

PROBLEMATIC ISSUES AND SUCCESSIVE STATUS OF WOMEN EDUCATION IN WEST BENGAL

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ABSTRACT

Women are the most powerful and indispensable part of a society. Their education influence the coming future generation. The education of women section is mainly depends upon the development of future generation. In a democratic system the position of women is equal with that of men. Women and men are equally treated in the law. So the education of women is provided to be the most essential part for the development of the society mainly West Bengal. The children learn their behavior at home and mostly mothers are responsible for creating good behavior in their children. Every educated woman can run her house well and make it a manageable process. Every educated woman can think well about her future and then chosen the appropriate subject which will be useful to her throughout the life. It can also realized that every woman to educate their children to be good manager of the family as well as the active member of the society. Now a day's women are also conscious about their rights and obligations.

In present day context, Education is most important means for improved personal endowment, build capability levels, overcome constraints and, in the process, enlarge their available set of opportunities and choices for a sustained improvement in wellbeing. Education is important not merely as means to other ends, but it is a critical invasive instrument for bringing about social, economic and political inclusion and a durable integration of people, particularly those 'excluded', from the main stream of society.

The paper examines the issue of women's access to education in West Bengal. Drawing on existing literature and various statistics concerning women's education, the paper provides an overview of the state of education with respect to women and highlights some of the issues and barriers to women's education. Based on an analysis of emergent issues, some recommendations and suggestions are offered in terms of grassroots level interventions, strategic initiatives and enabling policy framework, towards improving women's access to education.

KEYWORDS: *Women Education, Women's Access*

INTRODUCTION

“Women education today aims at the development of a secular outlook, social awareness, cooperation and tolerance” The National Policy of Education (1986)

In West Bengal, Women Education is a global discipline, which has gained momentum in recent decades. Women constitute nearly half of the national population representing a valuable human resource and play the pivotal role in developing the community and national income. The provisions in the constitution and the ratification of different

international conventions, several legislative laws have also been passed to women education. Moreover, women empowerment has received attention of the W.B government right from the beginning of Indian planning.

The pace of social change in West Bengal has accelerated in recent years because of the globalization trends. But the problem of gender inequality in West Bengal has revealed as a new dimension. Despite the land of various political, social, economic and cultural movements, the State has failed to organize a movement for development of women as an entire class. The degree of prevailing gender inequality in once enlightened West Bengal. Education provides necessary knowledge and skills which enables and individual to operate ideally in the society and also contribute to its efficient functioning. Educational process of adjustment having as its aim at added capacity of growth. In the present researcher is interested to review the problem of women's education and also the present successive status of women's education in West Bengal.

REVIEW OF RELATED LITERATURE

Sharmila and Dhas (2010): Write on "Development of Women Education in West Bengal". Women constitute almost half of the population of the world. Education for women is the best way to improve the health, nutrition and economic status of a household that constitute a micro unit of a nation economy. The paper is divided into three sections. Section 1 discusses the trends in female literacy levels in India. The section 2 presents the investments on education and the infrastructural supports in India. The last section provides the summary of the findings and conclusions.

Sandhya Rani et al. (2011): Presented on "An Analysis of Tribal Women's Education in West Bengal". Education system should make an individual better suited to the needs of the ever changing dynamic world. The tribal communities all over West Bengal have been subjected to various forms of deprivation such as alienation from land and other resources. Therefore, in this paper an attempt has been made to analyze the present status of educational facilities availed by tribal girls and women.

Bhandari (2014): Written a paper entitled "An Analysis of Women Education in West Bengal in Education Confab". Education has been regarded both as an end and a means of realizing other desirable goals. It develops the personality and rationality of individuals, qualifies them to fulfill certain economic, political and cultural functions and thereby improves socioeconomic status. But in spite of various policies and programmes initiated by government for girls 'education and education to all, still West Bengal has a population of illiterate.

STATEMENT OF THE PROBLEM

The investigator had taken up the problem for the present study is entitled as, "**Problematic Issues and Successive Status of Women Education in West Bengal**".

OBJECTIVES OF THE STUDY

The Main Objectives of the Study are as Follows

- To find out the fundamental Rights for Women.
- To describe importance of Women Education from Social and Economic Point of Views.
- To study the different guideline about Women Education in different Commission and Committees.

- To explain the strategy towards Women's Education in the Five Year Plans.
- To analysis the present status of Women Education in West Bengal.
- To interpret the problem of Women's Education in West Bengal.

QUESTIONS OF THE STUDY

Based on the Above Objectives of the Study the Following the Major Six Questions Have Been Formulated

- What are the fundamental Rights for Women?
- What are the Importance of Women Education from Social and Economic Point of Views?
- What are the different guideline about Women Education in different Commission and Committees?
- What is the strategy towards Women's Education in the Five Year Plans?
- What is the present status of Women Education in West Bengal?
- What is the problem of Women's Education in West Bengal?

SIGNIFICANCE OF THE STUDY

- The investigation like this will be relevant to the field of women education and girl's education.
- This investigation will grow more relevant among primary, secondary and higher level of education.
- This investigation will have a way for the women education.

METHODOLOGY OF THE STUDY

The investigator attempt to study problematic issues and successive status of Women Education in West Bengal. In this paper, the investigation was based on different secondary data like commission, committee, abstract, journal, research paper and also different types of books. And also study of questions is used for analysis of data.

ANALYSIS AND INTERPRITATIONS

What are the Fundamental Rights for Women?

The Constitution of India not only granted equality to women and forbids any discrimination based on religion, caste, sex or place of birth but also empower the state to practice protective discrimination in favors of women, children and socially and educationally backward classes or for the scheduled castes and scheduled tribes. The State guarantees equal opportunities to women. The Fundamental Rights and Directive Principles of State Policy specifically addressing women in education are given below:

- **Article 15:** Prohibits discrimination against any citizen on the grounds of Religion, race, caste and sex.
- **Article 15(3):** Makes a special provision enabling the State to make affirmative discrimination in favour of women.
- **Article 29:** Protects the interests of minorities.
- **Article 41:** Right to work, to education and to public assistance in certain cases.

- **Article 45:** Free and compulsory education to all children up to the age of fourteen within ten years of the coming into force of the Constitution.
- In 2002, the Constitution amended to make Free and Compulsory Education a Fundamental Right.

What are the Importance of Women Education from Social and Economic Point of Views?

Female Literacy Contributes to Economic Growth

Investing in the education of girls is one of the most effective ways of reducing poverty. By one estimate, countries that do not meet the MDG target of gender parity in education are at risk of foregoing 0.1 to 0.3 percentage points annually in per capita economic growth.

Literate Mothers Increase Human Capital through their Influence in the Health, Education and Nutrition of their Children

Daughters of literate mother are more likely to attend school. A mother's education also translates into higher immunization rates and better nutrition for her children both of which increase enrolment and improve school performance. Every year of mother's education corresponds to 5 to 10 percent lower mortality rates in children under the age of five.

Improves Family's Economic Prospects by Improving Female's Qualification and Skills

As better educated women participate in paid employment, families enjoy higher income and overall productivity increases. In rural economics, the education of women and girls may translate into higher agricultural production.

Improves Reproductive Health

Literate women are more likely to seek adequate parental care, skilled attendance during child birth and to-use contraception. They tend to initiate sexual activity, marry and begin child bearing later than illiterate women. They also have fewer children when women have fewer children, the wellbeing development. Prospects' of each child are generally enhanced. Thus, to realize the full benefit of female literacy, countries need to overcome the barriers that keep girls from attending school.

Women literacy is considered to be a more sensitive index of social development compared to overall literacy rates. Women literacy is relatively related with fertility rates, population growth, in font and child mortality rates and shows a positive association with female age at marriage, life expectancy participation in modern sectors of the coming and above all Women enrolment.

What are the Different Guideline about Women Education in Different Commission and Committees?

After Independence, the Government of India appointed various commissions and committees to promote the cause of women's education. Some of them are given below:

Table 1

Guideline about Women Education in Different Commission and Committees	
University Education Commission (1948-49)	The Commission noted the importance of women's education. It observed that new educational opportunities should be planned for women. Through educational guidance the prevailing prejudices against study of home economics and home management should be overcome. Standards of courtesy and social responsibility should be emphasized on the part of men in mixed colleges. Women teachers should be paid the same salaries as male teachers for equal work. The Commission also noted that separate schools for boys and girls between the ages of 13 and 18 should be established; while for college education there may be co-education.
Secondary Education Commission (1952-53)	The Commission felt that at the present stage of social evolution, there is no special justification to deal with women's education separately. There should be equal education for men and women. It also stated that for girls as well as for boys education needs to be more closely connected with the home and the community. Education should do much more to prepare them for the part they will have to play later as parents and citizens. This Commission generally favored co-education at primary and university stages but at secondary stage there was considerable divergence of opinion. It stated that in coeducational school there should be facilities for special co-curricular activities suited to girls.
National Committee on Women Education (1958-59)	The Committee regarded women's education as a major and a special issue. It recommended that every state should be required to prepare comprehensive development plans for the education of girls and women in its area. At primary level concession in kind should be given to all girls whose parents' income is below a certain level. At middle and secondary level more and more co-educational institution should be started. Free and subsidized transport should be provided to girls to make schools within easy reach. It was for the first time that provision of scholarships and other concessions were made to encourage the girls to take up courses in commerce, engineering, agriculture, medicine, etc. at the university stage.
Committee on Differentiation of Curricula for Boys and Girls (1961)	This Committee suggested some mild reforms like disabusing public mind of all traditional concepts of the inferiority of women, relating education to individual capacities and interest, adding relevant topics about women in text books. It also stated that women teacher should be appointed boys' school and men teachers should be appointed in girls' school. Moreover, the possibility of employment for women in as many vocations as possible should be explored.
Committee to Look into the Causes for Lack of Public Support for Girls' Education and Enlist Public Cooperation (1963)	This Committee paid special attention to girls' education in rural areas and gave some recommendations to make it popular. It stated that school improvement conferences should be arranged widely throughout the state. Women should be widely recruited in or near their own villages. Local bodies should be made responsible for the provision of school infra-structure. The number of literacy classes for women in rural areas should be increased. All reasonable provisions including offering of interesting and useful subjects for girls should be made for the advancement of girls' education.
Education Commission (1964-66)	This Commission realized the importance of the role of women outside the home. It recommended that measures suggested by the National Committee on Women's Education (1958-59) be accelerated. It stated that provision should be made for separate schools for girls, hostels and scholarships, part time vocational courses, education through correspondence courses, employment of women teacher in all sector of education, etc. the report of the Education Commission (1964-66) raised a number of problems and to solve them an educational policy was formulated in 1968.
National Policy on Education (1968)	The National Policy on Education, 1968 did not elaborate much of the subject of women's education. It stated that "The education of girls should receive emphasis, not only on grounds of social justice but also because it accelerates social transformation".

Table 1 Contd.,	
Guideline about Women Education in different Commission and Committees	
Committee on Status of Women (1971-74)	This Committee was appointed to examine the constitutional, legal and administrative provisions that have a bearing on social status of women, their education and employment and to assess the impact of these, provisions during the two decades on the status of women in the country, particularly in the rural sector and to suggest more effective programmes. This Committee recommended co-education as the general policy at the primary and secondary school, common courses of general education for both sexes till the end of class X, more relevant and useful courses at the university level and compulsory free education for all girls up to the end of secondary stage.
National Policy on Education (1986) & Programme of Action (1992)	According to the National Policy, education will be used as an agent of basic change in the status of women. The national system of education decided to play an important, possibly, inventions role in the empowerment of women, contribute towards development of new values through redesigned curricula and text books, promote women's studies as part of various courses. Following measures were to be taken for the achievement of these parameters: Every educational institution should by 1995, take up active programme to tackle women's predicament. Women's participation in vocational, technical and professional education should be emphasized. At the state level, women's education cell should be set up with adequate supporting staff.
National Perspective Plan for Women's Education (1988-2000)	This Plan formulated some important objectives for women's education so that women may also participate in the area of social, cultural, economic, political, educational field. The national commissions and committees and the national policies regarding women's education, the following aspects can be highlighted Expansion of facilities for women's education, Education of women to be regarded as- a special programme, Encouragement of co-educational institute, Setting up of administrative organizations like the National Council for the Education of Women, Existing gap between education of boys and girls to be bridged.

What is the Strategy towards Women's Education in the Five Year Plans?

Education enables women to acquire basic skills and abilities and fosters a value system which is conducive to raising their status in society. Recognizing this fact, great emphasis has been laid on women's education in the Five-Year plans.

Table 2

Women's Education in the Five Year Plans	
First Five Year Plan (1951-56)	The First Five Year Plan (1951-56) advocated the need for adopting special measure for solving the problems of women's education. It held that women must have the same opportunities as men for taking all kind of works and presupposes that they get equal facilities so that their entry into the professions and public services is in no way prejudiced. It further added that at the secondary and even at the university stage it should have a vocational or occupational basis, as far as possible so that those who complete such stages may be in a position if necessary, to immediately take up some vocation or other.
Second Five Year Plan (1956-61)	The Second Five Year Plan (1956-61) continued the emphasis on overall expansion of educational facilities. The major schemes under taken during this period were elementary education, secondary education, training women teacher to be posted in girls' school since shortage of women teacher was one of the obstacles in the progress of women's education. The Plan recommended special Scholarships/schemes for girls to take up different courses.

Table 2 Contd.,	
Women's Education in the Five Year Plans	
Third Five Year Plan (1961-66)	The Third Five Year Plan ((1961-66) launched important schemes like Bolsheviks training and child care programme. Subsequent plans supported these measures and also continued incentives such as free text books and scholarships for girls. The Third Plan considered the need for increasing the proportion of women students in colleges and universities to take up different occupations.
Fourth Five Year Plan (1969-74)	Although there was a large scale expansion of facilities for education up to the Fourth Plan (1969-74), vast disparities existed in the relative utilization of available facilities by boys and girls at various stages of education.
Fifth Five Year Plan (1974-79)	The major thrust in The Fifth Plan (1974:79) was to offer equality of opportunity as part of the overall plan of ensuring social justice and improving the quality of education imparted. To promote enrolment and retention in schools in backward areas and among under privileged sections of the population, in addition to the incentives like free distribution of text books, mid-day meals, girls were to be given uniforms and attendance scholarships. In spite of these schemes it was noticed that insufficient number of women teachers resulted in low enrolment of girls. Emphasis was also laid on the need for orientation of the curriculum to meet the special needs of girls.
Sixth Five Year Plan (1980-85)	A land mark in The Sixth Five Year Plan (1980-85) was the inclusion of women's education as one of the major programmes under Women and Development which was an outcome of the publication of the report of the Committee on the Status of Women in India. The programmes for universalization of elementary education were specially directed toward higher enrolment and retention of girls in schools. Women teacher, where necessary, were to be appointed in rural areas to encourage girls' education. For boosting the education of women belonging to backward classes, the numbers of girls' hostels were to be increased.
Seventh Five Year Plan (1985-90)	The Seventh Five Year Plan (1985-90) envisages restructuring of the educational programme and modification of school curricula to eliminate gender bias. Enrolment of girls in elementary, secondary and higher education courses, formal as well as non-formal has been accorded high priority. At the elementary stage education has been made free for girls. Sustained efforts are to be made through various schemes and measures to reach 100 per cent coverage in elementary education. Teacher training programmes are to receive continued priority with a view to increase the availability of trained women teachers and thereby to enhance girls' enrolment and retention in schools.
Eighth Five Year Plan (1992-1997)	During Eighth Five Year Plan (1992-1997) the major thirist areas in the education sector are universalization of elementary education, eradication of illiteracy in the age group of 15 to 35 and strengthening vocational education so as to relate it to the emerging needs of the urban and rural settings. The strategy suggested for this purpose is the utilization of formal and non-formal and open channel of learning. Emphasis is laid on strengthening National Open School and Open Learning System. The Eighth Five Year Plan focused on women's literacy which has a beneficial impact on children's literacy as well as other national objectives like population controls and family welfare.
Ninth Five Year Plan (1997-2002)	The National Agenda for Governance states, "We will institute plans for providing free education for girls up to college level, that is, under graduate level including professional courses would be made free". An adequate provision will be made for the scheme for this purpose during the Ninth Five Year Plan. On a long term basis and in close collaboration with State and local governments, the financial implications of making education free for girls up to the graduation level will be worked out, in so far as these relate to the Department of Education.

Table 2 Contd., Women's Education in the Five Year Plans	
Tenth Five Year Plan (2002-2007)	This is completely unacceptable and the Tenth Five Year Plan (2002-2007) aims at a radical transformation in this situation. "Education for All" is one of the primary objectives of the Tenth Plan. This principle vehicle for this is the Sarva Shiksha Abhiyan, which is being launched in cooperation with state governments and which aims at providing universal elementary education by the end of the plan. The Sarva Shiksha Abhiyan, has a special focus on the educational need of girls, SCs and STs and other children in difficult circumstances. The Tenth Plan would also rely on some women-centric programmes such as the existing MahilaSamakhya and two new schemes the 'Kasturba Gandhi SwantantraVidyalaya' (KGSV) and the 'National Programme for the Education of Girls at the Elementary Level' (NPEGEL).
Eleventh Five Year Plan (2007-2012):	In the 11 th plan, it proposed that the state must channel a higher percentage of national resource into primary & secondary education for girls. The SSA must be pushed forward in all regions with greater determination & stricter standards of service. Girl's education must be made a priority & made sensitive to local requirements. Panchayats must ensure that every girls child attends school, that teachers are regular & that the mid-day scheme is running properly. The Integrated Child Development Scheme, National Crèche Fund, Balika Samridhi Yojana, short stay Homes for Women & Girls & providing for Hostel facilities were also part of the Government measures. Promoting gender sensitive teaching materials, by interalia, reviewing & revising school curricula & preparing formal & non formal educational should receive priority.
Twelfth Five Year Plan (2012-2017)	In the 12 th plan, it proposed that to achieve universal retention by 2020. It also proposed Model Schools, Scheme for Construction and Running of Girls' Hostel for Students of Secondary and higher Secondary Schools, Information and Communication Technology in Schools (ICT @ Schools), Inclusive Education for Disabled at Secondary Stage (IEDSS), National Means-cum- Merit Scholarship, KendriyaVidyalayas (KVs), JawaharNavodayaVidyalayas (JNVs), National Institute of Open Schooling (NIOS), Vocationalization of Secondary Education, The Scheme of Integrated Education for Disabled Children (IEDC), The Scheme of Financial Assistance for Appointment of Language Teachers, The Information and Communication Technology (ICT).

What is the Present Status of Women Education in West Bengal?

Table 3

Year	Enrolment of Girls (In Million)			% of Girls Enrolment to Total Enrolment		
	Primary	Middle	Secondary	Primary	Middle	Elementary
1951	5.39 (24.6)	0.54 (4.5)	5.93 (17.49)	28.13	17.25	26.60
1961	11.40 (14.4)	1.63 (12)	13.03 (13.69)	32.58	24.33	31.25
1971	21.31 (59.1)	3.89 (20.77)	25.20 (45.99)	37.34	29.20	35.80
1981	29.41 (69.2)	6.57 (27.70)	35.98 (54.32)	39.75	33.10	38.34

Source: Ratio of ladies and gents in our country at present are 934 : 1000 (West Bengal 933 : 1000).

Increase of Literacy Rate

Table 4

Year	Total	Gents	Ladies
1951	18.33	27.16	8.86
1961	28.30	40.40	15.35
1971	34.45	45.96	21.97
1981	43.57	56.38	29.76
1991	52.21	64.13	39.29
2001	64.84	75.26	53.67
2011	74.04	76.02	56.20
West Bengal	68.64	77.02	59.61

Source: Census of West Bengal, 2001

Development of Literacy Rate

Table 5

Development of Literacy in West Bengal- 2011			
SL. No	District	Total Literacy Rate	Female Literacy Rate
1.	BANKURA	70.11	60.05
2.	BIRBHUM	70.09	64.14
3.	BURDWAN	77.15	69.63
4.	COOCHBEHAR	75.49	68.49
5.	DAKSHIN DINAJPUR	73.68	67.01
6.	DARJEELING	79.92	73.33
7.	HOOGHLY	82.55	76.36
8.	HOWRAH	83.85	79.43
9.	JALPAIGURI	73.79	66.23
10.	KOLKATA	87.14	84.06
11.	MALDA	62.71	56.96
12.	MURSHIDABAD	67.53	63.09
13.	NADIA	75.58	70.98
14.	NORTH 24 PARGANAS	84.95	80.34
15.	PURULIA	65.38	50.52
16.	PURBA MEDINIPUR	83.74	68.41
17.	PASCHIM MEDINIPUR	82.35	66.37
18.	SOUTH 24 PARGANAS	78.57	71.04
19.	UTTAR DINAJPUR	60.13	52.17

Source: Census of West Bengal, 2001

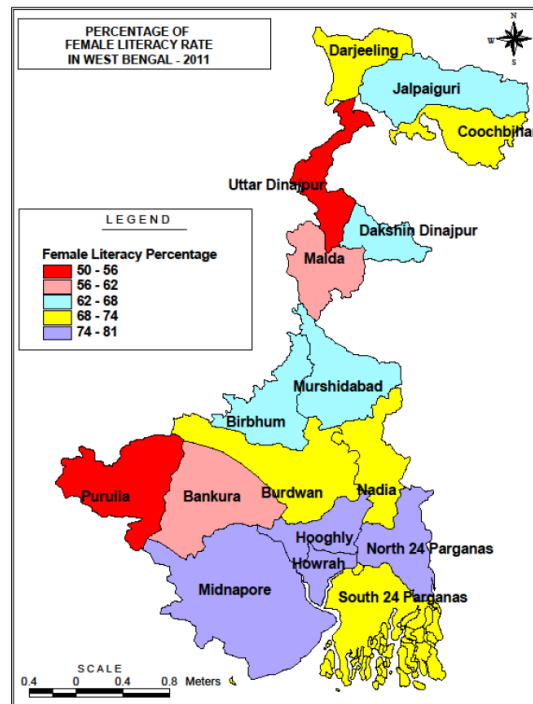


Figure 1

What is the Problem of Women's Education in West Bengal?

Today the problem of women's education in West Bengal is one which attracts our attention immediately. Different causes are influences on problem of women's education in West Bengal.

Table 6

Problem of Women's Education:	
Domestic Duty	Many societies and a vast population in India still believes that proper place for women is to remain at home, serve the husband and his family and give birth to the children. This function can be performed irrespective of the fact whether the girl is educated or not. In fact, they feel that educated women begin to get some enlightens and start demanding. Especially in a poor section of the society they are required in bring potable water, take food to fields for parents engaged in work and look after their young siblings, besides some are required to work as paid and unpaid workers.
Social Factors	The marriage of girls is a determining factor in women education. Particularly early marriage in UP, MP, Bihar, Rajasthan and Gujarat has been responsible for depriving girls from attending classes. Millions of literate girls are given a way in marriage even before they are in their teens. Today, however, early marriage is not so common and women education has been encouraged by its increasing demand in their marriage markets especially among the upper and middle classes. The very fact is also that education among women education in urban India is widespread and more and more number of women is going to school and colleges.
Conservation Mentality	In India, women education has been linked with employment. In other words, the children are educated simply because they are to get some employment. Those people who are not in favour of sending their daughter for employment do not feel the necessity of educating them.

Table 6 Contd.,	
Problem of Women's Education	
Lack of Girls School or Co-educational Aspects	The numbers of women's educational institutions is much less as compared with institutions engage education in the spread of male education. Therefore in many cases, particularly in remote the village the women are supposed to travel some distance, before reaching an women education institution. Many people do not like that their daughter should leave the village for going to school. Many people still condemn and dislike the idea of co-education. They feel that when both boys and girls study together in a same educational institution, corruption is bound to breed. They, therefore, are not prepared to send their daughter to a co-education institution.
Lack of Adequate Education Facilities	Non-availability of a school within walking distance of the girls, particularly in backward areas and the unwillingness of many parents to send their daughter to mixed schools beyond the age of 9 plus. Lack of separate sanitary facilities for girls in the mixed schools and lack of suitable school buildings and equipment which tend to create a poor school environment and the crisis of no of girls' hostel in near the schools.
Lack of Women Teachers	The lack of women teachers in primary and middle schools has been very largely responsible for the low enrolment of girls, especially in the nine backward states. It is an accepted fact that the primary schools should be staffed by women teachers. At present the proportion of women teachers to men teachers is very low.
Lack of Supervision and Personal Guidance for Women Education	The development of women education in the different States have been seriously hampered because of the inadequate machinery to look after the various programmes in this field which require concentrated attention, special care and individual guidance. The number of lady officers is far too small to shoulder the responsibility of speeding of the progress of women education as envisaged in our plan. The officers are poorly staffed and ill-equipped. They do not have suitable conveyance facilities which would help in maintaining regular contacts within their field of work.
Social Adult Women Education	The problems of women enrolment is very closely connected with the problem of social women education of adult women. In fact, the success of women education depends in a very large measure on the successful implementation of social women education programmes for adult women, especially in rural areas. The percentage of literacy for women in India is 65.46%. The figure for women's literacy in rural areas is much less. The ignorance of women and the lack of communication create mental barriers and shunt out a very large percentage of adult women from the outside world.
Lack of Adequate Incentives for Women Education	The poor enrolment position of girls, especially in backward areas, cannot be improved unless special incentives are provided. Special schemes sponsored by the government of India have been adopted in several states. Although the schemes have been implemented, they do not cover a very wide area and the total results thus fall short of expectation. In order to ensure that these special schemes provide adequate incentives to the students, it is necessary that they are adopted in larger measures and over a wider geographical area with special priority to the backward districts or pockets.
Defective Curricular and Policies of Women Education	Although equality of sex has been enshrined in the Constitution and guaranteed in the laws of the land, there has been gender bias in curricula provisions. The topics have been given in the text-books depicting girls as home makers, wives and mothers. Even in some states Mathematics is given as an Optional subject at the secondary stage. Girls are shown as no-achievers, passive, timid and dependent whereas boys are shown as high achievers, courageous, daring and active participants. The National Policy on Education 1986 has, therefore, suggested for removing sex biases in the curriculum for all irrespective of all barriers. All these factors coupled with ignorance, poverty, and mass illiteracy has contributed to the poor progress in women education.
Women Trafficking	Women trafficking as the act of recruiting, transporting, transferring, harbouring or receiving persons through the use of force coercion or deception for the purpose of exploiting them. This concept is accepted internationally but, in our view, it tends to place too much emphasis on movement. Every country is affected by trafficking, whether as a country of origin, transit or destination. It is a lucrative criminal industry, second only to drug trafficking, generating billions of dollars annually. A wide range of trafficking occurs in which this is not the case. Broadly speaking, there are two main types of women trafficking: sex trafficking and labour trafficking.

Child Labour	The term girls' child labour is often used synonymously with 'employed girls child' or 'working girls child'. In this sense, it is co-extensive with any work done by a child for a gainful purpose. Children are engaged in various forms of activities ranging for help in domestic work; work in a household enterprise to wage work. It is necessary to draw a line between child labour one hand and activities considered as a part of the socialization process on the other, where children could combine other child hood activities with the limited work roles assigned to them.
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The Main Problems facing their Education are

- Development of immorality.
- Suitable Curriculum for the education of girls.
- Lack of social consciousness among women.
- Scarcity of lady teachers.
- Lack of proper physical facilities.
- Unwillingness of lady teachers to serve in rural areas.
- Financial difficulties.
- Problem of transport.
- Problem of wastage and stagnation.
- Problem of co-education.
- Lack of enthusiasm and interest of the officials in charge of education.

CONCLUSIONS

Women's are an important resource for global development, but those living in developing countries do not reach their full potential because they do not receive a proper education. Presently, girls are under-represented in school enrollment and attendance in developing countries.

Women are regarded as the life-partners rather "better halves". They constitute about fifty percent of the total population. In an ancient and modern civilization they were given special recognition and accorded high esteem. That is why, it was mentioned in our literature that in countries or places there women are respected, Gods and deities are a part live there. In the Vedic age, Indian women enjoyed an equal status and they used to participate very actively in all aspects and arena of the life and social activities. Gender roles and traditions that keep girls from school contribute an additional barrier to universal education: illiterate mothers," continues Ascencios, "When we ensure that children have access to a rights-based, quality education that is rooted in gender equality, we create a ripple effect of opportunity that impacts generations to come."

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