

EDUCATIONAL STATUS OF WOMEN IN INDIAN UNION TERRITORIES

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Abstract

This paper assesses women educational status of Indian union territories. Literacy rate of women, in India union territories, is the solution for socio-economic evolution. Indian union territories women literacy rate grew to 79.88 percent in 2011 from 69.52 percent in 2001. On the contrary of this great improvement, the level is fine high Indian average literacy rate of 74.04 percent. The level is fine below the world average literacy rate of 84 percent. Indian state and union territories presently have the largest illiterate population of the world about 26 percent. In spite of various government schemes, India's literacy rate is increasing slowly. Indian union territories have been selected for analysis. The objective of this paper is to analyze the changing pattern of women literacy Rate in Indian union territories during 2001-2011.

Keyword: Women educational scenario, women literacy rate, changing pattern of women literacy rate, gender growth rate of literacy.

Statement of Problem

Literacy is generally defined as a person's ability to read, write and able to understand as well as to do some simple calculation. Education is the wheel to a successful life for all people, including those with intellectual and personal developmental. The central, state and Indian union territories governments each play a role in assuring that every child obtains a free and compulsory education. Education is provided by the public and private sector in India, with control and funding coming from three levels: central, state and charity. According to the Indian Constitution, free and compulsory education is provided as a fundamental right to children between the ages of 6 and 14. Women literacy rate is a much lower than men. Due to the patriarchal setting of the Indian families, Lot of girls is enrolled in the schools and many of them drop out. Girl-children have lower status and fewer privileges than boy children. Conservative cultural attitudes prevent some girls from attending school. Education Policies are prepared by the union Government and State Governments at national and state levels respectively. The National Policy on Education (NPE)¹ 1986 has provided for environment awareness, science and technology education, and introduction of traditional elements such as Yoga into the Indian school system. A significant feature of India's school system is the emphasis on inclusion of the disadvantaged sections of the society. Professionals from established institutes are often called to support in vocational training. Another feature of India's school system is its emphasis on profession based vocational training to help students attain skills for finding a vocation of his/her choosing. The educational scenario, in union territories, is far advanced than union states of India. The model of development of the union territories owes it attributed success to the achievements in the area of education and health. Most of the changes and development in the field of education has occurred post- independence. The State had pursued a liberal first education policy from 1956 through mid-eighties in terms of quantitative expansion and access to higher education. Today, it boasts Indian states in terms of high literacy rate of 79.8 percent as against 74.04% in the national level.

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Literature Review

The literatures below are the empirical evidences of the study conducted examining the status of women in India union territories; Saguna (2011) examined the literacy rate of women against men and state-wise literacy rate of women to study the women empowerment in India through education. The Substantial level of gender inequality was found in the study, as the literacy rate of women was 65.46% as compared to 82.14% of men. It was also found that Kerala had a high literacy rate of 92% and Rajasthan had the lowest literacy rate of 52.7%.

Gakhar and Kour (2012) analyzed on the education system of Haryana and made a comparative analysis of its neighboring states. The study gave a mixed picture of education system in Haryana. It was found that the gross enrolment ratio in Haryana was lower than other states, but had comparatively lesser dropout rate. Girls in Haryana were more interested in studies as the study found a high gross enrolment rate and less dropout rate. The literacy rate was on satisfactory level and comparatively more than Punjab, Rajasthan and UP. Haryana was ahead of Punjab, H.P. and Delhi in Female literacy rate.

Study area

A union territory is a type of administrative division in the Republic of India. Unlike states which have their own governments, union territories are ruled directly by the Union Government hence the name "union territory". Union territories in India qualify as federal territories. When the Indian Constitution was adopted in 1949, there was only one union territory: Andaman and Nicobar Islands. NCT of Delhi, Chandigarh and Lakshadweep were formed by separating the territory from the erstwhile states. Dadra, Nagar Haveli, Daman, Diu and Puducherry were formed from acquired territories (1950)¹. The seven union territories are: Chandigarh, Dadra and Nagar Haveli, Daman and Diu, Lakshadweep, Puducherry, Andaman and Nicobar Islands, National Capital Territory of Delhi.

The objective of this paper

- I. To analysis the changing pattern of Literacy Rate in Indian union territories during 2001-11 and;
- II. To analysis average Indian union territories literacy rate during 2001-2011.
- III. To analysis female literacy rate in Indian union territories.

Hypothesis

Some hypothesis has been given below:

- I. There is positive relationship between disparity and illiteracy, and
- II. There is positive relationship between poverty and illiteracy.

Data Base and Methodology

This paper is mainly based on secondary data. Secondary data has been taken from census 2001-11. This table shows Indian union territories literacy rate and literacy gap 2001-11.

Literacy rate= literate population – (0-6 years total population) / total population x100

Data Analysis

Table No. 1 literacy rate Indian women literacy rate

Sr. No.	Union Territories	2001	2011	Literacy growth rate
1	Andaman & Nicobar	75.24	81.84	11.66
2	Chandigarh	76.47	81.38	8.40
3	Dadar & Nagar Haveli	40.23	65.93	158.79
4	Daman & Diu	65.61	79.59	21.31
5	Delhi	74.71	80.93	8.33
6	Lakshadweep	80.47	88.25	9.67
7	Puducherry	73.90	81.22	9.91
		69.52	79.88	10.36

Source: Census (2001-11)

Women have a much lower literacy rate than men. Far fewer girls are enrolled in the schools, and many of them drop out [2]. In the patriarchal setting of the Indian family, girls have lower status and fewer privileges than boy children. The number of literate women among the female population of India was lower from the British Raj onwards to the formation of the Republic of India in 1947. Education has also been made free for children for 6 to 14 years of age or up to class VIII under the Right of Children to Free and Compulsory Education Act 2009[3].

The literacy rate of women, in Indian union territories, grew from 69.52 per cent in 2001, to 79.88 per cent in 2011. It is growth rate 10.36. The literacy rate of women, in Andaman and Nicobar, grew from 75.54 per cent in 2001, to 81.84 per cent in 2011. It is growth rate 11.66. The literacy rate of women, in Chandigarh, grew from 76.47 per cent in 2001, to 81.38 per cent in 2011. It is growth rate 8.40. The literacy rate of women, in Dadar & Nagar Haveli, grew from 40.23 per cent in 2001, to 65.93 per cent in 2011. It is growth rate 158.79. The literacy rate of women, in Daman & Diu, grew from 65.61 per cent in 2001, to 79.59 per cent in 2011. It is growth rate 21.31. The literacy rate of women, in Delhi, grew from 74.21 per cent in 2001, to 80.93 per cent in 2011. It is growth rate 8.33. The literacy rate of women, in Lakshadweep, grew from 80.47 per cent in 2001, to 88.25 per cent in 2011. It is growth rate 9.67. The literacy rate of women, in Puducherry, grew from 73.90 per cent in 2001, to 81.22 per cent in 2011. It is growth rate 9.91.

The rate of literacy varies from one union territory to the other union territories. Lakshadweep has achieved highest women literacy rate of 88.25 percent in 2011, and also highest literacy rate of 80.47 percent in 2001, while Dadar Nagar Haveli has lowest women literacy rate 65.93 in 2011 and also lowest women literacy rate was 40.23 2001.

Low female literacy rate and its impact on our society

Low female literacy rate means an overall sluggish growth of India union territories, as it impacts every arena of the development. India union territories are struggling hard to stabilize its growing population through family planning programs. But if females are illiterate, then this has a direct and negative impact on these initiatives. When a girl or a woman is not educated, it is not only she who suffers but the entire family has to bear the consequences of her illiteracy. Researcher has been found out that illiterate women face more problems in life than literate ones. They have high levels of fertility as well as mortality; they suffer from malnutrition and all other related health problems. It has been found out that infant mortality is inversely related to mother's educational level. In such a scenario not only women but their kids also go through the same conditions. She, who does not know the importance of education in life, does not emphasize the same for her kids. This hampers the family as well as the nation's progress as a whole. Lack of education means lack of awareness. Illiterate women are not aware of their rights. They know nothing about

initiatives taken by the government for their welfare. Illiterate women keep on struggling hard and bear harshness of life, family and even their husbands.

Government organized many scheme for upliftment women educational

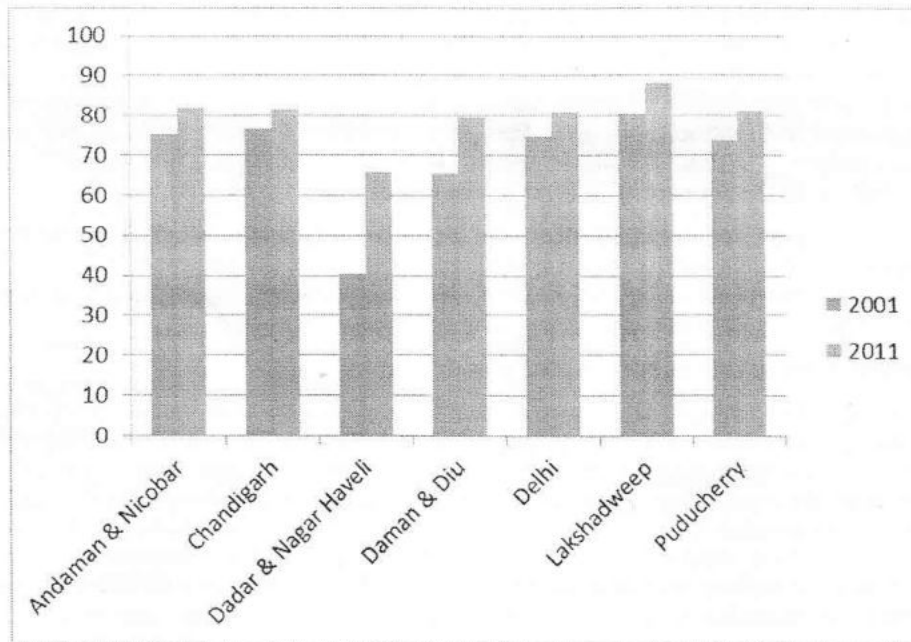
Gender disparities still persist in Indian union territories and among disadvantaged communities. Looking at enrollment trends, there remain significant gaps in the enrollment of girls at the elementary level as compared to boys, especially at the upper primary levels. The objective of government schemes is to ensure that quality education is feasible and accessible to the girls of disadvantaged groups of society by setting up residential schools with boarding facilities at elementary level.

Government launches many schemes like The Kasturba Gandhi Balika Vidyalaya, sarva shiksha abhiyan and others

1. The Kasturba Gandhi Balika Vidyalaya scheme was introduced by the Government of India in August 2004, then integrated in the Sarva Shiksha Abhiyan program, to provide educational facilities for girls belonging to Scheduled Castes, Scheduled Tribes, Other Backward Classes, minority communities and families below the poverty line in Educationally Backward Blocks.

2. Sarva Shiksha Abhiyan: (Education for All Movement), or SSA, is an Indian Government Programme aimed at the universalization of elementary education "in a time bound manner", as mandated by the 86th Amendment to the Constitution of India making free and compulsory education to children between the ages of 6 to 14 (estimated to be 205 million children in 2001) a fundamental right. The Programme was pioneered by former Indian Prime Minister Atal Bihari Vajpayee.

Diagram No. 1



Conclusion and suggestion

In Indian union territories, women's educational opportunities remain restricted than men by social, cultural, and religious barriers. Most notably inheritance laws embedded in Hindu and Shariat civil codes continue to marginalize women in the household and the

larger community. Indian union territories' women, particularly of lower caste and class, have the lowest literacy rates, and therefore do not have the capacity to negotiate pay or contracts and most often engage in the unorganized sector, self-employment, or in small scale industry.

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