

GENDER GAP IN ELEMENTARY EDUCATION

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Abstract:-

Gender gap is a disproportionate difference or disparity between sexes. The gender gap shows us how unequal access to opportunities maintains inequality between the sexes. So, gender gap means a difference between the way men and women are treated in a society or between that men and women do and achieve. The present paper is an attempt to examine gender gap in elementary education. Elementary school is a school for students in their first school years, where they get primary education before they enter secondary education. It is a descriptive study. This study based on official documents. For the collection of data in this study, primary (official or Govt. Reports) and Secondary (Books and journals) sources was used. In this study, the results shows that gender gap in the gross Enrolment Rate both a primary as well as upper primary stages is gradually decrease because girls enrolment both at primary and upper primary stages are steadily increase. This result also shows that both primary and upper primary stages enrollment of

Key words: -

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1.Introduction :-

India witnessed her freedom in August 1947, and with the dawn of liberation and march towards modernity, People expected that all deep rooted Conservative mind set & Social irrational prejudices, among which gender discrimination occupies a major area, would slowly recede and eventually disappear, beginning a new era. In actuality, entering into her 71 year of independence, the country is not free from multifarious problems of which the plight of the girl child is a serious socio-cultural; Concern. Among the many development indexes used as a yard stick for measuring societal growth, the most important is education. Even today 70 % girls are still illiterate as discrimination against them plagues the Country & extreme Patriarchy has robbed women of Justice and equality, which only education & enlightenment can secure. Society's history of denying opportunities for women to seek knowledge has obstructed their path to empowerment.

The National and International Community, having realized the importance of education for individual and collective well being, organized an International conference on population Development (ICPD-1994) to eliminate gender any bias in educational materials that enforces or rein forces inequalities between men and women. The world conference culminated in the Fourth Summit at Beijing, (1995) to reaffirm government's commitments to intensity efforts guaranteeing gender tree education and universal access to the tools of knowledge. The convention on Elimination of all Forms of Discrimination against women (CEDAW, 1979); The Copenhagen Declaration (1995) and the Millennium Goals (200) have formulated Action programme to establish gender equality in education to empower women for social justice and to accelerate better social transformations. The National education System will be a form of social Engineering to eliminate sex stereotyping in primary and secondary education. The Universal Declaration of Human Rights stands for guaranteeing:

- i) Free and compulsory education at least in the elementary and fundamental stages.
- ii) Education directed to the full development of the human personality for respecting the human rights and fundamental freedom.

Literacy disparity between rural and urban females is more sharp. In 2011, urban female literacy was 79.92% as compared to that 58.75% in rural areas.

Table: 1 Literacy Gap between Rural and urban Male & Female (2001-2011 Census)

Year	Rural			Urban			Combined		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
2001	71.4	46.7	59.4	86.7	73.2	80.3	75.26	53.67	64.83
2011	78.57	58.75	67.8	89.67	79.92	84.1	82.14	65.46	74.04

Source: Census of India, office of Registrar General, India

Economic condition also creates gap-BPL women are also included into it. ‘Poverty’ and “level of education” are positively correlated. In today’s India the important of education for girls and women is a crucial issue.

1.1 Gender Gap:-

The gender gap shows us how unequal access to opportunities maintains inequality between the sexes. So, gender gap means a difference between the way men and women are treated in a society, or between that men and women do and achieve. A gender gap is a disproportionate difference or disparity between the sexes. Conventional wisdom is that differences between boys and girls in math and science are not a matter of biology; any observable differences are influences of the social environment. When parents encourage school age children to excel in all Subject areas, the school based gender gap disappears.

In the workplace, gender gap refers to job opportunities and Salary differences.

1.2 Elementary Education:-

Elementary Schooling, which prepares children in fundamental skills and knowledge areas, can be defined as the early stages of formal, or organized education that are prior to secondary school. Elementary School is a school for students in their first school years, where they get primary education before they enter Secondary education. Elementary school is usually only one part of compulsory education, especially in western countries.

A program that prepares individuals to teach students in the elementary grades, which may include kindergarten through grade eight, depending on the School system or State regulations. It usually encompasses grades 1-8 and students learn basic skills in areas such as reading, writing and math.

2.Review of Related Literature:-

M.L. Khabdewar in 1974 made “A study of dropout 156 Bombay”. The objectives of the study were i) to find out the socio-economic and environment characteristics of dropout, ii) to determine the educational background of the drop-outs and their siblings iii) to ascertain the factors contributing to dropping out from schools, iv) to determine their motivation for further educational training. The major findings of the study were : Girls are less the drop-out, more girls than boys stopped education due to non economic reasons, as many as 52% of dropout wished to start education again. as many as 69% of dropout stopped on their own while 31% on the suggestions of the parents.

A study of “growth and Development of primary Education in Punjab from 1947 to 1987” was conducted by Birdi in 1992 carrying of the following objectives : a) To study the growth and progress of primary education during that period, b) To study some issues of primary education. The major findings were that while there was a considerable growth of primary education, it will lag behind the all India.

A historical survey type of work was taken by Desai in 1976 to study the girls access to school education in Gujarat State. The study revealed that in ancient Indians and equal right to study while during the third century B.C. due to Muslim invasion and rule in India and in Gujarat the girls access to education was curtailed continued up to the end of the thirteenth century. Then with the advent of Britishers in the ninetieth century girls primary education of modern type began and at secondary level began as late as 1880s.

At the end of ninetieth century, 23,816 girls out 19,80,005 of School going age had access to primary education, In spite of various Social, religious, economic obstacles on the way of girls education in Gujarat the present century since 1950-51 stands in favor of girls access to institutionalized education.

3.The Problem:-

In this present study the investigator attend to study the gender gap in Elementary Education. Hence, the problem of the study is “A study on Gender gap in Elementary Education”.

4.Objectives of the study:-

The main objectives of the study are:

1. To examine the gender gap in enrollment at elementary level.
2. To explore the gender gap in dropout rate at elementary level.
3. To examine the gender gap in enrollment rate in respect of caste.
4. To examine the gender gap in dropout rate in respect of caste.

5. Research questions:-

- The investigator has conducted the study on the basis of the following research questions
- 1. Whether there is any gender gap in Gross Enrollment Rate in Elementary education since 1950 to 2016 in India?
 2. Whether there is any gender gap in Gross Enrollment of schedule castes and Schedule tribes in elementary education since 1986 to 2016 in India?
 3. Whether there is any improvement in Dropout Rate in elementary education since 1960 to 2011 in India?
 4. Whether there is any improvement in Dropout Rate of schedule caste and Schedule Tribe in elementary education since 1990 to 2015 in India?
 5. Is there any gender gap in Teachers at elementary level since 2000 to 2014 in India?

6. Methodology :-

It is a descriptive study. It is based on official documents. The conclusion made in the study was based on primary and Secondary Sources. The primary sources were Government reports and books. The Secondary sources were different books and journals published by different writers and scholars.

7. Discussion:-

7.1 Gross Enrollment Rate (GER) :

The Gross Enrollment Rate (GER) at primary and upper primary level has improved perceptively from 1950-51 to 2000-2001

Table: 2 Gross Enrolment Rate (GER)

Year	Primary (I-V) 6 – 10 years			Upper primary (VI-VIII) 11-13 Years			Elementary (I-VIII) 6-13 Years		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
1950-51	60.6	24.8	42.6	20.6	4.6	12.7	46.4	17.7	32.1
1960-61	82.6	41.4	62.4	33.2	11.3	22.5	65.2	30.9	48.7
1970-71	95.5	60.5	78.6	46.5	20.8	33.4	75.5	44.4	61.9
1980-81	95.8	64.1	80.5	54.3	28.6	41.9	82.2	52.1	67.5
1990-91	94.8	71.9	83.8	80.1	51.9	66.7	90.3	65.9	78.6
2000-01	104.9	85.9	95.7	66.7	49.9	58.6	90.3	72.4	81.6
2005-06	112.8	105.8	109.4	75.2	66.4	71.0	98.5	91.0	94.9
2006-07	114.6	108.0	111.4	77.6	69.6	73.8	100.4	93.5	97.1
2007-08	115.3	112.6	114.0	81.5	74.4	78.1	102.4	98.0	100.3
2008-09	114.7	114.0	114.3	82.7	76.6	79.8	102.5	99.6	101.1
2009-10	113.8	113.8	113.8	84.3	79.0	81.7	102.5	100.4	101.5
2010-11	114.9	116.3	115.5	87.5	82.9	85.2	104.5	103.3	103.9
2011-12	105.8	107.1	105.5	82.5	81.4	82.0	97.2	97.6	97.4
2012-13	104.8	107.2	106.0	80.6	84.6	82.5	95.6	98.6	97.0
2013-14	100.2	102.6	101.4	86.3	92.8	89.3	95.1	99.1	97.0
2014-15	98.9	101.4	100.1	87.7	95.3	91.2	94.8	99.2	96.9
2015-16	97.9	100.7	99.2	88.7	7.6	92.8	94.5	99.6	96.9

Source: MHRD of India & NIEPA, New Delhi

Table-2 depicts that GER at the primary level from 42.6 percent in 1951 to 95.7 percent in 2000-01. this ration for girls from 24.8 percent to 85.9 percent during this period. The GER at the upper primary level improved from 12.7 percent in 1950-51 to 58.6 percent in 2000-01 with that for girls increasing from 4.6 percent to 49.9 percent for this period.

Gross enrolment Rate (GER), Calculated as a ration of the gross enrolment of the children as a proportion of the total children in the relevant age group, is an indicator to assess the extent of access of children. Over the years, it showed on increase. at primary stage, starting with 95.7% in 2000-01, at improved to 99.2% in 2015-2016. For upper primary, the same was 58.6% in 2000-01, at improved to 92.8% in 2015-16.

Gender parity in the GER both a primary as well as upper primary stages, was an issue. The gap in GER between boys and girls in primary level was 35.8% in 1950-51. This reduced to 2.8% in 2015-2016 with respect to upper primary level; it improved 16% to 8.9% during the same period. This proves that gender gap in Gross Enrollment Rate at elementary stage is gradually decreased.

7.2 Gross Enrolment of Schedule caste and Schedule Tribes at Elementary stage:-

The Gross Enrolment Rate of Schedule caste and Schedule Tribes at primary and upper primary levels has improved perceptively from 1986-2016.

Table: 3 Gross Enrolment Rate (GER)
Schedule Caste Students

Year	Primary (I-V) 6 – 10 years			Upper primary (VI-VIII) 11-13 Years			Elementary (I-VIII) 6-13 Years		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
1986-87	103.8	64.8	84.8	52.7	26.6	40.4	85.1	50.8	68.4
1990-91	125.5	86.2	106.4	68.7	35.8	52.7	100.6	63.5	82.5
1995-96	109.9	83.2	97.1	71.4	44.5	58.5	109.0	78.5	94.3
2000-01	107.3	85.8	96.8	76.2	53.3	5.3	97.3	75.5	86.8

2005-06	126.3	110.2	118.6	81.0	5.1	73.5	109.5	93.7	102.0
2006-07	131.6	115.4	123.8	83.1	67.3	75.7	113.5	77.8	106.0
2007-08	125.5	124.3	124.9	82.1	78.1	80.2	109.3	107.3	108.4
2008-09	129.2	127.7	128.5	86.8	83.3	85.2	113.3	111.2	112.3
2009-10	125.1	125.5	123.5	89.6	86.8	88.3	111.9	111.1	111.5
2010-11	130.6	132.2	131.4	93.8	90.5	92.2	116.9	116.5	116.7
2011-12	121.7	123.	122.6	89.8	91.3	90.5	109.8	114.9	108.2
2012-13	115.9	117.7	116.8	9.7	103.0	99.7	109.1	112.6	110.8
2013-14	112.1	114.0	113.0	95.0	102.0	98.3	105.9	109.7	107.7
2014-15	110.7	113.2	111.9	97.2	105.5	101.0	105.8	110.5	108.0
2015-16	109.5	112.4	110.9	97.8	107.7	102.4	105.	110.8	107.9

Source: MHRD of India & NIEPA, New Delhi

Table-3: Depicts that GER of Schedule Castes of the primary stage raise from 84.8 percent in 1986-87 to 110.9 percent in 2015-2016. This rate for girls raise from 64.8 percent to 112.4 percent during this period. In case of boys it increased from 103.8 percent in 1986-87 to 109.5 percent in 2015-16.

This table also depicts that GER of Schedule Caste at the upper primary stage raise from 40.4 percent in 1986-87 to 102.4 percent in 2015-16. In case of boys and girls it increased from 52.7 percent in 1986-87 to 97.8 percent and 26.6 percent to 107.7 percent.

The gap in GER between SCs boys and girls in primary stage was 39 percent in 1986-87. This reduced to 2.9 percent in 2015-16 with respect to upper primary stage; it improved 26.1 percent to 9.9 percent during the same period. This proves that gender gap of SCs boys and girls at elementary stage are gradually decreased.

Table: 4 Gross Enrolment Rate (GER)**Schedule Tribe Students**

Year	Primary (I-V) 6 – 10 years			Upper primary (VI-VIII) 11-13 Years			Elementary (I-VIII) 6-13 Years		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
1986-87	107.8	68.0	90.1	45.6	21.9	34.1	87.1	51.1	69.6
1990-91	125.4	81.4	104.0	53.9	26.7	40.7	99.6	60.2	80.4
1995-96	115.0	80.2	96.9	57.3	35.0	46.5	105.7	75.1	90.9
2000-01	116.9	85.5	101.1	72.5	47.7	60.2	102.5	73.5	88.0
2005-06	131.4	121.1	126.4	77.5	64.9	71.5	111.9	101.3	106.7
2006-07	134.4	124.0	129.3	80.2	68.2	74.4	114.7	104.2	109.6
2007-08	136.4	130.6	133.6	81.1	70.2	75.8	116.3	108.9	112.7
2008-09	137.5	133.9	135.8	85.7	76.4	81.2	119.0	113.4	116.3
2009-10	136.8	134.1	135.5	87.4	81.2	84.3	119.1	115.2	117.2
2010-11	137.2	136.7	137.0	90.7	87.0	88.9	120.5	118.7	119.7
2011-12	117.8	115.6	116.7	76.8	74.1	75.5	103.0	100.6	101.8
2012-13	124.2	121.6	122.9	97.1	99.9	98.4	114.8	114.2	114.5
2013-14	114.4	111.9	113.2	90.5	92.2	91.3	105.9	105.0	105.5
2014-15	110.6	108.2	109.4	93.0	95.2	94.1	104.4	103.7	104.0
2015-16	111.0	105.7	106.7	95.4	98.2	96.7	103.4	103.1	103.3

Source: MHRD of India & NIEPA, New Delhi

Table-4: Depict that GER of Schedule Tribes at the primary Stage increased from 90.1 percent in 1986-87 to 106.7 percent in 2015-16. In case of boys and girls it increased from 107.8 percent to 111.0 percent and 68.0 percent to 105.7 percent during the same period.

This table also depicts that GER of Schedule Tribes at the upper primary stage increased from 34.1 percent in 1986-87 to 96.7 percent in 2015-16. In case of boys and girls it increased from 46.6 percent to 95.4 percent and 21.9 percent to 98.2 percent during the same period.

The Gap in GER between ST boys and girls in primary stage was 39.8 percent 1986-87. This reduced to 5.3 percent in 2015-16 with respect to upper primary stage; it improved 23.7 percent to 2.8 percent during the same period. This result proves that gender gap of STs Boys and girls at elementary stage are gradually decreased.

7.3 Drop-out Rate at Elementary Stage in India :-

Table-5: Drop-out Rate
All Categories

Year	Primary (I-V) 6 – 10 years			Upper primary (VI-VIII) 11-13 Years		
	Boys	Girls	Total	Boys	Girls	Total
1960-61	61.7	70.9	4.9	75.0	85.0	78.3
1970-71	64.5	70.9	67.0	74.6	83.4	77.9
1980-81	56.2	2.5	58.7	68.0	79.4	72.7
1990-91	40.1	46.0	42.6	59.1	65.1	60.9
2000-01	39.7	41.9	40.7	50.3	57.7	66.4
2001-02	38.4	39.9	39.0	52.9	56.9	64.2
2002-03	35.9	33.7	34.9	52.3	53.5	60.7
2003-04	33.7	28.6	31.5	51.9	52.9	61.0
2004-05	31.8	25.4	29.0	50.5	51.3	60.4
2005-06	28.7	21.8	25.7	48.7	49.0	60.1
2006-07	24.6	26.8	25.0	46.4	45.2	58.6
2007-08	25.7	24.4	25.1	43.7	41.3	56.6
2008-09	29.6	25.8	27.8	41.1	36.9	54.0
2009-10	31.8	28.5	30.3	41.1	44.2	53.3
2010-11	29.0	25.4	27.4	40.6	41.2	50.2

Source: MHRD of India & NIEPA, New Delhi

Table-5 depict that Drop-out Rate at primary stage has come down from 61.7 percent to 29.0 percent of boys and 70.9 percent to 25.4 percent of girls during the period of 1960-61 to 2010-11. At the upper primary stage the Drop-out Rate has come down from 75.0 percent to 40.6 percent of boys and 85.0 percent to 41.2 percent of girls during the same period. At the primary stage the total dropout rate has come down from 64.9 percent to 27.4 percent during the period of 1960-61 to 2010-11. And upper primary stage the total drop-out rate has come down 78.3 percent to 50.2 percent during the same period. So, this results shows that drop-out rate at elementary stage is gradually decreased.

7.4 Drop-out Rate of Scheduled Caste and scheduled tribes at Elementary Stage in India:-

Table – 6: Drop-out Rate
Scheduled Caste

Year	Primary (I-V) 6 – 10 years			Upper primary (VI-VIII) 11-13 Years		
	Boys	Girls	Total	Boys	Girls	Total
1990-91	46.3	54.0	49.4	64.3	73.2	67.8
1995-96	43.7	48.5	45.7	64.7	70.5	67.0
2000-01	43.2	48.0	45.4	60.5	5.7	62.8
2001-02	42.7	47.1	45.2	58.6	63.6	60.7
2002-03	41.1	41.9	41.5	58.2	62.2	59.9
2003-04	36.8	36.2	36.6	57.3	62.2	59.4
2004-05	32.7	36.1	34.2	55.2	60.0	57.3
2005-06	32.1	33.8	32.9	53.7	57.1	55.2
2006-07	24.6	26.8	25.6	46.4	45.2	45.9
2007-08	25.7	24.4	25.1	43.7	41.3	42.7
2008.09	39.6	25.8	27.8	41.1	36.9	39.3
2009-10	31.8	28.5	30.3	41.1	44.2	42.5
2010-11	29.0	25.4	27.4	40.6	41.2	40.8

Source: MHRD of India & NIEPA, New Delhi

Table-6: depict that the Drop-out Rate among SCs at primary stage has come down from 46.3 percent to 29.0 percent of boys and 54.0 percent to 25.4 percent of girls during the period of 1990-91 to 2010-11. At the upper primary stage the Drop-out Rate has come down from 64.3 percent to 40.6 percent of boys and 73.2 percent to 41.2 percent of girls during the same period. At the primary stage the total Drop-out Rate of SCs has come down from 49.4 percent to 27.4 percent during the period of 1990-91 to 2010-11 and upper primary stage the total Drop-out Rate has come down from 67.8 percent to 40.8 percent during the same period. So, this results shows that dropout rate of SCs at elementary stage is gradually decreased.

Table-7: Drop-out Rate

Schedule Tribe

Year	Primary (I-V) 6 – 10 years			Upper primary (VI-VIII) 11-13 Years		
	Boys	Girls	Total	Boys	Girls	Total
1990-91	60.3	66.1	62.5	75.7	82.2	78.6
1995-96	55.0	58.9	56.6	62.3	71.2	66.0
2000-01	52.3	55.7	53.8	64.1	70.5	67.2
2001-02	51.0	54.1	52.3	67.3	72.7	69.5
2002-03	50.8	52.1	51.4	66.9	71.2	68.7
2003-04	49.1	48.7	48.9	69.0	71.4	70.1
2004-05	42.6	42.0	42.3	5.0	67.1	65.9
2005-06	40.2	39.3	39.8	62.9	62.9	62.9
2006-07	30.6	35.8	33.1	62.8	62.2	62.5
2007-08	31.0	31.7	31.3	62.6	62.3	62.5
2008.09	36.0	35.1	35.6	58.5	60.0	59.2
2009-10	38.1	35.4	36.8	54.6	59.1	56.8
2010-11	37.2	33.9	35.6	54.7	55.4	55.0

Source: MHRD of India & NIEPA, New Delhi

Table -7 depict that the Drop-out Rate among STs at primary stage has come down from 60.3 percent to 37.2 percent of boys and 66.1 percent to 33.9 percent of girls during the period of 1990-91 to 2010-11. At the upper primary stage the Drop-out Rate has come down from 75.7

percent to 54.7 percent of boys and 82.2 percent to 55.4 percent of girls during the same period. At the primary stage the total Drop-out of STs has come down from 62.5 percent to 35.6 percent during the period of 1990-91 to 2010-11 and upper primary stage the total Drop-out Rate has come down from 78.6 percent to 55.0 percent during the same period. So, this results shows that drop-out rate of STs at elementary stage is gradually come down.

7.5 Gender Gap in Teachers at Elementary Stage:-

Table : 8 Number of Female Teachers per 100 Male Teachers of Elementary Level of Education

Year	Primary School	Upper primary School
2000-01	55	62
2001-02	59	59
2002-03	64	69
2003-04	66	9
2004-05	64	60
2005-06	65	67
2006-07	66	65
2007-08	80	67
2008-09	73	71
2009-10	84	75
2010-11	76	80
2011-12	79	76
2012-13 (p)	87	80
2013-14 (p)	88	83

Source: Educational Statistics at a Glance 2014

P-provisional

Table-8 depict that number of female teachers per 100 male teachers at primary stage increased from 55 to 88 during the period of 2000-01 to 2013-14 and at the upper primary stage it increased from 62-83 during the same period.

The gap between male and female teachers at primary stage was 45 in 2000-01. This reduced to 12 in 2013-14 with respect to upper primary stage, it improved 38 to 17 during the same period. This proves that gender gap in teachers at elementary stage in India is gradually decreased.

8 Findings :- From the ongoing discussion the following findings can be made –

a) It is interesting note that percentage of girls enrolment at primary stage has increased from 24.8 percent to 100.7 percent in 1950-51 to 2015-16 and upper primary stage has increased from 4.6 percent to 97.6 percent in 2015-16. The study indicate that gender gap in enrolment in primary stage was 35.8 percent in 1950-51 and this reduced to 2.8 percent in 2015-16 with respect to upper primary level it improved 16 percent to 8.9 percent during the same period.

b) Study proved that both in primary and upper primary stages enrolment of SCs girls increased from 64.8 percent to 112.4 percent and 26.6 percent to 107.7 percent during the period of 1986-87 to 2015-16. This study also proved that both in primary and upper primary stages enrolment of STs Girls increased from 68.0 percent to 105.7 percent and 21.9 percent to 98.2 percent during the period of 1986-87 to 2015-16.

c) The drop-out rate of girls has decreased from 70.9 percent to 25.4 percent in 1960-61 to 2010-11 at primary stage. In upper primary stage it has decreased from 85.0 percent to 42.2 percent in the same period.

d) The drop-out rate of SCs girls has come down from 54.0 percent to 25.4 percent in 1990-91 to 2010-11 at primary stage. In upper primary stage it has decreased from 73.2 percent to 41.2 percent in the same period.

This study also revealed that both in primary and upper primary stages drop-out rate of STs Girls decreased from 66.1 percent to 33.9 percent and 82.2 percent to 55.4 percent during the period of 1990-91 to 2010-11.

e) This study proved that the gap between male and female teacher in both primary and upper primary stages has come down from 45 to 12 and 38 to 17 during the period of 2000-01 to 2013-14.

9. Conclusion :-

Education is the most important aspect for Human Resource Development. Education of women, therefore, occupies top priority amongst various results taken to improve the status of women in India. Women play a prominent role in the cultural, economical, political and social life of a country. But gradually, women were regarded as the weaker section of the Society. They were respected within the four wall, So education is regarded as most important for girls.

Girls enrolment in primary and upper primary level has steadily increased from 1951 onwards. It is observed that the Gross Enrolment Rate is increased for both boys and girls at elementary stage. So there is increased enrolment and improved retention to some extent. The drop-out rate of girls has decreased.

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