

4.3 Education Statistics

4.3.1 Education imparts skills and competencies that are central to human development and enhanced quality of life, bringing wide-ranging benefits to both individuals and societies. Investing in girls' and women's education in particular produces exceptionally high social and economic returns. Educated women invest more in their children and contribute to the welfare of the next generation. They are more likely to participate in the labour force, allowing them to earn an income, know and claim their rights, and attain greater influence in the household and public life. Education is essential for empowering women and for closing the gap between women and men in respect of socio-economic opportunities; it can reduce inequalities based on gender and alter the historical legacy of disadvantage faced by women.

4.3.2 Education has long been recognized as a fundamental right with far-reaching consequences for human development and societal progress. The right to education is proclaimed in the Universal Declaration of Human Rights and various international covenants.

Literacy

*A person aged 7 years and above who can both read and write with understanding in any language was taken as **literate**. A person, who can only read but cannot write, is not literate. It is not necessary that to be treated as literate, a person should have received any formal education or passed any minimum educational standard. Literacy could also have been achieved through adult literacy classes or through any non-formal educational system. People who are blind and can read in Braille were also treated as literates. All children of age 6 years or less were treated as illiterate by definition, irrespective of their status of school attendance and the capability to read and write -ORGI.*

4.3.3 Literacy Rate is a key indicator of socio-economic progress of a country. Over the years, progress has been achieved by the country in raising literacy levels for both women and men in the country. Data on literacy rate in India shows that the rate increased from 43.6% in 1981 to 77.7% in 2017 with the highest increase of 12.2 % in 6 years (2011 to 2017) experienced by rural women, but there is still a long way to achieve universal literacy in the country (**Table 3.1**). As per data of National Sample Surveys conducted by MoSPI, gender gap in literacy rate went down from 18.2 in 2007-

08 to 14.4 in 2017-18. It can be seen that the gender gap in rural area is 16.5 and is 9.4 percentage points in urban area. **(Table 3.2)**. Surprisingly, only in urban Assam, literacy rate of female is more than that of male. Gender Gap is the lowest in Kerala at 2.2 **(Table 3.3)**. Though, the literacy rates for persons aged 7 years and above are not very encouraging, it is not the case with youth. Literacy rate in the age group of 15-24 years is more than 90% for both males and females with the gender gap of less than 5 percentage points as per 75th Round of NSS **(Table 3.4)**.

Enrolment

Effective Literacy rate is the total percentage of the population of an area at a particular time aged seven year or above who can read and write with understanding. Here the denominator is the population aged seven years or more- ORGI

4.3.4 To promote participation and access to education, the government introduced free primary education. Eighty-sixth Amendment of the Constitution of India inserted Article 21-A in the Constitution of India to provide free and compulsory education of all children in the age group of six to fourteen years as a Fundamental Right in such a manner as the State may, by law, determine. The **Rights to Education (RTE) Act, 2009**, which represents the consequential legislation envisaged under Article 21-A, provides that every child has a right to full time elementary education of satisfactory and equitable quality in a formal school which satisfies certain essential norms and standards.

4.3.5 Article 21-A and the RTE Act came into effect on 1 April 2010. With this, India has moved forward to a rights-based framework that casts a legal obligation on the Central and State Governments to implement this fundamental child right as enshrined in the Article 21A of the Constitution, in accordance with the provisions of the RTE Act.

GER is defined as the total enrolment in a particular level of school education, regardless of age, expressed as a percentage of the Population of the official age-group which corresponds to the given level of school education in a given school year

$$GER_{pri\ level} = \frac{\text{Enrolment in class 1-5}}{\text{Projected Population in age group 6-10}} * 100$$

4.3.6 GER is widely used to show the general level of participation in and capacity of a level of education. High GER indicates high degree of participation, regardless of age. **Table 3.5** presents data on GER at various levels of education according to which, at primary level, GER was recorded at 103.4 in 2021-22 which indicates that India, in principle, is able to accommodate all of its primary school-age population, but does not necessarily mean universal primary educations. Enrolment number considered for GER also includes students outside the prescribed age-group as well as repeaters. GER of female child has always been higher than that of male child at primary level from 2012-13 onwards. A decreasing trend can be seen in GER as we move to higher levels of education viz. Upper primary, secondary and higher secondary in case of both males as well as females. Female GER at higher secondary level was 58.2 in 2021-22 (39.4 in 2012-13). Further, there is not much difference in GER of male and female population at higher education level. At this level, during 2020-21, GER of female was recorded at 27.9 which was slightly more than male GER of 26.7.

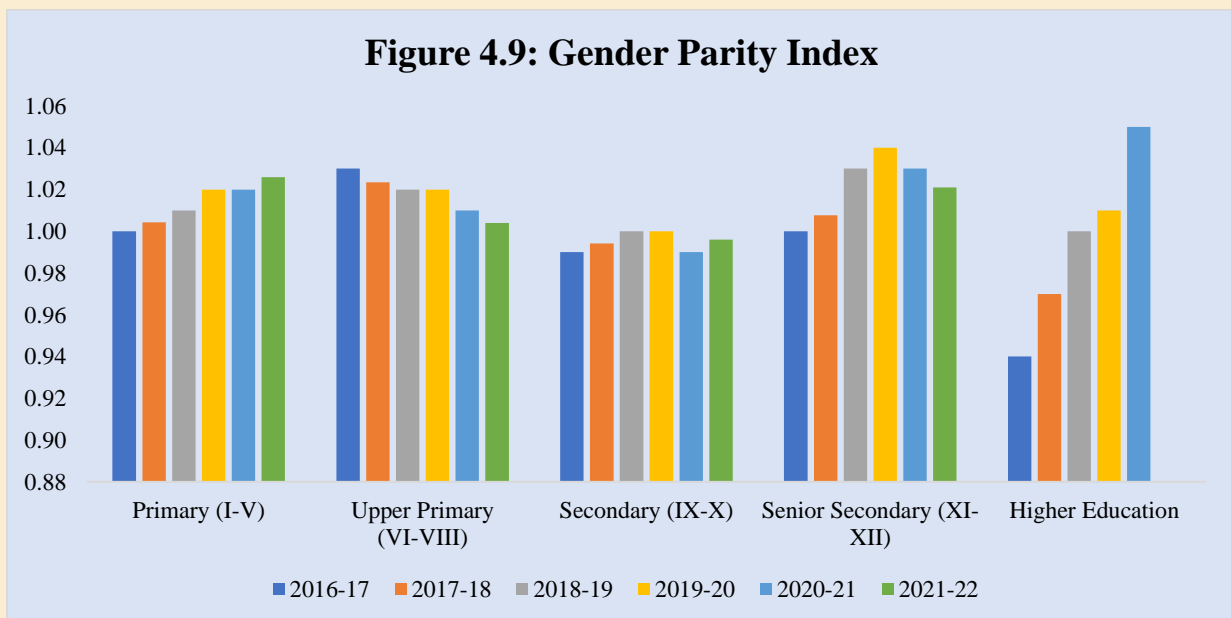
4.3.7 Adjusted Net Enrolment Rate (NER) gives a better measurement of the extent of participation in a level of education since the older children though enrolled in that level are excluded. However, early entrants are included. As per data presented in **Table 3.6**, Adjusted NER has always been higher of female students in all the levels of education over the years.

The Adjusted Net Enrolment Rate (NER) is defined as the total number of pupils enrolled either in the corresponding level or a higher level of the school education who are of the corresponding official age group expressed as a percentage of the population of the official age-group which corresponds to the given level of school education in a given school year

$$\text{Adjusted } NER_{pri\ level} = \frac{\text{Children of age 6-10 years enrolled in primary or higher level}}{\text{projected population in age group 6-10 years}} * 100$$

4.3.8 Gender inequality in access to education affects career prospects and equality in work opportunities. Gender gaps in career expectations are related to deeply in-grained gender-stereotyped norms about which careers are suitable for men and women. One important indicator to measure this gender gap is Gender parity Index (GPI). GPI (based on GER) which is free from the effects of the population structure of the appropriate age group, provides picture of gender equality in education

GPI is defined as Ratio of GER of girls to GER of boys. It measures the progress towards gender parity in education participation and/or learning opportunities available for girls in relation to those available to boys. It also represents the level of girls' empowerment in the society.-MoE



Source: UDISE+, Ministry of Education

4.3.9 The figure above on Gender Parity index retrieved from **Table 3.7** shows an increasing trend in GPI at Primary and Higher Education level, declining trend at upper primary level and mixed trend at secondary and senior secondary level over the years. In 2021-22, Chandigarh, Assam and Delhi had the highest GPI at primary, secondary and senior secondary level respectively.

Statement 4.2 Enrolment at under graduate level in major disciplines/Subjects

2020-21			
S.No.	Discipline	Male	Female
1	Arts	49,88,246	54,17,424
2	Science	23,12,602	25,05,224
3	Commerce	22,27,036	20,96,418
4	Engineering & Technology	26,17,155	10,69,136
5	Education	6,08,888	10,40,305
6	Medical Science	6,32,069	8,94,178
7	Social Science	5,48,423	5,57,689
8	IT & Computer	5,33,445	3,44,492
9	Management	5,16,273	2,98,594
10	Law	3,16,115	1,61,897
11	Others	6,69,319	6,92,057
	Total	1,59,69,571	1,50,77,414

Source: All India Survey on Higher Education Report, D/o of Higher Education, Ministry of Education

4.3.10 Statement 3.2 is an abstract from **Table 3.9** which shows that in the Under Graduate level of higher education, enrolment of female out number that of male in Arts, Science, Education, Medical Science and Social Science. In medical Science, while female enrolment is higher than males in most of the fields of medicine but the major difference is reflected in nursing. Female enrolment lags behind that of male enrolment in Commerce, engineering, IT& Computer, Management and Law. In engineering the difference in enrolment is quite striking as female enrolment is just 40 percent of that of male enrolment. As per results of AISHE on the indicator viz. Number of Females per 100 males in important programmes at under graduate & post graduate level in regular mode of education, presented in **Table 3.11**, female students outnumbered male students in Arts, Education, Nursing, Science, M.A, M.Com and M.Sc.

Dropout

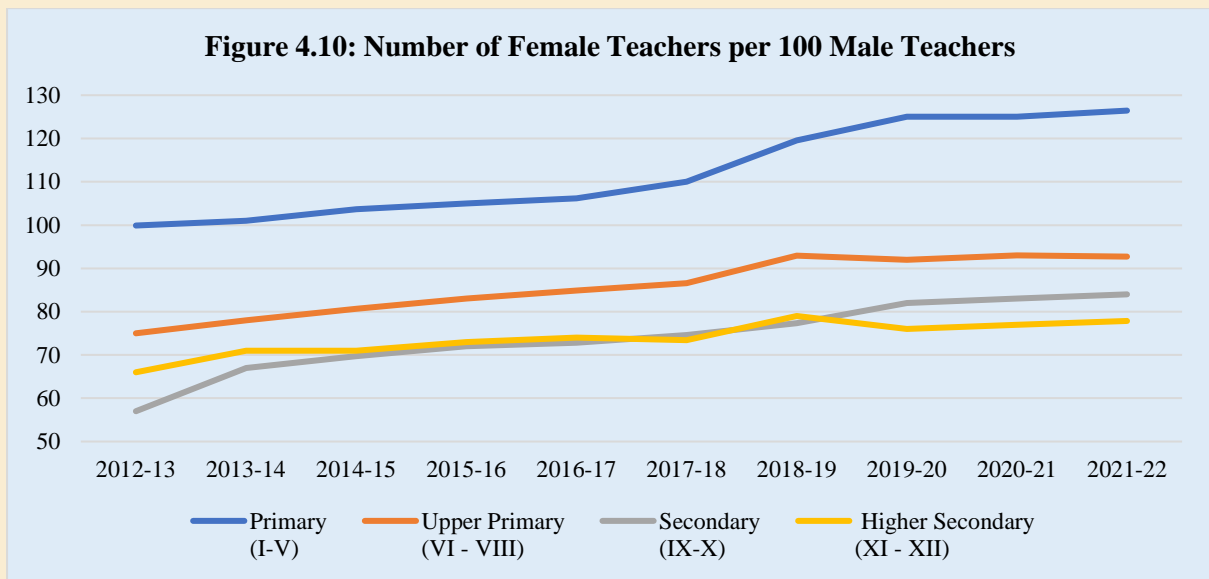
4.3.11 After achieving the desired enrolment rate in education, retention of the students in education system becomes an important area of concern. Proper education provides stability in life, by being well educated and holding a degree, chances for better career opportunities get increased and new doors get open up for better future. As per NSS 75th round conducted in 2017-18 presented in **Table 3.12**, an average of 9.7 years was completed by persons aged 15 years and above, which comprised of 9.9 years of males and 9.4 years of females. The difference in the average number of years of schooling of male and female was wider in rural areas probably because of the reasons like social structure where women are less exposed to schooling than male, lack of facilities like separate toilets in schools, transport which make conducive environment for women to complete schooling.

Dropout Rate is defined as Proportion of pupil from a cohort enrolled in a given level at a given school year who are no longer enrolled at any grade in the following school year

4.3.12 The percentage of Male population of age 25 years and above with at least secondary education successfully completed increased from 58.7 in 2019-20 to 60.0 in 2020-21. However, an improvement of only 0.6 percentage points was seen in case of females (**Table 3.13**). However, if we look at the dropout rate of children in the school going age, it may be seen that the rate for secondary level of education has decreased from 21% in 2013-14 to 13% in 2021-22 and it is interesting to see that drop out rate of female from secondary education has been slightly lower than that of males over the years but has been higher than that of males in Upper primary level. (**Table 3.15**).

Teachers

4.3.13 In India, females are more attracted towards the profession of teaching than males especially at primary level, as can be seen from **Table 3.18** which shows that from 2012-13 to 2021-22, number of female teachers per 100 male teachers at primary level increased from 100 to 126. At higher levels also, a similar trend was seen. However, representation of female in tertiary education teachers is quite low at 41 % as per 2020-21 data (**Table 3.19**). This is also reflected in the enrolment in education.



Source: *Educational Statistics at Glance and UDISE+*