



An Analysis of Relevance of Socio-Economic Conditions and Girls Education in Mahabubnagar District, Telangana state

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Abstract : *The development of 'my nation depends mainly on the standards of its educational institutions. Education is the most powerful medium and effective instrument for inducing radical changes in the behaviour of students. Education is the process through which an individual is developed into individuality and a person into a personality. To an individual, education means expansion of cultural horizons and employment opportunities. According to the latest census of 2011, India's female literacy rate is 65.46 percent, against the world average of 79.7 percent whereas in China, India's neighbor and the other global human resource powerhouse, female literacy rate is 82.7 percent. Adolescent females are the first to drop out. According to statistics, around 63.5 percent female students quit school during adolescence. One of the reasons for this is lack of facilities in schools, especially toilets, giving rise to privacy concerns. Girl child education isn't one to take for granted and this has made many NGO's in India to pick up interesting to educate the girl child. The society has witness changes in the status of women. There is now greater stress on the education of the girl child and the way that they are educated. It is the aspiration of most parents to fulfill without any gender parity. The data collected from Mahboobnagar District, Sample size is 60 teachers and 240 girls is the sample size, sample method used to select the girls and teachers from govt. schools is random sampling method. The result shows that, Out of 60 students from the selected schools 8% joined at Nursery, 16% at L.K.G, 13 % at 1st class , 5% at 2nd class , 8% at 3rd class, 5% at 4th class , 40% at 6th class and 3% at the 7th class. 28% of the girl child academic performance was excellent, 31% of the girls were very good at academics, 35% of the girls were good at academics and 5% were satisfactory. 50% of the dropped out were excellent in their academics, 43% girl children were good, 5% are moderate at their academics and 1% are very poor at academics. Out of 60 schools 13% of the girl child dropped out their education at 9th class, 1% in 8th class, 8% in 7th class, 41% in 6th class, 11% in 5th , 4th and 2nd classes. Majority of the 9 (15 percentage) respondents mentioned that Lack of girl interest on education, Economic Condition, Lack of Parents Motivation, Migration & Child Marriages are obstacles which may lead to girl child dropping out from school.*

Keywords : *Child, Motivation, Migration, Dropout*

Introduction

“Women are less likely to secure favourable outcomes for them in household decision making process.

Socio-economic development is not possible without participation and empowerment of rural downtrodden



women” - **Dr. Amartya Sen, Noble Laureate in Economics**

God's creations, the creation of human being is unique, since she possesses the discretion to distinguish between right and wrong. With the development of knowledge, education enables her to realize her full potential. Hence, education plays a pivotal role in transferring into the rational ideas logically. In other words, education causes intellectual, moral and spiritual progress in human beings. In ancient times, only oral education was available in which teachers educated them to differentiate between good and bad and right and wrong. Education by leaps and bounds underwent sea change with the changing needs of society. "The existing system of socialistic education serves several needs of a individual and as well as the society.

Education is rapidly changing the life ways and thought ways of the rural people. It has become one of the prime movers and motivations of social change. It has unlocked the doors of modernisation. In free India, it has been embarked upon extensive programmes of socio-economic change through successive Five Year Plans. The objective is to launch the country on the mainstay to modernization. It is believed that education can play a major role in this process of transformation whether the present system of education is adequately equipped for this role or needs a change has been engaging the attention of the present academicians and administrators. Achieving more education and better education will require concrete efforts in a number of domains within the education sector, as well as within the broader social and economic contexts. There are lessons to be learnt both from countries that have succeeded -sometimes

at levels far above what would have been predicted given their economic level - and from those whose progress has been at snail's pace.

Importance of Education

Children learn to develop and employ their mental, moral, and physical powers, which they gain through many sorts of schooling, from an early age. The process of learning and acquiring knowledge at school, in the form of formal education, is generally referred to as education. Education, on the other hand, does not begin when a child first enters school. It all starts at home with education. Knowledge is not only acquired via a teacher; it can also be learned and received from a parent, a family member, or even a stranger. Attending school and acquiring an education is incredibly important and crucial in practically all societies if one wishes to reach rip-roarin success.

India's literacy rate increased to 74.04 percent in 2011 from 12 percent at the end of British administration in 1947, indicating that literacy is important for socioeconomic advancement. Although this was greater than six fold improvement, the level is well below the world average literacy rate of X4%, and India currently has the largest illiterate population of all nation on the Earth. Despite various government programmes, India's literacy rate improved slowly, and a 1990 study anticipated that at the current rate of progress, India would not reach universal literacy until 2060. The 2001 census, on the other hand, revealed a 9.2 percent decadal literacy gain from 2001 to 2011, which is slower than the preceding decade's rise. In India, there is a considerable gender disparity in literacy rates, with men having an effective literacy rate of 82.14 percent and women having an effective literacy rate of 65.46



percent in 2011. In the 2001-2011 decadal period, Census data showed that growth in female literacy rates (11.8 percent) was significantly greater than growth in male literacy rates (6.9%), indicating that the gender gap is shrinking. To an individual, education means expansion of cultural horizons and employment opportunities. Education is a major element influencing health, and it means improved prospects for social and economic growth for nations (especially female education). Illiteracy is depicted on a world map alongside poverty, starvation, ill health, and high child mortality rates. It also leads to improved health-care utilisation and increased community and political participation.

Role of Education in Society

The ultimate goal of school and the educational process is to promote social progress and democratic expansion. The School and the Society, Democracy and Education maintains that School is a mini society (John Dewey). The Schooling or Education System reflects the changes in larger society (Bowles & Gintis). School is the institution that the changes can spread from (Ivan Illich). Emile Durkheim believes that education system preserves the society and culture. Thus there is a diverse opinion on the role of education in society. The other notable contributors to this topic are Leo Tolstoy, Paulo Freire, Rabindranath Tagore, Dr. S Radhakrishnan, Mahatma Gandhi etc.

According to provisional figures from the 2011 census, India's effective literacy rate has increased by 9.2 percent to 74.04 percent. Interestingly, female literacy rates improved far faster than male literacy rates. While the effective literacy rate for males rose from 75.26 to 82.14 per cent marking a rise of 6.9 percent, it increased by 11.8 per cent for females to go from 53.67 to 65.46 per cent. Literates

account for 74% of the overall population aged seven and older, according to preliminary census results. Kerala, Lakshadweep, Mizoram, Tripura Goa, Daman and Diu, Puducherry, Chandigarh, National Capital Territory of Delhi, and the Andaman and Nicobar Islands are among the ten states and union territories that have achieved literacy rates of over 85%, exceeding the Planning Commission's target of 85% by 2011-12. Kerala has the highest Literacy rate at 93.91 per cent followed by Lakshadweep at 92.28 per cent. Bihar has the lowest literacy rate at 63.82 percent, followed by Arunachal Pradesh at 66.95 percent. Literacy rate of Rajasthan rise to 67 per cent from 60 per cent.

Importance of Educating Girl Child in Indian Society

The major objective of educating girl child is developing knowledge and skill of girl. Without any exception, all types of education should be open for the girl child which include technical, vocational, professional, health related etc. Women are around 50 % of the population and if they are deprived of education, then half the society remains illiterate and thus the benefits of education will not be realised in full. So in order to have a prosperous and peaceful society, women education is a must.

THE EFFECT OF SOCIO ECONOMIC CONDITIONS ON EDUCATION IN INDIA

The modern concept of education in India is of recent origin, not only in India but in the developing countries of the west also. Though the tradition of education was present in India since the time of ancient civilizations, it was somewhat esoteric and metaphysical and its reach was limited to the upper casts. The modern concept of education on the other hand is rational and scientific in its

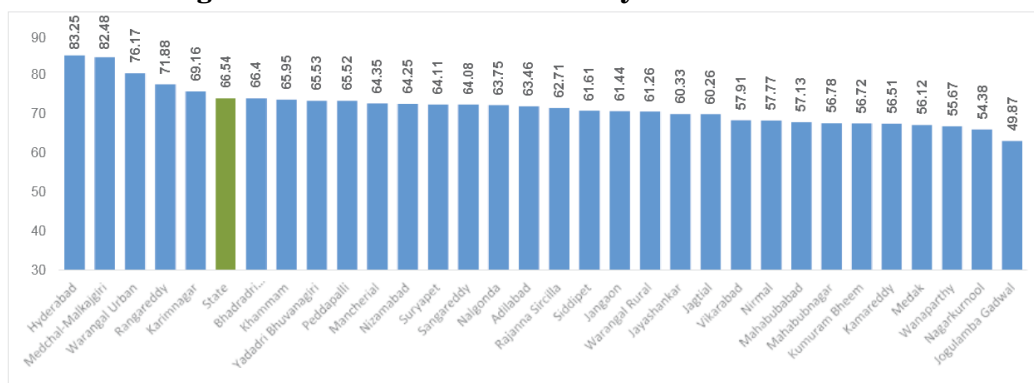


approach and stresses on the need of education for all. It can be said that the foundation of modern education was laid by the British in our country. The educational organization that emerged was divided into primary, high school and

college/ University. During the British period, primary education remained neglected but the higher education was encouraged. At the time of independence, education, especially the primary one was plagued by historical inequalities.

Telangana Literacy Rate

Figure-10.1: District wise Literacy Rates in the State



Based on the Census 2011, the literacy rates are mapped with the new lyre organized 584 mandals in the State. 63 mandals out of 584, have higher literacy rates than the National average of 72.98 percent .112 mandals have higher literacy rate than the State average of 66.54% and the remaining mandal shave literacy rate below the state average.

Statement of the Problem

Telangana is a new states in India working Towards ensuring inclusive and equitable quality education and promoting lifelong learning opportunities for all is envisaged goal of ‘Bangaru Telangana’, which is also in tune with Goal 4 of Sustainable Development Goals. Significant strides in terms of infrastructure and universal enrolment at primary levels have been almost achieved by the state. Residential education for various social groups is yield in envisaged results. In addition, the government is also taking certain measures to ensure equity among the various social and economic groups. Girl child education isn’t one to take for granted and this has made many NGO’s in India to pick up

interesting to educate the girl child. The society has witness changes in the status of women. There is now greater emphasis on the education of the girl child and the way that they are educated. It is the aspiration of most parents to fulfil without any gender parity.

REVIEW OF LITERATURE

AmartyaSen(2002) studied the 3 districts particularly Birbhum, Midnapur and Purulia of province and located that ninety six per cent of the respondents believed that boys ought to acquire instruction, and eighty two per cent thoroughbred their belief that women too ought to acquire identical.

Manah Pratim Gohain (2012) highlighted that despite of



increase within the budget of Sarva Shiksha Abhiyan (SSA) the educational levels of the scholars and therefore the grant received by the colleges had declined as indicated by the findings of survey conducted across fourteen, 283 rural faculties in Bharat. Further, it highlighted that the lecturers received the most important share in shaped of regular payment and so the upkeep of building and infrastructure. the kids and therefore the quality of education had the smallest amount priorities to pay through the grant. The Meghalaya had the worst figure of receiving the share of Social Security Administration grants followed by Tripura whereas Daman and Diu had the best receiving grants followed by Pondicherry and Himachal Pradesh.

Methodology

Area of the Study

Mahaboobnagar district was chosen by researcher to do study as it was known as drought district during then state Andhra Pradesh and faced lot of problems in different sectors. There was high migration rate due to less rainfall, which resulted in unemployment. The families migrated to metro cities in search of employment. As per 2016 District report, Male – 66.77%, Female 46.83% and Total – 56.78. whereas, state has Male 75.04%, Female 57.99% and Total 66.54 %. Due to this children were not able to get proper education as they were migrating between cities or due to lack of facilities back in home.

Objectives

1. To understand the Socio-Economic Conditions of Girl children studying in Mahaboobnagar District
2. To understand the teachers role in girl child education in Mahbubnagar District.

3. To analyze the rural and urban disparities at various levels of primary, secondary and high school in girl child's education in Mahaboobnagar
4. To study the impact of socio-economic conditions on the quality of education of girl child

Hypothesis

1. As the socio economic conditions of girl Children are high, their education levels are higher
2. The percentage of girl children's education is high in urban areas compare to rural area of Mahaboobnagar District

Sample size and Method

For data gathering and analysis, a variety of approaches can be used. The majority of them are built around a set of fundamental tools. Interviews, focus group discussions, observation, photography, video, surveys, questionnaires, and case studies are some of the methods used. Three questionnaires were developed to collect primary data from the sampled 60 teachers and 240 students (both dropped out and continuing).

DATA ANALYSIS

Girl Child Information

Caste and Class of the Girl child of the selected sample from Mahboob nagar district selected schools. The table shows that 65% girl child students are from Backward Caste, 67% girl child are from High school, 60% of the girl child are studying in Public school, 54% girl child are from Rural and 52% girl child from selected villages have joined the school in 1st Class in the selected schools.

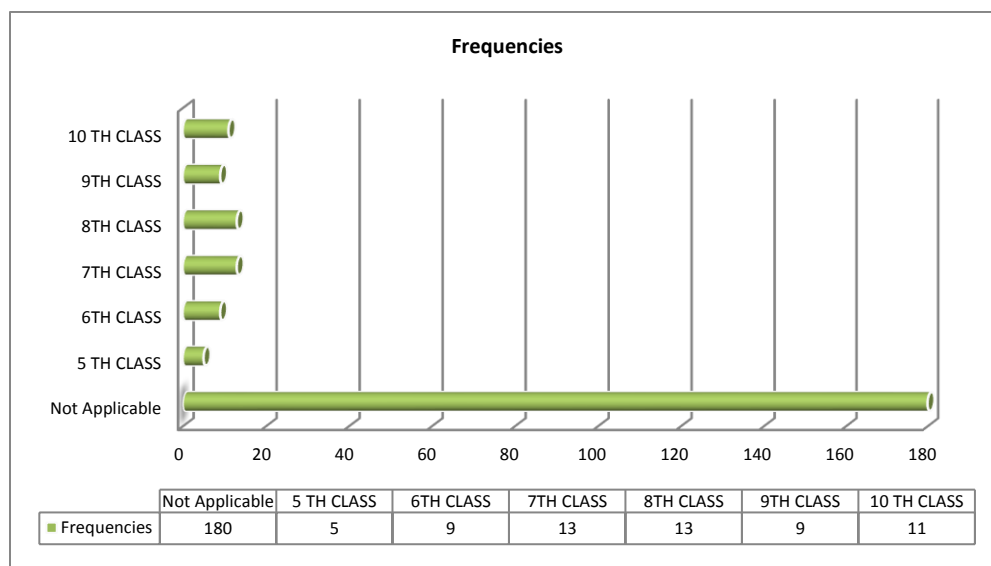


Sl.No.	Variables	Frequencies	Percentage
1	Caste		
	OC	18	7.5
	BC	156	65.0
	SC	54	22.5
	ST	12	5.0
2	Class		
	Primary	80	33.3
	High School	160	66.7
3	Type of School		
	Public	145	60.4
	Private School	95	39.6
4	Area		
	Urban	109	45.4
	Rural	131	54.6
5	Class at the time of joining		
	1 st Class	124	51.7
	2 nd Class	10	4.2
	3 rd Class	11	4.6
	4 th Class	11	4.6
	5 th Class	4	1.7
	6 th Class	68	28.3
	7 th Class	5	2.1
	8 th Class	6	2.5
	9 th Class	1	0.4

Class-wise details of dropout girl child

The above table reveals that, the information about the girl child dropped class. To understand the dropout rate, it was observed that the girl child dropped

out rate is 25% from the selected girl child education. Majority of the 180 respondents were not dropped out of school till 10th class which is good indicator of provided equal opportunities in education.



Reasons for Drop out

The reasons to discontinue education among 42% explained as financial problems, health problems, family problems, child marriage and Migration

problem. Out of 42% of the dropped girls 17% said they discontinued due to financial problems.

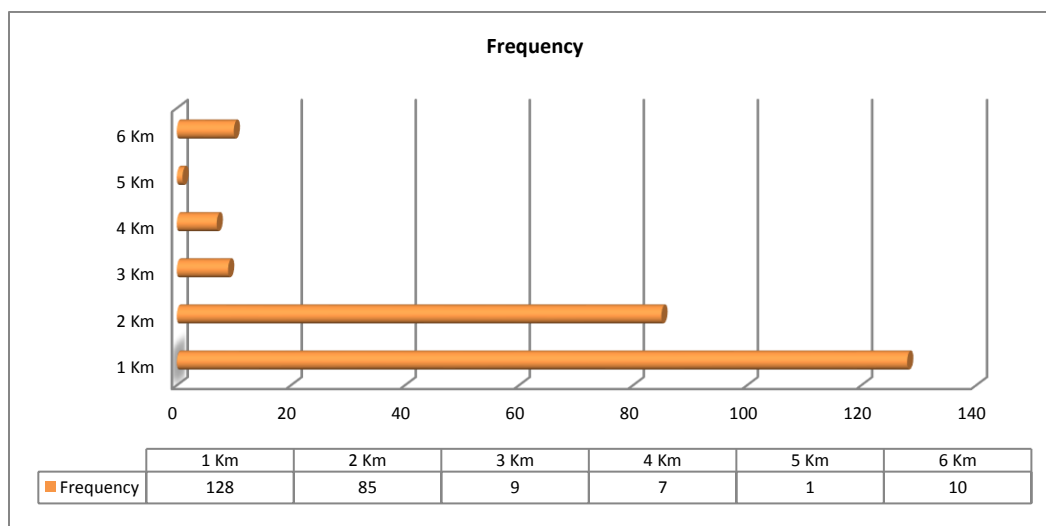
Reasons for dropout	Frequencies	Percentage
Not Applicable	180	75
Health problems	2	0.83
Family problems	2	0.83
Not interested	7	2.92
Financial problems	43	17.92
Child marriage	2	0.83
Migration problem	4	1.67
Total	240	100

From the selected sample 180 respondents are from continuing their education.

Distance from home to school (In kms.)

To understand the hurdles to reach school, girl child safety and distance is another major variable for this study. Out of 240 girl child 53% of the girl child

from the selected sample live in 1 km from the school. Out of 47% of the girl child 35 % live in 2 kms from the school. It clearly indicates students don't face problem with transportation in going to school.



Reasons to go School

Reasons to go to school	Frequency	Percentage
Education / Learning	39	16.3
Play / Friends	13	5.4
Material Incentives (including Mid-Day Meal)	4	1.7
Education/Learning & Play/friends	39	16.3
Education/Learning, play/friends & Material Incentives	2	0.8
Education/Learning, play/friends and to complete education till 12 th class	142	59.2
Education/Learning, play/friends, Material Incentives and to complete education till 12 th class	1	0.4
Total	240	100

Majority of 142 (59 percentage) respondents purpose to go to school is to get Education/Learning, play/friends and to complete education till 12th class through the school.

The below table reveals that girl child explained about the parents support for their education. From the selected sample from Mahboobnagar, 75% of the girl child explained that their parents support for their education.

Parents Support for Education

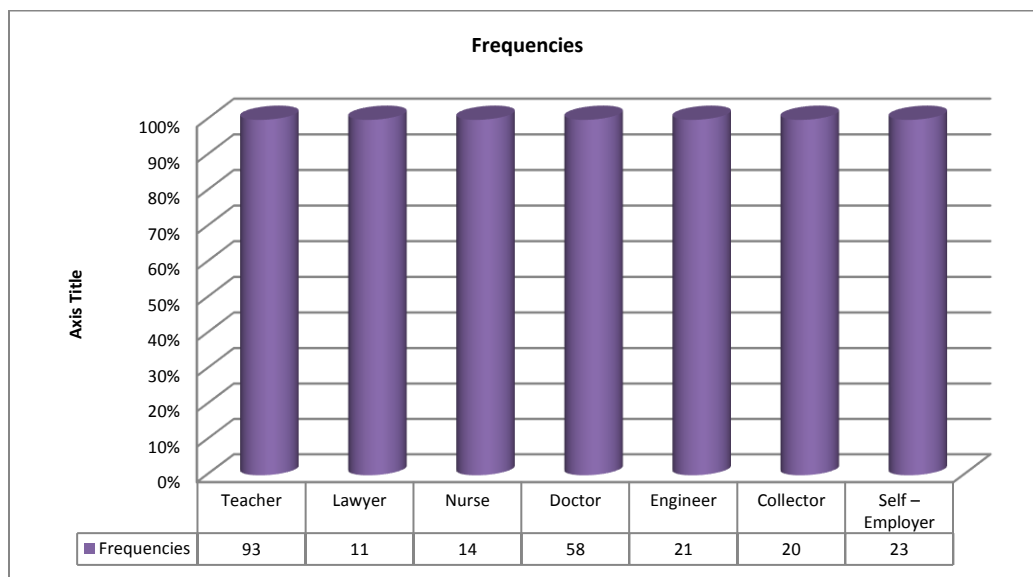
Support of Parents	Frequencies	Percentage
Yes	180	75
No	60	25
Total	240	100



Future aspiration of the girl child

The variable is considered in the inference to understand the interest of the student's future goal. The table

reveals that 38% girls said they want to be Teacher and 24% want to become Doctor.



H1 : There is significance between the area of the study of girl child and dropout rate.

Since, the chi-square value of the H1 is (.000) which is less than 0.05 level of significance for 6 degree of freedom. Hence, the null hypothesis rejected and

hypothesis accepted. This is proved that urban area have less dropouts when compared with rural. Out of 240 girl child from the selected sample 44% dropped outs from urban and 56% dropped out from rural area which is comparatively high.

Area * If dropout girl in which class?								
Area	Not Applicable	5 CLASS	6 CLASS	7 CLASS	8 CLASS	9 CLASS	10 CLASS	Total
Urban	102	1	0	1	2	0	1	107
	55.70%	50.00%	0.00%	8.30%	11.80%	0.00%	8.30%	44.60%
Rural	81	1	10	11	15	4	11	133
	44.30%	50.00%	100.00%	91.70%	88.20%	100.00%	91.70%	55.40%
Total	183	2	10	12	17	4	12	240
	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%

H2 : There is significant relation between area of the study and parental support

Since, the chi-square value of the H1 is (0.056) which is equal to 0.05 level of significance for 1 degree of freedom. Hence, the null hypothesis rejected and

hypothesis accepted. This is proved that urban area have less dropouts when compared with rural. Out of 240 girl children 48% have parental support are from rural area and 52% have parental support from urban which is comparatively high.



Area * Do your parents support your education Crosstabulation					
			Do your parents support your education		Total
			Yes	No	
Area	Rural	Count	82	25	107
		% within Do your parents support your education	48.0%	36.2%	44.6%
	Urban	Count	89	44	133
		% within Do your parents support your education	52.0%	63.8%	55.4%
Total	Count		171	69	240
	% within Do your parents support your education		100.0%	100.0%	100.0%

H3; There is significant relation between type of school and parents support

Since, the chi-square value of the H3 is (0.03) which is equal to 0.05 level of significance for 1 degree of freedom. Hence, the null hypothesis rejected and

hypothesis accepted. This is proved that public school parents said yes for parents support is 69% and Private school parents have support is 31%. Comparatively public school parents have higher support than private school parents.

Type of school * Do your parents support your education Crosstabulation			
Type of school	Do your parents support your education		Total
	Yes	No	
Public	118	56	174
	69.00%	81.20%	72.50%
Private school	53	13	66
	31.00%	18.80%	27.50%
Total	171	69	240
	100.00%	100.00%	100.00%

Findings related to Girl Child details of the selected sample :-

- Caste and Class of the Girl child of the selected sample from Mahboob nagar district selected schools. The table shows that 65% girl child students are from Backward Caste, 67% girl child are from High school, 60% of the girl child are studying in Public school, 54% girl child are from Rural and 52% girl child from selected villages.
- The table reveals that 65% of the sample respondents are from Backward Caste, 66% are from high

school and 33% are from primary school, 60% of the respondents from the selected sample are from public school, 54% of the girls are from rural and 45% are from urban. Out of 240 girl child from selected sample 50% of the girls were joined in the school in class 1.

- Out of 240 girl child 75% who were continuing their education, 2% are from 5th class, 3% are from 6th class, 5% are from 7th and 8th class, 3% are from 9th class and 4% are from 10th class from the selected sample.



- The reasons to discontinue education among 42% explained as financial problems, health problems, family problems, child marriage and Migration problem. Out of 42% of the dropped girls 17% said they discontinued due to financial problems.
- Out of 240 girl child 53% of the girl child from the selected sample live in 1 km from the school. Out of 47% of the girl child 35 % live in 2 kms from the school. It clearly indicates students don't face problem with transportation in going to school.
- Reasons to go to school are categorized, out of 240 girl child from the selected sample is 16% of the girls said education and learning, 5% of girl child reveals play/friends is reason to go to school, 1% said material, 16% said education/learning/play/friends, 8% material incentives, 59% said they want to complete education till 12th class, 4 % said more than 4 reasons to continue the school.
- Proximately 75% of the girl child explained that their parents support for their education.
- Out of 240 girl child, 58% of the girl child opinion is their parents supported them through paying fee, school uniform, etc i.e. financial support
- Managing expenses is one of the important factor to understand the socio economic conditions of the girl child. 87% of the girl child managed expenses through parents, 1% are through relatives, 3% second hand books and clothes and around 2% took help from NGO's.
- Future aspiration of the girls among 240 respondents, 38% girls said they want to be Teacher and 24% want to become Doctor, 4% lawyer, 5% nurse, 8% engineer, 9% self- employer, 8% collector.
- Out of girl child 34% of girl child said having teachers who are affectionate, kind and empathetic is enabling factor to continue the education, 28% of the girl child said their enabling factor is school within reachable distance, 24% of the girl child informed that being in good conditions is another factor to continue their education. The lowest i.e. below 1% said family and adults support is at home.
- Among 240 girl child respondents 26% of the girls said their family conditions is one of the disabling factor to discontinue education. It was observed that their opinion about school that is far away (10%), child being in poor health and having a mother who goes to work for long hours house hold chores pressure and child being in poor health(10%) are equally disabling factors.

Findings related to the Teachers information

- Qualification of the teachers is explained as out of 60 teachers 18% B.A, B.Ed, 48% of the teachers are B.Sc, B.Ed, 10% of the teachers are M.Sc, B.Ed, 8% of the teachers are M.A, B.Ed, 1% are M.Com, B.Ed, 3% of the teachers are M.a., Hindi, 1% are M.A., M.Ed, 3% of the teachers B.Tech, B.Ed, 1 % are M.A.,HPT, 1 % M.A. TPT, 1 % teacher is B.Sc.
- Designation of the teachers as follows, 31% are SGT's, 48% are SA's , 6% are TPT , 10% are HPT and 3% are LPT. Grade of the school is



among 60 teachers from sample, 26% are from Primary school, 5% are from Upper Primary and 68% are from High School. Area of the school is equally divided in the sample at Mahboobnagar District. Among 60 teachers from sample 50% are from Rural and 50% are from Urban schools.

- According to teachers from the selected sample Out of 60 students from the selected schools 8% joined at Nursery, 16% at L.K.G, 13 % at 1st class , 5% at 2nd class , 8% at 3rd class, 5% at 4th class , 40% at 6th class and 3% at the 7th class.
- Performance of the girl child is revealed by teachers sample is 28% of the girl child academic performance was excellent, 31% of the girls were very good at academics, 35% of the girls were good at academics and 5% were satisfactory.
- According to teachers academic performance of the girls, 50% of the dropped out were excellent in their academics, 43% girl children were good, 5% are moderate at their academics and 1% are very poor at academics.
- Out of 60 schools from the selected sample of teachers to understand the present status of the girl child is 13% of the girl child dropped out their education at 9th class, 1% in 8th class, 8% in 7th class, 41% in 6th class, 11% in 5th , 4th and 2nd classes.
- Reasons for the girls dropout according to teachers is revealed as 55% of the girl child specified reason to discontinue the education is their economic conditions according to teachers from the selected sample. It was also observed that 20% due to distance and 25% have said other reasons.

Conclusions of the Study

- The chi-square value of the H1 is (.000) which is less than 0.05 level of significance for 6 degree of freedom. Hence, the null hypothesis rejected and hypothesis accepted. This is proved that urban area have less dropouts when compared with rural. Out of 240 girl child from the selected sample 44% dropped outs from urban and 56% dropped out from rural area which is comparatively high.
- The chi-square value of the H1 is (0.056) which is equal to 0.05 level of significance for 1 degree of freedom. Hence, the null hypothesis rejected and hypothesis accepted. This is proved that urban area have less dropouts when compared with rural. Out of 240 girl children 48% have parental support are from rural area and 52% have parental support from urban which is comparatively high.
- The chi-square value of the H3 is (0.03) which is equal to 0.05 level of significance for 1 degree of freedom. Hence, the null hypothesis rejected and hypothesis accepted. This is proved that public school parents said yes for parents support is 69% and Private school parents have support is 31%. Comparatively public school parents have higher support than private school parents.

Suggestions

- It was discovered that, as in any other region of the world, poverty remains one of the key causes for ambiguous views about the education of girls. Due to poverty, parents are unable to send their children to school since they require them to work in order to survive. Although, until elementary school, all children are entitled to free and obligatory education. Parents, on the other



hand, must still pay for their children's schooling. As a result, the government and policymakers must devise programmes such as the midday meal, which has been introduced but has yet to be implemented, and much work remains to be done in this area to encourage parents to allow their children to not only enroll in school but also to continue their studies.

- Because women play such an important role in the family economy, the majority of the girls are involved in household chores and other income-generating activities at home. Short-term vocational training courses on locally oriented activities may be supplied alongside education to benefit the pupils.
- It was discovered that the parents' illiteracy had a significant impact on the schooling of the girl kid. Parents have a critical part in their children's education. However, it is also highly dependent on the parents' educational qualifications and awareness. The parents' illiteracy hampered the education of their children, particularly girls, because they were not educated and had no awareness of the advantages and benefits of education.
- There is an immediate need to launch an awareness campaign and educate parents about the importance of education in their children's lives, particularly the female child, who has the potential to bring about many great changes in society. Parents will only urge their children to attend school if they are aware of the importance of education.
- It was also discovered that social customs continue to play an important role in society, particularly in some rural sections of the state. It does not promote children to go to school because it is considered a waste of time and resources, and instead encourages them to work in the field. Furthermore, the girl kid is encouraged to work at home rather than go to school because it is believed that it would be of little service to their family if they stayed at home.
- It is necessary to break down this social barrier in order to break the bondage vicious circle, especially for the girl child. Education institutions must be dispersed and schedules must be flexible so that every child can attend school when it is convenient for them.
- The policymakers' responses to the questions on whether they were satisfied with a girl child's educational attainment as a whole and the issue of gender as a barrier to girl child education revealed that they were unsure of what they were doing and what was happening. This would only add to the system's confusion.
- Policymakers must have a clear understanding of how to deal with the difficulties, as well as a correct structure and plans, in order to meet the target on time, effectively, and efficiently.
- There is no doubt that instructors play an important role in the lives of pupils. Teachers were the pupils' mentors or architects, and their students looked up to them constantly. However, many teachers in schools have been found to be weak in these attributes, creating an environment in which not just they, but the entire community, including



students, are discouraged from continuing their studies.

- Teachers should be encouraged to instruct students with greater dedication and commitment, for which an incentive could be provided. Furthermore, teacher evaluation and training at regular intervals are possible.

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