

Girls' education in Himachal Pradesh: A step towards women empowerment

Dr. Sanjeev Kumar

Trained Graduate Teacher in Non-Medical, Govt. Middle School, Rugra, Distt. Solan, Himachal Pradesh, India.

Abstract

Women empowerment is concerned with the life of women in the family, village and community. Women are exploited at various levels from the ancient times. The position of women is not satisfactory in these levels even in the current era. Therefore, the State Govt. along with the Central Govt. is quite sincere regarding the women empowerment in the country. The present paper deals with women empowerment through girls' education in Himachal Pradesh. It is girls, and marginalized groups such as the very poor and the disabled, who are often left behind in some areas of the State. While girls attend primary school in roughly equal numbers to boys, the gap widens as they get older and more are forced to drop out to help with work at home or get married. Education is the key to empowering girls, which helps bring about social equality. The enrollment, results of board classes, the schemes implemented in the State for women empowerment are discussed in the paper.

Keywords: Girls' education, Himachal Pradesh, empowerment

1. Introduction

Himachal Pradesh is the land of Gods. It is said in the India Vedas and Puranas that the home where girls are educated, the God lives there. So, girls' education is supported and facilitated in the State from the early times. This digital age is the age of awakening of girls. They are trying to compete with men in all spheres of life. It is girls, and marginalized groups such as the very poor and the disabled, who are often left behind in some areas of the State. While girls attend primary school in roughly equal numbers to boys, the gap widens as they get older and more are forced to drop out to help with work at home or get married. Education is the key to empowering girls, which helps bring about social equality. The various programs and schemes are launched by the State and Central Govt. to increase the participation of girls in formal and alternative education systems. The enrolment of girls and participation as faculty in the various educational institutions in the State is increasing since the previous decade. In 2014-15 there are 43513 female teachers and 49774 male teachers (NEUPA, 2014). It is supported that education enables girl not only to gain more knowledge about the world outside of her "hearth and home" but helps her to get status, positive self-esteem, and self-confidence, necessary courage and inner strength to face challenges in life. Apparently it also facilitates them to procure a job and supplement the income of family and achieve social status. Education especially of girl has a major impact on health and nutrition as an instrument of developing a sustainable strategy for population control. Moreover educated women can play an equally important role as men in nation building. Thus, there is no denying fact that education helps to empower girls. The universalisation of elementary education, enrolment and retention of girls in the schools, promotion of Anganwadies raising number of schools and colleges of arts, science, and professional for girls, poly-techniques, girls hostels, multipurpose institutions and adult education programmes are some of the steps being taken by both central and state governments in Himachal Pradesh to boost-up girls' education.

1.1 Review of related Literature

Sharmila, N. and Dhas, Albert Christopher (2010) ^[2] examined the trends in women education, the investments on education and infrastructural supports in India. The study revealed that there had been significant progress in the performance of women education revealed from female literacy levels and its change over time. It was also observed that the gaps between rural and urban female literacy rates are narrowing down. Kandpal, E., Baylis, K. and Kuenning, M. A. (2012) ^[3] found in their study that participation in a community-level female empowerment program in India significantly increases participants' physical mobility, political participation, and access to employment. The program provides support groups, literacy camps, adult education classes, and vocational training. Das, D. and Pathak, M. (2012) ^[6] revealed in their study that the gender disparity at Secondary and Tertiary stages is mainly due to the existing gender bias at the entry stage to an educational institution. There has been a noticeable high enrolment and decline in the drop-out rate from 1998 onwards, though girls privilege of being educated is still 50% less than the boys. Girls' enrolment rise in the primary level has been from 28.1% to 43.7%, middle school from 16.1% to 40.9% and secondary from 13.30 to 38.6%. Ahamad, T. and Pandey, J. K. (2014) ^[1] found in their study that women empowerment can be achieved through political power, education, employment, NGO and SHG. Among these, NGOs and SHGs dominate and fruitful success of the women empowerment needs to occur along multiple dimensions including: economic, socio-cultural, familial/interpersonal, legal, political, and psychological. Since these dimensions cover a broad range of factors, women may be empowered within one of these sub-domains. Pareek, B. P. (2013) ^[5] conducted a study on education for girls in India.

It is concluded from the review of the literature that very limited studies have been conducted especially on girls' education and no study has been undertaken regarding the girls' education in Himachal Pradesh. So, the author has made

this wonderful effort to discuss the various schemes and status of girls' education in the State.

1.2 Objectives of the Study

1. To study the need of Girls' education for women empowerment.
2. To study the status of girls' enrolment in schools of various categories.
3. To study the status of examination results of girls at different levels.
4. To study the Govt. schemes for girls' education.
5. To identify the obstacles in the path of girls' education.

3. Methods and Materials

Type of Study: Descriptive and Analytic study.

Duration of Study: 04 months, 05.05.2015 to 10.09.2015.

Methodology of the Study: The paper is descriptive and analytic in nature. The author used the secondary source to collect the data as per the need of the study and nature of the objectives. The data available in web portal of National University of Educational Planning and Administration (NEUPA), New Delhi and department of education of Himachal Pradesh Govt. is used in the study. The study is based on the data of the year 2013-14 and 2014-15.

3.1 Definition of Key Terms Used

Social Category: It is concerned with the social classes defined in the GOI Act, 1935. SC (Scheduled Caste) is official designation given to various disadvantaged people belonging to lower castes in India. ST (Scheduled Tribes) is also official designation given to depressed classes/tribes in India. OBCs are described as socially and educationally backward classes

in India. All the students other than reserved categories are considered in General category.

Arts Stream: All the subjects of humanities.

Science Stream: The science subjects like Physics, Chemistry, Mathematics and Biology are included in science stream.

Commerce Stream: The subjects Business Studies, Financing Accounting and Economics are concerned with this stream.

3.2 Need of Girls' Education for Women Empowerment

Himachal Pradesh belongs to Hindu state in the country as 95% population in the state are of Hindus. Girls are worshiped as 'MAA' in the Hindu religion. We know the Maa Durga festival 'Navratri' is celebrated twice in the year in the country along with State. Girls are especially worshiped as LUXMI MAA: goddess of wealth; SARASWATI MAA: goddess of knowledge and DURGA MAA: goddess of power in the festival. Today's girls are tomorrow's women in different roles like daughter, sister, wife, mother, aunt and others. By empowering girls we really empower our family and country. The position of sex ratio is also not satisfactory in the country and state. So, girls are to be joined with the main stream of the development and education is the only mean. Thus, there is need of girls' education in the State.

3.3 Status of Girls' Enrolment in Schools of Various Categories:

The status of girls' enrolment is described as follows.

3.4 Girls' Enrolment from Classes I-V and Classes VI-VIII.

Table 1: Year-wise Girls' Enrolment of Primary and Upper Primary Classes

State	Classes I – V				Classes VI – VIII			
	2011-12	2012-13	2013-14		2011-12	2012-13	2013-14	
			%age	Number			%age	Number
H. P.	47.51	47.51	47.59	285077	46.72	46.84	47.12	174361
All States	48.35	48.36	48.20	63836863	48.63	48.77	48.66	32343903

Source: DISE 2013-14, Flash Statistics, NEUPA, pp. 31.

It is evident from Table I that girls' enrolment of classes I – V in the State (47.51%) as well as in the country (48.36%) is almost same in 2011-12 and 2012-13 but, slightly less than the country. In 2013-14, girls' enrolment is increased to 47.59% of the total enrolment in Himachal Pradesh but, decreased to 48.20% in the country. The enrolment of girls in classes V –

VIII is continuously increasing in the State since 2011-12, but, decreased in India in 2013-14. The enrolment ratio in the State is found less than the country.

3.5 Ratio of Girls' to Boys Enrolment

Table 2: Year – wise Ratio of Girls' to Boys Enrolment

State	Classes I – V			Classes VI – VIII		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
H. P.	0.91	0.91	0.91	0.88	0.88	0.89
All States	0.94	0.94	0.93	0.95	0.95	0.95

Source: DISE 2013-14, Flash Statistics, NEUPA, pp. 31.

Table II shows the constant ratio of girls to boys enrolment. It is clear from the Table that the State is behind the country right from 2011-12 to 2013-14 in classes I – V and classes VI – VIII.

3.6 Class – wise Enrollment of Girls in Different Categories of Schools:

Table 3: Class – wise Enrolment of Secondary Classes in Different Categories of Schools

Category of School	Gender	Class IX	Class X	Class XI	Class XII
Primary with Upper Primary and High / Senior Secondary	Girls	9289	8858	7470	6855
	Total Students	22877	22238	18481	16430
	% age Girls	40.60	39.83	40.42	41.72
Upper Primary with High and Senior Secondary	Girls	36480	41097	48052	40441
	Total Students	76162	84389	100177	81234
	% age Girls	47.89	48.69	47.96	49.78
High with Senior Secondary	Girls	76	108	184	164
	Total Students	234	316	499	439
	% age Girls	32.47	34.17	36.87	37.35
Upper Primary with High	Girls	9533	8784	-----	-----
	Total Students	19663	17775	-----	-----
	% age Girls	48.48	49.41	-----	-----
Primary with Upper Primary and High	Girls	4376	4241	-----	-----
	Total Students	11310	10564	-----	-----
	% age Girls	38.69	40.14	-----	-----

Source: UDISE 2014-15, Flash Statistics, NEUPA, Table No. Enr – 46, pp. 50.

Table III depicts the class – wise enrollment of secondary classes (classes IX – XII). In primary with upper primary and high & senior secondary schools maximum girls are enrolled in class XII (41.72%) and minimum girls are enrolled in class X (39.83%). Upper primary with high and senior secondary schools have highest girl students (49.78%) in class XII and

lowest (47.89%) in class IX. Similar ratio of enrolment of girls is found in high with senior secondary schools.

3.7 Class – wise Enrollment of Girls in Classes IX to XII w.r.t. Different Types of School Management (2014-2015)

Table 4: Class – wise Enrolment w.r.t. Different Types of School Management

Category of School	Gender	Class IX	Class X	Class XI	Class XII
Department of Education	Girls	45424	49286	47414	39836
	Total Students	94420	100613	98633	79837
	% Girls	48.10	48.98	48.07	49.89
Tribal/Social Welfare Department	Girls	18	15	0	08
	Total Students	56	45	01	19
	% Girls	32.14	33.33	0.0	42.10
Local Body	Girls	18	10	0	0
	Total Students	43	28	0	0
	% Girls	41.86	35.71	0.0	0.0
Private Schools	Girls	13249	12829	7736	7153
	Total Students	33236	32227	19166	17316
	% Girls	39.86	39.80	40.36	41.30
Central Govt.	Girls	1051	913	855	800
	Total Students	2503	2340	2132	1752
	% Girls	41.98	39.01	40.10	45.66

Source: UDISE 2014-15, Flash Statistics, NEUPA, Table No. Enr – 45, pp. 49.

The Table IV explores the class – wise enrolment in different types of schools managed by different authorities. It shows that in the schools of department of education, the highest girls enrolled (49.89%) in class XII whereas lowest enrolment of girls are found in class XI. In the private and Central Govt. schools maximum girls are enrolled in class XII (41.30% in

private schools and 45.66% in Central Govt. schools) and minimum girls enrolled in class X (39.80% in private schools and 39.01% in Central Govt. schools).

3.8 Class – wise Enrolment of Girl CWSN of Different Types of Disabilities:

Table 5: Class – wise Enrollment of Girl CWSN w.r.t. Different Types of Disabilities

Type of Disability	Class IX	Class X	Class XI	Class XII	Total
Blind	11	17	24	12	64
Low Vision	170	185	110	90	555
Hearing Impaired	33	23	13	17	86
Speech Impaired	24	32	08	11	75
Orthopedically Handicapped	74	84	48	35	241
Mentally Retarded	68	36	07	03	114
Learning Disable	61	34	18	05	118
Cerebral Palsy	02	02	0	01	05
Autism	02	01	0	0	03

Multi Disable	13	09	01	04	27
Total	458	423	229	178	1288

Source: UDISE 2014-15, Flash Statistics, NEUPA, Table No. Enr – 20, pp. 45.

The Table V is concerned with the enrolment of girl CWSN belongs to different disabilities in different classes. Himachal Pradesh Govt. is taking necessary steps to enroll the girl children with special needs in the higher classes also but still the rate of drop out is high after elementary classes. The girl CWSN with low vision disability enrolled in class X with maximum number (185) whereas girl CWSN with multi

disability enrolled in minimum number (01). But, nil girls CWSN belong to cerebral palsy and autism disability are enrolled in classes XI and XII respectively. It is noted from the Table that the enrolment of girl CWSN is lowest in the upper classes.

3.9 Girls’ Enrolment with respect to their Social Category.

Table 6: Class-wise enrolment of Girl Students of Different Social Categories

Social Category	Class 9 th to 10 th			Class +1 to +2		
	Girls	Total Students	%age Girls	Girls	Total Students	%age Girls
General	62148	136050	45.68	55792	118505	47.07
SC	34343	72401	47.43	24807	51371	48.28
ST	7531	15838	47.55	6245	13190	47.34
OBC	18791	41222	45.58	16958	35790	47.38
Total	122813	265511	46.25	103802	218856	47.42

Source: UDISE 2014-15, NEUPA, Table No. Enr – 1, pp. 37.

Table VI is related to class – wise enrolment of girl students belong to different social categories. It is clear from the Table that highest number of girls belong to general category are enrolled in secondary classes (62148) and senior secondary classes (55792) as compared to other social categories. But, in the specific category girls belong to ST category are found highest in enrolment (47.55%) which is highest in total enrolment ratio (46.25%) and girls of OBC category are lowest in enrolment (45.58%) in secondary classes, 9th and

10th which is lower than the total enrolment ratio. In senior secondary classes, enrolment of SC girls is greater (48.28%) than the total enrolment ratio (47.42%) whereas girls belong to general category enrolled at minimum ratio (47.07%) even lower than total enrolment ratio.

3.10 Enrolment of Girl Students with respect to their Academic Stream and Social Category

Table 7: Class – wise enrolment of Students w.r.t. their Academic Stream and Social Category

Social Category	Arts Stream		Commerce Stream		Science Stream	
	Class XI	Class XII	Class XI	Class XII	Class XI	Class XII
General	16600	13667	4249	3900	8920	8328
SC	9461	7321	1727	1417	2546	2242
ST	2307	1956	348	352	740	635
OBC	5549	4576	1272	1259	2124	2026
Total	33917	27520	7596	6928	14330	13231

Source: UDISE 2014-15, NEUPA, Table No. Enr – 12, pp. 40.

Table VII describes the enrollment of girl students of senior secondary classes with respect to their academic stream and social category. It is clear that maximum girls are enrolled in arts stream of class XI followed by class XII of the same stream. Minimum girls are enrolled in commerce stream of Class XII.

4 Examination Result of Previous Academic Year: The academic results of examination conducted by the Himachal Pradesh Board of School Education, Dharamshala, District Kangra has been described in the study.

Table 8: Annual Examination Result of Class X (2013-14)

Social Category	Number of Students Appeared		Number of Students Passed		Pass %age
	Girls	Total Students	Girls	Total Students	
General	33606	73145	25679	55465	76.41
SC	18918	39311	12251	25157	64.76
ST	3996	8539	2668	5869	66.76
OBC	11319	24190	7425	15896	65.59
Total	67839	145185	48023	102387	70.78

Source: UDISE 2014-15, NEUPA, Table No. Enr – 17, pp. 43.

It is interpreted from the Table that girl students belong to general category produced highest result with pass percentage

of 76.41% in Matriculation examination followed by girl students of ST category with 66.76%.

Table 9: Annual Examination Result of Class XII (2013-14) Arts Stream

Social Category	Number of Students Appeared		Number of Students Passed		Pass %age
	Girls	Total Students	Girls	Total Students	
General	14518	26602	11696	21169	80.56
SC	7791	14395	6175	11263	79.25
ST	1908	3555	1493	2733	78.24
OBC	4991	8920	3743	6599	74.99
Total	29208	53472	23107	41764	79.11

Table 10: Commerce Stream

Social Category	Number of Students Appeared		Number of Students Passed		Total Students
	Girls	Total Students	Girls	Total Students	
General	4065	9941	3342	7906	82.21
SC	1553	3872	1287	3043	82.87
ST	321	772	256	595	79.75
OBC	1356	3447	1078	2580	79.49
Total	7295	18032	5963	14124	81.74

Table 11: Science Stream

Social Category	Number of Students Appeared		Number of Students Passed		Pass %age
	Girls	Total Students	Girls	Total Students	
General	9187	21211	7806	17772	84.96
SC	2385	5595	2082	4839	87.29
ST	765	1648	657	1374	85.88
OBC	2270	5104	2019	4441	88.94
Total	14607	33558	12564	28426	86.01

Source: UDISE 2014-15, NEUPA, Table No. Enr – 18, pp. 44.

Table IX gives the information about the annual examination result of senior secondary girl students of arts, commerce and science streams. It is clear that the result of girl students of science stream belong to OBC category was found highest (88.94%) whereas result of girl students of arts stream belong to same category was found lowest (74.99%).

5 Govt. schemes for girls' education: the Central and State Govt. has launched various schemes for the girls' education which are described as follows.

5.1 Girls Attendance Scheme: This scheme is started to encourage and motivate the girl students to attend the educational institution regularly. The girl students having class attendance more than 90% are being awarded ₹2 per month for 10 months in an academic session. 32907 girl students were benefited in the year 2013-14 and ₹658140 have been spent on this scheme.

5.2 Nurturing the Spirit of Innovation among Girl Children: The foremost objective of the education is to promote the innovations in children. This scheme is launched to help the girl students for nurturing the spirit of innovations in their respective fields. With an aim to empower girls through appropriate inputs in the science, technology and innovation, girls studying in Kasturba Gandhi Balika Vidyalaya (KGBV) and Learning Link Foundation (LLF) Pilot schools were supported and oriented towards research and innovation. Three students of Himachal Pradesh have got the top level amongst 22,946 girls from 279 KGBVs in the country.

5.3 Thakur Sen Negi Uttkrishtha Chhatravriti Yojna: Under this scheme, the scholarship is being given to the top 100 boys & 100 girl students of Scheduled Tribe (ST)

category on the basis of the Matric result conducted by Himachal Pradesh Board of School Education, Dharamshala, Distt. Kangra. A sum of ₹11000 per student per annum is given to the eligible students of classes 10+1 and 10+2 on merit basis. During the year 2013-14, total 308 students have been benefited under this scheme.

5.4 Maharishi Balmiki Chhatravriti Yojna: The girl students belonging to Balmiki families whose parents are engaged in unclean occupation are being given scholarship under this scheme @ ₹9,000 per girl student per annum beyond Matric level to college level and for professional courses irrespective of their status (Govt. or Private) situated in Himachal Pradesh. Total 36 girl students have been benefited under this scheme during the year 2013-14.

5.5 Kalpana Chawla Chhatravriti Yojna: The scheme belongs to encourage the meritorious girl students of class +2 towards science and technology fields. Under this scheme, the top 2,000 top meritorious girl students of +2 classes of all study groups are given ₹15,000 per student per annum by the Government. During the year 2013-14, total 579 students have been benefited under this scheme.

5.6 Incentive to SC/ST girl students for secondary education: Under this Centrally Sponsored Scheme. SC/ST girl students who take admission in 9th Class after passing Middle Standard Examination from H.P. Board School Education, Dharamshala are eligible to take the benefit of this scheme. The amount of incentive under this scheme is ₹3,000 is given in the shape of a Time Deposit. During the year 2013-14, total 5563 girl students have been benefited under this scheme.

5.7 Free Education to Girls: Right to Education, 2009 is implemented in the State. All the students up to 14 years age are getting free education in Govt. schools. The H.P. Govt. is providing free education to the girl students (only tuition fee exempted) studying in the classes 9th onwards up to University level including vocational and professional courses.

5.8 Girls Hostel in Educationally Backward Blocks: The Centrally sponsored Scheme for the construction and running of Girls hostel for students of Secondary and Sr. Secondary Schools; in Educationally Backward block is to strengthen the Boarding and Hostel facilities for Girl Students studying in classes IX to XII. The girls belonging to SC, ST, OBC, minority communities and BPL families are benefited under this scheme. The construction work of 02 girl’s hostels i.e. Himgiri (Chamba) and Shillai (Sirmaur) has been completed and construction work of remaining three hostels i.e. Tissa, Mehla and Sach are under process. For the year 2014-15, Project Approval Board, GOI approved ₹96.56 lakh as

escalation cost of two Girls Hostels Tissa, and Sach and Recurring grant of ₹14.85 lakh.

5.9 Beti Hai Anmol Yojna: With a view to change negative family and community attitude towards the girl child at birth and to improve enrolment and retention of girl children in schools, Beti Hai Anmol scheme is being implemented in the State w.e.f. 05.07.2010 for girls (2 girls only) belonging to the BPL families.

i) Post Birth Grant: Under this component, there is a provision to give post birth grant of ₹10,000 (from 02.06.2012) is deposited in the Post Office in favour of girl child taking birth in the BPL family. The parent or guardian can withdraw the amount from her account only after attaining the age of 18 years.

ii) **Scholarship:** Annual scholarships ranging between ₹300/- to ₹1,500/- per annum up to 10 + 2 standard is provided to these girls when they start going to school. Class-wise rates of scholarship are as under:-

Table 12

S. No.	Class	Amount (₹) per Annum
1.	1 st to 3 rd	300
2.	4 th	500
3.	5 th	600
4.	6 th to 7 th	700
5.	8 th	800
6.	9 th to 10 th	1000
7.	10+1 and 10+2	1500

For the year 2014-15 there is a budget provision of ₹932.00 lakh, and an amount of ₹556.00 lakh have been spent up to December, 2014. Under this scholarship 15439 girls have been benefitted.

5.10 Kishori Shakti Yojna: This scheme is for improvement of nutritional, health and skill development status of adolescent girls. The main objectives of the scheme is to improve the nutritional and health status of girls in the age group of 11-18 years, to provide the required literacy and numeracy skills through non-formal education to train and equip the adolescent girls to improve/ upgrade home-based and vocational skills and to promote awareness of health, hygiene, nutrition and family welfare, home management/ child care and to take all measure as to facilitate their marrying only after attaining the age of 18 years and if possible, even later; The scheme is being implemented in 8 Districts (46 Projects).viz. Shimla, Sirmaur, Kinnaur, Mandi, Hamirpur, Bilaspur, Una and Lahaul & Spiti. As per

schematic norms, every year, Govt. of India has to release funds at the rate of ₹1.10 lakh per Project per annum to the State. During the financial year 2014-15 (upto December, 2014), supplementary Nutrition has been provided to 35325 BPL adolescent girls, Vocational training to 1061 girls, number of adolescent girls given NHED and Non Formal Education to 119153 and number of adolescent girls given IFA/ Deforming supplementation to 20928. During the current financial year 2014-15, no fund have so far been received from Govt. of India, however out of balance of ₹33.67 lakh of 2013-14 ₹24.74 lakh have been utilized upto December, 2014.

5.11 Obstacles in Women Empowerment: The Central and State Governments are taking the initiatives for the girl education and women empowerment. But, still there are some obstacles in the way which are identified by the researcher are given as follows in Fig. I.

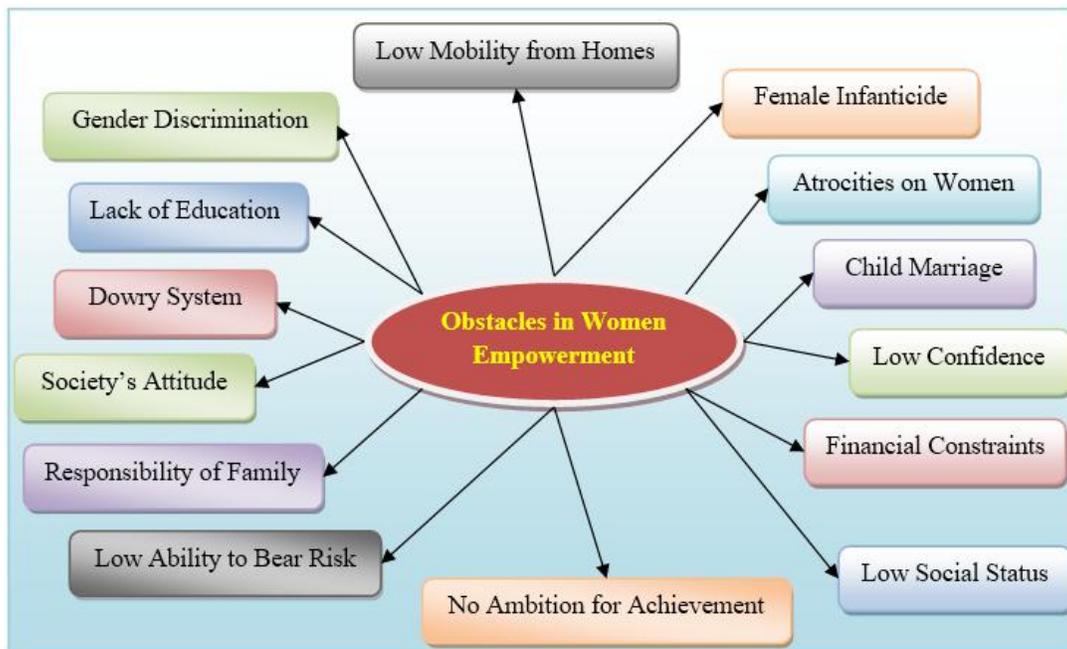


Fig 1: Obstacles in Women Empowerment

6. Conclusion

The matter of women empowerment lies in the ability of a girl to control her own destiny. It is found that educated girls are more effective at improving their own well-being and that of their family. They are better equipped to extract the most benefit from existing services and opportunities and to generate alternative opportunities, roles, and support structures. These empowering effects of girl's education are manifested in a variety of ways, including increased income-earning potential, ability to bargain for resources within the household, decision making autonomy, control over their own fertility, and participation in public life. Hence, they play effective role in improving the economy of the State and country. It is found in the study that girls are performing better at school education level. The schemes of women empowerment are well implemented in the State but, needs the strong commitment and supervision. But, in some aspects we teachers have to work hard along with the community to give praiseworthy output. There are many problems and obstacles for girls' education faced in school level education which can be solved even without involving much fund. The present study is an effort to take the attention of the authorities regarding this and expected to have some implications for this. I think the study will be beneficial for the educational planners and administrators to frame or modify the schemes and policies.

7. References

- Ahamad T, Pandey JK. Women Empowerment through SHGs. *International Journal of Multidisciplinary Research and Development*. 2014; 1(6):21-24. Retrieved from <http://www.allsubjectjournal.com/archives/?year=2014&vol=1&issue=6> on 05/05/2015.
- Sharmila N, Dhas. Albert Christopher Development of Women Education in India. *MPRA, IDEAS*. 2010, 11. Retrieved from https://mpra.ub.unimuenchen.de/20680/1/MPRA_paper_20680.pdf on 05/05/2014.
- Kandpal E, Baylis K, Kuenning MA. Empowering Women through Education and Influence: An Evaluation of the Indian Mahila Samakhya Program. *IZA Discussion*. 2012; 6347. Retrieved from <http://ftp.iza.org/dp6347.pdf> on 25/10/2014.
- Kumar S. Secondary school level education in Himachal Pradesh: An analytic study. *International Journal of Multidisciplinary Research and Development*. 2015; 2(10):698. Retrieved from <http://www.allsubjectjournal.com/archives/?year=2015&vol=2&issue=10&part=L> on 05/11/2015.
- Pareek BP. Education for Girls in India. *Advanced Research in Scientific Areas*. EDIS Publishing institution of the University of Ziina, 2013; 2(1). Retrieved from <http://www.arsaconf.com/archive/?vid=1&aid=2&kid=60201-68> on 21/06/2015.
- Das D, Pathak M. Tackling the Millennium Development Goals: Reducing the Gender Disparity in Primary and Secondary Education in India. *International Journal of Scientific and Research Publications*. 2012; 2(10):1-4. Retrieved from <http://www.ijsrp.org/research-paper-1012/ijsrp-p1004.pdf> on 17/06/2015.
- Shettar RM. A Study on Issues and Challenges of Women Empowerment in India. *IOSR Journal of Business and Management (IOSR-JBM)*. 2015; 17(4):13-19. Assessed on 10/10/2015 from <http://iosrjournals.org/iosr-jbm/papers/Vol17-issue4/Version-1/B017411319.pdf>.
- Suguna M. Education and Women Empowerment in India. *ZENITH International Journal of Multidisciplinary Research*. 2011; 1(8)198-204. Assessed on 25/05/2015 from http://www.zenithresearch.org.in/images/stories/pdf/2011/Dec/zijmr/15_VOL%201_ISSUE8_ZEN.pdf.