.
- According to our constitution, provide free and compulsory education for boys and girls the age group of upto 14 years.
- Girls should be married after the age of 20 years and at least before 18 years should not be married.
- Arrange delivery as institutionalized as possible.
- Birth-death-marriage and abortion is 100% documented.
- The Rural Community Health Service needs to improve. So that women's education is not interrupted due to poor health.
- Keeping the family size small and taking various measures for the education of women.

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

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

Initiative of Indian Govt. and Constitutional Provision for Women Education:

1. **Balika Samruddhi Yojna (1997):** For girls child development.
2. **Sarva Siksha Abhiyan (2000):** To impart quality education to girls and SC, ST also.
3. **Mahila Samakhya:** Started in 1989, this scheme uses education as a tool for empowerment. This scheme is being carried out in 8,000 villages in 53 districts in the states of Andhra Pradesh, Assam,

- Bihar, Gujarat, Karnataka, Kerala, Madhya Pradesh, and Uttar Pradesh. (MHRD Annual Report, 2014-15).
4. **Nari Adalat (2007):** For women justice in the society. 33% reservation in panchayet has already for women and reservation bill is pending to parliament separate reservation to women education and empowerment.
 5. **Kasturba Gandhi BalikaVidyalaya Scheme (KGBV):** This scheme was launched in July, 2004, to provide education to girls at primary level. It is primarily for the underprivileged and rural areas where literacy level for girls is very low. The schools that were set up have 100% reservation: 75% for backward class and 25% for BPL (below Poverty line) girls. (MHRD Annual Report, 2014-15).
 6. **National Programme for Education of Girls at Elementary Level (NPEGEL):** This programme was launched in July, 2003. It was an incentive to reach out to the girls who the SSA was not able to reach through other schemes. The SSA called out to the "hardest to reach girls". This scheme has covered 24 states in India. Under the NPEGEL, "model schools" have been set up to provide better opportunities to girls. (MHRD Annual Report, 2014-15).
 7. **National Scheme of Incentive to Girls for Secondary Education (NSIGSE):** Was launched in May 2008 with the objective to establish an enabling environment to reduce the dropout and to promote the enrolment of girl children belonging mainly to SC/ST communities in secondary schools. (MHRD Annual Report, 2014-15).
 8. **Indira Gandhi National Scholarship Scheme:** Is provided for single girl child for pursue both higher and technical education. (MHRD Annual Report, 2014-15).
 9. **Swami Vivekananda Scholarship for Single Girl Child:** The dropout ratio at various levels of education for girls is much higher than that of boys. Keeping Swami Vivekananda ideas of women education and to promote girls' education, UGC has introduced the Swami Vivekananda Scholarship for Single Girl Child for research in Social Sciences with an aim to compensate direct costs of higher education especially for such girls who happen to be the only girl child in their family. (MHRD Annual Report, 2014-15).
 10. **Saakshar Bharat:** The National Literacy Mission was recast with its new variant, Saakshar Bharat launched in 2009. It aims to accelerate adult education, especially for women's (in the age group of 15 years and above) who have no access to formal education, targeted female literacy as a critical instrument for women's empowerment. This has led to increase illiteracy, amongst women, from 53.67% (Census 2001) to 65.46% (Census 2011).
 11. **Ladli (2005):** To raise the status of the girl child in the society providing them the right to birth and right to survival.
 12. **Udaan:** The Scheme is dedicated to the development of girl child education, so as to promote the admission of girl students. The aim is to address the teaching gap between engineering entrance examinations. It seeks to enhance the enrolment of girl students in prestigious technical education institutions through incentives & academic support (MHRD Annual Report, 2014-15).
 13. **Pragati:** Scholarships for Girl Child for Technical education. It aims at providing encouragement and support to girl child to pursue technical education (MHRD Annual Report, 2014-15).
 14. **Beti Bachao, Beti Padhao:** This is newly announced Scheme of the Govt. of India for enhancing girls' education in India. (MHRD Annual Report, 2014-15).
 15. Swayamsidha Yojna (2001-2002): Self-reliance and empowerment of women.
 16. Kishori Shakti Yojna (2000-2001): Adolescents strength and awareness (11-18) years of age.

17. Kanya Vidya Dhan Yojna (2004): To promote higher education among girls.
18. Maulana Azad National Scholarship Scheme (2003): For the promotion of girl's education in the country.

Provision in India Constitution for Women Education: The rights and safeguards enshrined in the constitution for women in India are listed below:

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

Problems of Women's Education:

1. Various prejudices against women's education are still prevalent in rural areas. It was not possible to set up separate schools for girls, judging by regional distance as required. In many cases girls are forced to dropout despite their desire due to lack of schools.
2. Social conditions are one of the main reasons to the expansion of women's education.
3. Economic distress is a reason to the spread of women's education. In poor families, girls are still giving in marriage with dowry because the financial compatibility of the parents is not good.
4. Social conservatism and child marriage is the reasons to the expansion of women's education.
5. Most parents in this society give more importance to son's education than daughter's education. Girls are educated only to make them for suitable marriage without valuing their talent, ability, desire-reluctance.

6. Schools in rural areas have almost no dormitory. As a result, the education of rural girls is very difficult. There is no separate toilet, which is very inconvenient.
7. Financial scarcity has become an obstacle in the way of women's education.
8. Separate curriculum for higher education of women's is not yet developed. Teacher-training colleges for girls are also less, resulting in shortage of qualified teachers.
9. Most of the village women who are mothers of the future generation are illiterate. As a result, they neither encourage nor help in teaching their daughters.
10. The extreme poverty and miserable living condition of the majority of the rural population create major reasons in the advancement of women's education.
11. Women's education is hampered by lack of libraries both rural and urban areas and another problem is Wastage and stagnation.

Measures taken for overcoming the problems:

1. Underdevelopment and wastage must be stopped in the field of women's education. To prevent Wastage and underdevelopment, parents and teachers need to make efforts.
2. The village community shall create a favourable social environment for school going girls to attend school.
3. Additional stipend and other facilities should be provided to students who joint in villages or remote areas.
4. Women's education will emphasize the needs of womanhood.eg child care, home economics, child rearing etc.
5. Girl's schools should be established in every village. Transportation to school should be facilitated.
6. There should be a comprehensive arrangement of student accommodation in girl's schools and should be given financial aid for making.
7. Women's education should be made compulsory. Attitudes parents in rural areas need to change. Girls should not be withdrawn from schools or stopped from school until the end of their education.
8. Cottage craft education schools, Trade schools and polytechnic institutes have been established for girls.
9. Apart from arts, girls are encouraged in various fields such as science, engineering, technology, commerce and other fields of education, increasing the uptake of women in all disciplines.
10. Above all the social security of girls has increased to a great extent. Various media campaigns have been organized to encourage women education.

RESEARCH METHODOLOGY: This paper is basically descriptive and analytical in nature. In this paper an attempt has been made to a briefly study on women education. It has been done on the basis of the secondary sources of data like books, articles, research journal, and different websites.

Conclusion

Educated women are the weapon who yields positive impact on the Indian society through their contribution at home and professional fields. They are the reason of improved economy in the country as well as society. Women are the soul of a society; a society can well be judged by the way its women are treated. Women education in India has a major preoccupation of both the government and civil society as educated women can play a very important role in the development of the country. Education is milestone

of women empowerment because it enables them to respond to the challenges, to confront their traditional role and change their life. So that we can't neglect the importance of education in reference to women empowerment and India poised to becoming superpower in recent years. Education makes women more confident and ambitious; they become more aware of their rights and can raise their voice against exploitation and violence. A society cannot at all progress if its women weep silently. They have to have the weapon of education to carve out a progressive path for their own as well as their families.

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