

# Schooling of Girls: Inequalities & resistances

Unit-II , bullet 3

(issues of access, retention & exclusion

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# Schooling of Girls:

## Historical Background

To accelerate the progress of women education different measures were taken in Independent India. In the Constitution of India it is categorically mentioned under section 16(a) that “there shall be equality of opportunity to all citizens in matter related to employment to any office under the state.....while special arrangements may be made for woman and children there shall not be any discrimination on the ground only of religion, race, caste sex or place of birth.

This provision in Constitution greatly inspired women education and there has been phenomenal development in the education of women.

### Five Year Plans:

The govt. of India adopted Five Year plans as a developmental strategy as early as in 1950. Women education has been placed at the forefront of development programmes in these plans.

### First Five Year Plan(1950-1955)

The very First Five Year Plan included a chapter on education in which girls /women education was given a prominent place.

## Second Five Year Plans(1956-61)

- It recognized girl education as a most urgent concern. It pointed out that public opinion in every part of the country is not equally alive to the importance of girl education. So plan programme are therefore needed to focus on special efforts at educating parents and to make education closely associated to the needs of girls. It also suggested to overcome the difficulties in acceptance of Co-education alternative to separate schools for girls in some areas.

# Third Five Year Plan(1961-65)

- The plan focused special attention on the education of girls and reducing the disparities in the levels of development in education between boys and girls
- **FOURTH FIVE YEAR PLAN(1969-74)**
- It gave utmost priority to the expansion of elementary education and provision of facilities for backward areas and communities and girls.

## SIXTH FIVE YEAR PLAN(1980-85)

- It was committed to achieve a larger measure of equalization of Educational opportunity both in regard to access and achievement.

## SEVENTH FIVE YEAR PLAN(1985-90)

- The Seventh Plan declared that girl's education will be free upto higher Secondary stage. The strategies of educational programme and training , organizational design mainly focused women. The focus was on promotion of girl education through appointment of women teachers, provision of uniforms etc.

# Eighth Five Year Plan(1992-97)

- It highlighted for the first time gender perspective and the need to ensure a definite flow of funds from the general development sectors to women.
- It stressed the expansion of Secondary Schools particularly cater to the needs of deprived section like girls and SC, ST in rural areas.

# Ninth Five Year Plan(1997-2002)

- It recognized education of women as non-negotiable area. National agenda for governance also stated that plans will be instituted for providing free education for girls upto College level. Additional hostel facilities for girls, particularly in tribal areas and remote areas to improve attendance were also proposed. It also suggested 30 percent in all three of all funds are earmarked in all the women related sectors.



# Tenth Five Year Plan(2002-07)

- The plan viewed girls education as a major area seeking attention.
- The plan proposed to create an enabling environment by providing easy and equal access to educational opportunities, free education and gender sensitive education system. The plan laid emphasis on Universalization of Elementary education(UEE) guided by five parameters, i.e. universal access, universal enrolment, universal retention, universal achievement and equity.

## Tenth Plan contd.

- The major schemes of elementary education launched were Sarva Shiksha Abhiyan(SSA), Mid -Day Meal Scheme(MDMS) and Kasturba Gandhi Balika Vidyalaya(KGBV). The scheme for providing boarding and hostel facilities were also initiated.

# Eleventh Five Year Plan(2007-12)

- This plan placed highest priority on education as a central instrument for achieving rapid and inclusive growth. Referring to the CABE Committee report on girls education and Common School System the 11<sup>th</sup> Five Year Plan says that looking into shortage of Secondary Schools for girls (both Co-Educational and girls school) opening of schools exclusively for girls appears to be necessary to overcome the gender disparity.

# Issues of Access, Retention & Exclusion

- Gender Bias in School Education- of one gender over another, unequal opportunity incase
- Gender Bias in School Enrollments.
- Gender Bias in Dropouts
- Gender Bias in Household Responsibilities
- Social Attitudes towards Girl's Education

# Issues of Access, Retention & Exclusion

- Value Accorded to Girl's Education
- Issues related to Gender in School
- Adult and Non-Formal Education For Women's Development
- Importance of Vocational Training and Income generation for Women.

# Issues of Access Retention & Exclusion

- How to establish Gender Equality:
- Role of schools in reinforcing Gender equality
- Ideas to promote gender equity
- Role of Teachers in promoting Gender equality
- Role of Peers in reinforcing Gender equality

# Exclusion of Women (In Education)

- The percent difference in enrolment among boys and girls is highest in Bihar at all three levels of school education(2010).
- The lowest percent difference can be seen in Assam, Mizoram, West Bengal & Sikkim.

# Exclusion of Women (in Education)

- An egalitarian society is possible only when gender differences are mitigated along with the other socially and culturally created differences.
- Educating women provides multiple pay-offs for household and societies. Despite a sharp increase in the number of girls who enrol attend and complete various levels of schools a gender education gap remains. These gaps are more pertinent in those countries where



# Exclusion of Women in Education

- Historically Women have been marginalized and socially excluded. Economic and psychosocial obstacles to schooling exist where girls are impoverished from ethnic minorities lower castes or remote communities.

# After Independence two main committees

- University Education Commission (1948-49) appointed by Dr. Radhakrishnan recommended for the improvement of education of females at higher education level. Dr. Radhakrishnan emphatically stated that - “Women are human beings and have as much right to full development as men have. The position of women in any society is true index of cultural & spiritual level.”
- Durgabai Deshmukh Committee(1958-59) regarded women education as major deadlock in the entire educational system and recommended for its betterment. A bold and determined effort is needed.
- Steps should be taken to constitute a National Council for the education of girls and women.

# National Committee on Women Education Durgabai Deshmukh Committee(1958-59)

- A separate unit for Women Education under an Educational Advisor to be set up at the centre.
- In each state a woman should be appointed as Joint Director to look after the Women Education.
- Lady teachers are to be appointed in those schools where there are no women
- There should be identical Curricula for boys and girls at the primary stage. At Secondary stage there is a need for differentiation.
- Part-time employment of teachers to be encouraged in order to enable women to manage responsibilities at home & do some teaching work.

# National Committee for Women Education Durgabai Deshmukh Committee(1958-59)

- Vocational training courses with Primary as basic qualification may be conducted in the school during the day alongside general education. Courses with middle and Secondary as basic qualification education may be organized in vocational section of middle and secondary schools.
- Educational facilities for adult women in the form of Condensed courses
  - i) That prepare them for middle school examination
  - li) That prepare them for high school, or higher secondary school examination.

# National Council of Women's Education(1962)

- National Council of Women's Education(1962)was also appointed under the chairmanship of Hansa Mehta to look to the differentiation of Curriculum between boys & girls.
- Bhaktvatsalam Committee(1963)
- It was appointed to study the problems of girl education in six states where education of girls were less developed.

# Bhaktavatsalam Committee(1963)

- Both Govt. & Public should join in a planned manner and proceed in case of girl education.
- Co-education should be made more popular at primary stage.
- The services of educated married women should be sought as a part time basis for teaching work.
- Provision of adequate Central help for women education.
- Establishment of social education centres in rural areas for women.
- Evolving a functional curriculum for educating adult women.
- Reservation of seats for Women in training institution; provision of attractive pay. Living accommodation, conveyance charge etc.

# Kothari Commission(1964-66)

- In early seventies came the turning point towards development in women education .....The Commission endorsed the view of Durgabai Deshmukh committee and Hansa Mehta Committee towards women education and
- emphasized that Women's education should be regarded as a major programme in education for some years to come. A bold and determined effort .... close the existing gap between the two.
- On priority basis fund is to be provided.

# Kothari Commission(1964-66)

- There should be a special machinery set up to look after the women education at State as well as Centre level.
- Greater attention will be paid to the problems of training and employment of women teachers.
- Teaching , Learning and Social Service are well organized areas where women can have a useful role to play.



# National Council for women's Education in its meeting(1968)

- Provision of special programme for preparing girls for different vocations and occupations.

Provision of full-time, part-time work for educated unemployed women.

- Vocationalisation of Education at the Secondary stage for diverting them in different walks of life.
- Establishment of training institution to provide training for women in those fields where women personnel are needed.

# National Policy of Education(1968)

- The resolution on the National Policy on Education says (that the education of girls should receive emphasis not only on the grounds of social justice but also because it accelerates social transformation.
- To evolve a suitable Curriculum at different stages of education was suggested.
- **Status of Women in India-1974)**
- The landmark report first time recognized equality of sexes as a major value to be inculcated through the educational process.
- It underlined the role of education as an agent for empowering women.
- It noted the wide gaps between the enrolments of boys and girls at all levels.

# Status of Women in India -1974

- The level of girls education remained far below the constitutional target of universal education up to the age of 14 yrs.
- It is also due to the ambivalent attitude regarding the purpose to educate girls and the inadequate educational facilities.
- **Setting up of National Core Group:**
- Another significant move of the govt. of India towards women development setting of a National Core grp.
- It highlighted that women are not weaker section of the society or passive beneficiaries but also

# Setting up of National Core Grp.

- They are the sources of unique strength for achieving national goals.
- Education was seen as the most important instrument to improve the status of women in India thus the forthcoming plans and policies visualized a need to give top priority to the education of women.

# National Policy of Education-1986

- By the yr.1995 Every Educational Institution should be active in formulating programmes to promote and enhance Women Education.
- Women should be encouraged to take up vocational, professional and technical oriented course.
- Every state should have a women education cell and ample no. of employees should be employed in this section to make the ratio of male and female education equal. This policy made several recommendation with regard to following dimension.
- Access to education and equality of learning of women .
- Training of teachers and other educational Personnel

# National Policy of Education-1986

- Research and Development of Women's studies.
- Employment of Women
- Adult education of Women.
- Resources
- Management
- Content of Education and Gender bias vocational education

# Programme of Action-1992

- Enhance self-esteem & self-confidence of Women
- Building of positive image of women by recognizing their contribution to society.
- Developing ability to think critically.
- Fostering decision-making and action through collective processes.
- Enable women to make informed choice in the areas like education, employment and health.

# Programme of Action (1992)

- Ensuring equal participation in developmental process.
- Providing information, knowledge and skill for economic independence.
- Enhancing access to legal literacy and information relating their rights and entitlements in society.



# National Commission for Women(1992)

## ➤ Recommendations:

- Women should enjoy equal educational rights as men.
- An educational programme should be formulated so that every women is literate.
- There should be no gender discrimination all over the country.
- Girls should be admitted to school and programmes should be formulated related to that.
- Professional or Vocational education or Technical education should be encouraged among girls.
- Major steps should be taken for girls school dropout specially in Secondary High Secondary Level.

# National Perspective for Women's Education(1998-2000).

- Special steps should be organized to remove the barriers of Education for Schedule Castes and Tribes and Backward classes.
- Media's help to be sought to spread awareness about women education.
- Girls school should be founded at major places.
- Women education should be implemented in the National Educational Programme.
- Girls and boy's ratio of admission in school should be same.
- Regional discrimination should be eradicated and girls of remote areas should be encouraged to study.
- Gender discriminating books should be removed at the national level.

# National Curriculum Framework for School Education(2000)

- The views of NCF about girl education were:
- Equality among sexes is a fundamental right under the Constitution of India. The State, however, also has right to exercise positive protective discrimination in favor of the disadvantaged population group including women. Emphasis in education has moved from 'Equality of Educational Opportunity'(NPE-1968) to 'Education for Women's Equality and Empowerment'(1986). As a result, the curricular and training strategies for the education of girls now demand more attention. Besides, making education accessible to more and more girls, especially rural girls, removing all gender discrimination and gender bias in school curriculum, textbooks and the process of transaction is absolutely necessary.

# NCF-2000

- Moreover it will be most appropriate thing to recognize and nurture the best feature of each gender in the best Indian tradition. After all, India gave her women the right to vote without any prolonged battle for it unlike in the west. There is a need to develop and implement gender sensitive curricular strategies to nurture a generation of girls and boys who are equally competent and are sensitive to one another, and grow up in a caring and sharing mode as equals and not as adversaries.”

# National Policy for the Empowerment of Women in 2001

- It is another important move towards women's equality and empowerment. The policy focussed on Equal Access to quality education at all levels and the need for career-vocational guidance to girls/women. Apart from this, the policy envisaged introduction of gender perspective in the budgeting process as operational strategy.

# CABE Committee on Girls Education & Common School System(2005)

- In 2005 Govt. of India set up the CABE committee on Girl Education and Common School System to examine existing schemes, incentive and special measure aimed at reducing gender disparity increasing the participation and retention of girls, in all sectors of education. The Recommendation related to women education and empowerment are as follows:
- Free and compulsory education of girls up to the age of 18 yrs. and emphasized that there should be no 'hidden costs' in Girl education.

# CABE committee on Girls Education & Common School System -2005

- The committee gave a thrust to initiate girl education such nature force and magnitude that enable the girls to overcome the obstacles posed by factors such as poverty, domestic/sibling responsibilities. Girl child labour, low preference to girls education, preference to marriage over education etc.
- It also recommended women teachers and women attendants in every institution with provision of suitable working conditions for them.

## SSA(2001-02)

- SSA is Govt.of India Initiative to achieve the national goal Education for All.
- Universalize Elementary education by community ownership of the school system.
- Gender sensitivity is the basic guiding principle, be it planning or management, school improvement, pedagogical renewal, strategies for community mobilization and participation or specific intervention for girl education.



# SSA(2001-02)

- Ensures every child with special needs, irrespective of the kind category or disability is provided education in appropriate environment.
- It envisages adoption of zero rejection policy, so that no child is left out of education system.
- Flexibility is an important aspect of the govt.'s approach under SSA.
- Various strategies such as Education Guarantee scheme , Bridge courses, Summer Camps and other initiatives to make it possible to teach out to unreached class.
- SSA ensures elementary schooling(education for all up to VIII completely free across the country.

# SSA-(2001-02)

- The targeted provision under for girls under SSA are:
- Distribution of free textbooks for all up to VIII class.
- Support of construction of separate proper toilet for girls,
- Org of Back to School Camp for out of School girls.
- Org. of Bridge course for older girls.
- Recruitment of 50% Women teachers.
- Opening of early childhood care and education near schools in convergence with ICDS programme.

## SSA ( 2001-02)

- Support for organization of Teacher Sensitization Prog.to promote equitable learning opportunities.
- Opening of early childhood care and education near schools in convergence with ICDS programme
- Development of Gender Sensitive teaching learning materials including text-books.
- Intensive effort to Mobilise Community to generate a community demand for girl education.
- Provision of Innovation fund per district for need based interventions for ensuring girl's attendance and retention.

# NPEGEL July-2003

- Within the ambit of SSA a special thrust in women education came from the govt. through the National Programme of Education for Girls at elementary level(NPEGEL)
- It provides additional components at the elementary level:
- Education of underprivileged and disadvantaged girls.
- Implemented in EBB where female literacy is less than national averages.
- And the gender gap is above than National averages
- Esp in blocks where at least 5% SC/ST population and SC/ST female literacy is below 10%.

# Kasturba Gandhi Balika Vidyalaya(2004)

- This Govt. Scheme was introduced on behalf of govt. in 2004.
- The main aim of the scheme is to preferentially encourage backward classes and Scheduled caste girls to be in schools.
- It became a part of SSA in 2007.
- It provides supports for opening residential girls school in educationally backward blocks for drop out girls or those who have missed schooling due to various reasons.
- In the 11<sup>th</sup> plan KGBV is seen as a special initiative for dropout and never enrolled girls.

# Right to Education Act-(2009)

- Right of Children for free and Compulsory education act-2009 is also known as Right to Education Act-2009.
- It is being seen with much hope to bring about the long awaited changes in education of children aged 6-14 Yrs., addressing the disparities of access and quality.
- It came into force 1.4.2010.

# Right to Education Act(2009)

- It also included duty of parents and guardians to get their children / wards admitted for elementary education in neighbourhood school.
- The biased parental attitude towards girl child in general and to education of girl child in particular will hopefully register a change by enforcement of the act.s

• *THANK YOU*