

Women Empowerment with Educational Tools Special References on Tribal Girl Education in Selected Districts of Uttarakhand

(IJGASR) International Journal For
Global Academic & Scientific Research
ISSN Number: 2583-3081
Volume 1, Issue No. 2, 28–42
© The Authors 2022
journals.icapsr.com/index.php/ijgasr
DOI: 10.55938/ijgasr.v1i2.12

IJGASR

Dr. Madhu Bisht¹ and Ms. Piyasi Himani²

Abstract

Education is essential to the development of the society; therefore, it is included in formulation of HDI as education index. HDI was developed in order to assess development of a nation considering life expectancy, education and standard of living. Education contributes to change the mentality of the people to the right direction and helps to control the increase population birth of the country by given the proper knowledge and information about the society and world. Education also enhances the empowerment among the women. The study will assist the policy makers to develop promising strategies and take measures that will minimize hindrance of SC/ST and female education and enhance the enrolment of both SC/ST and female in education.

Keywords

Education, Women Education and Empowerment

Received: 03 May 2022; **Revised:** 30 May 2022;

Accepted: 13 June 2022; **Published:** 21 June 2022

¹Assistant professor, Doon University.

²Assistant Professor, Doon University.

Corresponding Author:

Dr. Madhu Bisht, Assistant professor, Doon University.

E-mail: dr.madhubisht@gmail.com



I. Introduction

Education is essential to the development of the society; therefore, it is included in formulation of HDI as education index. HDI was developed in order to assess development of a nation considering life expectancy, education and standard of living. Education Index, which is a crucial component of HDI, is measured by the mean years of schooling and the expected years of schooling.

Education is one of the core human rights. It is considered as fundamental to all round development of the individual, both at material and spiritual levels. Elementary education is known to lead better for life at individual level as well as community level. It contributes in fostering family health and slower population growth. It develops intellectual capacity for materialistic progress through technological advancement. That is why; universalisation of elementary education is very requirement of any nation for its inclusive development.

India is a society where the male is greatly revered. Therefore, women especially the young girls get very little respect and stand in society. The rise of feminist idea has however led to the tremendous improvement of women's condition throughout the world in recent times. Access to education has been one of the most pressing demands of these "women rights" movements. No doubt, women will play a vital role in contributing to the country's development. Women power is crucial to the economic growth of any country. Growth has to be achieved in the area of women empowerment; therefore, a chain of proper reforms has to be implemented. Though India can well become one of the largest economies in the world, but lack of women participation is becoming a major hurdle. Gender, Caste and Income brings huge gap between rural and urban areas. Women suffer discrimination and injustice in every stage of her life. This highlights the discrimination and deep-rooted gender bias, which still exist in all sectors on the basis of caste, community and religious affiliation. The constitution of India grants equality to women in various fields of life. But, a large number of Women are either ill equipped or not in a position to propel themselves out of their traditional and unsatisfactory socio-economic conditions.

In the mid-1990s about 54% of the girls (and 8% of boys) could not attend school because of sibling care. That the proportion of out of school children in higher in the 11 to 13 age group than in 6 to 10 age group suggests that the opportunity cost of schooling rises with age, as adolescents are more able to share household burden to generate income.

Scheduled castes SC a term used officially by the Indian constitution- currently terms like Dalit's, is used by people from these caste groups, Gandhi used Harijans. Scheduled Tribes ST a term used officially by the Indian constitution- to refer to people of various, Indigenous people in India also called Adivasi.

According to many studies, there are disparities in the living standards of SC/ST to non-SC/ST in India. The main cause behind this is believed to be the differences in the returns to education and occupational choice. Despite of the development programmes for the SC and ST, the attendance and literacy rate is very low among them because there are no well paid jobs in their villages and

there is less return on formal education. Lack of mobility in SC and ST can also be one of the reasons for these disparities.

In India, Indian schooling is still backward. In rural areas the enrolment ratios are very low and the dropout rate is high. The access to schools is also not easy. The resources allocated to education are not in proportion to its requirement which has deteriorated the quality of education. The Navodaya programme started to give primary and secondary education to gifted children but its assumptions and tests should be checked. Reservation in India are a series of affirmative action's undertaken through reserving access to seats in the different legislatures, Government jobs, and to enrolment in higher educational institutions for castes and tribes recognized in the list of scheduled castes and scheduled tribes as recognized by Government of India.

The University Grants Commission (UGC) provides financial assistance to universities for the establishment of special cells for SC/STs. The cells help universities implement the reservation policy in student admission and staff recruitment processes for teaching and non-teaching jobs. They also help the SC/ST categories integrate with the University community and help remove the difficulties SC/ST individuals may have experienced. On 27 October 2015 the Supreme Court directed the state and the central Governments to end the regional quota and to ensure that super- specialty medical courses are kept "unreserved open and free" from any domicile status after the court had allowed petitions filed by some MBBS doctors.

Universal elementary education faces a lot of problems. Access to the facilities for education is the basic problem. Lack of resources is also a problem. The dropout rate is high because of the low returns on education which is caused by the poor quality of education. There is a lot of scope in effective investment in education in India to achieve universal elementary education. There is a decline in the relevance of the states in the process of universalisation of elementary education. With better economic performance, more will be devoted to the field of education. Education and literacy are essential for the growth of any nation. Educating the underprivileged will indeed ensure the integrated growth of the nation. Article 46 of the Constitution states that, "The State shall promote, with special care, the education and economic interests of the weaker sections of the people, and, in particular of the Scheduled Castes and Scheduled Tribes, and shall protect them from social injustice and all forms of social exploitation". If the States of India are able to provide free quality education to the SC/ST, without any ulterior motive, then the day when India leads all other nations in the world is not far away. It is time to educate the future generation.

Total population as per 2011 Census is 10,086,292 of which male and female is 5,137,773 and 4,948,519 respectively. Literacy rate in Uttarakhand has been upward trend and is 78.82 percent as per 2011 population census of that, male literacy stands at 87.40 percent while female literacy is at 67.06%. In 2001, literacy rate in Uttarakhand stood at 71.62% of which male and female were 81.02% and 63.36% literate respectively. As per the census 2001 and 2011 the gender gap in education in Uttarakhand is 23.65% and 10.63% respectively. It means 11.679 males and 22.30% females are illiterate in Uttarakhand.

In a democratic state everyone has right to get education and of course India being a democratic republic has made provision for universalisation of elementary education through Article 21 'A' of the constitution of India. After three years of the enactment of Article 'A' which makes the provision for elementary education for all, the position for quality education of girl children is very gloomy in the state as well as in the dreams of democratic society

1.2 Objectives

- ∴ To review and analyse the district-wise educational status of the backward classes (SC/ST) in Uttarakhand since the state formation.
- ∴ To review and analyse the district-wise girls' educational status of the backward classes (SC/ST) in Uttarakhand since the state formation.
- ∴ To suggest ways and policies to promote equity in the field of education in Uttarakhand.

1.3 Research Questions

- ∴ Whether the educational status of Backward classes (SC/ST) has improved over the period in Uttarakhand?
- ∴ Whether the educational status of backward classes (SC/ST) girls has improved over the period in Uttarakhand?
- ∴ What are the suggestions that ensure the improvement in their educational status?

2. Review of literature:

(Kijima, 2006). According to many studies, there are disparities in the living standards of SC/ST to non-SC/ST in India. The main cause behind this is believed to be the differences in the returns to education and occupational choice. Despite of the development programmes for the SC and ST, the attendance and literacy rate is very low among them because there are no well paid jobs in their villages and there is less return on formal education.

Zachariah, 1972: Scheduled castes and Scheduled tribes are oppressed in the Indian society and this oppression increased after the British raj. In 1935, the term scheduled castes was first used and they formed the backward classes in 1950 constitution. These scheduled castes have earlier been treated as untouchables for many years. In order to end this discrimination, there has to be some form of positive discrimination.

Naik, 1979: There has been a rapid growth in primary education but the growth of secondary and higher education has not been given the deserved attention. India has believed for many years that education is deserved by only the high caste and males. The country will require some time in order to accept the fact that education is a common need for all and should be available to all, weather female or people from the lower castes.

Geetha B. Nambissan, 1989: This paper analyses the Navodaya programme in context of the state of primary schooling in the rural areas.

Indian schooling is still backward. In rural areas the enrolment ratios are very low and the dropout rate is high. 55.8 percent between 5-14 years of age do not attend schools and barely 36% of population is literate. There is a huge difference between the educational level in rural and urban areas. Rural primary schooling is very backward. Around 70% of children are still not covered by schools.

(Prasad, 1984). said Scheduled castes and Scheduled tribes have been studied by many researchers as socio-economic groups and a lot of studies have been carried out to analyze their occupational opportunities and educational level. Studies on their consumption level are very few.

3. Research Methodology

The study would be qualitative as well as quantitative to explain the different aspects of objectives. To achieve the objectives of this study, detailed data would be required on different parameters. The secondary data would have been used for the study. Secondary data would be collected from Statistical Diary, All India Economic Census, State Plan documents, and industrial profile of districts. Besides these, other information would be collected from ministries of state and statistical department documents and through reports of other government departments of the state.

Study Area:

Six districts of Uttarakhand three from Gharwal region and three from Kumaun region named as Almora, Bageshwar, Chamoli, Champawat, Dehradun and Haridwar.

Major Indicators and analysis: -

The study is based on broad indicator Education and how it affects Women Empowerment. As there are many variables that affect women but we have taken the variable that is Gross Enrolment Ratio, Drop out ratio and Gender Parity Index. Due to time constraint and unavailability of disaggregated data. It is not possible to study all the variables which signify the status of women education in development. Therefore, we consider some other indicators for this study which are as follows: -

Fig-1¹ shows highest SC total population in Uttarakhand in both the year 2001 and 2011 is Hardwar followed by Udham Singh Nagar, Dehradun, Nainital, and Almora. Fig-2 shows highest ST total Population in Uttarakhand in both the year year 2001 and 2011 is Hardwar followed by Udham Singh Nagar, Dehradun, Nainital, and Almora. Fig-3 shows that the highest SC Female Population in Uttarakhand in both the year 2001 and 2011 is Hardwar followed by Udham Singh Nagar, Dehradun, Nainital, and Almora. Fig-4 shows that the highest ST Female Population in Uttarakhand in both the year 2001 and 2011 is Hardwar followed by Udham Singh Nagar, Dehradun, Nainital, and Almora. Fig-5 indicates that District Almora % SC Enrolment Primary School 28% in year 2002-03 it has increased 30.6% in year 2008-09 and then it was decline 29.8% in year 2015-16.

District Almora % SC Enrolment Upper Primary 23.6% in year 2002-03 it was increased 30.5% in year 2012-14 and then it has decline 24.9% in year 2015-16. District Almora % ST Enrolment Primary Schools 0.3% in year 2002-03 it was increased 1.2% in year 2003-04 and then it has decline 0.3% in year 2015-16. Percentage of ST Enrolment Upper Primary 0.5% in year 2002-03 it was increased 1.3% in year 2003-04 and then it was also declined 0.3% in year 2015-16. Fig-6 indicates that District % SC Girls Enrolment primary school 50.7% in year 2002-03 it was increased 51.2% in year 2003-04 and then it has decline 49.6% in year 2015-16. District Almora % SC girls Enrolment Upper Primary schools 42.6% in year 2002-03 and then it was increased 51.1% in year 2015-16. Percentage of ST girls Enrolment primary schools 54% in year 2002-03, it was increase 53.9% in year 2003-04 and then it was decline 41.5% in year 2015-16. Percentage of ST girls Enrolment Upper Primary 40.1% in year 2015-16 it was increased 59.5% in year 2006-07 and then it was decline 30.7% in year 2015-16 in Almora District. Fig-7 graph shows that District Bagashwar % SC Enrolment Primary schools 31.9% in year 2002-03 it has increased 35.1% in year 2015-16. Percentage of SC Enrolment Upper Primary School in Bagashwar District 21.5% in year 2002-03 it has increased 34.9% in year 2015-16. Percentage of ST Enrolment Primary School in Bagashwar District 0.7% in year 2002-03 it was decreased 0.6% in year 2015-16. District Bagashwar % ST Enrolment Upper primary 0.7% in year 2002-03 it was decline 0.5% in year 2015-16. Fig-8 indicates that District Bagashwar % SC Girls Enrolment primary schools 49.4% in year 2002-03 it was increased 51% in year 2005-06 and then it was decline 49.3% in year 2015-16. District Bagashwar % SC Enrolment Upper Primary 37.9% in year 2002-03 it was increased 49.8% in year 2015-16. Percentage of ST Girls Enrolment Primary school 45.7% in year 2002-03 it has increased 52.6% in year 2015-16. District Bagashwar % ST Enrolment Upper Primary 66.7% in year 2002-03 it was decreased 43.4% in year 2015-16. Fig-9 indicates that District Chamoli % SC Enrolment Primary Schools 24% in year 2002-03 it was decline 23.5% in year 2003-04 and then it was increased 24.1% in year 2004-05 and then it has decreased 23.5% in year 2005-06 and then it was also increased 34.5% in year 2006-07 and 2007-08 both are same percentage increased and it was also decline 25.6% in year 2015-16. Percentage of SC Enrolment in District Chamoli 19% in year 2002-03 it was increased 30.4% in year 2007-08 and then it was decreased 26.6% in year 2015-16. District Chamoli % ST Enrolment primary schools 1.9% in year 2002-03 it was increased 2.1% in year 2003-04 and it was decreased 1.9% in year 2015-16. Percentage of ST Enrolment Upper primary School in District Chamoli 1.9% in year 2002-03 it was increased 2.7% in year 2003-04 and then it was decline 1.7% in year 2015-16. Fig-10 shows District Chamoli % SC Girls Enrolment primary school 49.8% in year 2002-03 it was decline 49.6% in year 2003-04 than it was rise 50.1% in year 2004-05 and then it has decline 49.7% in year 2005-06 and it was rise also 50.9% in year 2007-08 and then it was decline also 48.65% in year 2015-16. District Chamoli % SC Girls Enrolment Upper primary 42.4% in year 2002-03 it was rise 50.2% in year 2013-14 then it was decline 49.9% in year 2015-16. Percentage of ST Girls Enrolment primary schools in Chamoli District 49% in year 2002-03 it was decline 45.5% in year 2003-04 it was rise 51% in year 2007-08 it was also

decline 2015-16. District Chamoli % ST Girls Enrolment Upper primary 48.8% in year 2002-03 it was decline 46.7% in year 2003-04 50.6% in year 2006-07 than it was decline 43.7% in year 2015-16. Fig-11 shows that District Champawat % SC Enrolment primary schools 21.9% in year 2002-03 than it was rise 23.8% in year 2007-08 than it was decline 22.7% in year 2008-09 than rise also 26.7% in year 2009-10 and then it was decline 22.6% in year 2015-16. District Champawat % SC Enrolment Upper primary 14.8% in year 2002-03 it was rise 25.7% in year 2011-12 than it was decline 22.5% in year 2015-16. Percentage of ST Enrolment primary schools 0.7% in year 2002-03 than it was rise 1.1% in year 2006-07 than it was decline 0.958% in year 2008-09 than also rise 1.8% in year 2011-12 and then also decline 0.7% in year 2015-16. District Champawat% ST Enrolment Upper primary 0.4% in year 2002-03 than it was rise 1.3% in year 2005-06 than decline 0.687% in year 2008-09 than it was also rise 2% in year 2009-10 and also decline 0.5% in year 2015-16. Fig-12 shows that District Champawat % SC Girls Enrolment primary schools 50.2% 2002-03 it was decrease 49.8% in year 2004-05 and then increase 50.3% in year 2005-06 than decreased 49.6% in year 2007-08 and then it was increased 50.2% in year 2010-11 than decline 49.7% in year 2012-13 than it was also increased 50.3% in year 2013-14 than it was decline 48.3% in year 2015-16. District Champawat % ST Girls Enrolment Upper primary schools 39.8% in year 2002-03 it was decline 37.7% in year 2005-06 and then it was increased 49% in year 2015-16. Percentage of ST Girls Enrolment primary schools District Champawat 48.8% in year 2002-03 than it was increased 54.9% in year 2006-07 and then it has decline 45.7% in year 2015-16. District Champawat % ST Girls Enrolment Upper primary 37.7% in year 2002-03 than it was decline 32.1% in year 2003-04 and it was increased 44.4% in year 2015-16. Fig-13 shows that District Dehradun % SC Enrolment Primary schools 26.2% in year 2002-03 it has decline 17.1% in year 2015-16. Percentage of SC Enrolment in Dehradun District 21.7% in year 2002-03 than it was decline 16.6% in year 2015-16. District Dehradun % ST Enrolment primary schools 15.7% in year 2002-03 it was decline 6.5% in year 2015-16. District Dehradun % ST Enrolment Upper primary schools 15.5% in year 2002-3 it was decline 7.7% in year 2015-16. Fig-14 graph indicate that District Dehradun % SC Girls Enrolment primary schools 49.2% in year 2002-03 it was decreased 48% in year 2015-16. District Dehradun % SC Girls Enrolment Upper primary schools 47.3% in year 2002-03 it was increased 49% in year 2015-16. District Dehradun % ST Girls Enrolment Primary schools 51.2% in year 2002-03 than it was increased 53.5% in year 2009-10 than it has decline 48.4% in year 2015-16. District Dehradun % ST Girls Enrolment Upper primary 49.6% in year 2002-03 it was decreased 49.2% in year 2004-05 than increased 55.9% in year 2009-10 and then it was decline 51.8% in year 2015-16. Fig-15 shows that the District Pauri Garhwal % SC Enrolment Primary schools 23.3% in year 2002-03 it has increased 24.5% in year 2002-03 than it was decrease 22.9% in year 2005-06 and then increased 26.3% in year 2006-07 it has decreased 22.5% in year 2015-16. District Pauri Garhwali % SC Enrolment Upper primary schools 18.1% in year 2002-03 it was increased 23.1% in year 2015-16. District Pauri Garhwal % ST Enrolment Primary schools 0.4% in year 2002-03 it was decline 0.5% in year 2015-16. Percentage of ST Enrolment Upper primary in Pauri

Garhwal District 0.5% in year 2002-03 it has decline 0.8% in year 2015-16. Figure-16 graph shows that the District Pauri Garhwal % SC Girls Enrolment primary schools 50.9% in year 2002-03 in was rise 51.4% in year 2003-04 than it was decline 49.1% in year 2015-16. District Pauri Garhwal % SC Girls Enrolment Upper primary 49% in year 2002-03 it was decline 48.5% in year 2005-06 than it was rise 50.8% in year 2010-11 and then it was decline 49.1% in year 2015-16. District Pauri Garhwal % ST Girls Enrolment Primary schools 50% in year 2002-03 than it was decline 45.7% in year 2003-04 and it was rise also 50.6% in year 2006-07 than it was decline 45% in year 2015-16. District Pauri Garhwal % ST Girls Enrolment Upper primary schools 29.7% in year 2002-03 it was rise 44.9% in year 2015-16. Fig-17 graph shows that District Haridwar % SC Enrolment Primary schools 31.6% in year 2002-03 it was decreased 24.4% in year 2015-16. District Haridwar % SC Enrolment Upper primary 27.9% in year 2002-03 it was rise 32% in year 2004-05 than it was decline 27.2% in year 2015-16. Percentage of ST Enrolment Primary schools 0.5% in year 2002-03 it was rise in 1.3% in year 2005-06 and then decline 0.8% in year 2015-16. District Haridwar % ST Enrolment Upper primary 0.4% in year 2002-03 than rise 2.7% in year 2005-06 then it was decline 0.7% in year 2015-16. Fig-18 graph shows that District Haridwar % SC Girls Enrolment primary schools 48.1% in year 2002-03 it was decline 40.7% in year 2003-04 and then rise 51.5% in year 2006-07 and then decline 47% in year 2015-16. District Haridwar % SC Girls Enrolment primary schools 40.3% in year 2002-03 it was rise 48.7% in year 2015-16. Percentage of ST Girls Enrolment Primary schools in District Haridwar 43.7% in year 2002-03 it was rise 50.6% in year 2003-04 than decline 45.8% in year 2007-08 and then also rise 54% in year 2008-09 than also decline 46.8% in year 2015-16. District Haridwar % ST Girls Enrolment Upper primary 30.4% in year 2002-03 than it was decline 17.9% in year 2003-04 and then it was rise 48.1% in year 2015-16.

Conclusions

There is decline in SC/ST enrolment over year in Almora. From 1.2% in 2003-2004 to 0.3% in 2015-2016 in SC enrolment where as 1.3% to 0.3% in ST enrolment in Upper primary school. SC girl c in year 2015-2016 is decline in primary school to 49.6% and decline in upper primary school enrolment in sc girl is 51.1% in 2015-2016. Whereas there is decline in ST girl enrolment in upper primary education is 30.7% in 2015-2016. Such as, Champawat show decline in SC enrolment to 22.6% 2015-2016 and ST enrolment 22.5% in primary school enrolment where there is decline in upper primary school of 2.68% of SC and 0.5% of ST in year 2015-2016. Girl enrolment in Chamoli and Champawat district decline to 49.9% in SC girl's enrolment in upper primary in 2015-2016 and ST girl enrolment upper primary is 43.7% in 2015-2016, in Chamoli where as in Champawat there is decline to 48.3% in SC girl enrolment whereas increase to 44.4% of ST girl enrolment in upper primary school. The ST enrolment is almost negligible in every district except the district Dehradun. The overall SC enrolment is a most enrolment is not more than 50% in both primary schools and upper primary schools. As education is a most important factor of any development so

any decline or low education level has a direct impact on development of the society. The government should take same measures to increase the percentage of enrolment. Government should take special measures for Girl's enrolment as the enrolment is not even 50%.

Recommendations

- Midday meals are likely to be more effective at encouraging school participation among children in the lowest grades than the highest grades in primary school.
- While our results are only suggestive of there being no significant learning effects associated with the program, this does seem to be substantiated by anecdotal evidence that the administration of midday meals distracts from teaching, and that the enrolment response to the program has stretched limited resources, both of which compromise learning.
- This is further corroborated by the fact that our DISE data indicate little change in complementary staff, materials and infrastructure.
- Promote quality of education, infrastructure and Faculty to the school as well as improve in governance.
- To undertake institution restructuring for improving efficiency, relevance and creativity in education.
- Government should promote autonomy, innovation and positive academic reform in institution for learning.
- Reservation should be for the upliftment of downtrodden not only SC/ST/OBC.
- Constitution makers provided reservations for 25 years. Now this has become an unending process due to vote bank politics.
- There are two types of backward people who can be identified. One society backward. The other, economically backward.
- Economically backward can be from any religion.
- People should be given opportunities not according to their caste but according to their abilities, knowledge and skill.
- Reservation system in India is creating a workforce which is not capable enough to compete at the global level.
- Reservation is working in the opposite direction to its main objective as is demarcating the society further. It is being used to up life one section of the society at the cost of another, which is not fair.
- The kind of reservation policy that our government currently follows does nothing but divide the society into different sections.
- Instead of reservation government should provide opportunity to students to earn while they study.
- Government should make education mandatory and free for all till age of 15.

Appendix:

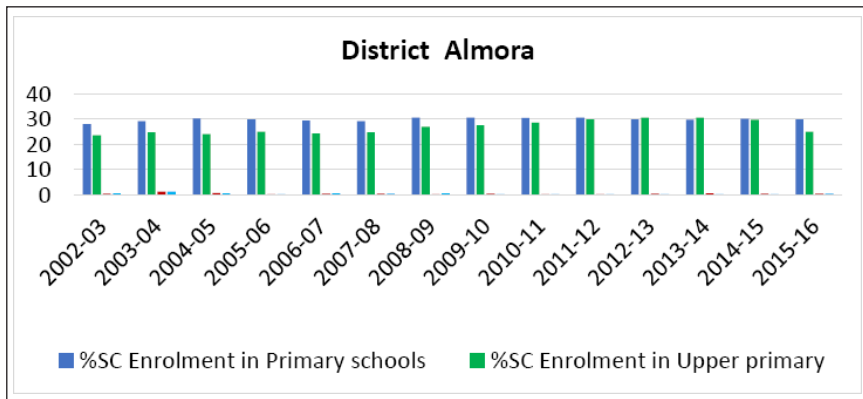
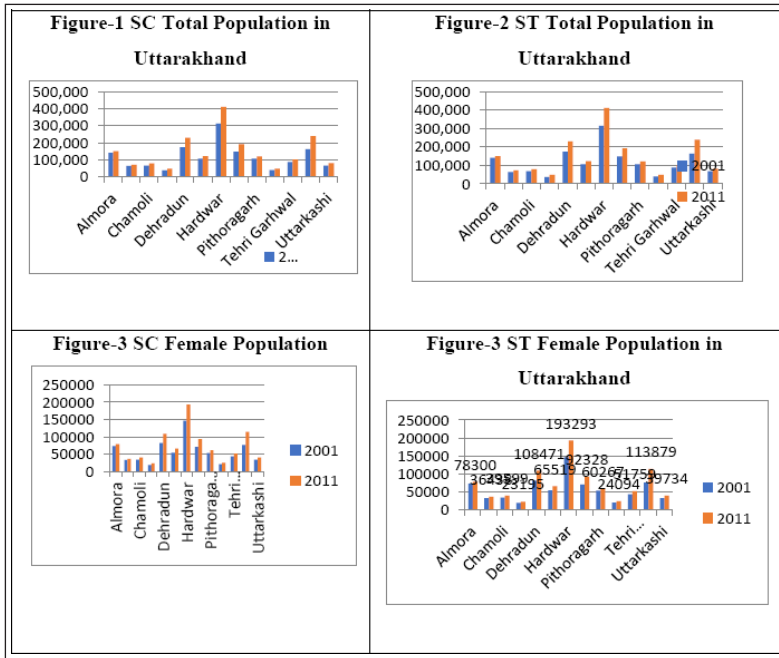


Figure 5. Total SC/ST Enrolment in Primary and Upper Primary Schools in District Almora (2002-03 to 2015-16)

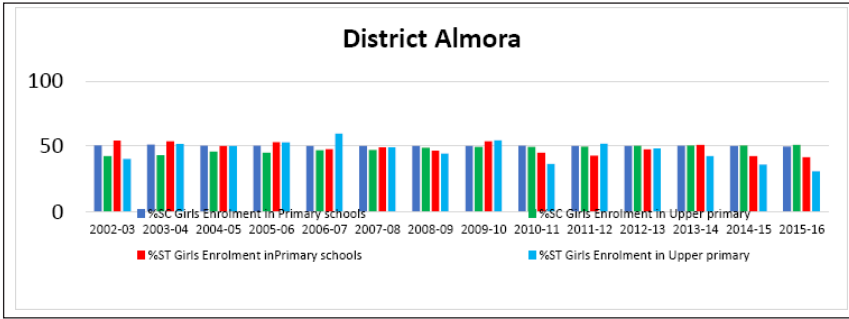


Figure 6. SC/ST Girls Enrolment in Primary and Upper Primary Schools in District Almora (2002-03 to 2015-16)

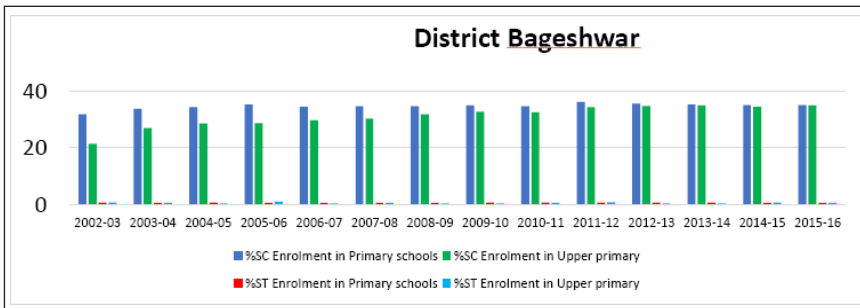


Figure 7. Total SC/ST Enrolment in Primary and Upper Primary Schools in District Bageshwar (2002-03 to 2015-16)

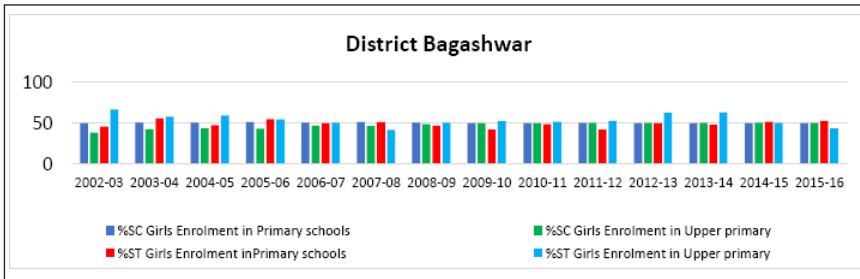


Figure 8. SC/ST Girls Enrolment in Primary and Upper Primary Schools in District Bageshwar (2002-03 to 2015-16)

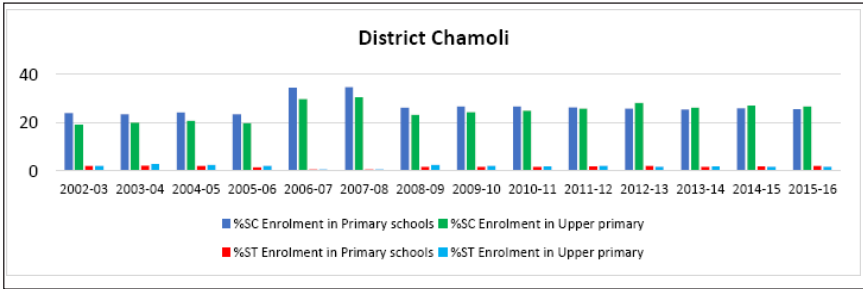


Figure 9. Total SC/ST Enrolment in Primary and Upper Primary Schools in District Chamoli (2002-03 to 2015-16)

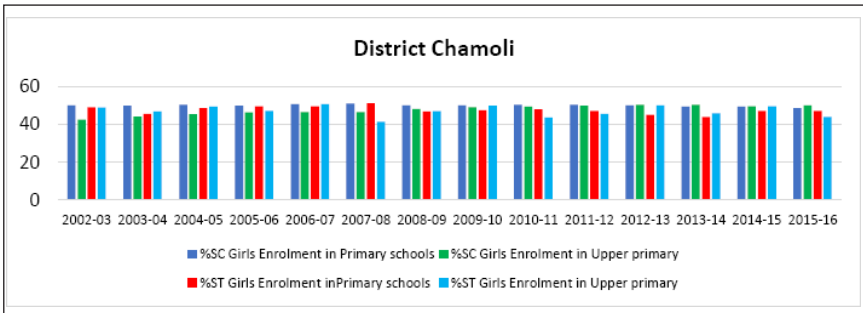


Figure 10. SC/ST Girls Enrolment in Primary and Upper Primary Schools in District Chamoli (2002-03 to 2015-16)

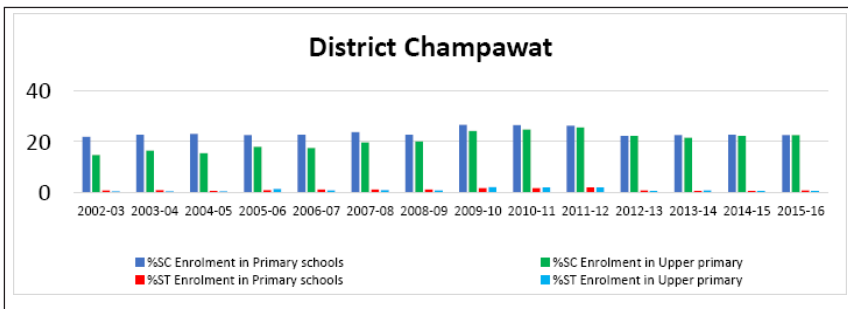


Figure 11. Total SC/ST Enrolment in Primary and Upper Primary Schools in District Champawat (2002-03 to 2015-16)

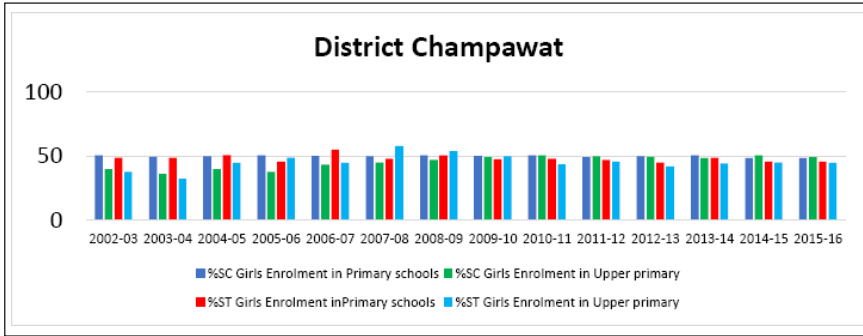


Figure 12. SC/ST Girls Enrolment in Primary and Upper Primary Schools in District Champawat (2002-03 to 2015-16)

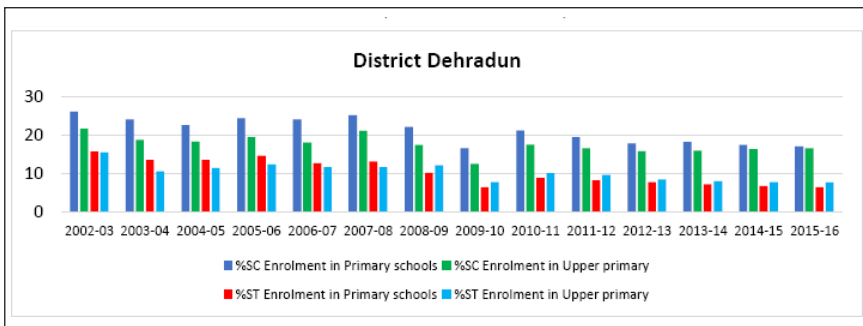


Figure 13. Total SC/ST Enrolment in Primary and Upper Primary Schools in District Dehradun (2002-03 to 2015-16)

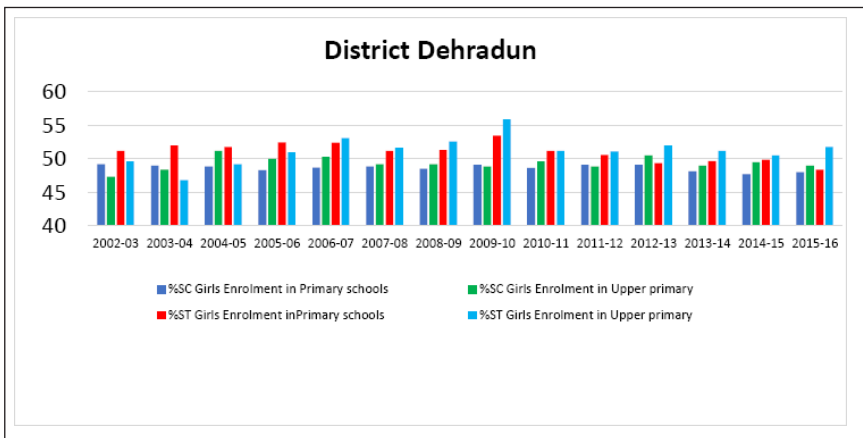


Figure 14. SC/ST Girls Enrolment in Primary and Upper Primary Schools in District Dehradun (2002-03 to 2015-16)

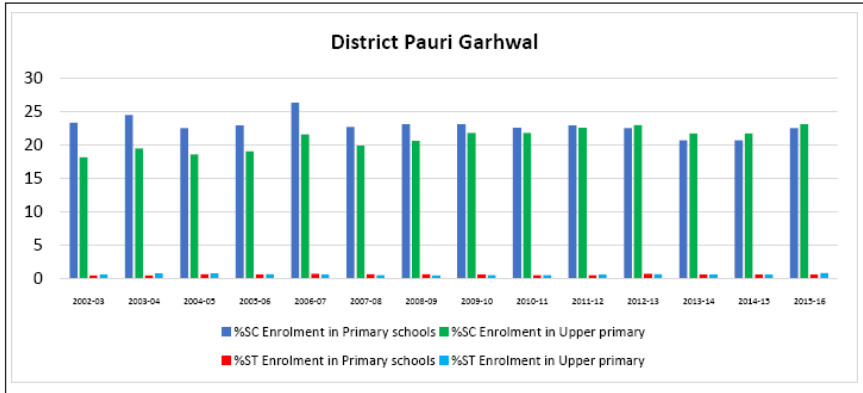


Figure 15. Total SC/ST Enrolment in Primary and Upper Primary Schools in District Pauri Garhwal (2002-03 to 2015-16)

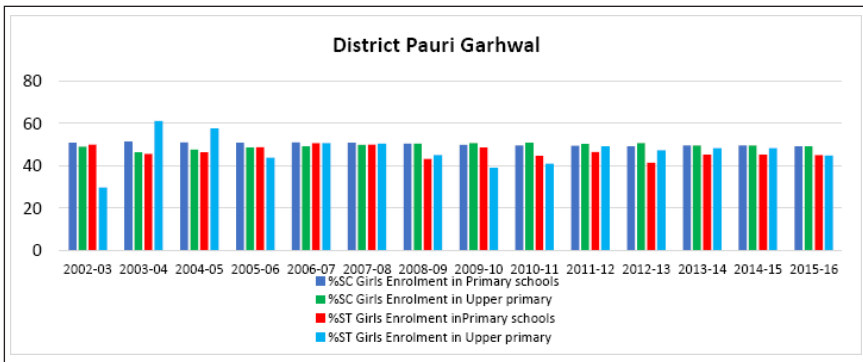


Figure 16. SC/ST Girls Enrolment in Primary and Upper Primary Schools in District Dehradun (2002-03 to 2015-16)

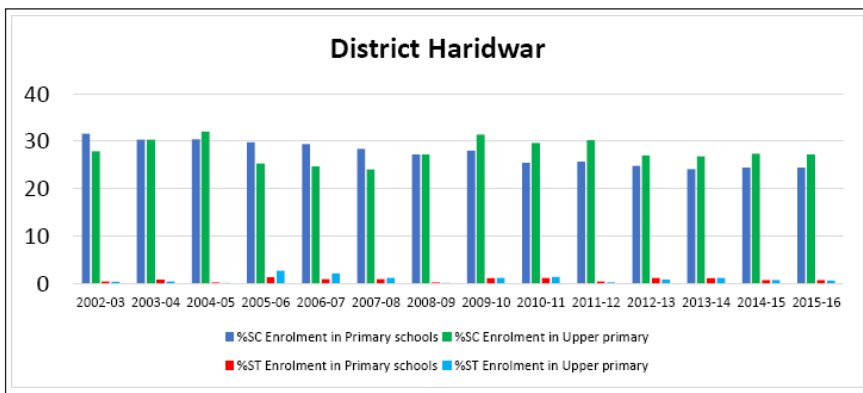


Figure 17. Total SC/ST Enrolment in Primary and Upper Primary Schools in District Haridwar (2002-03 to 2015-16)

Source: DISE REPORT Different Years (Fig. 01-17)

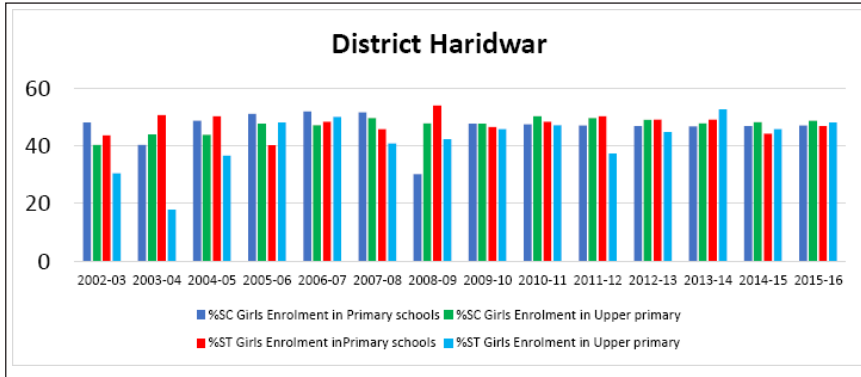


Figure 18. SC/ST Girls Enrolment in Primary and Upper Primary Schools in District Haridwar (2002-03 to 2015-16)

Note

1. All figures based on data attached in Appendix.

References

- Acharya, P. (1994). Problems of Universal Elementary Education. *EPW*, 3098–3105.
- Bhatty, K. (1998). Educational Deprivation in India: A Survey of Field Investigations. *EPW*, 1858–1869.
- DAS, A. (2009). Review: Challenges in Ensuring Elementary Education for All. *EPW*, 29–30.
- Geetha, B. Nambissan, P. B. (1989). Equity and Excellence: Issues in Indian Education. *Social Scientist*, 56–73.
- Kijima, Y. (2006). Caste and Tribe Inequality: Evidence from India. *The University of Chicago Press Journals*, 369–404.
- Kumar, K. (1984). Basic Education as Scapegoat. *EPW*, 67–68.
- Mukherjee, A. (2009). The Road Less Travelled. *EPW*, 51–52.
- Naik, J. P. (1979). Equality, Quality and Quantity: The Elusive Triangle in Indian Education. *Springer*, 167–185.
- Nambissan, G. B. (1996). Equity in Education? Schooling of Dalit Children in Indian. *EPW*, 1011–1024.
- Prasad, V. N. (1984). On Levels of Living of Scheduled Castes and Scheduled Tribes. *Economic and Political Weekly*, 1205–1213.
- Tilak, J. B. (1997). Investment Gaps in Primary Education. *EPW*, 972–975.
- Tilak, J. B. (1999). Naional Human Development Initiative: Education in the Union Budget. *EPW*, 614–620.
- V. K. Ramchandran, V. R. (1997). Investment Gaps in Primary Education: A Statewise Study. *EPW*, 39–45.
- VENKATANARAYANA, M. (2009). Schooling Deprivation in India. *EPW*, 12–14.
- Zachariah, M. (1972). Positive Discrimination in Education for India's Scheduled Castes: A Review of the Problems, 1950-1970. *The University of Chicago*, 16–29