

District Institute of Education and Training B.Thandrapadu, Kurnool.  
In collaboration with  
State Institute of Educational Management and Training (SIEMAT) AP.

**A Module on**  
**LEADING GIRL CHILD EDUCATION IN THE STATE OF**  
**ANDHRA PRADESH**



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## **1.0. INTRODUCTION:**

Education is the passport to the future for the tomorrow belong to those who prepare for it today. [“Swami Vivekananda”]

“It is not about schooling for girls only. The concept includes girl’s sense of security while in school complimenting all levels of Education with the skills needed to meet the demands of competition in the labor market learning the skills needed to adapt a changing world. Making decisions about one’s own life”

“Girls Education is a way to develop nation when girls are educated their countries become stranger and more prosperous”

### **NEP-2020 on Girl Child Education :**

NEP – 2020 acknowledges the importance of gender equality and recognizes education is a powerful catalyst for change by providing girls’ education and creating an inclusive learning environment. This policy aims to break down barriers and promote equal opportunities for all

Education is a fundamental right of every Indian girl as per the “Right to Education Act 2009”. India is the second most populated country in the world with nearly 48.5% of female population. India is also one of the fastest growing countries but our women literacy rate is for below the global standard. The Indian Government has enacted several acts and polices like RTE Act 2008 and NEP 2020 to increase the literacy rates in India and Andhra Pradesh. The State has expressed a great commitment towards education for all and has evolved many programs and schemes, provided infrastructure towards universalization of education. Though these efforts have resulted in a major improvement in literacy rates during Strategy for Girl Child Education Education 2008 the 1990s, the number of children who are not in school remains high, especially so among girls. Gender disparities in education persist: far more girls than boys fail to complete even primary school. The Fundamental right to education applies equally to both boys and girls and there is a constitutional mandated duty on the State to provide and ensure Girl child education. The present study is an attempt to analysis the current status and to suggest a strategy to improving girl’s education in the state of Andhra Pradesh.

### **Importance of Girl’s Education :**

There are innumerable benefits of investing in girls education for a country including.

- Educating women positively impacts the economic, social and health standards.
- Higher female literacy rates reduce child mortality

- Education lowers crime rates.
- Girls' education reduces inequality in society.
- Education empowers marginalized women and helps them build better futures for themselves and their families
- An educated society is more stable and can recover faster after a conflict.
- Educated girls are less likely to marry at a young age and more likely to raise healthy children.
- Women who complete higher education and acquire skills dramatically increase life time earnings.
- Kids of educated women are less likely to experience malnutrition or stunting

India is making continuous efforts to provide access to quality education to women in all parts of the country. It is evident that education plays a vital role in economic development,



scientific advancement, cultural preservation and social equality. In a decade, India is going to be the world's most populated country. The steps we take today in the education sector are going to impact the lives of billions of Indians in the future understanding the gravity of the situation the Indian government came up with the new "National Education Policy" which aims to drastically improve the education ecosystem and increase the literacy rates of women across the country. Here are some government initiatives that are changing the Indian education land scape.

The Education policy will also focus on students from historically marginalized and disadvantaged groups Education is the only tool that can empower the marginalized sections of the society and provide them with more opportunities to achieve financial Independence and

lead a more enriched life. The NEP 2020 will ensure that young girls from disadvantaged underrepresented groups get an equal opportunity to benefit from the Indian education system.

## **2.0. Objectives of Girl Child Education.**

1. Increase access and encourage enrolment to basic through community mobilization, for all girl children not in the school
2. Provide high quality relevant education
3. Encourage and enable each girl to become an independent thinker and self-learner
4. Make learning joyful
5. Prevent gender-based sex selective elimination
6. Ensure Survival & Protection of the girl child
7. Ensure Education of the girl child

## **3.0. CONTENT DEVELOPMENT**

### **3.1 Constitutional Provisions and National Policies for Girls Child Education in India:**

The Constitution of India not only granted equality to women but also empowered the State to adopt measures of positive discrimination in favor of women for neutralizing the cumulative socio-economic, education and political disadvantages faced by them. The various constitutional provisions are as follows:

1. **Article 14:** The State shall not deny to any person equality before the law or the equal protection of the laws within the territory of India.
2. **Article 15(3):** Nothing in this article shall prevent the State from making any special provision for the advancement of any socially and educationally backward classes of citizens or for the Scheduled Castes or the Scheduled Tribes in so far as such special provisions relate to their admission to educational institutions including private educational institutions, whether aided or unaided by the State, other than the minority educational institutions referred to in clause (1) of article 30.
3. **Article 21A:** The State shall provide free and compulsory education to all children of the age of six to fourteen years in such manner as the State may, by law, determine.

**4. Article 24:** No child below the age of fourteen years shall be employed to work in any factory or mine or engaged in any other hazardous employment.

**5. Article 28:** Freedom as to attendance at religious instruction or religious worship in certain educational institutions.

1. No religious instructions shall be provided in any educational institution wholly maintained out of State funds.

2. Nothing in clause (1) shall apply to an educational institution which is administered by the State but has been established under any endowment or trust which requires that religious instructions shall be imparted in such institution.

3. No person attending any educational institution recognized by the State or receiving aid out of State funds shall be required to take part in any religious instruction that may be imparted in such institution or to attend any religious worship that may be conducted in such institution or in any premises attached there to unless such person or, if such person is a minor, his guardian has given his consent there to.

**6. Article 29:** Protection of interests of minorities.

1. Any section of the citizens residing in the territory of India or any part thereof having a distinct language, script or culture of its own shall have the right to conserve the same.

2. No citizen shall be denied admission into any educational institution maintained by the State or receiving aid out of State funds on grounds only of religion, race, caste, language or any of them.

**7. Article 30:** Right of minorities to establish and administer educational institutions.

1. All minorities, whether based on religion or language, shall have the right to establish and administer educational institutions of their choice.

2. The State shall not, in granting aid to educational institutions, discriminate against any educational institution on the ground that it is under the management of a minority, whether based on religion or language.

**8. Article 39:** The State shall, in particular, direct its policy towards securing.

1. The citizens, men and women equal right to an adequate means of livelihood;

2. The health and strength of workers, men and women, and the tender age of children are not abused and that citizens are not forced by economic necessity to enter a vocation unsuited to their age or strength;

3. Children are given opportunities and facilities to develop in a healthy manner and that children and youth are protected against exploitation and against moral and material abandonment.

**9. Article 41:** The State shall, within the limits of its economic capacity and development,

make effective provision for securing the right to work, education and public assistance in cases of unemployment, old age, sickness and disablement, and in other cases of undeserved want.

**10. Article-45:** Provision for free and compulsory education for children.

1. The States shall endeavor to provide, within a period of ten years from the commencement of the Constitution, for free and compulsory education for all children until they complete the age of fourteen years.
2. The States shall endeavor to provide early childhood care and education for all children until they complete the age of six years.

**11. Article-46:** The States shall promote the educational and economic interests of the weaker sections of the people, and in particular, of the Scheduled Castes and the Scheduled Tribes and shall protect them from social injustice and all forms of exploitation.

**12. Article-51A (k):** That a parent or guardian should provide opportunities for education to his child or, as the case may be, ward between the age of six and fourteen years.

**13. Article-350A:** It shall be the endeavor of every State and of every local authority within the State to provide adequate facilities for instruction in the mother-tongue at the primary stage of education to children belonging to linguistic minority groups; and the President may issue such directions to any State as he considers necessary or proper for securing the provision of such facilities.

## **1.2 RECOMMENDATIONS OF DIFFERENT COMMISSIONS ON GIRL CHILD EDUCATION**

**Objectives of Women Education** We must know the objectives of women education in our society first before knowing the recommendations taken by different commissions for the education of women.

- Through women education illiteracy can be eradicated from the country.
- Women will become self-confident, self-conscious and will acquire self-dignity through education.
- Women will become conscious about their rights in different fields and skill to do different jobs and thus contribute directly to the society.
- Development of leadership qualities through education and improves the quality-of-life styles through development of capacity and production and income.
- Education also improves the health and hygiene quality of the family.

### **RadhaKrishnan Commission (1948-49):**

In Independent India first commission on education was RadhaKrishnan. Commission under chairmanship of Dr. Sarvepalli Radhakrishnan. According to him, 'Women are human beings and have as much right to full development as men have. The position of women in any society is a true index of its cultural and spiritual level'. Recommendations of this commission on women education are:

Scope of women education should be increased and they should be given facilities.

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- Curriculum will be same for boys and girls.
- Women should be respected and they should be included in different educational activities.

#### **Mudaliar Commission (1952):**

Mudaliar Commission (1952) Mudaliar commission was framed under chairmanship of Dr. A. Lakshmanswamy Mudaliar and it is the first commission to review the secondary education. Recommendations of this commission on women education are: • Girls and boys should get same education. • Home science should be introduced where girls' study. • State Govt. should set up girls' school according to necessity. • Art and music should be introduced in the curriculum of girls. • Changes in the methods of teaching were suggested, to achieve new aims in education.

#### **National Committee for Women Education (1958):**

This committee was setup by Govt. of India under the leadership of Smt Durgabai Desmukh for suggestion regarding the progress of women education. Recommendations of this committee are: • Women education should be considered as the special issue for a long time. • In central administration and in each state, there should be a joint Director specially for women education. • Teachers in the girls' school should be lady teachers only. • Curriculum for boys and girls should be same at primary level but that should be different in secondary stage. • Separate arrangement of technical and adult education for women should be made.

#### **Hansa Mehta Committee (1962):**

It was formed under the leadership of Smt. Hansa Mehta. There she laid some important considerations like, • At the primary and middle stages of education, there should be no differentiation in the curricula for boys and girls. • Schools for the girls must take probable steps to improve the teaching of music and fine arts and liberal financial assistance for the introduction of these courses. • Steps must be taken for the improvement of home economics.

PEOPLE: International Journal of Social Sciences ISSN 2454-5899 Available Online at:



<http://grdspublishing.org/> 349 • Universities should review the provisions periodically which they have made for the courses designed to meet the needs of girls.

### **Kothari Commission (1964-66):**

On the basis of recommendations of above committees Govt. took several steps through which women education had moved forward a lot. But still it was not up to the mark. In this situation Kothari commission was formed under the chairmanship of Dr. Daulat Singh Kothari. Recommendations of this commission were: • There should not be any difference in curriculum between boys and girls. • Home science will be an additional subject for girls and it should not be mandatory for them. • Provision for music and art education should be increased for them. • Women should be encouraged to learn science and mathematics.

### **National Policies on Education (1968 and 1986):**

The policies of education were framed since a radical reconstruction of education system was recommended by various commissions. The first NPE was on 1968 and second was in 1986. First NPE laid down a common scheme for women education i.e. Science and mathematics must be incorporated as the compulsory subjects for both boys and girls. Second NPE took steps of education for women's equality and special focus on the education of scheduled castes, scheduled tribes and minorities.

### **National Commission for Women (1992):**

This commission also interacts for gender equality through media, social activists and academics for suggesting the ways of ensuring due representation of women in all spheres. It was constituted on 31st January 1992 with Mrs. Jayanti Patnaik as the chairperson. The mandate of this commission is to study the problems faced by the women and to make recommendations to eradicate those. It also evaluates the status of the Indian women from time to time

### **National Policy for the Empowerment of Women (2001):**

This policy aims at bringing about the advancement, development and empowerment of women. It focuses on equal access to women health care, quality education at all levels, career and vocational education, employment and community practices by active participation and involvement of women in public offices etc.

### **National Knowledge Commission (2007):**

This commission focussed on access to knowledge, knowledge concepts and creation of new knowledge. Under this, Universities are making sincere efforts for providing facilities and necessary provisions to the female students. Though there are many committees and policies, these are some major commissions and policies led to the empowerment of women through women education in India after its Independence.

### **NEP-2020/National Education Policy 2020:**

The education policy will focus on students from historically marginalised and disadvantaged groups. Education is the only tool that can empower the marginalised sections of society and provide them with more opportunities to achieve financial independence and lead more enriched life. The NEP 2020 will ensure that young girls from disadvantaged under reoriented groups get an equal opportunity to benefit from the Indian education system.

Education plays a key role in achieving social justice and creating an inclusive society that is free from inequality. Every Indian child must have the opportunity to get a quality education. Irrespective of their financial status, caste, creed and background. The National Education policy aims to bridge the gap in outcomes and access to education due to any circumstance. In the present day, India is struggling with large disparities in gross enrolment rate for grades 9-10 and 11-12 particularly for socio-economically disadvantaged groups.

### **3.3 .Schemes in India and Andhra Pradesh:**

#### **Introduction.**

Since independence, the central and state governments have been expanding the provision of primary formal and non-formal education to realise the goal of UEE. The challenge now is to sustain and deepen current reforms in education and encourage local planning and management of strategies for expanding and improving primary education.

Removal of systemic deficiencies in the implementation of UEE and forging ahead necessitates the creation of an informed public opinion and a facilitative environment into that of the Total Literacy Campaign. This has to be achieved through effective and sustained advocacy, massive community mobilization and consciousness building. Special attention to increasing girls' enrolment, improving educational outcomes, strengthening community involvement, improving teaching and learning materials and providing in-service teacher training. The status of some of these initiatives is discussed below.

#### **Major central interventions**

There have been several innovative schemes in the sector of elementary education following the National Policy on Education in 1986 such as Operation Blackboard, Teacher Education, Non-Formal

Education, National Programme for Nutritional Support for Primary Education, State Specific Education Projects in Andhra Pradesh and also in major states like Bihar, Rajasthan and Uttar Pradesh and DPEP in 248 districts of 18 States.

### **Andhra Pradesh Primary Education Project:**

The Andhra Pradesh Primary Education Project (APPEP) was implemented in primary schools of state, with financial assistance of ODA of the United Kingdom in two phases between 1984 and 1996. The APPEP adopted a two-pronged strategy of improving classroom transaction by training teachers and giving a fillip to school construction activities. The project has trained an estimated 80,000 teachers in 23 districts and more than 3,000 teachers' Andhra Pradesh Primary Education Program (APPEP), Lokjumbish Project and Shiksha Karmi project, of Rajasthan, Basic Education Program of Uttar Pradesh centers have become operational for the professional growth of teachers. The project was assisted by the ODA with an estimated outlay of Rs. 1,000 million in the 8<sup>th</sup> Plan.

### **Operation Black Board:**

Operation Blackboard, a centrally sponsored scheme launched in 1987, aimed at improving the school environment and enhancing retention and learning achievement of children

by providing minimum essential facilities in all primary schools.

This scheme aimed to improve physical infrastructure of education where by schools' pace was expanded and more teachers



provided. This scheme has brought about a remarkable quantitative and qualitative improvement in primary education. In all, 42,310 primary schools have been covered. Operation Black Board sought to provide a second teacher to all one-teacher primary schools. The government of India sanctioned 20,286 teacher posts. It is also proposed that at least three teachers should work in every school, the number increasing, as early as possible, to one teacher per class.

### **Strengthening of Teacher Education: DIETs**

The centrally sponsored scheme of District Institutes of Education and Training

(DIETS) was launched by Government of India in 1988 to provide academic and resource support at the grass-roots level for the success of the various strategies and programs being undertaken in the areas of elementary and adult education, with the following purposes: -

**Elementary Education:** Universalisation of Primary/Elementary Education.

**Adult Education:** NLM targets in regard to functional literacy in the 15-35 age group.

The three main functions of DIET's are:

- Training (both at induction level and continuing training)
- Resource support (extension /guidance, development of materials, aids, evaluation tools, etc.) and
- Action research

The programs of teacher education and training of instructors of adult and non-formal education in DIET's were focused on child or learner centered approach. This approach necessitated a fundamental change in the manner of curriculum transaction which posed a daunting challenge in view of the special characteristics of our system: high pupil-teacher ratio, multi-grade teaching, inadequate physical facilities, and so on. The role of the teacher/instructor is visualized not just as one who transmits ready-made knowledge to the learner, but as a designer and facilitator of learning experiences, among other instructional and learning resources, and an active contributor to the all-round development of the learner.

### **DIETs: Special Target Groups:**

It was proposed that DIETs would have to give primary attention to promotion of education of the disadvantaged groups, i.e.

- Girls and women
- Scheduled castes and Scheduled tribes
- Minorities
- The handicapped, and
- Other educationally disadvantaged groups, e.g. working children, slum-dwellers, inhabitants of hilly, desert and other inaccessible areas, etc.

### **DIETs in Andhra Pradesh**

In Andhra Pradesh, 13 DIET's are functioning with tribal sub-DIET's at Paderu in Visakapatnam catering to the in-service tribal teachers in the tribal districts of the state. During 1999- 2000, the syllabus of DIETs was revised and a two-

yearDiplomainEducation(D.Ed.)wasimplemented.TheintakecapacityinTelugumediumis80ineachyearwith40 intake in Urdu mediumavailablein fiveDIETslocatedinWestGodavari,Guntur,Nellore, Cuddapah, Kurnool, districts. Later it has been changed as 50 intake in English medium, 50 in Telugu medium and 50 in Urdu medium. Now the same is continuing as on today.

### **Secondary level Teacher Training**

Thesecondarylevelteachertrainingisbyandlargethroughtheprivatesector.Collegesof Education (CTE) and four Institutes of Advanced Studies (IASE) are in the governmentsector,sixIASE'sarerunbytheuniversitiesandoneCollegeofTeacherEducationisunder privateaidedmanagement(AndhraMahilaSabha),whilethebulkofthecollegesareundertheprivatesector.At presentabout300privateunaidedcollegesofEducationarefunctioning inthestate.

### **District Primary Education Programme**

The DPEP launched in 1994, is considered as a forerunner for overhauling the primaryeducation system in India. The programme aimed at operation sing the strategies forachieving UEE through district specific planning and disaggregated target setting. It drawsupon the accumulated national experience of several state level initiatives started earlier.This program takes a holistic view of primary education with emphasis on decentralized management, community mobilization and district specific planning based on contextuallyandresearchbasedinputs.

### **National Programme of Nutritional Support to Primary Education (NPNSPE )- School Meal Programme**

The Mid-day meals program draws a parallel between the malnutrition of children and childeducation. This scheme aims at universalization of elementary education while taking careof the health of the children to develop them as complete resourceful human beings. TheMid-day meal program aims at bringing the children to school by



assuring them food onetimeeverydaythey attendtheschooltherebyensuringtheirprolongedattendanceinschools.

This scheme is designed to give a boost to UEE in terms of increasing enrolment, retention and attendance in primary classes by supplementing nutritional requirements of children attending Primary Schools. The programme envisages provision of nutritious and wholesome cooked meal of 100gms of food grains per school day, free of cost, to all children in classes I-V by 1997-98.

This scheme is intended to promote universalization of elementary education in the following ways:

- By improving enrolment and regularity of attendance
- Reducing drop-outs
- By improving children's level of learning and self-esteem and
- Simultaneously impacting upon nutritional status of students in primary classes.

The Scheme when started allowed for an interim arrangement of providing raw rice at the rate of three kilograms per child per month on having 80% attendance till the states developed their mechanism and infrastructure for providing cooked meals to these children.

### 3.4 .GIRLS EDUCATION IN INDIA:

#### Introduction.

**Education** is one of the most significant means for empowering an individual or community in general, and women and girls in particular. Level of educational attainment and literacy rate are indicators of general development of any society. Gender equality and empowerment of women are indispensable for achieving prosperity and sustainable development. Since Independence, India has adopted many different paths and national, social, economic and political development. The overall situation and status of women also has improved.

#### Andhra Pradesh Literacy Rate (Census 2011):

State	Total Literacy	Male Literacy	Female Literacy
AP	67.66	75.56	59.74

At the all India level it can be seen that the gender gap in literacy has been reducing and female literacy rate has been increasing every decade. Nonetheless, the gap between the two genders exists. The data indicates that women have been lagging from the beginning in terms of literacy rate and educational achievements.

### 3.5.Educational Status of Girl Child in India:

As per the 2011 Census, the total literacy rate in India stands at 74.00 percent and the rate of literacy among women is 65.46 per cent. The percentage of female literacy in the country was 54.16 per cent in 2001. The literacy rate in the country has increased from 18.33 per cent in 1951 to 74.00 per cent as per 2011 census. The female literacy rate has also increased from 8.86 percent in 1951 to 65.46 per cent in 2011. Female literacy rate during the period 1991-2001 increased by 14.87 per cent whereas male literacy rate rose by 11.72 per cent. The increase in female literacy rate was 3.15 percent more compared to male literacy rate. In Table 1 contains statistics regarding general rate of literacy in all the states in India along with a break up of rate of literacy among males and females. Table 2 gives State-wise Literacy rate figures as per 2011 Census.

**Table 1: Literacy Rate of India (Census 2011):**

Census year	Total Population %	Males (percent)	Females (percent)
1951	18.3	27.2	8.9
1961	28.3	40.4	15.4
1971	34.5	46.0	22.0
1981	43.6	56.4	29.8
1991	52.2	64.1	39.8
2001	64.8	75.3	53.7
2011	74.00	80.9	64.6

At the all-India level it can be seen that the gender gap in literacy has been reducing and female literacy rate has been increasing every decade. Nonetheless, the gap between the two genders exists. The data indicates that women have been lagging from the beginning in terms of literacy rate and educational achievements. Table 3 indicates male and female enrolment in educational institutions at various stages, from the primary level up to the higher education.

Data in Table 4 presents number of girls enrolled at every stage per 100 boys. The statistics in a way reveals skewed sex-ratio and preference for a male child by families in India that has also led to evils like female infanticide or feticide. The gap between number of boys and girls continues through years and indifferent stages. It is only in the last couple of years that the gap between number of girls per 100 boys has become narrow.

#### Factors inhibiting Female Literacy

A variety of factors have been found to be responsible for poor female literacy rate, viz.

- Gender based inequality.

- Social discrimination and economic exploitation.
- Occupation of girl child in domestic chores.
- Low enrolment of girls in schools.
- Low retention rate and high dropout rate Girls Enrolment.

### **Girls Drop-Out Rate:**

Statistics indicate the rate of drop outs among girls and boys in early stages of schooling for all categories of students including SC and STs. Some of the commonly mentioned reasons for drop-out in the primary and middle school levels as reported by a NSSO Survey are:

- Not interested in studies
- Cost too much
- Required for household work (which applies primarily to girls)
- Required for outside work for payment in cash or kind (this applies primarily to young boys in the family)
- Required for work on family farm/family business
- Marriage at an early age

Apart from the reasons, a substantial percentage of girls quit because of non-availability of educational institutions in the close vicinity and lack of regular and safe means of travel. Lack of proper toilets/ means of sanitation and hygiene is also mentioned as one of the important reasons for not sending young girls to the school.

### **3.6. Status of Implementation of Girl child Education in Andhra Pradesh:**

The Supreme court of India has issued orders directing the states to implement mid-day meal programme in all the primary schools. In consonance with the judgment of Supreme court of India, the Government of Andhra Pradesh started implementing the mid-day meal programme in twenty-

two districts of the state from 2<sup>nd</sup> January 2003 and from February 1<sup>st</sup> 2003 in Hyderabad district. Andhra Pradesh is not limiting the scheme to only primary schools but has extended it to upper primary schools too. The scheme is also extended to children enrolled in ECE centres, RBCs, NRBCs, NCLP centers. The State is providing sambar with rice every day and a boiled egg or a banana once a week to the children. The scheme was implemented by the state as a state scheme. The scheme is implemented in a public – private partnership model in the urban district of Hyderabad and in Vishakhapatnam city. Naandi is providing cooked food in Hyderabad and Vishakhapatnam cities. ISCKON is providing



cooked food in Tirupathiruralmandal. In the interest of the state cooked food is provided by self-help groups/Mother's committees/School Education Committees.

### **Sarva Shiksha Abhiyaan (SSA):**

Under the tenth five year plan the SSA has to provide access and motivation to those outside the school system who are mostly girls, SCs/ST's children, working children, urban deprived children, disabled



children and children in difficult circumstances, without compromising on the quality of education.

Sarva Shiksha Abhiyan (SSA) is an effort to universalise elementary education by community-ownership of the school system. It is a response to the demand for quality basic education all over the country. The SSA programme is also an attempt to provide an opportunity for improving human capabilities to all children, through provision of community-owned quality education in a mission mode.

### **Interventions under SSA:**

1. Access.
2. Enrollment.
3. Retention.
4. Quality.
5. Teachers.
6. Drop-outs.
7. Gender Gap

### **The National Programme for Education of Girls at Elementary Level (NPEGEL)**

#### **Introduction**

NPEGEL has been formulated for education of under privileged/disadvantaged girls from class I to VIII as a separate and distinct gender component plan of Sarva Shiksha Abhiyan (SSA). This was started as an amendment to the scheme of SSA for providing additional components for education of girls at elementary level. It was felt that SSA admitted financial provisions for girls' education in the form of "innovations" at district level and free textbooks, and therefore this scheme was introduced to achieve Universal Elementary Education (UEE) for girls in educationally backward areas. This scheme is applicable to the educationally backward areas, block districts having at least 5% SC/ST population and SC/ST female literacy rate below 10%, and selected urban slums, basing on 1999 census. This scheme allows flexibility in terms of altering the areas covered initially under the scheme on the basis of 2001 census.

This scheme lays down a community based approach i.e. it involves actors at all

levels following a participatory approach in its implementation. This scheme targets the following categories of girl children

- Out of school girls
- Drop outs girls
- Overage girls, who have not completed elementary education
- Working girls
- Girls from marginalized social groups.
- Girls with low attendance
- Girls with low levels of achievement

#### Components of scheme Model cluster School

A Model Cluster School for Girls', as a model girl child friendly school at cluster level will be opened in all selected districts/blocks where the scheme is operational aimed at improving the achievement of girls, fostering an interest in education among them, and raising the importance of girls' education in the community. An existing school having a density of SC/ST/OBC/Minority girls will be identified as model cluster school.

A

'model cluster school for girls' will have the provision of an additional classroom, supply of drinking water, electrification, and toilet for which one time grant up to a maximum of Rs. 2.00 lakhs will be provided. To the extent of construction of such additional room/toilets, this amount would be over and above the 33% limit for Civil Works under SSA. The construction of additional classrooms, etc. will be carried out by the VEC/SMC of the cluster headquarter. Infrastructure development will be used for additions to schools, residential facilities, girl toilets, water supply, electrification and barrier free features etc. in the upgraded cluster schools. The scheme provides a one time grant of Rs. 30000 for teaching learning equipment, library, sports, vocational training, etc.

#### **Teacher Training:**

There is also gender sensitization training component to the teachers and teacher educators under the scheme. A maximum amount of Rs. 4,000/per Annum will be provided to each cluster for annual training of at least 20 teachers specially on gender aspects.

*Child Care Centres:*

The scheme provides opening of additional Early Childhood Care centers to meet gaps in the Integrated Child Development Scheme and relieve girls from the burden of sibling care. Two Child Care Centers per cluster run by community may be opened in the areas where there is no Child Care Centre under any scheme of the Department of Women & Child Development and/or the State Government concerned. Each center opened under the 'Girl Education component' of the SSA will receive a recurring grant of Rs. 5000/ and a Non-recurring grant of Rs. 1000/per annum.

### Nutrition and School Health

This scheme also concerns about the health of the girl child and provides for general health check up with intensive follow up of for girls requiring medical attention. For model clusters schools nearer to the Government Hospital or Referral Hospital or PHC Centre necessary health services.

### Community Mobilization

At the District and cluster (a group of about ten villages) level, mobilization activities including the training of teachers and educational administrators, mobilization of the community, including formation and training of resource groups (Mother Teacher Associations (MTA), Women Motivator Groups (WVG), Mahila Samakhyas (MS) Sanghas etc.), activities by resource group like enrolment, retention, talking to parents etc., training & review of resource group, community follow up of enrolment, attendance, achievement etc. shall be carried out.

### NPEGEL in Andhra Pradesh:

State is also implementing NPEGEL programme in selected educationally backward mandals of all the districts to promote the difficult to reach and over-age girl children. Under this scheme 1,295 model cluster schools have been established. The activities also included giving workbook to 74,000 slow learning girls, organizing 290 motivational camps


**GIRLS EDUCATION**

**NPEGEL - NATIONAL PROGRAMME FOR EDUCATION OF GIRLS AT ELEMENTARY LEVEL**


- 37 Educationally Backward Blocks in 11 districts.
- 937 Model Cluster Schools
- Model Cluster Schools are to facilitate the other clubbed schools to improve the performance of girls.

**Activities under NPEGEL Programme**


- Computer training imparted under vocational activity
- One day Educational Tour
- Life skill training
- Best school/best teacher award.
- Science Exhibition.



Girls Learning self defence



Skill building activities



Educational Tour

***Needs continuance to bridge gender gap in Educationally Backward Blocks.***

overing 11,750 girls, mainstreaming nearly 8,000 girls from RBCs and giving vocational skills, amongst other things. Further, construction of 969 additional classrooms is taken up in the model cluster schools. Model cluster centers are also supplied with library books, music equipment and a uniform for girls. Two cycles were supplied to each model cluster center to train all girls in cycling.



### **Kasturba Gandhi Balika Vidyalaya (KGBV):**

Kasturba Gandhi Balika Vidyalaya (KGBV) is being implemented by the Government of India by setting up up to 750 residential schools with boarding facilities at elementary level for girls belonging predominantly to the SC, ST, BC and minorities in difficult areas.

This scheme will be coordinated with the existing schemes of Department of Elementary Education & Literacy viz. Sarva Shiksha Abhiyan (SSA), National Programme for Education of Girls at Elementary Level (NPEGEL) and Mahila Samakhya (MS).

### **KGBV in Andhra Pradesh:**

94 KGBV schools have been started in the state in August, 2005. The responsibility of running these KGBV residential schools is interested to the AP State Residential Educational Institutions Society (APREIS). In all the 94 KGBV schools, Principals, teaching staff and other staff are appointed and posted by APREI Society, AP, Hyderabad. 7,818 girls

are enrolled in the KGBV schools. The construction of school buildings of KGBV is proposed to be completed before the 10<sup>th</sup> Plan period. The District Collectors have been assigned the task of identifying suitable sites for construction of school buildings for KGBV schools.



By March, 2006, as against 94 sites to be made available, Collectors have allotted 44 sites in 14 districts.

**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 dropouts and to promote the enrolment of girl children belonging mainly to SC/ST communities in secondary schools. (MHRD Annual Report, 2014-15).

**Indira Gandhi National scholarship scheme:** is provided for single girl child for pursue both higher and technical education. (MHRD Annual Report, 2014-15).

**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).

**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 an increase in literacy, amongst women, from 53.67% (Census 2001) to 65.46% (Census 2011). It is also for the first time that of the total of 217.70 million literates added during the decade, women (110.07 million) outnumbered men (107.63 million) (source: Ministry of Women and Child Development Government of India (XII Five Year Plan)).

**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 school education and 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).

**Pragati-Scholarships for Girl Child for Technical Education's**

It aims at providing encouragement and support to girl child to pursue technical education (MHRD Annual Report, 2014-15).

**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).

**Mid-Day Meal Scheme:** The gender gap in school participation tends to narrow, as the Mid-Day Meal Scheme helps erode the barriers that prevent girls from going to school. Mid-Day Meal Scheme also provides a useful source of employment for women and helps liberate working women from the burden of cooking at home during the day. In these and other ways, women and g

irl children have special stake in Mid-Day Meal Scheme (MHRD Annual Report, 2014-15).

From the above discussion, it is clear that Government of India has taken so many initiatives for the improvement of girls' education. In spite of that the status of girls' education has not been increased in expectation level because these initiatives have not been reached to the grass root level. So, Government of India must have to take responsibility to implement these schemes and provisions at grass root level.

### **3.7. Challenges to Girl child education in India:**

A changing society and a developing economy cannot progress if women are denied education.

There are certain specific reasons which are major obstacles towards women education in India. These are as follows:

#### **1. Poverty:** In rural areas, a substantial

number of girls are engaged in contributing to the family income by getting into various forms of labor. So, they remain deprived from education. Another factor is poverty syndrome. Demand for female education is low in rural areas, where most of the poor families live and communications are difficult and there may be no access to a local school.

**2. Biased attitude towards girl's education:** Many people still regard girls as private property. They consider girls' education to be useless. Instead, boys should be educated because their education will be useful to raise the family income. Though education is a major force in redefining women's role and status, yet women are deprived of formal education.

**3. More House-work:** It is believed that girls are meant only for doing household chores such as washing, cooking, child-care and other household labour. So, formal education is not much essential for them as compared to boys.

**4. Distance of school from home:** In many cases, the distance of school from home also stands as a barrier for girls. They are reluctant to travel a long distance to attend schools.

**5. Lack of facilities:** Schools which lack the basic facilities such as toilets, drinking water, building, blackboards, etc. fail to attract girl students.

**6. Lack of female teachers:** There is lack of sufficient number of female teachers who could help in overcoming the bias and attitude of sending girls to schools.

**7. Lack of segregated schools:** Problem of co-education is a major obstacle in urban areas and also in girls' education. Many people like to send their daughters in segregated schools. If they are not available then they do not send their daughters to schools.

### **8. Child Marriage:** Child marriage is

very much prevalent in rural areas nowadays. It is the main cause of dropping out of girls from schools.

**9. Lack of Parental Involvement:** There is lack of parental involvement in educational processes of girl students.

**10. Unhealthy Social Practices:** It has been found that the prevalence of dowry system and other social practices act as causes of the neglect of the education of the girl child in the country.

### **3.8 Challenges of Girl Child Education in Andhra Pradesh:**

It is generally accepted by many that schooling has innumerable benefits for the child. But the irony of the fact is that even after 62 years of its independence, a vast majority of Indian children, especially girls are deprived of these benefits. Girls are often taken out of school to share the family responsibilities such as caring for younger siblings (Das, 2010 & Sivakumar, M.A. -2012).

**(1)** Negative parental attitude towards educating daughters is one of the important challenges to promote girl's education in India. (Hickey, M.G. & Stratton, M. -2007 & Kumar, J. & Sangeeta -2013).

**(2)** Lack of female teachers is another potential barrier to girls' education (Latha, P.S. -2014). Girls are more likely to attend school and have higher academic achievement, if they have female teachers. Currently, women account for only 47.70% of teachers at the elementary level (U-DISE, 2014-2015).

**(3)** Lack of infrastructural facility in schools is one of the major problems in development of girls' education in India (Sivakumar, M.A. -2012). Annual Status of Education Report (2014) agreed that due to lack of girls' toilet facility, dropout rate at elementary and secondary levels have been increased than the past decades.

**(4)** Many girls desirous of pursuing education above middle level, facilities for which are available away from their homes, cannot avail themselves of these facilities due to lack of hostel arrangements. (Worah, H. -2014)

**(5)** Parents often complain about insecurity for girls attending schools. Instances of abduction, rape and molestation of girls dampen the enthusiasm of parents and girl students in pursuing education beyond a certain age; thereafter they remain bound to their homes (Kumar, J. & Sangeeta -2013).

**(6)** Though education should be free, there are a lot of costs associated with sending children to school. The cost of uniforms, textbooks or bus fare can be too much to bear for a family living in poverty (Latha, P.S. -

2014). Too often, parents choose to keep their girls at home and send the boys to school instead.

**(7)** In many parts of the country, the nearest primary school to a particular community might be a 4 or 5 hour long walk away. On top of that, girls may face dangers or violence on the long way to school; so many parents select to keep their daughters at home and out of harm's way. (Latha, P.S.-2014).

**(8)** Typically, girls are asked to fetch the water, take care of their younger siblings and to help their mothers cook and clean (Sivakumar, M.A.-2012). Due to this, girls may not have the opportunity to attend school because their contributions to the household are valued more than their personal education.

**(9)** In many parts of the country, children's health is a big concern, especially if they're facing poverty. If there's not enough food or sufficient clean water to keep girls nourished and healthy, they may not be well enough to attend school.

**(10)** When girls are forced to marry young, they are often pulled out of school at a very critical age in their development. The transition from primary to secondary education is key for girls to gain the life skills they need to escape the cycle of poverty. Yet, this is often the same time that many girls leave school due to early marriages. (King, E. & Winthrop, R.-2015)

**(11)** Lack of enthusiasm and interest of the officials in charge of education is another problem for promoting girls' education.

**(12)** Lack of awareness among implementing agencies and community members to implement different schemes and provisions of girls' education at grassroot level.

### **Suggestions for Overcoming the Barriers of Girls' Education in India:**

The education of girls is an integral part of national development.

We can help girls get the education they deserve by supporting the following:

**(1) Equal Access to Education:** Plan supports community initiatives that promote positive attitudes towards equal access to education, and that raise awareness on its importance for both boys and girls. Plan also supports the creation of gender-sensitive learning environments to ensure both boys and girls enjoy their right to education.

**(2) Educating Boys about Gender Equality:** Gender equality is good for everyone; boys and girls, women and men. Plan engages boys in solutions to achieve gender equality to help change social norms in entire communities.

**(3) Girls' Scholarships:** Scholarships help girls with tuition fees, school uniforms, school supplies and safe transportation.



**(4) Challenging Gender Roles:** Raising awareness at family and community levels will promote positive attitudes towards education for girls. It's also important to engage parents in open dialogue regarding commonly held gender stereotypes.

**(5) Preventing Violence in Schools**—Plan works with communities to ensure that their schools are violence-free and that they provide a learning environment for girls. Plan also works with schools to build networks of peers, role models and mentors, train female teachers, and offers social support to help create a safe space for girls to learn.

**(6) No Fixed Schooling Hours:** Fixed schooling hours do not suit for girls in rural areas, as they are needed for domestic work at home or in farms and fields during these hours. This is one of the causes of lower participation rates of girls in education. The enrolment rates of girls and their retention can be improved if educational facilities are made available to girls during periods suitable to them when they are free from domestic chores. Flexible school timings have been tried in Rajasthan through the Shiksha Karmi Project and Lok Jumbish, and the results are encouraging (Khan, 2004).

Higher authorities, community members, NGOs and all people of India must have to take responsibility to eradicate different barriers related to girls' education from our society. Each and every citizen of our country must have to remember that national development cannot be achieved without girls' education.

#### **4.0. Issues and Perspectives:**

**Conclusion:** Before drawing conclusion, it may be mentioned that the task of the school authorities in India is to prepare the girls for the triple role she will have to play in adult life. First, as the founder and fashioner of a happy home, secondly to be able to earn her livelihood independently and honourably if circumstances demand her to do so and thirdly to discharge her duties as a responsible and enlightened citizen. The Indian Education Commission 1964-66, rightly emphasized, "For full development of our human resources, the improvement of homes and for moulding the character of children during the most impressionable years of their infancy, the education of girls is of greater importance than that of boys". However, the change in the attitude of the public towards girls' education would go a long way in improving the situation.

The issues and the concerns which emanate from the overall scenario presented in the strategy paper for Girl Child Education are mentioned hereunder:

#### **Demographic.**

## Declining girl child sex ratio

- Low Female literacy rates particularly among rural female, S.C. female and S.T. Female.
- Parental apathy towards girls' education.
- Dowry system, a social evil forcing parents for the early marriage of school age girls in rural areas and socially and economically down trodden communities.

## Access

- Parental fear of insecurity for out-station schooling of girls.
- Lack of suitable access for schooling of rural girls at secondary level of education.
- Lack of proper access for schooling of S.T. girls at Upper Primary and Secondary levels.
- Lack of proper access for schooling of out of school girls in work situations.

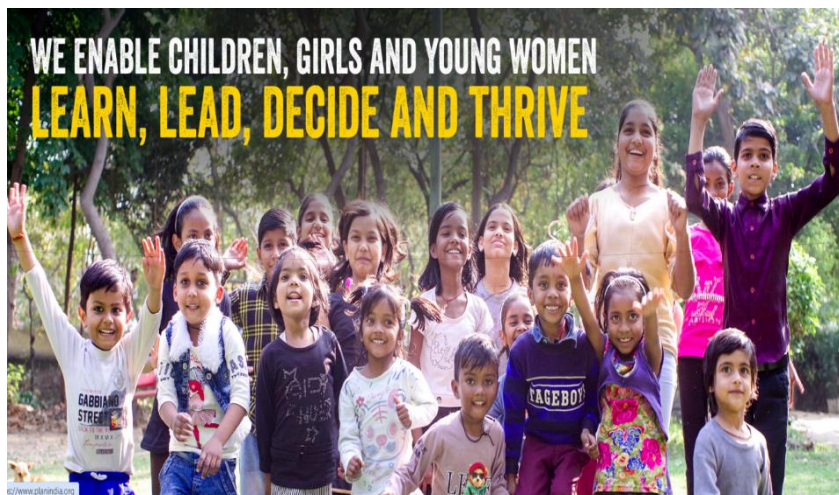
## Enrolment and Retention

- Low Enrolment Ratios of girls in general and S.C. and S.T. girls in particular at Upper primary and Secondary levels.
- High dropout rates among ST girls at Primary level.
- High Dropout rate among girls at Upper primary level.
- Very High dropout rate among S.C. and S.T girls at Upper primary level.
- Thirty-two castes among the Backward Caste Communities<sup>3 4</sup> suffer from schooling participation.

## Child Labour.

Lack of adequate machinery for the effective implementation of prevention of child labour Act and their schooling.

- The subject of child labour is transferred from Labour Department to the School Education Department. Officers of the Education department are designated as enforcement officers however their capacity building towards this new role is not taken care of.



- Inadequate follow up of mainstreaming of the children attending RBCs and NRBCs.
- Lack of needed attention in the effective organisation

of alternative schooling system

for mainstreaming of out of school children.

### **Quality.**

Increase in cadre strength of teachers due to provincialisation of services of teachers and increased administrative work load of the District Education Officers and Mandal Education Officers leaving little scope for academic supervision of schools and monitoring of school programmes.

- Massive educational program being handled by junior level officers who lack adequate managerial capabilities.
- MEO is the nodal officer responsible for monitoring and implementation of various schemes and programs along with regular academic responsibilities. Precedence over the former is leading to low quality of teaching.
- Low percentage share of female teachers in rural areas at primary, upper primary and secondary stages of education.
- Lack of female teachers' in-position in about 51% of Primary schools 25% of Upper primary schools and 16% of secondary schools.
- Lack of at least 2 classrooms still (2002) in about 40% of primary schools which include 8% of schools with no classrooms.
- Lack of adequate sanitary facilities for girls at Upper primary and secondary levels.
- Lack of adequate teacher motivation to provide opportunities for girls in all the programmes related to UEE where more physical strain is not involved
- Lack of proper learning environment in teaching-learning situations due to overcrowded classrooms, lack of proper school buildings etc.
- Lack of adequate infrastructural facilities like teaching aids, furniture, equipment, games and sports material etc.
- Lack of adequate concern for children with special education needs. Lack of special attention to the enrolment, retention and learning achievements of children of focused groups like children of S.C., S.T., religious and linguistic minorities, street children etc.
- Inadequate involvement of the community in school programmes like enrolment, attendance, retention and pupil achievement.

### **Strategies for Girl Child Education:**

The strategies that address the issues concerning the education of the girls in the State are suggested below:

### **Demographic**

- Building up public awareness on the threats of declining girl child sex ratio and its impact on the social life.
- Awareness campaigns on educating girls at least up to class X and the fallout would be increase in the age of marriage and resultant decrease in maternal mortality rate which is a Millennium Development Goal.
- Encouraging competitions among populations of different habitations in achieving total literacy through monetary and other resource incentives.
- Giving boost to the total literacy programs in all areas of the state by involving the entire academic faculty from primary to university level at least for a period of 2 years in a concerted manner.

### **Access**

- Providing secondary school facility in each gram Panchayat having high SC population, within a radius of 3 km (in relaxation of the present norm of 5 Km) to enable the enrolment and retention of rural and SC girls in a phased manner.
- Provision of at least Upper primary facility closer to remote ST habitations through up gradation of GVVKs / Primary schools / Alternative schools for the enrolment and retention of ST girls.
- Providing free bus service to all elementary school children and girls up to higher secondary by improving the bus connectivity and also the frequency.
- Building up public awareness on the need and importance of girl's education through community mobilization, awareness campaigns, media etc.
- Common school system and neighborhood schools to be introduced.

### **Enrolment and retention**

- Community mobilization through awareness campaigns, enrolment drives and gram sabhas for the enrolment of the girls particularly at Upper primary and secondary levels. Parent Teacher Associations and School Committees to ensure that all girls in the village attend schools by enlisting the help of Self-Help Groups and Mahila Mandals.
- Enrolment drive in June to mobilize enrolment of girls. The program to be repeated every year before reopening of schools.
- Special awards to schools/ School Committees which achieve total enrolment

and total retention of girls in the village.

- Preference to habitation/villages which have achieved 100% enrolment and retention of girls in Schools in sanction of public facilities like post offices/ e-Seva centres/primary health centre/cooperative bank etc.
- The current policy of the State is bifurcation of Primary sections from Secondary schools as when they are upgraded into secondary schools. Clubbing of Primary and Secondary schools which are functioning in the same premises to ensure total retention of girls.
- Focus on the disadvantaged castes among the Backward Caste Communities

### **Child Labour:**

- Capacity building for the officers of the education department who are designated as enforcement officers
- All incentives provided for girls by different departments like education social welfare, tribal welfare, women and child welfare, projects like SSA, Velugu, NCLP etc to be disbursed to the beneficiaries in the Gramsabhas.
- Every Primary school to have a pre-primary section in villages where Anganwadi centers are not available, which will relieve the girl child of the sibling burden.

### **Quality:**

#### **Administration**

- Restructuring of the district administration and up gradation of the post of District Educational Officer into Joint Director cadre who would be assisted by two District Educational Officers one in charge of Primary education (including SSA, Mid day meal programme) and the other for Secondary education.
- Direct recruitment in the cadre of Mandal Education Officer
- Capacity building courses to be offered to all officers involved in massive educational programs to ensure efficiency and optimum utilization of resources.
- Sensitizing functionaries on girl child education.

#### **Teachers**

- To ensure at least one female teacher in every Primary, Upper Primary and Secondary School.
- Sensitizing teachers on gender issues and steps to be taken by the teachers encouraging girls' student participation in the classroom activities, co-curricular activities to ensure equity in participation and attainment.
- Ensuring the availability of all subject teachers all throughout the year.

#### **Accountability**

- Norms of accountability for teachers to be formulated and implemented with incentives for good performance and disincentives for non-performance as laid down in NPE, 1986 and POA 1992.
- Ensuring women teachers in all schools by Rationalization and by linking up promotions with placements for all teachers. Promotions once declined cannot be provided again (necessary amendment to the existing rules).
- Introducing the clause of fixed tenure of 2 to 3 years for all newly recruited teachers in areas of low female literacy
- Learning guarantee to be provided by the school at large to the children, parents and community.

### **Infrastructure**

- Infrastructural facilities to be enhanced for schools with high Girls enrolment. Provision of adequate classrooms and sanitation facilities in all secondary schools to facilitate retention of girls.
- Provision of sanitation facilities in all Primary, Upper Primary and Secondary schools. By convergence of various departmental initiatives like SSA, Indira Arogya, PMGY etc. need based approach to be followed.

## **5.0. CONCLUSION & SUGGESTIONS**

The central government and state government are implementing so many schemes, programmes, projects and initiatives to uplift the status of girl child education. Even though enrolment and retention is high in elementary level but low in secondary level. There are so many reasons for that the following are the suggestions for “Leading Girl Child Education in the State of Andhra Pradesh”

1. Migration should be prevented.
2. Special drive should be conducted by SSA
3. Girls’ hostels should be increased.
4. Seasonal hostels should be established
5. Special Monitoring system should be established by SSA
6. They have to maintain a linkage between various govt schemes and beneficiaries i.e., the girl child and their parents
7. Early marriages should be prevented
8. Girl child labour should be prevented
9. Special scholarship should be provided for girls irrespective of their caste
10. Free transportation of girls from their home to the school should be provided
11. The teachers and the community members, and SSA personnel should take initiative to eradicate gender bias.

12. The govt Andhra Pradesh should take initiative to eradicate the problem of street children, orphans in rural and urban areas.

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