

# **A STUDY ON GIRL CHILD EDUCATION AT SECONDARY LEVEL IN KOHIMA DISTRICT OF NAGALAND**

*Thesis Submitted to Nagaland University in Partial Fulfillment of the  
Requirements for the Degree of*  
**DOCTOR OF PHILOSOPHY (Ph.D.) IN EDUCATION**



*Research Supervisor*  
**Dr. Boyillapalli Venkata Rao**  
Assistant Professor

*Research Scholar*  
**Khriezonuo Belho**  
Ph.D./EDU/000101 of 2017

**DEPARTMENT OF EDUCATION  
SCHOOL OF HUMANITIES AND EDUCATION  
NAGALAND UNIVERSITY (A CENTRAL UNIVERSITY)  
KOHIMA CAMPUS, MERIEMA-797004  
AUGUST, 2022**



**DEPARTMENT OF EDUCATION  
NAGALAND UNIVERSITY**

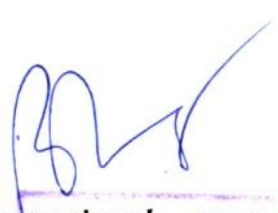
*(A Central University Estd. by the Act of Parliament No. 35 of 1989)*

*Headquarters: Lumami*

*Kohima Campus, Meriema – 797004*

**CERTIFICATE**

This is to certify that the thesis entitled “*A study on Girl Child Education at Secondary Level in Kohima District of Nagaland*” which is submitted here with for the degree of Doctor of Philosophy in Education of Nagaland University is the result of the original work completed by **Khriezonuo Belho (Regd. No. Ph. D/ EDU/ 000101 of 2017)** under my supervision and guidance. That, to the belief and best of my knowledge, the work embodied in this thesis has not been formed earlier the basis of the award of any previous degree in any other university or institute. This thesis is fit for submission and evaluation.

  
**Counter signed Head**  
**(Prof. B. Venkata Rao)**  
**Department of Education**  
**Nagaland University**  
**Campus : Kohima**

  
**Research Supervisor**  
**(Dr. Boyillapalli Venkata Rao)**  
**Dr. B. VENKATA RAO**  
**Assistant Professor**  
**Department of Education**  
**Nagaland University (A Central University)**  
**Kohima Campus, Meriema-797 004**  
**+91 9247675516, boyillapalli.vrao@gmail.com**



## DEPARTMENT OF EDUCATION NAGALAND UNIVERSITY

*(A Central University Estd. by the Act of Parliament No. 35 of 1989)*

*Headquarters: Lumami*

*Kohima Campus, Meriema – 797004*

---

### DECLARATION

I, **Khriezonuo Belho** {*Ph.D Research Scholar in Education, Regd. No: Ph.D./EDU/000101 of 2017*} hereby declared that this thesis entitled “***A STUDY ON GIRL CHILD EDUCATION AT SECONDARY LEVEL IN KOHIMA DISTRICT OF NAGALAND***” is my work carried out under the supervision of **Dr. Boyillapalli Venkata Rao**, Assistant Professor, Department of Education, Nagaland University. The work embodied in this thesis has not been formed earlier the basis of the award of any previous degree in any other university or institute. This thesis is submitted to the Nagaland University for the degree of Doctor of Philosophy in Education.

**Khriezonuo Belho**

*Research Scholar*

Regd. No. Ph.D/EDU/000101 of 2017





# नागालैण्ड विश्वविद्यालय NAGALAND UNIVERSITY

(संसद द्वारा पारित अधिनियम 1989, क्रमांक 35 के अंतर्गत स्थापित केंद्रीय विश्वविद्यालय)

(A Central University established by the Act of Parliament No.35 of 1989)

मुख्यालय : लुमामी, जुन्हेबोटो (नागालैण्ड), पिन कोड - 798627

Headquarters: Lumami, Dist: Zunheboto, (Nagaland), Pin Code-798 627

## PLAGIARISM FREE UNDERTAKING

Name of Research Scholar	<b>Khriezonuo Belho</b>
Ph.D. Registration Number	Ph.D/EDU/000101 of 2017
Title of Ph. D Thesis	<b>"A Study on Girl Child Education at Secondary Level in Kohima District of Nagaland"</b>
Name & Institutional Address of the Supervisor	<b>Dr. Boyillapalli Venkata Rao</b> Assistant Professor, Department of Education, Nagaland University Kohima Campus, Meriema-797004 Kohima District, Nagaland State, India.
Name of the Department and School	Department of Education School of Humanities and Education
Date of submission	<b>31<sup>st</sup> August 2022</b>
Date of plagiarism check	<b>24<sup>th</sup> August 2022</b> Khriezonuo Belho (Ph.D-EDU-000101 of 2017)( A Study on Girl Child Education at Secondary level in Kohima District of Nagaland).docx (D143226644)
Percentage of similarity detected by URKUND software	<b>8% (Eight percent)</b>

I hereby declare/ certify that the Ph. D Thesis submitted by me is complete in all respect, as per the guideline of Nagaland University (NU) for this purpose. I also certify that the Thesis (soft copy) has been checked for plagiarism using URKUND similarity check software. It is also certified that the contents of the electronic version of the thesis are the same as the final hardcopy of the thesis. Copy of the Report generated by the URKUND software is also enclosed.


Date: 31-08-2022

Place: Meriema

  
Name & Signature of the Supervisor:

Seal





Dr. B. VENKATA RAO  
Assistant Professor  
Department of Education  
Nagaland University (A Central University)  
Kohima Campus, Meriema-797 004  
+91 9247675516, boyillapalli.vrao@gmail.com

  
(Name and Signature of the Scholar)  
**(KHRIEZONUO BELHO)**

## Document Information

Analyzed document	Khriezonuo Belho(Ph.D-EDU-000101 of 2017)( A Study on Girl Child Education at Secondary level in Kohima District of Nagaland).docx (D143226644)
Submitted	8/24/2022 4:59:00 PM
Submitted by	Dr.B.VENKATA RAO
Submitter email	boyillapalli.vrao@nagalanduniversity.ac.in
Similarity	8%
Analysis address	boyillapalli.vrao.naga@analysis.arkund.com

## Sources included in the report

<b>SA</b>	Sikkim University, Gangtok / Chokey Namgyal - Women Education in India Challenges in the 21st Century.docx		3
	Document Chokey Namgyal - Women Education in India Challenges in the 21st Century.docx (D33717319) Submitted by: bbhattarai@cus.ac.in Receiver: librarian.sikkim@analysis.arkund.com		
<b>SA</b>	University of Delhi, New Delhi / 7. BARRIERS TO GIRL CHILD EDUCATION AN EMPIRICAL.docx		67
	Document 7. BARRIERS TO GIRL CHILD EDUCATION AN EMPIRICAL.docx (D140479688) Submitted by: library@lic.du.ac.in Receiver: librarylic.du@analysis.arkund.com		
<b>SA</b>	St. Joseph University, Dimapur / educational status of sumi women of Zuhnehboto District.docx		12
	Document educational status of sumi women of Zuhnehboto District.docx (D130292849) Submitted by: debojitkonwar11@gmail.com Receiver: debojitkonwar11.stjose@analysis.arkund.com		
<b>SA</b>	Punjabi University, Patiala / Plagarism.docx		2
	Document Plagarism.docx (D40596388) Submitted by: mk1966205@gmail.com Receiver: drkulwinder60.pununi@analysis.arkund.com		
<b>SA</b>	Panjab University, Chandigarh / rajesh kumari thesis for palgarism.docx		7
	Document rajesh kumari thesis for palgarism.docx (D115090271) Submitted by: education@pu.ac.in Receiver: udecation.panuni@analysis.arkund.com		
<b>SA</b>	Central University of South Bihar / Daish's Dissertation from Introduction to Conclusion on 06 .05. 2022.docx		1
	Document Daish's Dissertation from Introduction to Conclusion on 06 .05. 2022.docx (D135696110) Submitted by: samapika@cusb.ac.in Receiver: samapika.cusb@analysis.arkund.com		

## **ACKNOWLEDGEMENT**

At the very outset, I sincerely thank God the Father Almighty for all the blessings bestowed on me throughout my life journey so far. I specially thank God for giving me good health, knowledge and for letting me come across so many good people who helped me willingly in different ways without which my research work would never have been completed.

I express my deepest gratitude to my Research Supervisor ***Dr. Boyillapalli Venkata Rao***, Assistant Professor, Department of Education, Nagaland University for the constant support, guidance and encouragement. For guiding me with his valuable knowledge and his continued faith in me has been an invaluable source of strength and encouragement throughout my research journey for which I am extremely grateful.

I am deeply indebted to all the professors, teaching and non-teaching staffs in the Department of Education, Nagaland University for giving me the opportunity to do my research under them and for all the constant help support and guidance.

My sincere gratitude to the principal, teaching and non-teaching staffs of State College of Teacher Education (SCTE), Kohima for allowing me to pursue my research; and to the officers and staffs, Directorate of Higher Education, Kohima for granting me the required study leave.

This research work would not have been successful without the support and guidance extended to me by many people. I am extremely grateful to the officers and staffs of Nagaland University Central Library, Kohima Campus, State Library, Kohima, Directorate of School Education, District Education Office, Kohima; Nagaland Board of School Education and to everyone who willingly extended all possible help from their end in providing information required for my research work at the right time.

I am sincerely grateful to all the heads of the schools, teachers, staffs, students and parents for allowing me to collect data for my research.

To all my Ph.D. batch mates, I am extremely grateful for all the support and help extended to me and I wish them the very best in all their future endeavors.

I am grateful to my parents, siblings and my nephews whose constant prayers, love and support instill in me the spirit of confidence and enthusiasm to carry with my research work to the end. I am also greatly indebted to my in-laws for helping me whenever I approach for help.

Last but not the least, I owe my deepest gratitude to my husband **Phoukhrie-o Mepfii-o** and my sons **Vikuosalie Mepfii-o** and **Keduosielie Mepfii-o** for their unconditional love and support throughout the entire research work and to whom I dedicated this thesis.

Place: Nagaland University, Kohima Campus

Date:



**Khriezonuo Belho**

(Regd. No. Ph.D/EDU/000101 of 2017)

Research Scholar (Ph.D.)

## TABLE OF CONTENTS

	Page No.
Certificate	i
Declaration	ii
Plagiarism Free Undertaking	iii
Plagiarism Report (URKUND)	iv
Acknowledgement	v-vi
Contents	vii-xi
List of tables	xii-xv
List of figures	xvi-xviii
Abbreviations	xix-xx
Abstract	xxi-xxiii

## CONTENTS

<b>CHAPTER – I</b>		<b>1-28</b>
<b>INTRODUCTION</b>		
1.1	Introduction	1
1.2	Profile of Nagaland	3
1.3	Profile of Kohima	3
1.4	Education in Nagaland	4
1.5	Modern education in Nagaland	5
1.6	Girl's education in Nagaland	6
1.7	A brief profile of Nagaland Board of School Education (NBSE)	8
1.8	A brief profile about Directorate of School Education (DoSE), Nagaland	8
1.9	Secondary Education	9
1.10	Literacy in Nagaland Girls' education in India	10
1.11	Girls' education in India	12
1.12	National Girl Child Day	13
1.13	Beti Bachao, Beti Padhao (BBBP)	14
1.14	Sukanya Samriddhi Yojana Scheme (SSY)	15
1.15	Press Information Bureau (PIB)	15
1.16	Importance of girl child education	16
1.17	Role of parents in girl child education	17
1.18	Role of teachers in girl' education	17
1.19	Role of community in promoting girl child education.	18
1.20	Gross Enrolment Ratio (GER)	18



1.21	Net Enrolment Ratio (NER)	19
1.22	Gender Parity Index (GPI)	19
1.23	Education commissions and national policies on women and girls education in India	21
1.24	National Education Policy (NEP) 2020	22
1.25	Rashtriya Madhyamik Shiksha Abhiyan (RMSA)	23
1.26	Samagra Shiksha	23
1.27	Good practices in gender equality	23
1.28	Background of the study	24
1.29	Significance of the study	26
1.30	Statement of the problem	26
1.31	Title of the study	27
1.32	Objectives of the study	27
1.33	Research questions	27
1.34	Operational definitions of the key terms	28
1.35	Delimitations	28

<b>CHAPTER – II</b>		<b>29-57</b>
<b>REVIEW OF RELATED LITERATURE</b>		
2.1	Reviews related to status of girl child in respect of learning achievement, enrolment and dropout.	29
2.2	Reviews related to problems, challenges and progress in the implementation of the schemes for the improvement of girl child education	32
2.3	Reviews related to Parents' attitude towards girl child education	34
	2.3.1 Studies done abroad – Parents' attitude towards girl child education	34
	2.3.2 Studies done in India – Parents. attitude towards girl child education	38
2.4	Reviews related to observations/ perceptions of teachers towards girl child education	41
	2.4.1 Studies done abroad – Observations/ perceptions of teachers towards girl child education	41
	2.4.2 Studies done in India – Observations/ perceptions of teachers towards girl child education	43
2.5	Reviews related to barriers that hinders girl child education	45
	2.5.1 Studies done abroad – Barriers that hinders girl child education	45
	2.5.2 Studies done in India – Barriers that hinders girl child education	47

2.6	Overview of reviews of related literature	50
	2.6.1 Status of girl child in respect of learning achievement, enrolment and dropout	50
	2.6.2 Problems, challenges and progress in the implementation of the schemes for the improvement of girl child education	52
	2.6.3 Parents' attitude towards girl child education	52
	2.6.4 Observations/ perceptions of teachers towards girl child education	54
	2.6.5 Barriers that hinders girl child education	55

<b>Chapter III RESEARCH METHODOLOGY</b>		<b>58-70</b>
3.1	Research design	58
3.2	Qualitative research	59
3.3	Method of study	60
3.4	Population of the study	60
3.5	Sample and sampling	60
3.6	Sampling procedure	61
3.7	Sample of the present study	62
3.8	Research tools	64
3.9	Description of research tools	65
3.10	Collection of data	69
3.11	Analysis and interpretation of data	70

<b>CHAPTER – IV ANALYSIS AND INTERPRETATION OF DATA</b>		<b>71-191</b>
Part A	Status of Girl child in respect of learning achievement, enrolment and dropout	72
Part B	Problems, challenges and progress in the implementation of the schemes for the improvement of girl child education	78
Part C	Parents attitude towards girl child education at secondary level in Kohima district of Nagaland	83
Part D	Observation/ perception of teachers towards girl child education at secondary level in Kohima district of Nagaland	174
Part E	Barriers that hinders girls' schooling at secondary level in Kohima district of Nagaland.	182

<b>CHAPTER – V</b>		<b>192-225</b>
<b>SUMMARY, FINDINGS, DISCUSSION AND CONCLUSION</b>		
5.1	Introduction	192
5.2	Statement of the problem	193
5.3	Title of the study	194
5.4	Objective of the study	194
5.5	Research question	194
5.6	Overview of the reviews	195
	5.6.1 Status of girl child in respect of learning achievement , enrolment and dropouts	195
	5.6.2 Problems, challenges and progress in the implementation of the schemes for improvement of girl child education	196
	5.6.3 Parents’ attitude towards girl child education	196
	5.6.4 Teachers’ observations/ perceptions on girl child education	197
	5.6.5 Barriers that hinders girl child education	198
5.7	Research design	200
5.8	Method of study	200
5.9	Population of the study	200
5.10	Sampling procedure	200
5.11	Sample for the present study	201
5.12	Research tools	201
5.13	Collection of data	202
5.14	Analysis and interpretation of data	202
5.15	Major findings of the study	203
	5.15.1 Status of girl child education in respect of learning, achievement, enrolment and dropout	203
	5.15.2 Findings related to problems, challenges and progress in the implementation of the schemes	204
	5.15.3 Findings related to parental attitude towards girl child education at secondary level in Kohima district of Nagaland	205
	5.15.4 Findings related to teachers observations/ perceptions towards girl child education at secondary level in Kohima district of Nagaland	209
	5.15.5 Finding related to barriers that hinders girl child education at secondary level in Kohima district of Nagaland	214
5.16	Discussion	218
	5.16.1 Discussion on status of girl child in respect of learning, achievement, enrolment and dropout	218

	5.16.2 Discussion on problems and challenges in the implementation of the schemes for improvement of girl child education	219
	5.16.3 Discussion on findings related to parents attitude towards girl child education	219
	5.16.4 Discussion on the findings related to teachers observations/ perceptions on girl child educations	222
	5.16.5 Discussion on barriers to girl child education	222
5.17	Suggestions for further studies	223
5.18	Recommendations for improvement of girl child education	224
5.19	Educational implications of the study	224
5.20	Conclusion	225

<b>Bibliography</b>	<b>226-241</b>
<b>Appendices</b>	<b>242-254</b>

## LIST OF TABLES

<i>Sl.No</i>	<i>Name of the tables</i>	<i>Page no.</i>
1.1	Details of secondary schools in Nagaland (2019)	10
1.2	Gender gap in literacy status in Nagaland	11
1.3	District wise literacy status in Nagaland	11
1.4	Gross Enrolment Ratio	19
1.5	Gender Parity Index of secondary education (2016 – 19)	20
3.1	Details of existing secondary schools in Nagaland	62
3.2	No. of parents, teachers and students that were interacted for data collection	62
3.3	List of schools visited for data collection from girls at secondary level	63
3.4	Dimensions in the questionnaire used for data collection from girls	69
4(a) 1	Girls’ enrolment, dropout and pass percentage at secondary level in Kohima district of Nagaland	72
4 (a) 2	Gender wise gross enrolment ratio (GER) and Net enrolment Ratio (NER) of students at secondary level in Kohima district (2019 -2020)	74
4 (a) 3	Gender Parity Index (GPI) – District wise number of girls per 100 boys enrolled at secondary level (2019 – 2020)	75
4 (a) 4	Gender wise dropout rate in Nagaland 2019 -2020	76
4 (a) 5	Gender wise passed percentage of High School Leaving Certificate Examination	77
4 (b) 1	Showing in detail about pre metric scholarship for minority students	78
4 (b) 2	Indicated the number of beneficiaries and fund allotted	79
4 (b) 3	Shows in detail about children education assistant fund	80
4 (b) 4	Nagaland Stipend for girls studying at secondary level	81
4 (c) 1	Details of the research respondents-attributes wise	83
4 (c) 2	Parents attitude on the statement “Girl child education is very important as basic need.”	84
4 (c) 3	Showing the responses of the parents on “Girls are getting quality education at secondary level in the school where your daughter is studying.”	85
4 (c) 4	Showing parents response on – “Education liberates girls from ignorance and helped her to fight for her rights.”	87
4 (c) 5	Showing parents responses on – “Education help girls to lead an independent life in future.’	89
4 (c) 6	Parents’ response on “I should give the same treatment to my sons and daughters when it comes to education.”	91
4 (c) 7	Showing Parents response on “I give first preference to my son’s education than my daughter’s education because my son will inherit our family’s property.”	92

4 (c) 8	Parents' perception on the statement "I should give equal time to my son and daughter for their studies."	94
4 (c) 9	Parents' response on the statement "My daughter is doing well in her studies."	96
4 (c) 10	Parents perception on – At secondary level co-education are better for girls for their all round development.	98
4 (c ) 11	Parents opinion on the statement " For girls, government schools are enough to get minimum education."	100
4 (c ) 12	Parents response on the statement "Girls should be given the freedom to choose their own future course of action."	102
4 (c ) 13 (a)	Parents response on the statement - Even if my daughter completes secondary education with good marks, I may not be able to send her outside for further studies due to (a) Financial problems	104
4 (c ) 13 (b)	Parents response on the statement - Even if my daughter completes secondary education with good marks, I may not be able to send her outside for further studies due to (b) No trust on others	106
4 (c ) 14	Parents response on the statement "Girl education is more important than her marriage."	108
4 (c ) 15	Parents opinion on the statement "Girls have greater determination and will power than boys in studies."	110
4 (c ) 16	Parents response on the statement "Girls education is important for the development of the nation as well as my own community."	112
4 (c ) 17	Parents opinion on the statement "My daughter should give way to my son's education if I cannot afford education for both of them."	114
4 (c ) 18	Parents opinion on the statement "Girls education is wastage of time and energy because after her marriage, whatever she earns through her education will go along with her to her husband's family."	116
4 (c ) 19	Parents' response on the statement "I want my daughter to get married at an early age."	118
4 (c ) 20	Parents' opinion on the statement "I want my daughter to get married only after passing secondary level education."	120
4 (c ) 21	Parents' opinion on the statement "Even without education girls can lead a satisfactory life."	122
4 (c ) 22	Parents' response on the statement "For girls, primary education is more than enough."	124
4 (c ) 23	Parents' response to the statement "I want my daughter to help me at home instead of going to school."	126
4 (c ) 24	Parents opinion on the statement "Traditional beliefs and practices affect girl child education."	128



4 (c ) 25	Parents’ response on the statement “I hesitate to send my daughter to school due to insecurity.”	130
4 (c ) 26	Parents’ response on the statement “There is no hope for future employment for girls with the secondary education.”	132
4 (c ) 27	Parents’ opinion on the statement “Government should provide free education and hostel facilities for girls.”	134
4 (c ) 28	Parents’ response on the statement “I cannot afford education for my daughter because the school fee is too high.”	136
4 (c ) 29	Parents’ response on the statement “I am ready to invest lots of money for my girl child education.”	138
4 (c ) 30	Parents’ opinion on the statement “School timing is not convenient for girls to follow.”	140
4 (c ) 31	Parents’ response on the statement “The infrastructural facilities available in the school are not convenient for girls.	142
4 (c ) 32	Parents’ opinion on the statement “School environment is not conducive for girl’s education.”	144
4 (c ) 33	Parents’ response on the statement “The school curriculum does not help girls in practical life.”	146
4 (c ) 34	Parents’ opinion on the statement “Lack of proper sanitary facilities in secondary schools leads girls to drop their studies.”	148
4 (c ) 35	Parents opinion on the statement “Eve teasing discourage girls to continue their studies.”	150
4 (c ) 36	Parents response on the statement ‘As parent, I have no awareness about schemes and scholarship for girls education.’	152
4 (c ) 37	Parents opinion on the statement “School should provide guidance and counseling for girls and parents at secondary level education.”	154
4 (c ) 38	Parents’ response on the statement “I should equally distribute household chores to my sons and daughters.”	156
4 (c ) 39	Parents’ response on the statement “Girls health, education and well being are equally important as boys.”	158
4 (c ) 40	Parents’ response on the statement “Girls prefer to stay at home and do domestic chores than going to school.”	160
4 (c ) 41	Parents opinion on the statement “Present examination and evaluation system are giving more stress to girls at secondary level education.”	162
4 (c ) 42	Parents’ opinion on the statement “Gender discrimination should stop first from home.”	164
4 (c ) 43	Parents’ opinion on “Educated parents are able to protect their children’s welfare through a higher quality education.”	166
4 (c ) 44	Parental response on the statement “Parents should meet the teachers often to discuss about their girl’s performance and behavior.”	168

4 (c) 45	Parents view on the statement “Adolescent girls are often down with depression, despair, low self esteem etc.”	170
4 (c) 46	Shows the reasons to stop girls from getting education:	172
4 (E)1	Showing the Psychological barriers to girl child at secondary level education	182
4 (E) 2	Showing the Institutional barriers to girl child at secondary level education	184
4 (E) 3	Showing the barriers caused by poor teaching - learning conditions in schools	186
4(E) 4	Showing the Mental and physical barriers to girl child at secondary level education	188
4(E) 5	Showing the general reasons that might lead to drop out girl child at secondary level education	190

## LIST OF FIGURES

<i>Sl. No.</i>	<i>Name of the figures</i>	<i>Page no.</i>
1.1	Gross Enrolment Ratio from elementary to higher secondary level	19
1.2	Gender Parity Index of secondary education (2016 – 19)	20
4 (a) 1	Showing girls enrolment at secondary level from 2016 – 2020	73
4 (a) 2	Showing girls dropout rate at secondary level from 2016 - 2020	73
4 (a) 3	Showing the pass percentage of girls at secondary level from 2016 - 2020	74
4 (a) 4	Showing the GER and NER at secondary level in Kohima 2019 -2020	75
4 (a) 5	Showing gender wise dropout rate in Nagaland from 2019 to 2020	76
4 (a) 6	Showing gender wise pass percentage of students at HSLC exam	77
4(C) 1	Pie charts on the research respondents-attributes wise	83
4 (c ) 2	Pie charts on Parents attitude on the statement “Girl child education is very important as basic need.”	84
4(C) 3	Pie charts on the responses of the parents on “Girls are getting quality education at secondary level in the school where your daughter is studying.”	86
4 (c) 4	Pie charts on parents response on – “Education liberates girls from ignorance and help her to fight for her rights.”	88
4 (c) 5	Pie charts on parents responses on – “Education help girls to lead an independent life in future.’	90
4 (c) 6	Pie charts on parents responses on – “I should give the same treatment to my sons and daughters when it comes to education.’	91
4 (c) 7	Pie charts on parents responses on – “I give first preference to my son’s education than my daughter’s education because my son will inherit our family’s property.’	93
4 (c) 8	Pie charts on parents responses on – “I should give equal time to my son and daughter for their studies.	95
4 (c) 9	Pie charts on parents responses on – “My daughter is doing well in her studies’	97
4 (c) 10	Pie charts on parents responses on – “At secondary level co-education are better for girls for their all round development’	99
4 (c) 11	Pie charts on parents responses on – “For girls, government schools are enough to get minimum education’	101
4 (c) 12	Pie charts on parents responses on – “Girls should be given the freedom to choose their own future course of action.”	103
4 (c)13 (a)	Pie charts on parents responses on – “Even if my daughter completes secondary education with good marks, I may not be able to send her outside for further studies due to (a) Financial problems.”	105
4 (c)13 (b)	Pie charts on parents responses on – “Even if my daughter completes secondary education with good marks, I may not be able to send her outside for further studies due to(b) No trust on others.”	107

4 (c) 14	Pie charts on parents responses on – “Girl education is more important than her marriage.”	109
4(c) 15	Pie Charts on Parents opinion on the statement “Girls have greater determination and will power than boys in studies.”	111
4(c) 16	Pie charts on Parents response on the statement “Girls education is important for the development of the nation as well as my own community.”	113
4(c) 17	Pie charts on Parents opinion on the statement “My daughter should give way to my son’s education if I cannot afford education for both of them.”	115
4(c) 18	Pie charts on Parents opinion on the statement “Girls education is wastage of time and energy because after her marriage, whatever she earns through her education will go along with her to her husband’s family.”	117
4(c) 19	Pie charts on Parents response on the statement “I want my daughter to get married at an early age.”	119
4(c) 20	Pie charts on Parents opinion on the statement “I want my daughter to get married only after passing secondary level education.”	121
4(c) 21	Pie charts on Parents opinion on the statement “Even without education girls can lead a satisfactory life.”	123
4(c) 22	Pie charts on Parents opinion on the statement “For girls, primary education is more than enough.”	125
4(c) 23	Pie charts on Parents opinion on the statement “I want my daughter to help me at home instead of going to school.”	127
4(c) 24	Pie charts on Parents opinion on the statement “Traditional beliefs and practices affect girl child education.”	129
4(c) 25	Pie charts on Parents opinion on the statement “I hesitate to send my daughter to school due to insecurity.”	131
4(c) 26	Pie charts on Parents opinion on the statement “There is no hope for future employment for girls with the secondary education.”	133
4(c) 27	Pie charts on Parents opinion on the statement “Government should provide free education and hostel facilities for girls.”	135
4(c) 28	Pie charts on Parents opinion on the statement “I cannot afford education for my daughter because the school fee is too high.”	137
4(c) 29	Pie charts on Parents opinion on the statement “I am ready to invest lots of money for my girl child education.”	139
4 (c) 30	Parents opinion on the statement “School timing is not convenient for girls to follow.”	141
4(c) 31	Pie charts on Teachers response on the statement “The infrastructural facilities available in the school are not convenient for girls.”	143
4(c) 32	Pie charts on Teachers opinion on the statement “School environment is not conducive for girl’s education.”	145
4(c) 33	Pie charts on Parents opinion on the statement “The school curriculum does not help girls in practical life.”	147

4(c) 34	Pie charts on Parents opinion on the statement “Lack of proper sanitary facilities in secondary schools leads girls to drop their studies.”	149
4 (c) 35	Parents opinion on the statement “Eve teasing discourage girls to continue their studies.”	151
4(c) 36	Pie charts on Parents opinion on the statement “As parent, I have no awareness about schemes and scholarship for girls education.”	153
4 (c) 37	Pie charts on Parents opinion on the statement “School should provide guidance and counseling for girls and parents at secondary level education.”	155
4(c) 38	Pie charts on Parents opinion on the statement “I should equally distribute household chores to my sons and daughters.”	157
4 (c) 39	Pie charts on Parents opinion on the statement “Girls health, education and well being are equally important as boys.”	159
4(c) 40	Pie charts on Parents opinion on the statement “Girls prefer to stay at home and do domestic chores than going to school.”	161
4 (c) 41	Pie charts on Parents opinion on the statement “Present examination and evaluation system are giving more stress to girls at secondary level education.”	163
4(c) 42	Pie charts on Parents opinion on the statement “Gender discrimination should stop first from home.”	165
4(c) 43	Pie charts on Parents opinion on the statement “Educated parents are able to protect their children’s welfare through a higher quality education.”	167
4(c) 44	Pie charts on Parents opinion on the statement “Parents should meet the teachers often to discuss about their girl’s performance and behavior.”	169
4(c) 45	Pie charts on Parents opinion on the statement “Adolescent girls are often down with depression, despair, low self esteem etc.”	171
4 (c) 46	Pie charts on the reasons to stop girls from getting education	173
4.21	Flowchart of girl education at secondary level	181

## **LIST OF ABRIVATIONS**

BBBP – Bati Bachao Bati Padhao  
BR – Book Keeping  
CEAF – Children Education Assistant Fund  
DBS – Don Bosco School  
DBHSS – Don Bosco Higher Secondary School  
DEO – Deputy Education Officer  
DoSE – Directorate of School Education  
EBRC – Educational Block Resource Centre  
GER – Gross Enrolment Ration  
GHS – Government High School  
GHSS – Government Higher Secondary School  
GPI – Gender Parity Index  
HIV/ AIDS - Human Immunodeficiency Virus/ Acquired Immune Deficiency Syndrome  
HSLC – High School leaving Certificate  
ICT – Information Communication Technology  
IEC – Information Education Commission  
ILO – International Labor Organization  
JF – Joint Family  
NBSE – Nagaland Board of School Education  
NE – Nuclear Family  
NCC – National Cadet Corps  
NEP – National Education Policy  
NER – Net Enrolment Ratio  
NGO – Non Government Organization  
NMA – Naga Mothers Organization  
NSF – Naga Students Federation  
PIB – Press Information Burreau  
PCR – Pupil Cumulative Record  
PTA – Parents Teachers Association  
RMSA – Rashtriya Madhyamik Shiksha Abhiyan



RTE – Right To Education

SMC – School Management Committee

SPF – Single Parent Family

SSY – Sukanya Samridhi Yojana

SRCW – State Resource Centre for Women

SUPW – Socially Useful Product Work

TE – Teacher Education

TLM – Teaching Learning Material

UDISE – United District Information System for Education

UNESCO – United Nations Education Scientific Cultural Organization

UNICEF – United Nations International Children Education Fund

VEC – Village Education Commission

**A STUDY ON GIRL CHILD EDUCATION AT SECONDARY LEVEL IN KOHIMA  
DISTRICT OF NAGALAND**

***Khriezonuo Belho\* & Dr. Boyillapalli Venkata Rao\*\****

**ABSTRACT**

The study is important because it enables the concerned stakeholders to realize the importance of having an educated girl child and her right to participate fully in the educational provision. As the famous African saying goes, “If we educate a boy we educate a person, if we educate a girl, we educate a family and a whole nation.” Thus educating a girl is equal to educating a nation. Most research reviewed here was conducted at the national level but no research has been done in Nagaland or in any district regarding girl child education. The present research was qualitative in nature with the objectives to know the status of girl child education in Kohima district of Nagaland, the problems, challenges and progress on the implementation of schemes, to analyze the attitude of parents, the observations of teachers towards girl child education and to identify the barriers to girl child education in Kohima district of Nagaland. The study adopted cross-sectional cum descriptive research design and Descriptive survey method. A total of 850 respondents comprising of 150 parents whose daughters are studying at secondary level, 200 teachers teaching different subjects at secondary level, and 500 girls studying at secondary level in Kohima district of Nagaland were selected through purposive sampling techniques as the sample for the study by taking into consideration the objectives of the research in order to represent the whole view of the population of the study. A total of 150 parents which comprises of 30 parents from each EBRC whose daughters were studying at secondary level were interacted to know their attitude towards their daughters’ education. A total of 200 teachers which comprises of 40 teachers from each EBRC who teaches secondary level were interacted to know their opinion regarding girl child education. A total of 500 girl students studying at secondary level were interacted to know the barriers that hinder girl child education in Kohima district of Nagaland. The researcher used three self-developed tools. All the three tools were constructed after taking all the precautionary measures and proper validation from the experts, they are: (a) An Attitude Scale to measure the attitude of parents towards girl child education. (b) Semi Structured Interview Schedule to know the perception of teachers towards girl child education and (c) Closed ended questionnaires to know the barriers that hinder girl child education at secondary level in

Kohima district of Nagaland. The data collected from parents and girls were analyzed qualitatively through frequency percentage analysis. The information collected from teachers was analyzed through the thematic approach. The study found that the lowest girls enrolment was in 2020; girls drop out was in decreasing trend in Kohima district and it was found that the percentage of GER and NER of girls were higher than their counterparts. From the findings it brings to light that the status of girl child education at secondary level in Kohima district of Nagaland is moving in the positive direction. In the enrolment, dropout and pass percentage, there was some fluctuation which might be due to poverty, unstable income of parents, poor educational background, peer influence etc. It was interesting to find that the GER, NER and GPI all were in favour of girls. It was found that some central and state government scholarship schemes were being implemented by the Government of Nagaland especially for students studying in government schools and children from poor economic backgrounds. But there were fluctuations in the number of beneficiaries and the amount disbursed which might be due to shortage of fund or lack of awareness on the part of the parents/ students to avail the opportunities. Trainings were also conducted for self defense and empowerment of girls especially in the Government schools. The study found that there was 100% positive response/attitude from parents of Kohima district of Nagaland that girl child education is very important as basic need; agreed that education help girls to lead an independent life in future; girls should be given the freedom to choose their own course of action; girls' education was more important than her marriage and girls education is important for the development of the nation as well as the community. The study found that all the teachers have expressed about the importance of girl child education and stressed that educational opportunities should be equally provided to boys and girls if we want our society to develop and progress in the desired manner; schools were free from gender discrimination and that they treat both girls and boys equally in all spheres of school life; schools were totally against eve teasing and emphasis on creating a conducive, comfortable and friendly environment for girls both inside and outside the class; Some teachers have expressed that parents were not aware about the importance of girl child education especially in rural areas/ villages due to traditional beliefs and practices, patriarchal system, illiteracy, poverty, lack of awareness, household chores; and Naga bodies such as NSF, NMA, medical department, education department etc. extend voluntary help in the form of cash and kind, organize free medical checkups, creating awareness on evil effects

of tobacco, HIV/AIDS, health awareness etc. Almost half of the teachers affirmed that they encourage girls in experiential learning, ability to move freely, decision making, to have voice in meeting, constructivism, NCC, scout and guides, flipped class room, group works, SUPW, Community social service etc. Majority of the teachers have pointed out that the main reasons for difference among girls in their academic performances, academic standards, development of skills etc., were due to differences in facilities, socio economic background, location of the school (rural and urban), different school environment, commitment of the teachers and the school management committee, approaches and method of teaching, untrained teachers, field works and availability of laboratories. The reasons pointed out by most of the teachers regarding girls dropping at secondary level were due to non availability of high schools nearby, insecurity feelings, lack of transportation facilities, early marriage, lack of guidance and counseling, house hold chores, poverty, lack of family support and peer influence. The study not found any psychological barriers such as highly significant majority of the girls feel safe and secure to go to school as well as feel comfortable with the school environment; going to school is not wastage of time and energy. It was found that there were sufficient numbers of female teachers in their schools to support them in their studies. Majority of the girls affirmed that their schools do not have facilities such as computer for students, library with text and reference books guidance and counseling cells, girls' common room and subject wise laboratories. It was found that none of the respondents positively affirmed that their teacher use teaching and learning material (TLM) regularly and significant. High majority of the girls responded that there used to be no remedial classes for slow learners/ low academic achievers and no enrichment programme for gifted students; that parents give more importance to their studies than to their marriage; their parents do not discourage them from going to school. Significant majority of the girls disagreed with the view of girls as someone else's property. It was also found that in general some of the main reasons that might lead girls to drop their studies were poor academic performance, financial problems, wrong behavior and unable to understand the academic lessons etc.

**Key words:** Girl Child Education, Parents Attitude, Barriers of girls schooling, teachers observations.

---

\*Research Scholar in Education, Nagaland University & Assistant Professor, State College of Teacher Education (SCTE-Govt. of Nagaland), Kohima.

\*\*Assistant Professor, Department of Education, Nagaland University (A Central University), Kohima Campus, Meriema-797004, Nagaland State, India.

## **CHAPTER - I**

### **INTRODUCTION**

#### **1.1 INTRODUCTION**

*“There is no more valuable investment than in a girls’ education.” – Ban Ki Moon*

Education is a fundamental human right irrespective of caste, creed, color, sex or religion. It is the most important tool for sustainable socio economic development as well as to eliminate social and economic injustice and helps in the balance growth of the society. Education has various benefits at personal, communal and social level. It is rightly said that “Education is the light that shows the way, medicines that cures and the key that opens all doors. It is the very foundation of a good citizenship. It is only through education that peace, justice, freedom and equality for all can be achieved. It helps balance growth of the society by fighting the inequalities of the society. Thus education is an essential requirement for every citizen whether regardless of the gender.

Since there is very important connection between education and socio economic development of any society, the international communities and governments all over the world have made commitment to make education accessible to its citizens. Article 26, of the Universal Declaration of Human Rights, states that every person has a right to education and this declaration remains relevant even today as it was on the day when it was proclaimed and adopted by the United Nations in 1948. In 1990 World Conference on “Education for All” was held in Jomtiem, Thailand in which article III (1) called upon all countries to universalize adequate basic education to all children and to reduce disparities in education. Article III (3) urged all countries to ensure access to and improve the quality of education for girls and women and to remove every obstacle that hampers their active participation. All gender stereotyping should be eliminated. Despite of remarkable works done by countries around the world to ensure right to education for all, there still exist inequalities in access to education and achievements and girls constitutes the largest population who are denied education all over the world. UNESCO - 2003 (Mercan, P. 2010, pp-5) Children without access to education will be deprived of their human rights and be prevented from improving their talents and interest in the most basic ways. Hence education is the most important means for the proper growth and development of children. As a

fundamental human right, education should be accessible to all members of the society on equal terms. (Mercan,P. 2010, pp - 5).

Today we are living in a fast changing globalised world and it has presented a new challenge i.e. the realization of the goal of women's equality and women empowerment. In this era of globalization, every civilized society has great concerned for Girl Child Education because Girls' Education has multiple benefits not only for the girl herself but for shaping the future of the society, the nation and the world as a whole. UNICEF - Educated girls are likely to marry late, lead healthy and productive life, earn higher incomes, participate in decision making and build better future for themselves, their families and the nation at large. Thus educating girls is the most important investment any country can make.

In the field of education, women have been left behind men. In almost all developing countries, women constitute the majority of illiterate population. When educational facilities and resources are limited girls are persuaded to drop their school to assist the family and also to make them get married at an early age. (Warjri, K.M., 1998, pp: 6). Looking back to the bygone generations, women had been confined to the four walls of the house. However, with the passage of time, she is given more liberty even in other spheres of life, apart from household chores. With the many social changes and development taking place, she is given more privileges, but still she remains fettered with many traditional “do's and don'ts”. In spite of her competencies and abilities, women are still considered inferior to men in many areas of life even today.( Kelhou –Pp – 55/women in Naga society edited by Zehol, L. 1999 )

In the words of Mahatma Gandhi, ‘India cannot march ahead without the participation of women and the progress of India depends on women education.’

Education is the best instrument for empowering women with knowledge, skills and confidence necessary to participate fully in the development process. Today's girls will be tomorrow's mothers. At the family level, a mother has maximum impact on her family's life and at social level, educated mother's/ women add to the social and economic development of the society and nation. Realizing the importance of Girls' education, the government has initiated many policies and programmes for the education of girls and women. Despite all that, girls and women continue to face gender discrimination and other multiple barriers in the equal enjoyment of right to quality education. Most of the policies and programmes fail to reach the grass root level and so the results were insignificant and as a result women and girls constitute the maximum



population who are denied education all over the world. Therefore, still much needs to be done for the education of women and girls to come at par in all areas with their counterparts.

## **1.2 PROFILE OF NAGALAND**

Nagaland is one of the smallest states in India and is located in the North Eastern part of India. It is bounded by Assam in the west, Arunachal Pradesh and part of Assam in the north, Manipur in the south and Myanmar in the east. Nagaland attained its statehood on 1<sup>st</sup> Dec, 1963 and became the 16<sup>th</sup> state of the Indian union. It has an area of 16,579 square kilometers with a population of 19,78,502 persons of which male and female are 1,024,649 and 953,853 respectively (2011 census). The Nagas are rural people with 71.14% of the population living in rural areas. Nagaland has 16 administrative districts. They are Chiimoukedima, Dimapur, Kiphire, Kohima, Longleng, Mokokchung, Mon, Niuland, Noklak, Peren, Phek, Shamator, Tuensang, Tseminyu, Wokha and Zunheboto. It also has 17 tribes (major), who are known for their distinct and fascinating culture, customs, languages and attires. They are Angami, Ao, chakhesang, Chang, Kachari, Khiamniungan, Konyak, Kuki, Lotha, Phom, Pochury, Rengma, Sangtam, Sumi, Tikhir, Yimkhiong and Zeliang. Majority of the Nagas i.e. 90.02% follow the religion of Christianity. Nagaland is mostly a mountainous state and 20% of the total land area is covered with forest which is a haven for flora and fauna. According to 2011 census, Nagaland literacy rate was 77.55%. Male literacy stands at 82.75% where as female literacy stands at 76.11%.

## **1.3 PROFILE OF KOHIMA**

Kohima is the capital district of Nagaland, situated at an altitude of 1444m above the sea level and sharing its borders with Dimapur district in the west, Phek district in the south and Tseminyu district in the north. When Nagaland became a fully fledged state on 1st December 1963, Kohima was made the state capital. According to the population census of Nagaland (2011), the literacy rate of Kohima district is 90% where 92.26% males are literate and females 87.74% literate respectively. The indigenous inhabitants of kohima district are the Angamis. The name Kohima is derived from “Kewhira” which is the name of the village where Kohima town stand. The district being the capital of Nagaland, it is a cosmopolitan city with people from all the tribes of Nagaland as well as mainland of India residing here. The district is divided into five Educational Block Resource Centres (EBRC) namely L.Khel Kohima, Viswema, Chiephobozou,

Sechii/Zubza and Tseminyu. (On 18<sup>th</sup> December 2021, Tseminyu was carved from Kohima district and created into a new district).

#### **1.4 EDUCATION IN NAGALAND**

Nagas do not have their own script and so education during the pre- literacy period was informal and through oral education like many other communities during the early days. It would be wrong to believe that Nagas received no education prior to the receiving of western education. Some sort of education was available for the Nagas prior to the advent of western education through an indigenous institution called the morung. During the early part of Naga history, there was no tribal or intertribal organization to look after the needs of the tribes as a whole, therefore the villages were solely responsible for their own economic, social, political and spiritual needs. The education during this period was oral education which was communicated by elders to the younger generations. Traditional system of education prevailed in the Naga society and was relevant to the needs of the people, based on the values of traditional customs and cultural norms. The oral tradition forms the Naga traditional education foundation, which is an oral knowledge based on history of the native people transmitting their culture and identities from generation to generation. (Temsukala, 2021).

As already mentioned, the main centers where oral education and training were imparted to the younger ones were the Morungs (Local dormitories). Boys joined the morung after reaching puberty and here most of the teaching and learning process takes place. They were trained in different aspects of life. There were educational provisions for women and girls' and hence traditionally girls were not denied education. It is interesting to note that the fore fathers in their wisdom took care to provide for a comprehensive education for girls even before the advent of formal education. Girls learnt most of the important lesson of life which prepared them for life as a young girl and later on as a married women. (Zeliang, L. 2014, pp – 226). Here most of the education was based on social needs which reflect that there was social impact on education. In the morung, they share their experiences, views and ideas, learnt folk songs, dances and music. Besides oral education, children were also provided vocational training such as carpentry, black smithy, crafting for boys and girls, spinning and plying of threads, holding of needles and stitching, weaving etc. Thus morung was an important centre before modern education was introduce to the Nagas.

Thus the Naga society, like any other society too regarded education as an important means for development and so imparted oral education and training to the younger ones at a very tender age. Through the morung as well as from the close knitted community members, children learned about their duties and responsibilities towards their family and community which were expected of them. Thus, all the oral education, informal training and activities were traditionally transmitted from generation to generation in the Naga society.

## **1.5 MODERN EDUCATION IN NAGALAND**

In Nagaland, formal education was introduced only after the British took up the administration over India. Western system of education was first introduced in Nagaland by the British government with the help of Christian Missionaries in the 1880s. At first the Nagas resisted the missionary activities but gradually learnt the importance of education and supported and helped them to open more schools. The missionaries could not do much in the field of education because the main purpose of their education was to help the Nagas learned to read the Bible and to sing the hymns and for spreading the gospel. Numerous attempts were made by the missionaries to impart education to the Nagas along the line of Christianity. Subsequently, after independence, several educational institutions were set up and expanded all over Nagaland. Thus, with the coming of Missionaries and the introduction of western education, the Nagas indigenous system of learning, which was simple but practical oriented, was disturbed and a new system of education was introduced to the Naga children. The result of the introduction of western education led to the growth of modern education in Nagaland.

After India got its Independence from the British rule on 15<sup>th</sup> August 1947, the government of India took education more seriously and efforts were made to open at least a primary school in every village. Nagaland attained its statehood on 1st December, 1963. Thereafter, the Government of Nagaland has been taking a number of measures to strengthen the system of education in the state. In 1971, the literacy rate of Nagaland was 21.27%, which increased to 42.57% in 1981. In 2001, the literacy rate figure was 67.11% and within a decade, it increased to 80.10% according to 2011 census.

## **1.6 GIRL'S EDUCATION IN NAGALAND**

Education is the tool to empower girls and if women are given the opportunities, they would be able to polish and excel their talents. (Lanusangla Jamir, The Morung Express, 14<sup>th</sup> October 2020). The status of Girl child in Naga society is far from reality, as they are still vulnerable to injustice in many areas, especially in the education sector, despite the common notion that 'our girls are safe.' (Jenpu Rongmei, Eastern Mirror, Jan 24, 2021). He further mentioned about Naga girls working as domestic helpers especially in Kohima and Dimapur which indicate that the status of girl child in our society has not improved. From these statements it is very clear that many girls in Nagaland still do not have access to equal educational opportunities with their counterparts. Though everyone knows that education is the best means to empower women and girls and that educating girls has multiple benefits, it is yet to be implemented effectively.

The missionaries brought several positive changes in the lives of girls and women in almost every field, particularly in the field of education. Today girls are faring better than boys in almost all walks of life. But the reality is that traditional role remains largely unchanged and so many women and girls especially in the rural areas and the poor families are subjected to injustice in Naga society. Today there is a growing concern regarding the role of girls and women in the Naga society. Even though there are several Naga women who are educated, respected and in leadership position, only very few notable Naga women can express their views and rights. Such privileges are denied to many women and girls. (Longchar, T. 2021).

Naga society is a casteless and classless society, however it is also a patriarchal, patrilineal and patrilocal society where male members inherit the families' property and have more power in decision making. Therefore, Naga society cannot be said to be free from gender based inequalities, since the patriarchal system makes girls and women less equal than their counterparts. In many families' especially poor families, parents send their male children to private schools which are deemed to provide quality education while female children are sent to government schools which are located nearby the house and provide free schooling but are often limited by infrastructure and resources. (SRCW, 25 Jan, 2021). Some parents even go to the extent of selling their properties to finance the education of their sons but girls hardly get such treatment. Girls are sent to other families to work as domestic helpers. These girls are vulnerable to domestic violence, physical and emotional abuse as well as sexual abuse too. At a very tender

age, many of these girls are exposed to many cruelties of life. These girls are deprived of education as well as security and safety of their parents and are thus exposed to many cruelties of life at a very young age. Nagaland along with the rest of India celebrates Girl Child Day on 24<sup>th</sup> January every year to create awareness about the importance of girl child education, inequalities faced by girl child, health care, safety etc, but their plight still remains. (Petekhrinuuo, 23<sup>rd</sup> Jan. 2020, Eastern Mirror). Today, the patriarchal nature of the Naga society continue to have its influence in preventing girls and women from achieving full capacity with men. (Longchar, T. 2021)

Though the schools and colleges have innumerably increased in number and enrollment, yet girls and women face innumerable discriminations and are denied access to schools or in getting quality education in Nagaland. Female education is influenced to a great extend by the social and cultural practices of any given society and Nagaland is not excluded from it. Therefore like most of the societies in India, Nagaland is also a patriarchal society, where parents have the attitude that they should give more preference to their son's education than their daughters mainly due to property inheritance and poverty especially among the poor families and in the villages, even though majority of the parents know about the multiple benefits of education.

In the words of Mahatma Gandhi, 'So long as women in India do not take part in public life, there can be no salvation.' In India, girls and women constitute almost half of the total population of the country and so if they are denied education, one cannot see peace, progress and development as expected. Therefore they should be given equal opportunities of quality education because education is an essential part of every human being whether it's a boy or a girl. Men and women are like two sides of the same coin and needed identical opportunities to contribute to the country's development. Education is the most important tool for building an egalitarian society and the basis for sustaining socio economic development of the country.

Since education plays a vital role in the development of the nation as well as one of the best instrument to achieve equality and for bridging gender gaps, the government has introduced a number of strategies and policies to make education accessible to both boys and girls. The constitution of India guarantees equality before the law and no discrimination on the basis of sex, but since India is a patriarchal society more preference are given to boys than girls. Therefore, theoretically girls and women enjoy equal educational opportunities in India, but practically it is still denied to many girls and women especially among the poor and the backward communities

even today including Nagas. Although a number of studies have indicated that Naga women enjoy better place in their respective societies than women of other communities in India, patriarchal influence prevent them from enjoying substantive freedom and equality of status with men. (Pamei, A. 'The place of women in Naga Society' 2018, pp –VIII)

### **1.7 A BRIEF PROFILE OF NAGALAND BOARD OF SCHOOL EDUCATION (NBSE)**

The Nagaland Board of school Education was set up through an Act no. 4 by the Nagaland Legislative Assembly on the 15<sup>th</sup> of November 1973 and started functioning from 1<sup>st</sup> October 1974 covering the whole of Nagaland. The Act empowered the Board to prescribe, regulate, supervise and develop the educational system of the state up to higher secondary level. It prescribes courses of instruction up to higher secondary level and vocational education and is the main agency that work for the promotion and development of secondary and higher secondary education in Nagaland. The board prepares the curriculum and syllabus and prescribes textbooks for secondary and higher secondary level and conducts examinations from class 8 upto class 12. Besides these, the board has been making effort in every aspect to provide quality education and efficient method to assess the accurate learning outcome. English is the official language of the state and therefore it is mostly used to impart education to its students.

The following are the subjects taught at secondary level:

(1) English (2) Social Sciences (3) Science (4) Mathematics (5) Alternative English (6) MIL (Tenyidie, Ao, Sumi, Lotha, Hindi, Bengali ) (7) Sixth subjects ( Foundation of Information and technology, Music, Home science, Book Keeping & Accountancy, Environmental education) (8) Vocational subjects ( Information Technology Enabled Services, Tourism and hospitality, Retail, Electronics and Hardware, Beauty and Wellness, Multi skill foundation course, Agriculture)

### **1.8 A BRIEF PROFILE ABOUT DIRECTORATE OF SCHOOL EDUCATION (DOSE), NAGALAND**

The directorate of school education is responsible for planning the development of education, opening new institution, maintenance of all institutions, qualitative improvement of education along with the subsequent and the execution of various state and central schemes and programmes. In addition, it is concerned with the selection, posting and service conditions of



teachers and is also responsible for collecting and processing information's (Directorate of school education 1998)

## **1.9 SECONDARY EDUCATION**

Secondary education is the link between primary education and higher education and it impart education to the age group of 14 to 18 years of age approximately. It is considered the backbone of the entire educational system as it prepares students for universities as well as other areas of higher education. Secondary education is also a level where majority of the students complete their course of learning and enters into the world of works. It is also regarded as the education children receive during their teenage years. This level trains the students to be good citizens who will contribute to the country's social and economic development and to maintain the democratic spirit of India. According to UNICEF 'Secondary education is essential for individual children to achieve their full potential and for nation to advance social and economic development. Secondary education aims to develop the intellectual, social and moral qualities essential for democratic citizenship and to prepare young people for entry into the world of works.'

According to RMSA Framework 2009, 'Secondary Education is a crucial stage in the educational hierarchy as it prepares the students for higher education and also the world of work. Classes 9 and 10 constitute the secondary stage, whereas classes 11 and 12 are designated as the higher secondary stage.' Thus in India, there are two levels of secondary education and the age of students during secondary education comes between 14 to 18 years approximately. The ages at secondary level are from 14 – 15 years approximately and the ages at higher secondary level are from 16 -18 years approximately. The four major aims of Secondary Education according to Secondary Education commission are democratic citizenship, improvement of vocational efficiency, development of personality and education for leadership. At this level, it prepares young men and women to pursue higher education as well as makes them to adjust with their practical life meaningfully and productively. An inefficient system of secondary education therefore is bound to affect adversely the quality of education at all the later stages.

Secondary education is also a level in which students enter the adolescence stage which is a very crucial period in one's life. Adolescence is a vulnerable age for students, therefore secondary education should provide social and emotional support which will inculcate positive

thinking and behavior and provide essential skills to cope with situations they encounter in their lives, peer pressure and gender stereotyping. Thus secondary education plays a complex role in the overall development of the child.

**Table 1.1 Details of Secondary Schools in Nagaland (2019)**

Sl. no	Districts	GHSS with secondary section	GHS	Private HSS with Secondary section	Recognised private Schools	Permitted schools	Total
1	Kohima	7	24	28	23	22	104
2	Mokokchung	5	37	12	13	6	73
3	Tuensang	5	24	1	6	17	53
4	Mon	5	18	5	2	32	62
5	Phek	4	35	5	12	6	62
6	Wokha	3	21	3	6	12	45
7	Zunheboto	3	22	6	14	15	60
8	Dimapur	7	23	47	16	89	182
9	Kiphiri	2	15	1	2	10	30
10	Longleng	1	13	-	3	6	23
11	Peren	4	16	5	4	9	36
	Total	44	248	113	101	224	730

(Source: <http://nbsenagaland.com>schools2019>)

### **1.10 LITERACY IN NAGALAND:**

According to the census of 2011, Nagaland has population of 19.8 lakhs. The literacy rate was 79.55% which was higher than the national literacy rate which stands at 74.04%, where male literacy in Nagaland was 83.29% and female literacy rate was 76.69% respectively and at the national level male literacy was 80.88% and female literacy was 64.63% respectively. The average sex ratio is the number of females per 1000 males. As per the census of 2011, the average sex ratio of Nagaland was 931 which is less than the national average sex ratio of 943.

**Table No: 1.2 Gender Gaps in Literacy Status in Nagaland**

Census year	Male Literacy %	Female Literacy %	Average Literacy %	Difference between male and female literacy %	Illiterate Females %
1951	15	5.74	10.38	9.26	94.26
1961	24.03	11.33	17.90	12.7	88.67
1971	35.02	18.65	27.40	16.37	81.35
1981	50.06	33.89	42.57	16.17	66.11
1991	56.05	45.52	61.30	10.53	54.48
2001	71.16	61.46	66.59	9.7	38.54
2011	83.29	76.69	80.11	6.6	23.31

(Source: Census of India 2011)

The table shows that female literacy has always been lower than their counterparts in spite of so many efforts by the government and the community in creating awareness about the importance of education which indicates the impeding cultural reasons.

**Table No: 1.3 District wise literacy statuses in Nagaland**

District	Total	Male	Female	Difference in Literacy (%) of males and females
Mokokchung	92.68%	97.33%	95.48%	1.58
Wokha	87.60%	90.53%	84.58%	5.95
Zunheboto	86.26%	88.86%	83.61%	5.25
Kohima	85.58%	89.28%	81.56%	7.72
Dimapur	85.44%	88.07%	82.54%	5.53%
Phek	79.13%	84.53%	73.50%	11.03%
Peren	79.00%	83.96%	73.57%	10.39%
Tuensang	73.70%	76.76%	70.40%	6.36%
Longleng	73.10%	75.60%	70.35%	5.25%
Kiphre	71.10%	76.54%	65.44%	11.1%
Mon	56.60%	60.38%	52.39%	7.99%

(Source: Census of India, 2011)

From the table we can note that female literacy is still behind male literacy in all the districts of Nagaland. This reveals that in spite of greater awareness on the importance of education, due to cultural practices and poverty many girls are still denied education in Nagaland.

### **1.11 GIRLS' EDUCATION IN INDIA**

Education is the most essential means for empowering individual and community in general and women and girls in particular. Gender equality and empowerment of women are indispensable goals for sustainable development and prosperity. The level of educational attainment and rate of literacy reflects the general development of any society. In the words of Jawaharlal Nerhu, 'You can tell the condition of a nation by looking at the status of its women.' Women constitutes half of the total population, therefore if their education is over looked then the overall development of community or nation will only remain in theory and not in reality.

After independence, the Government of India has adopted different paths and strategies for the upliftment of women/ girls education. As a result the overall situation and status of women have improved to some extend but these are confine to some small groups and communities belonging to rich and educated families as one can see gender gaps in almost all walks of life.

According to 2001 census the literacy rate of India was 64.8%, where male literacy rate was 75.3% and female literacy rate stands at 53.7%. According to 2011 census of India, the overall literacy rate was 74% where male literacy rate was 80.9% and female literacy rate was 64.6%. From this census report, it brings forth that at national level gender gap in literacy has been reducing and the rate of female literacy has been increasing but gender gap still exists. There are many reasons for gender gaps and low literacy rate among women in India. Some of the main reasons for women low literacy rate were patriarchal norms, cultural and religious beliefs and practices, poverty, non availability of schools in the close vicinity, poor academic performance, insecurity feeling, sexual harassment, lack of female teachers, lack of girls toilet with water and sanitary facilities, household chores, sibling care, early marriage etc.

Despite the fact that girls' education has multiple benefits at personal level, family level and social level, girls still face a number of barriers in getting education. Therefore the government has initiated a number of schemes with the aim to change the social attitude towards girls and to uplift their standard through education. Some of the schemes are Beti bachao Beti

Padhao (BBBP), Sukanya Samridhi Yojana, Balika Samridhi Yojana, National Scheme of incentive to girls for secondary education, Dhanalaksmi Scheme etc.

### **1.12 NATIONAL GIRL CHILD DAY**

National Girl Child day is observed every year in India on 24<sup>th</sup> January to promote awareness about the rights of a girl child and to promote the importance of their education, health and nutrition. National girl child day was first initiated in 2008 by the Ministry of Women and Child development of India. The main objectives were to raise awareness and tackle the issues of inequalities that girls face in the country and enlighten everyone about the rights of a girl child.

Prime Minister Narandra Modi in his message on the occasion of the National Girl Child Day the 24th January, 2022 said National Girl Child day is an occasion to reiterate our commitment and further strengthen ongoing efforts to empower the girl child. It is also a day to celebrate the exemplary accomplishment of the girl child in different fields. The governor of Jammu and Kashmir Lieutenant Manoj Sinha on the occasion said – ‘Let us reiterate our commitment towards securing equal rights for every girl child, empowering them with opportunities for a peaceful, prosperous and sustainable society.’ He further stated that it is our social and moral responsibility to increase awareness on the importance of girls’ education, health and nutrition.

Along with the rest of the country, Nagaland too celebrate National Girl child day every year across the state. Different kinds of program were organized on the day in different districts across Nagaland. State Chief Minister, T.R.Zeliang on National Girl Child day 2017, highlighted that the main idea behind the observance of the National Girl day and BBBP scheme were to remove the inherent bias and discrimination against girl child prevalent in the India society. He also pointed out that the low child sex ratio 918 female for every 1000 males as per 2011 census should be given a serious thought.(Eastern Mirror, 24<sup>th</sup> Jan 2017). Bano Vinito, chairperson Nagaland State Social Welfare Board on one occasion stressed on strengthening and paving way for the girl child through education. She pointed out that Naga girls do not have inheritance right, therefore parents should equipped their girl child with education for their future security. (The Morung express, 24<sup>th</sup> Jan. 2014). In one of the celebration, Director of State Resource Centre for Women Mission, Daisy Mezhiirrii called upon the Naga society to give the girl child a chance – a

chance to dream of hope, equality, dignity, opportunities for a better future.( Eastern Mirror, 24<sup>th</sup> Jan 2017)

On this occasion most of the speakers used to stress on gender equality and talk about various aspects through which women and girls can be empowered. They encourage parents to ensure quality education to every child irrespective of their gender and deliberate on the promotion of equality and equity both for boy and girl child in the family. On the occasion, the district level centre for women, Maila Shakti Kendra, Kohima in collaboration with the State Resource centre for women celebrated the day by launching a series of Information, Education and Communication (IEC) materials and billboards at Nagaland State Social Welfare Board. In some districts, the day was observed with the distribution of gift hampers and certificate to new born baby girls.

### **1.13 BETI BACHAO BETI PADHAO (BBBP)**

In 2015, the Government of India introduced the Beti Bachao Beti Padhao (Save the girl child, educate the girl child) scheme. It is a comprehensive programme to address concerns of gender discrimination and women empowerment in the country. The main objectives of the scheme were as follows;

- Improve the child sex ratio
- Ensure gender equality and women empowerment
- Prevent gender biased, sex selective elimination
- Ensure survival and protection of the girl child
- Encourage education and participation of the girl child

In Nagaland, the scheme was launched on 13<sup>th</sup> October, 2015 by the Chief Minister of Nagaland. The chief minister in his statement stated, “ Just as we celebrate the arrival of a boy child, let us also celebrate the arrival of a girl child; let us make coordinated and convergent efforts to ensure her survival and protection and create an environment to enable her education.” He added that BBBP is a significant step towards reinforcing a sense of responsibility towards the girl child by seeking to address gender imbalance and discrimination.

The Nagaland State Social Welfare Board is the implementing agency of BBBP scheme. When it comes to the implementation of BBBP, Nagaland has done quite well and has been

awarded the National award for best performing state under BBBP on 24<sup>th</sup> January 2019. Wokha district has received two national awards –

“ Effective Community Engagement “ on 24<sup>th</sup> January, 2019 and on 6<sup>th</sup> September, 2019 it was amongst the ten districts in India felicitated for undertaking “ good work in generating awareness and outreach activities.” BBBP implementing agencies in Nagaland have been working extensively in ensuring that the welfare of the girl child is not compromised in the face of societal gender roles and norms. (Source: State Resource Centre for Women (SRCW)/ North East News Jan. 24, 2019)

#### **1.14 SUKANYA SAMRIDDHI YOJANA SCHEME (SSY)**

Sukanya Samridhi Yojana (Girl Child Prosperity Account) is a government backed small saving account for the benefit of girl child and is launched as part of the Beti Bachao Beti Padhao campaign. The scheme is meant to meet the education and marriage expenses of a girl child. The account can be open anytime by parents before the girl reaches 10 years of age. Only one account per girl child is allowed and parents can open only two accounts for a maximum of two girl children only. The minimum annual contribution to the Sukanya account is Rs. 250 and the maximum contribution is Rs 1.5 lakh in a financial year. You have to invest at least the minimum amount every year upto 15 years from the date of account opening. There after the account will continue to earn interest till maturity i.e. till 21 years.

In Nagaland, Sukanya Samridhi Account was launched on January 22, 2015 by Minister for Social Welfare and Parliamentary Affairs. The minister in his speech said that, “Girls’ education is the key to empowering their future. We should take advantage of this scheme to ensure that we empower as many girls as we can with education. We would need collaborative effort to help this important scheme become widely spread in Nagaland.” After the launch, Nagaland has so far 3866 accounts. (The Morung Express 15<sup>th</sup> July 2015) P

#### **1.15. EDUCATION FOR GIRLS**

As per the Press Information Bureau (PIB, 1<sup>st</sup> Aug 2022) under the heading ‘Education for Girls’ has stated that the Ministry of Education has implemented ‘Samagra Shiksha’ from 2018 – 2019 with the main purpose for universalization of quality education and to bridge gender and social category gaps at all levels of education in the country. It has stated that from

2018 – 19 to 2020 – 21, the dropout rate of girls at secondary level has decreased from 17.03% to 13.7%. Gross Enrolment Ratio (GER) at secondary level has increased from 76.93% to 79.45% and at higher secondary level it has increased from 50.84% to 54.65%. (Source: UDISE+). PIB has stated that school health programme under ‘Ayushman Bharat’ has been started to create awareness on physical challenges during puberty and adolescence period. Also National Council of Educational Research and Training (NCERT) have been implementing Adolescence Educational Programme (AEP) to make the students aware about the concerns of adolescence period and to help them develop positive attitude towards the changes.

The press has also mentioned that the Directorate of School Education and Literacy (DoSEL) have advised the states to utilize the funds meant for Menstrual Hygiene Management (MHM) and for installation of incinerators in schools having girls from class VI to XII. Kasturba Gandhi Balika Vidyalayas (KGBVs) which has been functional for class VI to VIII under Sarva Shiksha Abhiyan (SSA) has been upgraded to class XII with hostel facilities under Samagra Shiksha in order to reduce drop out and increase enrolment of girls at secondary and higher secondary level.

### **1.16 IMPORTANCE OF GIRL CHILD EDUCATION**

Education of the girl child is very important because it has long term benefits and far reaching impacts. Gone were the times when people used to think that for girls learning domestic chores was more important and that it was unnecessary to send girls to school. But the situation has changed and today it is an undeniable truth that girls’ education can bring about exceptional change in the society. However, the attitude of the society and the parents remain unchanged in several societies especially in the rural areas and in the socio economic backward areas/ families. Thus girls are not sending to school mainly due to patriarchal norms, socio cultural beliefs and poverty.

It is high time to make collective effort to ensure that girls get the required opportunities not only to get enrolled in schools but also get quality education. There are several advantages of educating girls. Educated girls become educated women and mothers in their future and play important roles for the development of the society.



### **1.17 ROLE OF PARENTS IN GIRL CHILD EDUCATION:**

Parents are the first teacher of a child and they play a very important role in shaping the personality of their children. It is very important for children to have balance education at home and in the school. Parents' encouragement plays a very important role in the successful educational achievement of students. Parents should not only take care of their children education at home. But also get involved in school activities too like attending parent teachers meeting, parents day, updating themselves with all the activities conducted in the school and the performance of their children from time to time.

Gender discrimination should first stop from home. Parents should be the first one to give equality of treatment to their sons and daughters especially in the field of education. Indian society is a patriarchal society, therefore more preference are given to boys than to girls in almost all the Indian communities. It is only in the field of education that girls can be helped to lead a successful life. Therefore parents should be aware about the importance and benefits of girls education as well as the various policies and schemes of government and NGOs for the upliftment of girls education and avail it. Parents should distribute works equally among their children at home and give enough time for their daughters to study. Students with good support from home have achieved better grades at school and grew up with a higher self esteem.

### **1.18 ROLE OF TEACHERS IN GIRLS' EDUCATION**

Teachers are the role models for the students and are the ones that guide young people in a path they should take. They help in the personality development of their students. Teachers are the ones the students they look up to always, which is why they should always set an example for students to follow. They should treat all the students with the same yardstick. Teachers should understand the strengths and weaknesses of students and try to help them accordingly. They should be friendly and approachable so that students feel free to share with them their problems and seek their help.

Teachers can play a wonderful role in the education of girls. They can teach young girls to speak up against gender violence, discriminations, sexual harassment and teach them to speak for their right without fear or threat. Female teachers have a very important role to play in the enrolment and retention of girls in the school. Girls and their mothers feel more comfortable in sharing their problems and doubts with lady teachers. The presences of lady teachers make the

girl students feel safe, secure and comfortable. Lady teachers should be there to listen to any problem and provide guidance whenever necessary. They can act as advocates for girls, representing their perspectives and needs and promoting more girl friendly learning. There are many factors that prevent girls from attending schools and teachers can play a very significant role in helping the girls overcome the barriers to attend schools and get education.

### **1.19 ROLE OF THE COMMUNITY IN PROMOTING GIRL CHILD EDUCATION**

Community plays a prominent role in the field of education. Civil societies has brought about significant change to national education policies and system, ensuring that the right to education is granted to each person. Community can play a very significant role in improving the educational status of girls by addressing the local obstacles to girls enrolment that are created by social norms as well as economic conditions.

Community participation has a big scope in improving the educational status of girls. By understanding the numerous obstacles that come in the way of a girls education the government has implemented various schemes for girl's participation in education such as Beti Bachao Beti Padhao (BBBP), Sukhanya Samridhhi Yojana, Balika Samridhi Yojana, and National Scheme of Incentives to girls for secondary education etc. Community can play a major role in the effective implementation and monitoring of the schemes.

Girls' education requires changes both in the educational system as well as in the societal norms and attitudes which could be better achieved through community based intervention. Village Education Committee (VEC), women's self help group, Parent Teacher Association (PTA), School Management Committee (SMC) etc can play a major role for the promotion of girls' education. There are many factors that lead to non enrolment and dropout of girls from school such as distance of school, inadequate infrastructures such as lack of toilets and water facilities, sanitation, non availability of women teachers, sexual harassment, poverty etc, which can be effectively checked by these bodies.

### **1.20 GROSS ENROLMENT RATIO (GER)**

It is the total enrolment in a specific level of education, regardless of age, expressed as the eligible official school age population corresponding to the same level of education in a given school year.

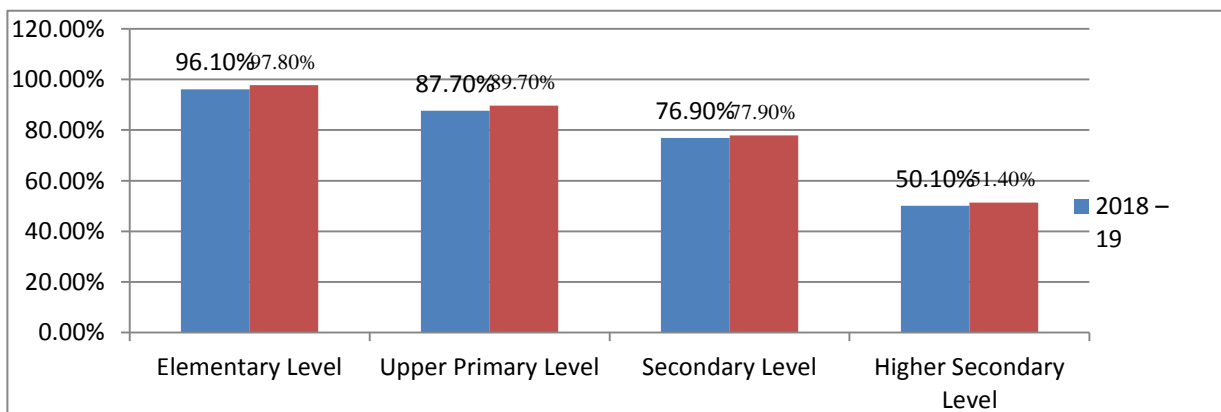
**Table No: 1.4 Gross Enrolment Ratios (GER)**

Year	Elementary Level	Upper Primary Level	Secondary Level	Higher Secondary Level
2018 – 19	96.1%	87.7%	76.9%	50.1%
2019 -2020	97.8%	89.7%	77.9%	51.4%

(Source: UDISE+ 2019-20)

Table No. 1.4 shows the report released by Union Education Minister that GER increased to 97.8 in 2019 to 2020 (from 96.1%) at elementary level, 89.7% (from 87.7%) at upper primary level, 77.9% (from 76.9%) at secondary level and 51.4% (from 50.1%) at higher secondary level.

**Fig. 1.1 Gross Enrolment Ratio from elementary to higher secondary level.**



GER at all level of school education has improved in 2019 – 20 compared to 2018 – 19 and there has been an improvement too in the pupil teacher ratio according to United District Information System for Education Plus (UDISE+) 2019 -20 for school education in India.

### **1.21 Net Enrolment Ratio (NER)**

Net Enrolment Ratio is the number of boys and girls of the age of a particular level of education that are enrolled in that education level, expressed as a percentage of the total population in that age group.

### **1.22 Gender Parity Index (GPI)**

Gender Parity Index is a socio economic index usually designed to measure the relative access to education of males and females. This index was released by UNESCO. In its simplest form, it is calculated as the quotient of the number of females by the number of males enrolled in a given stage of education. A Gender Parity Index equal to one signifies equality between males and females. A Gender Parity Index less than one is an indication that gender parity favours

males while a gender parity index more than one indicates that gender parity favours females. The closer a gender parity index is to one, the closer a country is to achieving equality of access between males and females. It is used by international organization, particularly in measuring the progress of developing countries.

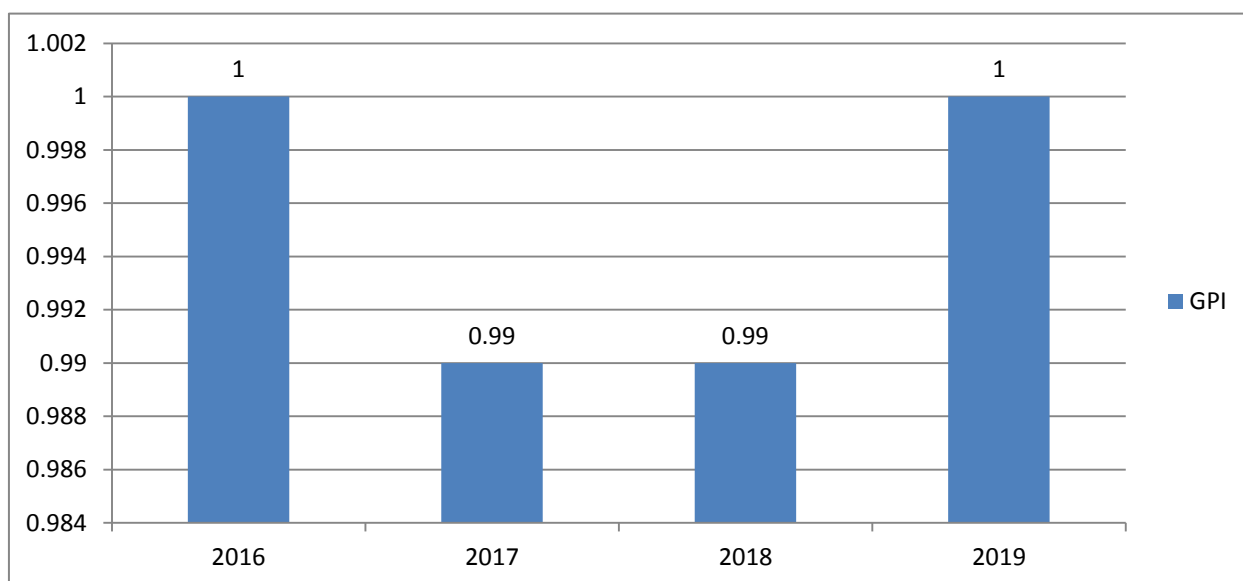
**Table No: 1.5 Gender Parity Index of Secondary Education (2016 -19)**

Financial Year	Gender Parity Index
2016	1
2017	0.99
2018	0.99
2019	1

(Source: <https://www.statista.com>society> education and science>)

The table 1.5 highlights that at secondary level the Gender parity Index during the financial year 2016 and 2019 was equal to one which signifies that during these years that the there was equality between males and females in enrolment at secondary level. Gender Parity Index during the financial years 2017 and 2018 shows less than one which signifies that the gender parity was in favour of males.

**Figure 1.2: Gender Parity Index of Secondary Education (2016 – 19)**



### **1.23 EDUCATION COMMISSIONS AND NATIONAL POLICIES ON WOMEN AND GIRLS EDUCATION IN INDIA:**

In the post Independence period a number of commissions and committees were established for the purpose of improvement of education in general and women and girls education in particular. They are:

University Education Commission (1948) has said it rightly that “There cannot be educated people without education of women. If general education has to be limited to men or to women, then opportunity should be given to women, from them it would more surely be passed to the next generation.” Some of the main recommendations for women and girls education were that both government and public should act jointly and proceed in a planned manner with regard to the education of girls. That there should be provision of adequate central help for women’s education and the establishment of social education centers in rural areas for women.

Secondary Education Commission was established on 23rd September 1952 to give more emphasis on secondary education. Some of the main recommendations of the commission were to make secondary education vocational, to provide equality of educational opportunity at secondary level, to provide more scholarship at this level and to organize special programmes for the expansion of secondary education among girls, schedule castes and tribes. It recommended that boys and girls should get the same education through co education but there should be provision for home science for girls. Girls schools should be opened in areas where required.

National Education Commission (1964-1966) laid stress on women’s education and advised setting up of state and central level committees for overseeing women’s education. It recommended that women education should be given due importance and that bold and determined effort should be made to face the difficulties involved and to close the existing gender gap in education in as short time as possible. It suggested establishment schools and hostels for women. It also stressed on equal educational opportunities for all irrespective of caste, religion and gender and to achieve social and national integration. It recognized secondary education as an important level to promote social transformation. It recommended ensuring proper facilities at secondary stage for its proper development.

National Policy on Education (1968) recognized secondary education as a major instrument for social change and transformation. It also recommend that girls should receive emphasis, not only on grounds of social justice but also because it accelerates social

transformation .It emphasized the importance of women education in the following words “The education of girls should receive emphasis not only on ground of social justice but also because it accelerates social transformation.”

The new National Policy on Education (1986) called for special emphasis on removal of disparities and to equalize educational opportunities especially for Indian women, schedule caste and schedule tribe communities, The Programme of Action 1992 suggested ways for empowerment of women by overcoming inequalities and gender discrimination. Besides these, National council for women education (1959), Durgabai Desmukh Committee (1959), Hansa Mehta Committee (1962), Bhaktavatsalam Committee (1963), Mahila Samakhya Programme (1968), National committee on women education (1970), The National Literacy Mission (1988), The National Commission of women (1990), The District Primary Education Programme (1994), Midday Meal Programme (1995), Sarva Shiksha Adhiyan (2001), National Programme for Education of Girls at Elementary Level (2003), Kasturba Gandhi Balika Vidyalaya Scheme (2004)Saakshar Bharat (2009),The Saakshar Mission, Universalisation of Elementary Education, Non Formal Education, Early Childhood Care and Education, Right to education (2009), Rastriya Madhyamik Shiksha Abhiyan (2010), National Policy on Education (2020). All these programs were launched with the aim to reduce dropout rates in education, to bridge gender imbalances and to improve girls and women education.

In the words of Dr. S. Radhakrishnan, “The position of women in any society is the true index of its cultural and spiritual level.” Thus, women education should be given due importance in the present society. Efforts must be made in the light of the recommendations given by various commissions and committees and educational policies to overcome the obstacles faced by girls and women in getting education for the overall development of the society.

#### **1.24 NATIONAL EDUCATION POLICY (NEP) 2020**

National Education Policy (2020) is the latest education policy of India and it has replaced the 34 years old NEP (1986).The new policy aims for universalization of education from pre primary to secondary level with 100% Gross Enrolment Ratio in school education by 2030 and it aims to bring back into the main stream 2 crore out of school children through open schooling system. NEP 2020 will focus on the safety and security of school going girls both

inside and outside the campus. The policy will identify social mores and gender stereotypes that prevent girls from accessing education and causing regular dropouts.

### **1.25 RASHTRIYA MADHYAMIK SHISHA ABHIYAN (RMSA)**

Rashtriya Madhyamik Shisha Abhiyan is a centrally sponsored scheme which was launched in March 2009 with the objective to enhance access to secondary education and to improve its quality. Some of the main objectives include removing gender, socio economic and disability barriers and providing universal access to secondary education by 2017.

### **1.26 SAMAGRA SHIKSHA**

Samagra shiksha is an over reaching programme for the school education sector extending from pre- school to class 12. The scheme has been prepared with a broader goal of improving school effectiveness measures in terms of equal opportunities for schooling and equitable learning outcomes. It subsumes the three schemes of Sarva Shiksha Abhiyan (SSA), Rashtriya Madhyamik Shiksha Abhiyan (RMSA) and Teacher Education (TE) and was launched in the year 2018. The scheme covers 1.16 million schools, over 156 million students and 5.7 million teachers of government and aided schools from pre- primary to senior secondary schools.

### **1.27 GOOD PRACTICES IN GENDER EQUALITY**

“We are not talking about education only for its own sake but for the sake of educating girl children so that they can become fully involved in the democratic processes. In this sense the purpose of education not only has a cultural connotation but a political connotation as well. The cultural connotation is equally important because the education process of every society has a base of its own cultural traditions.

#### **Some examples of good practices in India:**

1. India became one of the 135 countries to make education a fundamental right when the Right to Education Act came into force in April 2010.
2. In Bihar, the “Mukhyamantri Balika Cycle Yojna” is a scheme started in 2006, under which a schoolgirl gets a cheque of Rs 2,000 upon passing class VIII to buy a bicycle so that she can go to school every day. The scheme has helped check the dropout rate of schoolgirls to a great extent across the state.

3. Since 1995, India is implementing the Mid-Day Meal Scheme, the largest school-lunch programme in the world. The programme feeds students with a hot mid-day meal every day across the nation.
4. A scheme called the “Delhi Ladli Scheme” is implemented since 2008 for the protection of the girl child. The purpose is to enhance the status of girl children in the society as well as in the family, ensuring proper education to make them self-reliant. Periodic payments by the Government are made in the name of the girl child—when she is registered under the scheme at birth, when she enrolls in school, and when she graduates and enrolls in secondary school. By the time she completes school, she already has a substantial amount saved.
5. There is an educational TV channel in India called “Gyan Darshan”, set up by the national Telecaster Doordarshan and Indira Gandhi National Open University. The channel airs programmes for schools, teacher enrichment education, open and distance learning, vocational courses and courses for disadvantaged sections of India.
6. Jagananna Amma Vodi scheme is a scheme sponsored by the state of Andhra Pradesh to provide education to children below poverty line. The scheme was launched by the chief minister on 9<sup>th</sup> January 2020, with the goal to achieve complete literacy and to see that no child is deprived of education due to poverty. The scheme provides Rs 15,000/- per year to every poor mother who sent her children to school.
7. Tamil Nadu Girls’ scholarship: Under this scheme, all the girls who studied from class 4 to 12 in government school will be paid Rs. 1000/- per month directly into their bank account till the uninterrupted completion of their undergraduate degree, diploma and ITI courses. The scheme was announced on 18<sup>th</sup> March 2022 by the finance minister of the state with the aim to encourage girl children from economically weaker families to pursue higher education.

## **1.28 BACKGROUND OF THE STUDY**

The National commitment to provide free and compulsory education to all children in the 6-14 years of age group is now a fundamental right to every child in India through the 86<sup>th</sup> amendment of the constitution in Dec.2002. Right to Education Act (RTE) is an act of the parliament of India enacted on 4<sup>th</sup> August 2009, which describes the modalities of the importance of free and compulsory education for children between 6 to 14 in India under article 21(a) of the



Indian constitution. The act came into force on 1<sup>st</sup> April 2010. Education of girls has been a high priority with the government of India.

Girl child education has then become a major issue of concern in most developing countries of the world. Education of girls has been a high priority with the government of India. Girl child education is important because it has benefits at personal, community and social levels and that makes it one of the most important investments that any developing country can make. The Government of India has initiated many programs and policies to ensure that girls do not miss out any opportunity of getting education as well as to narrow down disparities between man and woman. Some measures to promote girl child education are Beti Bachao, Beti Padhao (Protect the Daughter, Educate the Daughter) campaign of the Government of India, launched by the Prime Minister on 22 January, 2015. As part of the campaign, another welcome measure is the Sukanya Samriddhi Yojana and tax exemptions on interest payments for girls' saving accounts, aimed at encouraging savings for a girl child's education. More of such incentives could be applied to address other dimensions of gender inequality.

In Nagaland too, the Chief Minister launched Beti Bachao, Beti Padhao programme (BBBP) on 13<sup>th</sup> October 2015 and Sukanya Samridhi Account (SSA) was launched on 15<sup>th</sup> July 2016 in Nagaland by Minister for Social Welfare and Parliamentary Affairs, Nagaland. These programmes are noteworthy for encouraging girls' education and for securing the future of the girl child. But the fact remain that no action plan will be successful if it is prepared by agencies that have no contact with the condition of girls and women in the rural poor or even urban areas. Various speakers and resource persons have emphasized about the importance of girl child education on various occasions, but until schools are there for girls in the nearby areas especially in rural areas, financial support and quality education are provided; the various programmes and schemes of the government can never be achieved in reality. In the Naga society, due to traditional practices, patriarchal norms and poverty, the status of girls are far from reality. Many people in Naga society still prefer the boy child, only very few families give privilege and support to a girl child because we are still tied up with our traditional and cultural practices and we really need to break through. (Vitono Haralu, Eastern Mirror, Jan 23, 2020).

### **1.29 SIGNIFICANCE OF THE STUDY**

Girl-child education as a global concern has been shown to be a herculean task that is not easily achievable as usually proclaimed due to many impediments which stands in the way of the girl -child. According to ILO (2009) over Jane Butigah Atayi (2008) observed that Parents' demand for the education of their daughters is low, reflecting both cultural norms and girls' work in and around the home. In addition, the cultural perceptions of girls as child minders, marriage material and a burden to the family influence their educational attainment in the contemporary society (Mercy,O. 2017). In many societies, parents think that investing in girls education is a wastage of time and money because after marriage their daughters will move into the family of their husbands and whatever they earn through their education will benefit their sons-in-laws' rather than them. Some of the prominent factors that hinder girl child education are poverty, parental influence, early marriage, cultural practices and religion.

Girls are more gentle and obedient by nature, they are also helpful, and as such they are being engaged in many ways by poor parents at that very tender age. They are encouraged to help in domestic chores, look after their siblings, etc and are denied of even the basic education where as boys are encouraged to get education. In many cases girls from poor families are made to become the bread earner of the family by being sent to towns and cities to work as domestic helpers in well to do families and in quite a number of cases, they are misused and mistreated whereby they live a miserable life.

The study is important because it enables the concerned stakeholders to realize the importance of having an educated girl child and her right to participate fully in the educational provision. As the famous African saying goes, "If we educate a boy we educate a person, if we educate a girl, we educate a family and a whole nation." Thus educating a girl is equal to educating a nation. Most research reviewed here was conducted at the national level but no research has been done in Nagaland or in any district regarding girl child education.

### **1.30 STATEMENT OF THE PROBLEM**

Naga society is a patriarchal society and due to property inheritance as well as cultural and traditional practices, more preferences are given to boys than girls. Today we find that many well to do families treat both boys and girls equally in almost all spheres of life, but among the poor and in villages, we still find that more preferences are given to boys than girls especially

when it comes to education. One cannot therefore accept that the status of girls has improved since no research has been done in this area. Hence the need for the study is being felt on Girl-Child Education in secondary schools in Kohima district of Nagaland.

### **1.31 TITLE OF THE STUDY:**

**“A STUDY ON GIRL CHILD EDUCATION AT SECONDARY LEVEL IN KOHIMA DISTRICT OF NAGALAND.”**

### **1.32 OBJECTIVES OF THE STUDY:**

1. To know the status of girl child education in Kohima district of Nagaland in respect of learning achievement, enrolment and dropouts at Secondary level with Gender Parity Index.
2. To study the problems, challenges and progress on implementation of the schemes (central and state Govts.) to improve girl child education in Nagaland.
3. To analyze the attitudes of parents towards girl child education with special reference to their gender, locality of residence and type of family.
4. To analyze the observations of teachers regarding Girl Child Education in Kohima district of Nagaland state.
5. To identify the barriers to girls' schooling in Kohima District of Nagaland State.
6. To make suggestions for improvement of girl child education in the State.

### **1.33 RESEARCH QUESTIONS:**

1. What is the status of girl child education in Kohima district of Nagaland at secondary level in respect of learning achievement, enrolment and dropouts at different levels with Gender Parity Index?
2. Name the various schemes/ programmes that are available in Nagaland. What are the problems and issues being faced while implementing these schemes/ programmes?
3. What are the attitudes of parents towards girl child education? Are there any differences in parents' attitude with special reference to their gender, locality of residence and type of family?
4. What are the observations of teachers regarding girl child education in Kohima district of Nagaland state?

5. Which are the various barriers (psychological, institutional, cause of poor teaching-learning conditions in schools, mental and physical barriers, reason of dropout etc) to girls' schooling in Kohima District of Nagaland State.
6. Give suggestive measures for improving girl child education in Nagaland

### 1.34 OPERATIONAL DEFINITIONS OF THE KEY TERMS:

For clear understanding of the concept, the key terms used in the study is briefly explained as follows:

1. **Girl-Child:** A female child who is below 18 years of age. The Girl-child is a biological female offspring from birth to 18 years of age, but in this study girl child in secondary schools having average age between 14 to 18 years of age were be taken into account.
2. **Girl Child Education:** In the study, Girl Child Education includes secondary level education for girls which includes general education at schools to improve knowledge, skills and awareness.
3. **Secondary Level:** In the study formal education from IX<sup>th</sup> to X<sup>th</sup> standards were taken as secondary level.
4. **Attitude:** Opinion or feelings of parent's towards their daughter's education.
5. **Barriers:** The obstacles that hinder girls from getting formal education such as psychological barriers, institutional barriers, barriers caused by poor teaching and learning conditions in schools, mental and physical barriers and general reasons that might lead to dropout.

### 1.35 DELIMITATIONS OF THE STUDY

The present study was delimited in the following ways:

1. The study was delimited to Kohima district only by covering all the EBRCs.
2. The study consists of only girls of secondary schools of Nagaland i.e. classes IX and X girls have been taken for the study through simple random sampling.
3. All the research questionnaires/ tools were developed by the researcher herself in the light of the objectives of the study.
4. It was delimited to analyze the parents' attitude (data) qualitatively which was measured through parents attitude scale.
5. It was delimited that the whole study is qualitative in nature.

## **CHAPTER-II**

### **REVIEW OF RELATED LITERATURE**

Review of related literature is the foundation for any research study to be undertaken. According to Iren L. Clark, “A Literature Review surveys scholarly articles, books and other sources relevant to a topic for a thesis or dissertation. Its purpose is to demonstrate that the writer has insightfully and critically surveyed relevant literature on his or her topic in order to convince an intended audience that the topic is worth addressing.” Thus literature review is a search and evaluation of literature related to a given subject or chosen topic. It is the presentation, classification and evaluation of what other researchers have written on a particular subject. Review of related research enables the researcher to know about the areas already researched as well as the areas ignored previously. It also gives an insight into the methods, measures and approaches employed by earlier investigators before doing his or her research.

For the present study, the researcher collected materials from libraries and other sources of information which were related to the topic and were broadly divided into five parts according to the objectives of the study. They were literature review done on -

- (a) Status of girl child education in respect of learning achievement, enrolment and dropouts at different levels.
- (b) Problems, challenges and progress in the implementation of government schemes for girl child education.
- (c) Parents’ attitude towards girl child education.
- (d) Observation/ Perceptions of teachers regarding girl child education.
- (e) Barriers that hinders girl child education.

#### **2.1 REVIEWS DONE ON STATUS OF GIRL CHILD IN RESPECT OF LEARNING ACHIEVEMENT, ENROLMENT AND DROPOUT:**

*Uma Devi, D. and Reddy, P.A. (2015)* did a research on ‘Status of education in Andhra Pradesh.’ The study shows that the literacy rate of the state is 60.47%. Four districts selected for the study with their literacy rate were Chittoor 66.77%, Kadapa 62.83%, Anantapur 56.13% and Kurnool 53.22% respectively. Female literacy rate at the state level is 50.43% and in the four selected district are as follows – Chittoor 55.78%, Kadapa 49.54%, Anantapur 43.34% and Kurnool

40.03%. There are 1.33 crores of children enrolled in school from pre primary to class 12, out of which 48.96% are girls. The enrolment of girls in the selected districts shows that Anantapur has 49.56%, Chittoor and Kadapa with 48.52% each and Kurnool with 47.25%. Stage wise the highest enrolment of girls is class to 5, followed by class 8 to 10 and classes 6 and 7.

**Ramesh, P. (2015)** did a comparative study on enrolment and dropout percentage among boys and girls up to secondary level in India with special emphasis on girl child education. The study was purely based on secondary data retrieved from the official website of the Ministry of Human Resource and Development, Government of India. The study revealed that compared to 18.17% increase in the overall enrolment of boys, the enrolment percentage of girls has increased by 40.52% during the decade. According to the researcher, this result reflects the change in the mindset of male dominated Indian society towards girl child education. The discouraging part of the study was that compared to 57.39% of boys, 60.39% girls' dropout on or before reaching upper primary level and against 78.40% boys, 81.72% girls' dropout by or before reaching secondary level.

**Sahoo, S. (2016)** in his study- Girls Education in India: Status and challenges used different types of articles, reports, research papers, books, official websites and online materials for the study. The study found that Girls Education in India is in a very poor condition in elementary and secondary stage than higher education. It was also found that girls' enrolment rate at elementary and secondary level has decreased from 2012 to 2015 but at higher education level, girls gross enrolment rate has increased from 2012 to 2015. Some of the main challenges to girl child education in India that has been pointed out by the researcher were negative parental attitude, lack of female teachers, lack of infrastructure, lack of schools nearby, early marriage etc.

**Mint Newspaper, India (Jan 2018)** states that according to the Ministry of Human Resource Development (MHRD), 62.1 million children are out of school in India. According to 2011 census, it estimated that nearly 20% of the age group covered under Right to Education (RTE) Act was out of school. Annual Survey of Education Report (ASER) 2017 states that the difference between the enrolment of boys and girls at the age of 14 are declining, but by the age of 18 years, 32% of the girls are not enrolled in schools as 28% boys, since the government does not enforce compulsory education through the RTE. It also found that the number of schools decreases sharply beyond upper primary. ASER in its 2015 to 2016 report states that for every

100 elementary schools (Class I to VIII) in rural India, there were 14 schools offering secondary education (Classes IX and X) and only six schools offering higher secondary education (Classes XI and XII).

***Child Rights and You (CRY) (2019)*** Educating the girl child – Role of incentivisation and other enablers and disablers. The study used mixed method design which has both quantitative and qualitative technique towards a comprehensive assessment. A total of 1604 households were taken as sample of the study in which a household consist of one girl and one of her parent. The study was conducted in four states – Haryana, Gujarat, Andhra Pradesh and Bihar. One Educationally Backward Block (EBB) from each state was selected for the study. The study revealed that out of 1604 girls, 16% girls were not going to school. Regarding dropouts, majority of them were from Gujarat (50%) and most of them are in the age group of 15-18 years (76%) and most of them belong to the socially and economically deprived group.

***Das, J. (2019)*** studied on the present status of women education in India. Two main objectives of the study were to know the status of women education in India and to know the factors that hinder women education. The study is descriptive in nature and the data were collected through secondary sources such as census report of India, books, thesis, online, journals etc. From the study, it was found that according to 2011 census, the literacy rate of women is 65.46% which is even much lower than the average national literacy rate i.e. 74.04%. It also found that literacy rate of women in rural areas is 58.75% which is very low in comparison with the literacy rate of women in urban areas which is 79.92%. From the findings, the researcher came to the conclusion that majority of the women in India are still illiterate, backward, exploited and weak. some of the main factors that act as barriers to women and girls education were lack of parents' education, gender inequality, parental negative attitude, lack of awareness, early marriage, financial problems etc.

***The Indian Express (8<sup>th</sup> March, 2019)*** under the heading 'Girls enrolment in schools on the rise, their dropout remains high; here's why.' As a result of several schemes and better awareness about the importance of girls' education, the number of girls enrolling in schools has increased in India, however getting them to finish school continues to be a problem. According to Annual Status of Education Report (ASER), the number of out of school girls in India has gone down from 10.3% in 2006 to 4.1% 2019. According to Child rights and You (CRY) report, only one in every three school going children in the country can pass class 12 at an appropriate age. A world

Bank report 2018 states that globally 9 in 10 girls complete primary education but only 3 in 4 completes secondary education and in India, the highest dropout is in classes 8 and 9 around the age when girls reach puberty. CRY report states that over 9.2 million children below the age of 19 years are married, 3.7 million girls between 15 to 19 years are married and working and 3.4 million girls between 15 to 19 years are mothers. ASER has suggested that the main reason for girls dropping out of school is family constraints.

***Times of India – Education (Jan 4, 2022)*** An academician Deepti Mehrotra said that even though girls enrolment in the schools has improved to a considerable extend in the last decade, at higher secondary level, there is a considerable drop in their percentage which remains a worrisome factor. She also stated that gender enrolment ratio is 96% at elementary level, which means for every 100 boys there are 96 girls getting admitted to schools. However, on reaching class XI and XII their enrolment drops to 50%. On girls dropout, she further stated that from class 1 to VIII their enrolment percentage is 96%, from class IX and X, it dips to 77% and in class XI and XII it goes down to 50% in government schools. She said the main reasons for girls' dropout were distance of school, mindset of educating male child only and household responsibilities.

## **2.2 REVIEWS RELATED TO PROBLEMS, CHALLENGES AND PROGRESS IN THE IMPLEMENTATION OF THE SCHEMES FOR THE IMPROVEMENT OF GIRL CHILD EDUCATION.**

***Bista, M. (2004)*** in the book 'Girls education in Nepal' revealed that the educational policies, acts and programmes were not prepared in a gender sensitive manner. The study revealed that the girls and the disadvantage children do not get adequate scholarship in terms of amount and number. Scholarships were given only to those children who are already enrolled in schools, therefore scholarships do not help in terms of increasing enrolment in schools and the misuse of scholarship was a common feature because there was no proper monitoring and supervision at the local level.

***Save the children (2016)*** in its article 'challenges of Beti Bachao, Beti Padhao' (BBBP) scheme has pointed out that as a response to a rapidly deteriorating sex ration i.e. 918 girls for 1000 boys according to 2011 census, the government has initiated the Beti Bachao, Beti Padhao programme in October 2014 with the aim to provide survival, safety and education to the girl child. But there



are many challenges in the implementation of the scheme. Some of the main challenges are, there are three ministries involved in the scheme and they are Ministry of Women and Child Development, Ministry of Health and Family Welfare and Ministry of Human Resource Development which need proper co ordination and good relationship, the need for constant and good relationship with the local government officials and top officials of the district for the effective implementation of the scheme, but these official often get transferred quickly and the officials and NGOs working for BBBP need to familiarize the work with the newly appointed officials again and again which hinders the smooth implementation of the program. Another problem is the mindset of getting girls married as soon as possible, considering them as inferior, burden to the family etc. The above mentioned reasons as well as lack of culture of accountability and measurable goals hinder the successful implementation of the scheme.

***Child Rights and You (CRY) (2019)***– Educating the girl child – Role of incentivisation and other enablers and disablers. The study was conducted in four states of India – Haryana, Gujarat, Andhra Pradesh and Bihar. One objective of the study was to assess the implementation of the incentives through various government policies and schemes for the improvement of girl child education. Some of the main schemes implemented by the government for the welfare of girls’ education were scholarships, free uniforms, bicycles, hostel/ residential schools, free text books, free or subsidized transportation. A total of 1604 households had been taken as the sample of the study where one girl and one parent from each house was taken for the study. The study revealed that 90% of the parents believed that government has programmes for the encouragement of girl child education, 40% of them were not aware or heard of the government schemes. This shows that there is a big gap between the government and the parents about the schemes. Out of those who had not heard about the government schemes, majority of them were from Andhra Pradesh followed by Haryana

***Goodpal (2020)*** the article on Right to Education (RTE) act 2009 – Issues and challenges has pointed out that there are many issues and challenges in the implementation of Right to Education act 2009. Some of the main issues and challenges are too many government agencies involve in the implementation of the act which resulted in lack of proper co ordination and implementation of the act. Traditional gender norms lead girls to household chores, sibling care which results in irregular attendance and eventually dropouts. Culture of early marriage, low

aspiration on educating girls, distance of the school, financial problem, lack of enough trained teachers, no focus on quality learning, no provision for children with special needs in the act.

**Parul, C. and Guru, K. (2020)** undertook a study on opportunities and challenges for girl child schooling and education in India and found that gender differences exists everywhere since Indian society is patriarchal in nature. The study revealed that even after the formation of so many committees and commissions and schemes the enrolment rate of girls are still declining and a large number of girls still remain outside the educational system. There are many problems and challenges in the implementation of the government policies and schemes for the improvement of girl child education. Some of the main challenges are as follows: early child marriage, household chores, direct and indirect cost of schooling, traditional attitude of parents, lack of women teachers in rural areas, lack of basic facilities in the school, distance of the school. **The Hindu Bussiness line (April 1, 2022)** under the heading ‘Girls’ education scheme not doing too well.’ stated that educating women and girls in developing countries brings both direct and indirect social returns. In this context, a number of gender specific programs have been implemented over the years to promote girl child education and to close gender gaps. In 2015, the government launched the flagship program called Beti Bachao Beti Padhao (BBBP). It stated that a recent study examined the impact of BBBP program on girls’ education and learning outcomes and found that BBBP did not make any difference of girls being enrolled in schools, girls’ grade completion and girls’ specific educational exposure. Parents reveal that while awareness about sending girls to school was generally high, parents’ face problems such as distance to school, lack of transportation, lack of toilet facilities etc. which discourages them from sending their girls to school.

## **2.3. REVIEWS RELATED TO PARENTS’ ATTITUDE TOWARDS GIRL CHILD EDUCATION:**

### **2.3.1. STUDIES DONE ABROAD – PARENTS’ ATTITUDE TOWARDS GIRL CHILD EDUCATION**

**Winason, M. (2011)** did a study on societal perception of girl child education in the Kabanga area of Kalomo. Case study design was used for the study and the instruments used for data collection were questionnaire, observation and interviews. The study found that where illiteracy levels were still high, socio – cultural attitude and traditions still determines the status of women

and girls in the society. Parents think that they should not give girls the same treatment as boys because girls were more vulnerable, more dependent, and lack confidence in themselves and in their studies. Another reason was large number of children in most families, therefore parents cannot send all their children to school and the choice is often made in favour of boys. Teachers, government and many non- governmental organizations did their part by creating awareness about the importance of girl child education to parents and to encourage their girls to go to school. But the desire for monetary gains was the main cause for not sending their girls to school. The tradition of early marriage was the main barrier for girls' education which were interlinked with economic factors.

**Ambreen, M. and Anwaar, M (2013)** did a study on exploring gender neutrality in education – a case study of village Zandra in Baluchistan. The method used for the research was qualitative research which includes socio-economic survey, participant observation, key informant interviews, case studies and focus group discussion. The study revealed that in spite of knowing the importance of girls' education, there still exist gender gap in education as many parents still feel reluctant to send their daughters to school and the main reason was due to the belief that they were not permanent members of the family. However the attitude of parents towards their daughters' education has changed in the last three decades and most of the parents send their girls to school. Boys are still given more preference but their attitude towards maintaining gender neutrality in education has increased.

**Iqbal, S. et.al. (2013)** explore on the traditional attitude of parents and its impact on female educational attainment in rural Hafizabad Pakistan. A sample of 700 children was selected using multi stage random sampling technique. It was found that in a developing country like Pakistan, parents have traditional attitude towards women education which is the main obstacles towards girls' education. In the study 700 girls who have completed the final school grade were taken as sample and multi stage random sampling technique was used for collection of data. The study found that girls who belong to families where parents were firmly established in local cultural values have lower level of educational attainment than girls who belong to families whose parents were liberal.

**Tyoakaa, et. al (2014)** investigated on Problems and challenges of girl-child education in Nigeria. Descriptive research design was used for the study and the main instruments used for the collection of data were checklist, inventory and oral interviews. The West African countries

have the highest number of girls that were out of school. The study found that religious misconception, cultural practice, poverty, early marriage, illiteracy, inadequate school infrastructure, feeling of insecurity were some factors militating against girl child education. Also majority of parents think that their daughter's marriage is more important than giving them education. Most of them are married before 18 years of age. The study recommends among other things that government, non-governmental organizations, parents, traditional and religious leaders should join hands in the enlightenment campaign for the benefits and need to educate a girl child.

**Okobia, E. O. and Ekejiuba, P. (2015)** studied on parental attitude and girl child education in Edo State, Nigeria. The main objective of the study was to determine if differences exist in the attitude of parents as a result of income level, religion and region. The method of the study was descriptive research survey and a total of four hundred and fifty (450) respondents were purposively sampled for the study. The instrument used for the data collection was a Likert Scale questionnaire and the data collected were subjected to statistical analysis. The findings of the study show that parents have positive attitude towards girl child education. The change in attitude of parents was due to the roles of women in contemporary society. The study also found that there was not much difference in the attitude of parents between high and low income group towards girl child education. It was also found that parents from the south have favourable attitude towards their daughters' education than those from the North and that Christian parents have better disposition towards girl child education than their counterparts.

**Uzma, E. (2017)** undertook a study with the objective to review the articles related to attitude of parents towards girls education in Pakistan. From the articles reviewed, the researcher found that majority of the parents discontinued education for their girls at the initial stage due to religious misinterpretations, cultural beliefs and attitudes. In some other articles reviewed, it was found that parents have positive attitude towards their daughters education, but due to financial problem, distance, shortage of trained teachers, lack of government policies, family traditions marriage, religious constrains, lack of awareness of schemes and incentives, uneducated parents, domestic works, not in favour of co education for girls force them to stop their girls' education.

**Onoyase, Anna (2018)** conducted a study on attitude of parents towards female – child secondary education in Sokoto, Nigeria. The study adopted descriptive survey design. For the purpose of the study, the state was divided into rural and urban areas. Purposive sampling

technique was used to select 270 parents from rural and 270 parents from urban areas. The respondents consisted of both educated and uneducated parents. The study pointed out that parents were not positive towards the education of the girl child at secondary level. The study also pointed out that parents in Sokoto state, Nigeria, whether living in urban or rural areas have not shown favourable attitude towards the female child secondary education.

**Akepede, N. et. al. (2018)** investigated on parents' attitude and practices towards girl child education in Esan, west local government area of Edo state in Nigeria. The main objective of the study was to assess parental attitude, practices and factors influencing girl child education among parents in the area. The study was descriptive cross sectional using semi structured questionnaire. The data were collected from 146 parents using multi stage sampling technique. The study revealed that majority of the parents believe that it was necessary to send girls to school even though they would eventually get married and that educating girls' was not a waste of time and money. The study reveals that majority of the parents have had good attitude towards girl child education and the reason pointed out by the researchers was that it might be due to increased awareness and enlightenment amongst that generation of parents.

**Usman, M. et. al. (2019)** examined factors influencing parental attitude towards girl child education in Sokoto state, Nigeria. The main objectives of the study were to know how religious and cultural beliefs and socio economic status of parents influence the attitude of parents towards girl child education. The findings revealed that religious belief had maximum influence on parental attitude towards girls education. Sokoto is an Islamic dominated state and majority of the parents still belief that western education prevents people from following Islamic doctrines. Therefore, majority of the parents prefer to send their boys to school. The study also revealed that cultural beliefs such as, that girls are weak and therefore should not be send to school for security reasons and the belief that educating a girl was a waste of resource, contributed to some extend to parents having negative attitude on girls education. It also pointed out that poverty was the highest socio economic factor preventing parents from enrolling their girls in schools

**Priscilla, A. G. et al. (2020)** did a study to assess parental consciousness and involvement in the education of their girl child in Ashaiman Municipality of Ghana. The study employed both quantitative and qualitative research methods, where interviews and questionnaires were used for data collection as well as utilizing the multistage sampling and purposive sampling methods for the selection of the respondents. The study found that poverty, lack of awareness, negative

behaviour of household heads towards female education were some prominent causes for increase in girls' dropout rate from school in the community. The study suggested creating awareness, provision of financial resources and adequate teaching and learning materials, eliminating retrogressive cultural practices etc.

### **2.3.2 STUDIES DONE IN INDIA – PARENTS ATTITUDE TOWARDS GIRL CHILD EDUCATION**

Hemamalini, H.C. (2011) did a study on attitude of parents towards girl's education in the Mandya city of Karnataka. The sample consisted of 150 parents who were farmers. The objective of the study was to know the attitude of parents towards girls' education and to know the difference between male and female parents in their attitude towards girls' education. The findings revealed that majority of the parents have neutral attitude towards girls' education and very less number of parents have positive attitude towards girls' education. It was also found that there was no significant difference between male and female parents in their attitude towards girls' education

*Lucy, S. (2012)* conducted a research on Societal Attitude towards Education of the girl child in the state of Manipur. One of the main objectives was to analyze the opinion of parents towards girl child education and to suggest measures towards upliftment of the girl child. A total of 447 parents were selected for the study taking care on the basis of gender, areas, so that it could represent the whole view of the population of the study. Both primary and secondary data were used for the study. The study concluded that parents have positive attitude towards girl child education. Some of the challenges pointed out by the researcher towards girl child education were – Poverty, household works, parents' education, traditions and customs, lack of dedicated teachers and infrastructure.

*Kiran, M. and Sevneet, S. (2015)* studied on parents' attitude towards girl child education in Haryana with the main objective to examine the attitude of parents on education of their children. The data was collected from 600 parents out of whom 283 parents were from rural and 317 parents from urban areas. ANOVA and t- test was used to examine the significance difference between rural and urban parents as well as across gender with regard to their attitude towards education of girls. It was found from his studies that earlier negative parental attitude towards girls education has changed especially in minority communities and low socio economic status

families and that parents were more concerned with the upbringing of their children. The study revealed that the overall attitude of parents was moderately favourable towards education of their children. It also revealed that with the passage of time, rural population was also becoming aware about the importance of education and literacy. It was also found that there was no significant difference in the attitude of urban and rural parents or gender difference in their attitude towards girls' education.

**Varshney, R and Joshi, U (2015)** studied on the impact of parental involvement towards school education between boys and girls with the main objective to compare parents' knowledge, attitude and involvement towards school education between boys and girls. The study shows that parents have more involvement with their boys than their girls. It also shows that both boys and girls were supported for their education, but when it comes to tours from school, outdoor group activities, financial matters etc. girls were ignored by their parents.

**Chingtham, T and Guite, T (2017)** studied on parental attitude towards girl child education in Senapati district of Manipur with the objective to find out the attitude of parents from different education level, income level, from different occupations, rural and urban parents, literate and illiterate parents and also to know whether cultural lag affected the attitude of parents towards girl child education. The method of the study was descriptive survey and the sample of the study consisted of 50 parents from urban areas and 50 parents from rural areas. To analyze the data, statistical technique like number and percentage were used. The study found that parents from urban areas, parents with higher educational qualifications, better economic background and having better occupations have more positive attitude than their counterparts. The study also found that cultural lag still exist in the society in different forms and in different degrees and prevent parents in different ways from broadening their mindset no matter how developed and educated they may be.

**Radhika, K. (2018)** undertook a study to understand the factors that affect girl child education. The main areas that have been taken into account in this study were factors affecting female participation in education, factors leading to girls' dropping out from school, factors affecting completion of girls' education, child labour, child abuse, child marriage, female foeticide and measures to promote girl child education. It was found that there was gender biasness in parents attitude when it comes to educating their children especially parents from low income families, causing girls to leave school early. Parents' believe that educating their sons will bring wealth

and prosperity to their families. Thus some of the major reasons for girls to give up their education were, schooling cost, household factors, teachers' attitude, school distance, low academic performance, early marriage, cultural beliefs etc.

**Das, C. and Satyajitkar (2018)** conducted a study on parental attitude towards girls' education in relation to community i.e. schedule castes and scheduled tribe and gender in the state of West Bengal. The main objective of the study was to compare the attitude of scheduled castes and scheduled tribe parents towards girls' education as well as to know their attitudes gender wise. Sample consisting of 864 parents and 58 item questionnaire was used for data collection. The t-test was used to study the significance difference between schedule caste and schedule tribe parents and gender. The findings revealed that scheduled castes parents have more favourable attitude than scheduled tribe parents towards girls' child education and that the attitude of male and female parents do not differ significantly.

**Gupta, J. (2019)** undertook a study on parental attitude towards girl child education. The main objective of the study was to know the attitude of rural and urban parents, educated and uneducated parents and joint family parents and nuclear family parents towards girl child education as well as attitude of parents in the teaching profession and business parents towards girl child education. The study was based upon primary data collected from the sample of 200 girls' students of grade 9<sup>th</sup> from private and government schools of Ludhiana district. Convenience sampling technique was used for the study attitude of parents in the teaching profession and business parents towards girl child education. The study reveals that urban parents and educated parents shows more readiness towards girl child education than their counterparts. This also means that educated parents from different professions as well as different types of family have more positive attitude than their counterparts.

**Manitombi, D. K. (2020)** conducted a study on parental attitude towards girls' education in the hill area of Manipur. The objective of the study was to find out the attitude of parents towards girls' education from the education level, income level, and different type of occupations and to suggest measures for further improvement of girls' education. The study consisted of 100 parents with girl child out of which 50 parents were from urban areas and 50 parents were from rural areas. Simple random sampling was used for the study. It was found from the study that parents with higher education and income, and the occupation of the parents determine to a great extend the education of girls.



*Kishora, K. B. (2020)* conducted a study on the role of parental attitude towards girls' education with the objective to study the attitude of rural and urban parents, educated and uneducated parents towards girls' education. Sample consists of 120 students from class 10 belonging to government and private schools of Kendrapara district. Convenience sampling method was used for data collection and the data were analyzed using statistical technique of critical ratio. The findings of the study brings to light that urban parents show more readiness and consciousness towards girl education and that educated parents were more positive towards girls education.

## **2.4 REVIEWS RELATED TO OBSERVATIONS/ PERCEPTIONS OF TEACHERS TOWARDS GIRL CHILD EDUCATION**

### **2.4.1 STUDIES DONE ABROAD – OBSERVATION / PERCEPTION OF TEACHERS TOWARDS GIRL CHILD EDUCATION**

*Moshe, T. and Gina, E. (2001)* investigated on teachers' perception of their students' gender roles in Jerusalem. The sample consisted of 204 teachers from 8 elementary schools and 9 secondary schools. From the responses it was found that there were no extreme egalitarian or chauvinistic responses. It was also found from the study that elementary school and female teachers gave more gender egalitarian responses to the items in the questionnaire than male teachers and secondary school teachers. The study also brought to light that only 15% of the teachers attended gender equality courses and that 50% were not aware about their schools' gender policy which shows lack of teachers' awareness about the nature of gender stereotypes and their overall influences.

*Gulbaz, A. K. et. al. (2011)* studied on causes of primary school dropout among rural girls in Pakistan. The study tries to explore the reasons for dropout among girls in rural Pakistan from three different perspectives and one of them was teachers' perspective. The data collected were compiled and analyzed by using simple descriptive methods. Multistage sampling method was used for data collection in this study. The main reasons given by all the teachers were low economic status of the parents which restricted both parents and the girls from continuing education. Other compelling reasons were parent/s' death, involvement in household chores and economic activities.

*Meyers, R. and Houssemand, C. (2011)* investigated on teachers' perception of school dropout in Luxembourg (North Eastern Europe) under four main areas. They were perceived causes

related to students, family, peers and school. Semi structured interview was used to interview the secondary school teachers. The study reveals that lack of interplay between intelligence, regular work and motivation of students leads to high dropout. Family situations and problems lead to dropout. The children belonging to peer group that were unmotivated or having negative attitude towards education can influence each other and lead to high dropout rate. It was also reveal that high proportion of immigrants, over emphasis on foreign language education, lack of guidance service and school transportation leads to high dropout from school at secondary level.

**Sajid, G. et. al. (2012)** under took a study on gender stereotypes and teachers' perception in Pakistan with the objective to investigate the attitude and perception of university teachers towards students' gender role. A self developed questionnaire was administered to 155 teachers from three public sector and two private sector universities. Convenience sampling technique was used for data collection. The results revealed that teachers have different attitude towards male and female students which is the result of teachers' perception and attitude towards their student's gender role. The study also found that most of the teachers have positive attitude towards male and female students as they show no gender biased behaviour towards them.

**Fatima, M. (2016)** explore into teachers' perception about female education on their social life. The sample consisted of eight senior women teachers working in the education department of International Islamic University, Islamabad. Qualitative research design was used for the study. Semi-structured interview was conducted to collect relevant information keeping in view the main objectives of the study, which were female education, social life, health, economic status and home environment. Almost all the participants were in favour of female education as it enables them to be more courageous, confident and have potentials to make their own decision whether they are in a job or not.

**Abdul, W. M. and Jo, A. (2017)** studied on head teachers' perspective on school dropout in secondary schools. For the study, 16 districts were purposively selected where the dropout rate is above 20% at secondary level. The methodology of the study was qualitative research and the researcher used semi – structured interview schedule to interview the head teachers. From the selected districts one male and one female teacher were interviewed. Therefore the total number of participants was thirty two. The study brought to light that besides socio economic factors and individual factors, the pattern of exam at primary, elementary and secondary level and easy promotion policy at early classes. English medium syllabus, substandard educational background

of students and pressure on teachers to perform non-academic duties were the major reasons that lead to high number of dropouts at secondary level.

*Neetu, M. S. (2017)* did a study on in service teachers' attitude towards gender issues namely gender stereotypes, gender roles and gender discrimination and to find difference between male and female teachers. Descriptive survey design was used for the study and a sample of 321 in-service teachers was selected through multistage sampling technique from government and private secondary schools in Delhi. The data collected were analyzed through percentage, mean, standard deviation and t- test. It was found from the study that teachers have traditional ways of thinking towards gender stereotypes and gender roles and no significant difference was found regarding gender issues between male and female teachers.

*Sainz, M. et. al (2021)* studied on secondary school teachers' view of gender difference in school achievement and study choices in Spain. In the study, thirty six secondary school teachers participated in semi structured interview. In the interview, most of the teachers acknowledge that girls have better school performance, particularly in reading and comprehension and the reason for which majority of the teachers pointed out were girls matures faster than their counterparts which facilitates their adjustment to the school demands where as some teachers think that male adolescents do not considered school to be part of their gender identity.

#### **2.4.2 STUDIES DONE IN INDIA –OBSERVATION/ PERCEPTION OF TEACHERS TOWARDS GIRL CHILD EDUCATION.**

*Saza, L. (2012)* undertook a study on societal attitude towards education of girl child in which almost all the teachers under study affirmed that they were satisfied with the enrolment of girls as well as their academic performance in their schools. They expressed that both government and society were giving importance to girls education and that education of girls would accelerate the development and transformation of the society. They expressed that gender was not an issue in their schools, that there is no difference in intelligence of boys and girls and disagreed that there should be separate educational institution for girls. According to teachers, gender discrimination was more common in rural areas than in urban areas, that parents with lower level of economic security favour education of boys than girls and that domestic chores overburden girls hampering their chance to excel in education. Teachers have positive attitude towards girl – child education.

**Anitha, T.S. and Rama, T.N. (2014)** studied on attitude of women teachers towards the problems of girls' education with the objective to find out whether women teachers differ in their attitude towards the problems of girl education and also to find out whether teaching experiences, training qualifications and academic qualifications affect the attitude of women teachers towards the problems of girls' education. The study revealed that the type of school management and the type of academic qualification of teachers has no influence on the attitude of women teachers towards the problem of girls' education, whereas, the training qualifications of teachers and the teaching experience of the school teachers has significant influence on their attitude towards the problems of girls' education.

**Sujata, M. (2014)** did a study on the constraints of school education among tribal girls of Kalahandi district as viewed by teachers. The study found that majority of the teachers opined that poverty was the main barrier to girls' education among tribal girls. The community was so conservative that they felt the girls would become wayward after getting education and so they do not want to send their girls to co educational institutions. Teachers observed that girls were sent to work in the landlord's field or to look after siblings while parents go out to work in the field. Teachers also shared that parents were not aware of the government policies and schemes for the education of girls.

**Uma Devi, D. and Reddy, P.A. (2015)** in their book 'Education of the marginalized girls', under the chapter teachers' view on education, it was found that majority of the teachers are of the opinion that marginalized girls were enrolled without any discrimination and the reason pointed out by the teachers for enrolment of children is accessibility of the schools, awareness about the value of education and parents exposure to education almost all the teachers viewed that the marginalized girls were regular. The extra effort taken by the teachers for enrolment of marginalized girls were organizing parent teachers meeting, visiting their homes, identifying their problems and suggesting remedies to their problems. Majority of the teachers have shared that they did not observed any difference in the achievement of the marginalized and the forward caste children.

## **2.5 REVIEWS RELATED TO BARRIERS THAT HINDERS GIRL CHILD EDUCATION**

### **2.5.1 STUDIES DONE ABROAD – BARRIERS THAT HINDERS GIRL CHILD EDUCATION**

*Bista, M. (2004)* reviewed research literature on girl's education in Nepal. The review included a total of 20 research/evaluation reports. Eighteen (18) out of twenty (20) studies were funded by external agencies i.e. UNESCO, UNICEF and bilateral and multilateral donor agencies. The studies reviewed can be classified into three broad categories i.e. descriptive, evaluative and analytical. The major area of studies includes barriers of girls schooling, role of women teachers, gender disparity in education and scholarship and incentive programs for girls. The study found that there was lack of female teachers, feelings of insecurity, inadequate scholarship in terms of amount and number, gender disparity in terms of participation, learning conditions and funding, non existence of women in decision making and leadership. Basing on the report many of the recommendations are now a part of policy in Nepal, some of which are introducing alternative school programs, providing increased incentives, establishing schools at walkable distance and at least appointing one women teacher to every primary school.

*Elijah, K. F. (2008)* conducted a study on education and girl-child empowerment- The case of Bunkpurugu/ Yungyoo district in Northern Ghana. Purposive and convenient sampling was used as well as primary and secondary data were used for the study. This study found that major barriers to girl child access and participation in formal education are the cultural and traditional values and the daily realities of poverty stand between girls and their prospects for education. Traditional beliefs and practices lead to gender imbalance in terms of educational attainment, early marriage, domestic responsibilities, parents decision not to fund their wards education force them to drop their studies.

*Tyoakaa et al. (2014)* undertook a study on the problems and challenges of girl-child education in Nigeria. The objective of the research work was to identify the major problems hindering girl – child education or responsible for low enrolment of girl-child education with a view to suggest solution to solve the problem of girl – child education. Descriptive research design was adopted and the instruments used for data collection were the checklist, inventory and oral interviews. The study revealed that the problems that hinder girl child education were poverty, early marriage, cultural and religious misconceptions and misinterpretations, teens pregnancy etc.

***Qaiser, S. et. al (2015)*** in their study explored factors affecting girls' education at secondary level in Pakistan . In the study all the female heads, teachers and students serving and studying at secondary level constitute the population of the study. The study concluded that some of the main barriers to girl child education were unpunctuality of teachers, unfeasibility of school building, poor financial status of the parents, lack of basic facilities, early marriage, lack of parental attention, negative attitude of parents towards girls' education, illiteracy of parents, lack of competent teachers, lack of basic facilities for teachers, lack of proper security arrangement, long distance to school etc.

***Elizabeth, M. K. and Rebecca, W. (2015)*** from Brooking Institute, Washington had studied on challenges girls' faces today in getting education. The study revealed that over the last 25 years, there has been large improvement in the girl's education. The research also showed that in its progress, there are hotspots in the world where girls are not getting quality education. The study has revealed that governments, international development agencies and civil society organizations have supported a variety of programmes that has made a lot of differences and improvements in the poorest countries. The researchers have pointed out that countries in Africa, Middle East and South Asia have the largest gap in enrolment. It also pointed out that there are around 80 countries where girls' education has no improvement and that the enrolment of girls and boys in around 30 countries was successful but that education was of poor quality.

***Mercy, O. (2017)*** studied on factors militating against girl child education in Nigeria. The study revealed that some of the main factors mitigating against girl child education were poverty, parental influence, early marriage, cultural practices and religion. Poverty was a serious problem which blocks girls from getting education. Due to poverty, girls have to help their parents for additional income by hawking food items, household hold chores, sibling care etc to reduce the financial burden of the family. Early marriage was another major barrier which is inter connected with poverty was practiced in many parts of Nigeria, where parent deliberately don't send their girls to school because they consider investment in girls as unprofitable since girls are likely to end up in another man's home. Religion was another factor that promotes inequalities between men and women. They were against western education because it promotes value contrary to their cultural norms.

***Engida, J. (2019)*** conducted a study on the challenges of female student's academic achievement in Debre Markos University, Ethopia. The study used qualitative research and case

study method. For the collection of primary data, semi structured interview and focused group discussion were used. Thematic analysis method was used for the analysis of the data collected. The study pointed out that the two main challenges the girls were facing were (1) Institutional challenges such as lack of special support, lack of orientation, low facilities, instructors lack of teaching skills, crowded class room, drastic life change, sexual harassment and (2) personal challenges such as poor socialization, lack of interest, low self confidence, stress, poor study habits, lack of money, gender relate problems, poor language ability, lack of commitment etc.

*Yagana et al. (2021)* did a study on factors that contribute to girls dropout from school in some selected secondary schools within Damaturu metropolis in Yobe state, Nigeria. The study was guided by six objectives and six research questions. It consists of teachers, parents and girl students from 10 secondary schools. Random sampling technique was used and the instruments used for the research were questionnaires and frequencies and the percentage of the response were used to analyse the data collected. The study found that poor economic status, broken homes, death of the family's bread winner and gender inequality were the main factors that cause girls to drop their studies.

*Ali, B. et. al. (2021)* did a study on social barriers to female education in the tribal area of district Dera Ghazi Khan, Pakistan with the main aim to search for the factors that hinders female education. The study was qualitative in nature and the data was collected through simple random technique and analysed through chi – square test. The study revealed that the social barriers to girl child education include distance of the school, economic problems, lack of transport, school expenses, household work, traditional customs etc.

## **2.5.2 STUDIES DONE IN INDIA – THE BARRIERS THAT HINDER GIRL CHILD EDUCATION**

*Madhumita, B. and Ramya, S. (2008)* The paper deals with gender equity in education and identified the areas that need further research in India. It was found from their study that female enrolment has increased rapidly since the 1999s' but still there exist high rate of dropout and poor attendance of girls compared to boys. That several steps were undertaken to remove barriers faced by girls but still a large proportion of girls remain out of school. Gender inequality and social inequality among ethnicity and religion, scheduled caste and scheduled tribe and muslim

minorities affect girl child education. The study also found that there were considerable interstate variations in gender parity.

**Pattnaik, M.M and Behera, B.K. (2011)** in their study on tribal girl child education – the process of empowerment found that many factors were responsible for the growing decline in the status of the tribal school children in the state of Odisha including the district of Kandhamal. Some of the main factors were socio cultural reasons, lack of interest in education, lack of access to education, household work, migration, earning compulsion, failure in the class, non flexibility of the school timing etc. The study found that the low status of women in the tribal community and the preferential treatment given to male at every stage are the major causes of low rate of tribal girl illiteracy. Most of the parents, mostly in rural areas could not understand the fact that education for their daughter is equally important as educating their sons because one day she will get married and move to her husband's house. Thus training their daughters' in household chores was considered more important than giving her education.

**Hibo, V. (2012)** undertook a research on education and empowerment of Angami women in which some of the major findings related to education of female children were that in rural areas older female children had to drop – out of studies in order to look after their younger siblings, help parents in paddy fields and household chores etc. Due to the influence of patriarchy and poverty, rural women send their male children to private schools for efficient schooling while female children were often send to government schools just to let them learn how to write their names or count money. On the other side, educated women do not make any gender discrimination in the education of their children and give them equal treatment.

**Dkhar, L. (2012)** undertook a study on education of girls in Jaintia hills district of Meghalaya with the objective to know the development of education at secondary level and to find out the problems of girls students. The study brought to light that girls in Jaintia hills were greatly advance in comparison with the plain districts due to the work of the Christian missionaries. The enrolment of girls was higher than boys in the district. Some problems faced by girls in getting education were inadequate classrooms, lack of girls' common room, insufficient materials in the library, computer facilities, hostel facilities, proper sanitary facilities, vocational courses etc. Financial problems of parents, difficulty to learn mathematics, social sciences and science, lack of proper guidance from parents due to illiteracy were also mentioned as other problems for girls in getting education.



**Sivakumar, I and Anitha, M. (2012)** studied on education and girl children in Puducherry region, which is a small union territory on the East Coast of India. The main objective of the study were to find out the status of girl children and to examine gender discrimination and socio economic factors associated with girl children education.. It also used participatory observation and focus group discussion with 100 school going girls from two selected villages. The study revealed that girls dropping out of schools were due to family compulsion. The custom of early marriage, helping mothers in household chores, looking after siblings etc hinders their educational progress. Some parents think that educating girls/daughters does not bring any direct benefit because they go to their husband's houses after marriage. It was also found that they were discriminated in areas of health, playing games and even getting pocket money. The researcher found out that most of the Indian parents have preference for sons than daughters. Girl children face lots of problems due to gender discriminations.

**Neag, S. (2015)** under took a study on school education of girls in Nagaon district in Assam with the aim to investigate about the existing condition of girls education in Nagaon district, its problems and available facilities. The most appealing factor found from the study was that all the 50 schools in the district were functioning in their own building. Majority of them get mid day meals, free uniforms. Majority of the schools have provision of co curricular activities and toilet facilities for girls. Almost all the parents, teachers and government officials in the study were affirmative towards girls' education. On the other side some of the major barriers to girls education found from the study were poverty, illiterate parents, sibling care, distance of the school, absence of teachers, household chores, flood, bandh imposed by different organisations, difficulty in conversing with teachers etc.

**Ramana, D and Usha Rani, D. (2015)** studied on discrimination of girl child. The study was to analyze the discrimination against girl child in Tirupati Rural Mandal in Chittoor district in Andhra Pradesh. The sample for the study consists of 100 women selected from 10 different villages by using simple random sampling and stratified random sampling techniques. Both primary data and secondary data were used for the study. It has pointed out that India is home to the largest number of children in the world, but the negative social attitude towards women and girls have left girl children in India at a disadvantage position. Growing insecurity among girls and increased violence against them, adolescent pregnancy, ignorance about sex, sibling care, poor school facilities, domestic chores, poverty etc results in high rate of dropout from schools.

*Sahoo, S. (2016)* studied girl's education in India: status and challenges. The main objectives of the study were to ascertain recent status and challenges of girls' education in India. The researcher found that girl's education is very poor in elementary and secondary stage than in the higher education. It has pointed out that girls education is one of the most effective ways of ending poverty in developing nations. Some of the major challenges of girls education include- negative parental attitude towards their daughters education, lack of female teachers in schools, lack of infrastructural facilities, lack of girl's toilet facilities, schools located at distant places, child marriage, domestic chores, lack of awareness of different schemes and provision for girls s

*Sudhir, M. and Pradeep, M. (2019)* studied on women education in India with special reference to Mangalageri Mandal in Guntur district of Andhra Pradesh with the objective to search the problems of women education, the reasons for school dropout and women literacy programmes. Both primary and secondary data were used for the study. It was found from their studies that the main problems of women education were early marriage, poverty, lack of schools nearby, shortage of women teacher, household chores, sibling care, unattractive curriculum, semi settled life, migratory nature, language problem, no immediate gain from children etc.

*Emayavaramban, M. et.al (2020)* undertook a study with the objective to identify the barriers prevailing among the tribal girls in getting education in Salem district of Tamil Nadu state. Qualitative study method was used in 7 hill ranges of Salem district by using semi structured interview schedule. Small group discussions were conducted with female tribal students, teachers working in tribal areas and parents of tribal girl students. The study found that the main barriers were lack of public transport, poor staff pattern, lack of basic facilities, unsuitable curriculum, no vocational education etc as main barriers to girls' educational attainment.

## **2.6 OVERVIEW OF THE REVIEWS OF RELATED LITERATURE**

### **2.6.1 STATUS OF GIRL CHILD IN RESPECT OF LEARNING ACHIEVEMENT, ENROLMENT AND DROPOUTS**

Uma Devi, D. and Reddy, P.A. (2015) found from their study that 1.33 crores of children were enrolled in schools from pre – primary to class 12, out of which 48.96% were girls and stage wise the highest enrolment of girls was from class 1 to 5, followed by class 8 to 10 and the lowest enrolment was in class 6 and 7. Sahoo, S. (2016) found that at the national level, girls enrolment rate at elementary and secondary level has decreased from 2012 to 2015 and Das, J.S

(2019) states that at the national level, women literacy rate is 64.46% and that the literacy rate of women in rural and urban areas are 58.75% and 79.92% respectively. Times of India (Jan. 4 2022) reported that girls enrolment from class 1 to 8 was 96%, class 9 and 10 was 77% and class 11 and 12 was 50% in government schools. Regarding girls' dropout rate, Ramesh, P. (2015) found that in India more than half (60.39%) of the girls' dropout on or before reaching upper primary level and that significant majority (81.72%) of the girls dropout by or before reaching secondary level. According to Mint (Jan 2018) states that according to Ministry of Human Resource Development (MHRD) 62.1 million children are out of school in India and that 20% of the children under Right to Education act were out of school. It also mentioned that according to Annual Survey of education Report (ASER) 2015 to 2016, it states that for every 100 elementary schools (class 1 to 8) in rural India, there were 14 schools offering secondary education (class 9 and 10) and only six schools offering higher secondary education (class 11 and 12). The Indian Express (8th March, 2019) also states that highest dropout was in class 8 and 9 around the age when girls reach puberty. Child Rights and You (2019) reported that in one of its study done in four selected states of India, it found that Gujarat has the highest dropout of girls (50%) and most of them are in the age group of 15 to 18 years. Sahoo, S. (2016), Das, J. (2019), The Indian Express (2019) and Times of India (2022) have stated that the main reasons for girls dropping out of school or low enrollment in the schools were distance of the school, household chores, negative parental attitude, early marriage, lack of basic infrastructures, gender inequality, lack of awareness, illiterate parents, lack of female teachers in rural schools etc.

From the overview of literature related to the status of girl child in respect of learning achievement, enrolment and dropout, it was found that according to most of the studies, the highest dropout rate for girls was at secondary level and the main reasons pointed out by most of the researchers for low enrolment and high dropout at this level was due to puberty and the beginning of adolescence period, lack of separate toilets and water facilities in the school, schools located at far off places, negative attitude of parents and preference for male child, household chores etc.

### **2.6.2 PROBLEMS, CHALLENGES AND PROGRESS IN THE IMPLEMENTATION OF THE SCHEMES FOR THE IMPROVEMENT OF GIRL CHILD EDUCATION.**

Save the children (2016) and Right to education – Issues and challenges (2020) states that there are many government agencies in the implementation of the schemes which leads to lack of proper co ordination and implementation of the schemes. Child rights and you (2019), states that 40% of the parents were not aware or heard of the government schemes. Bista. M. (2004) and Save the Children (2016) pointed out that there was no monitoring and supervision of the scholarship and that lack of culture of accountability and measurable goals hindered the successful implementation of the schemes. The Hindu Bussinessline (2022) found that BBBP did not make any difference of girls being enrolled in schools, girls' grade completion and girls specific educational exposure. Save the children (2016) states that officials appointed to supervise the implementation of the scheme often get transferred quickly and the officials and the NGOs working for the BBBP need to familiarize the work with the newly appointed officials again and again which hinders the smooth implementation of the program. According to Right to Education Act 2009, Parul, C. and Guru, K. (2020) and The Hindu Bussinessline (2022) some other major reasons that challenges the smooth implementation of the scholarships and schemes are poverty, traditional mindset, lack of co ordination between the local community and the educational institution, lack of resources, ignorance of parents, child marriage, household works, distance of the school, lack of women teachers in the schools etc.

### **2.6.3 PARENTS' ATTITUDE TOWARDS GIRL CHILD EDUCATION**

Winason, M. (2011), Lucy, S. (2012), Tyoakaa et. al. (2014), Uzma, E. (2017), Radhika, K. (2018), Usman, M. et. al, (2019) , Priscilla, A. G. et. al (2020) found that most of the parents in their studies were aware about the importance of girls education and have positive attitude towards it but cultural and religious beliefs and practices, illiteracy, poverty, inadequate school infrastructure, insecurity feeling of sending their daughters to school, early marriage were some of the main causes that forced them to stop girls from getting education. Winason, M. (2011) and Tyoakaa et. al. (2014) found that parents think their daughter's marriage is more important than giving them education. Ambreen, M. and Anwaar, M. (2013) and Onoyase, A. (2018) found from their studies that parents feel reluctant to send their girls to school because they feel that they were not permanent members of the family. Radhika, K. (2018) found that parents believe

educating their sons will bring wealth and prosperity to their family. The difficulty of high cost of education was also a main problem for girls not being sent to school especially in rural areas. Winason, M. (2011) also found that the communities with high illiteracy level still practice the socio cultural attitudes and traditions in determining the status of girls and women in the society. Priscilla, A.G. et.al.(2020) found negative parental attitude towards their daughters education because the parents think that educating their daughters does not bring any benefit as they will go to their husband after marriage. Winason, M. (2011), Iqbal, S. et. al (2013), Usman, M. et al. (2019) found that girls were not much encouraged by their families to get education due to patriarchal norms, poverty and gender insensitive education system. The studies also pointed out that religious misinterpretations and beliefs and conservative attitude of parents have maximum negative influence on parental attitude towards their daughter's education. Ambreen, M. and Anwaar, M. (2013), Kiran, M. and Sevneet, S.(2015), Varshey, R. and Joshi, U. (2015) found that the attitude of parents towards their daughters education were changing and that girls were sent to school, but boys were still given more preference

On the other side, Manitombi, D, K. (2020) and Kishora, K. B. (2020) found from their studies that parental educational attainment determine to a great extent their attitude towards girls education. It also found that parents with better income and better occupation have more positive attitude towards girls' education. Onoyase, A. (2018) found that both rural and urban parents did not show favourable attitude towards girl child education, on the other hand Kishora, K. B. (2020) found that urban parents were more positive towards girls education than their counterparts and Kiran, M. and Sevneet, S. (2015) found that both rural and urban parents have favorable attitude towards female education. Gupta, J. (2019) also found that urban parents and educated parents show more readiness towards girls' education than their counterpart. Das, C. and Satyajitkar (2018) found that schedule caste parents have more favourable attitude than their counterparts i.e. schedule tribes towards girl child education. Most of the studies found that parents were aware about the importance of girl child education but due to patriarchal system, social and cultural norms and poverty, poor parents find it difficult to send both their sons and daughters to school. Therefore, they are compelled them to stop their girls from getting education to help them at home and send their sons to school.

From the reviews related to parents attitude towards girl child education, it brings to light that parents in most of the studies under review are aware about the importance and benefits of girl

child education and have positive attitudes towards it, but due to poverty, illiterate parents, traditional beliefs and practices, early marriage, household chores, insecure feelings, schools not located nearby etc parents failed to help their daughters in getting education. Some studies found that parents' attitude towards their daughters' education are changing and that the number of girls send to schools are increasing but still boys are given more preference. Also some studies revealed that parents educational attainment, higher income, better occupation and urban parents shows more concern for their daughters' education than their counterparts.

#### **2.6.4 OBSERVATIONS/ PERCEPTIONS OF TEACHERS TOWARDS GIRL CHILD EDUCATION**

Gulbaz, A. K. et.al (2011), Lucy, S. (2012), Sujata, M. (2014), Uma Devi, D. and Reddy, P.A. (2015), Abdul W. M. and Jo, A. (2017) found from their studies that according to teachers' observation, the main reasons for girl students dropping their studies were low economic status of parents, parents death, household chores , economic activities, gender inequalities, insecurity feelings, distance of the school, sibling care etc. Meyers, R. and Houssemand, C. (2011) found that unmotivated peer group or peer group having negative attitude towards education can influence each other, high proportion of immigrants, over emphasis on foreign language education and lack of guidance lead to high dropout. Abdul, W.M. and Jo, A. (2017) found that besides the above mentioned factors, the pattern of exam, easy promotion policy, English medium syllabus, poor educational background of students and pressure on teachers to perform non- academic duties leads to high dropout at secondary level. Neetu, M. S. (2017) found that teachers have traditional ways of thinking towards gender stereotypes and gender roles.

On the other hand, Moshe, T and Gina, E. (2001) found that there were no extreme egalitarian or chauvinistic responses. Sajid, G. et.al (2012) found that most of the teachers have positive attitude towards male and female students. Anitha, T.S. and Rama, T.N. (2014) found that training and teaching experience of teachers have significant influence on their attitude towards the problems of girls' education. Uma Devi, D. and Reddy, P.A. (2015) found that according to teachers' observation, the marginalized girls were enrolled without any discrimination and that the girls were regular in coming to schools. Fatima, M. (2016) found that most of the teachers were in favor of female education and female teachers gave more egalitarian responses than male teachers and secondary teachers.

From the reviews related to teachers' observation of girl child education, it was found that the main reasons for girls dropping out of their studies were low economic status of parents, parents death, household chores, economic activities, gender inequalities, schools not located nearby, sibling care etc. According to some teachers unmotivated peer group, over emphasis on foreign language, lack of guidance, English medium syllabus, poor educational background of students etc leads to high dropout at secondary level. It was also found that most of the teachers have positive attitude towards girl child education and that training and teaching experiences determine to a great extend in dealing with the problems of girls' education.

## **2.6.5 BARRIERS THAT HINDERS GIRL CHILD EDUCATION**

Bista, M. (2004), Elijah, K. F. (2008), Sivakumar, I. and Anitha, M. (2012), Tyoakaa, et. al (2014) Ramana, D. and Usha Rani, D. (2015), Neag, S, (2015), Qaiser, S. et.al (2015), Sahoo, S. (2016), Mercy, O. (2017) and Ali, B. et.al (2021) found that poverty, preference for male child, domestic chores, sibling care, insecurity feelings, sexual violence, early marriage were some of the main barriers that force girls to drop their studies. Bista, M. (2004), Dkhar, L. (2012), Ramana, D. and Usha Rani, D. (2015), Engida, J. (2019), Sahoo, S. (2016), Sudhir, M. and Pradeep, M (2019) and Emayavaramban, M. et.al (2020) found that besides the above mentioned barriers, poor school facilities, overcrowded class room, stress, lack of female teachers, lack of girls toilet facilities, school not located nearby force girls to drop their studies. Bista, M. (2004) in his study found that the representation of women in decision making and leadership was almost non – existent. Education policies, acts and programmes were not prepared in a gender sensitive manner.

Elizabeth, M. K. and Rebecca, W. (2015) found that countries in Africa, Middle East and South Asia have the largest number of girls without education. They found that there are about 80 countries in the world where progress on girl education was almost stalled and theses countries were struggling to enroll all girls and boys in primary schools and to close gender gap at primary and secondary level. On the other side, it found that 30 countries have successfully enrolled girls and boys in primary and secondary level, but were falling to give quality education. It also pointed out that ignorance about sex, teen pregnancy and child marriage were common features which force girls to discontinue with their studies. Winason, M. (2011) and Tyoakaa, et. al (2014) found that most of the household have large number of children with

limited resources, therefore they cannot send all their children to school and are forced to decide whom to send to school and the choice is often made in favour of boys since they will be future heads of their household. Elijah, K. F. (2008), Winason, M. (2012), Pattnaik, M.M. and Behera, B.K. (2011), Bunza, K. (2014), Mercy, O. (2017) found in their studies that girls were denied education because parents think that education is an investment to be reaped in the future by which time girls will get married and move to their husbands' family. Therefore, the product or the income earned from her education will benefit the families of the son in law rather than them. It has also pointed out that discrimination against girls begins from birth since most of the time the reaction towards the baby girl was 'Its someone else's property.'

Elijah, K. F. (2008) found that the patriarchal system of social organization let the parents give preferential treatment to their sons over their daughters in almost all walks of life. Girls do most of the household chores and hardly get time to study, were undernourished and have health problems which were some major factors in respect of low female participation and poor performance in education. Yagana et.al. (2021) found poor economic status, broken homes, death of the family's bread winner and gender inequality were the main reasons for girls to give up their studies. Tyoakaa et. al (2014), Mercy, O. (2017) found religious misconception and misinterpretation also as main barriers to girl child education.

The literatures under review indicated that most of the studies on Girl Child Education had used either qualitative or quantitative method of research or a combination of both. The most common type of instruments used for data collection by most of the researchers were questionnaire, observation, interview, semi structured interview, checklist, participant observation and focus group discussion. The most commonly used sampling procedures were multi stage sampling procedure, stratified sampling, simple random sampling, purposive sampling and convenience sampling. The data collected for the study were mostly analyzed using statistical techniques such as percentages, mean and standard deviation, t – test, chi – square etc.

From the review of related literature, it was found that many studies were done abroad as well as in India on 'Girls' Education. The studies brought to light that there existed inequalities in terms of educational accessibility, participation and benefits between boys and girls in many communities all over the world including India. Almost all the studies in the reviews found that cultural and traditional beliefs and practices, patriarchal norms, socio- economic status of the



family, illiterate parents, large number of siblings etc. determined to a great extent the status of women and girls in the society. From the reviews it was also found that urban parents, parents with higher education qualifications, higher income and better occupations have positive attitude towards girls' education than their counterparts. The studies also reveals that teachers, government, non government organizations are creating awareness about the importance of girl child education, but there still exists gender gap in almost all the societies under review. Thus from the review of related literatures, the researcher came to the conclusion that as far as her knowledge is concerned, no study was Girl Child Education at Secondary Education in Kohima district of Nagaland has been undertaken. Hence, the present study is a humble effort on the part of the researcher to fill that gap in this area of research.

## **CHAPTER -III**

### **RESEARCH METHODOLOGY**

Research methodology is the research strategy that shows the path through which a researcher has to undertake the research work. It outlines the techniques and identifies the methods to be used in it.

According to Creswell (2014), research approaches comprises of strategies and methods for research that extend the decisions from general assumption to thorough methods of data gathering and reasoning.

Derek Jansen and Kerry Warren (2020) Research methodology simply refers to the practical “how” of any given piece of research. More specifically, it’s about how a researcher systematically designs a study to ensure valid and reliable results that address the research aims and objectives.

Thus research methodology is the systematic plan and structure of the researcher to obtain evidence for the research questions and guide the researcher in the research work.

#### **3.1 RESEARCH DESIGN**

Research design refers to the structural framework of various research methods and techniques utilized by the researcher to conduct a study. It helps the researcher to sharpen the research methods and make it suitable for the subject matter that the researcher choose to study. Research design integrates the different components under study in a logical manner so that it ensures for effectively addressing the research problem unambiguously. It is the blueprint for the collection, measurement and analysis of data. (David de vaus, 2001).

The present research is a study on “Girl Child Education at Secondary level in Kohima District of Nagaland.” In the present study, the researcher described the barriers to girl child education, parents attitude towards girl child education, interpreted the observation / perception of teachers with regard to girl child education, the enrolment and dropout rate of girls from secondary levels and the status of the schemes, scholarships particularly meant to improve girl child education at secondary\_level in Kohima district of Nagaland. The study adopted cross-sectional cum descriptive research design since it is a type of research in which the researcher have to collect to collect data from many different individuals ( parents, girl and teachers at

secondary level) in this single research at a single point of time. Descriptive research design aims to obtain information to describe a phenomenon, situation or population in a systematic manner.

### **3.2 QUALITATIVE RESEARCH**

Qualitative method of research is used generally to explore values, attitudes, opinions and feelings of individuals and understand how these affect the individuals under study. It does not involve the collection of data that involves numbers or the need to deduce through mathematical calculation; rather it is based on the non quantifiable elements like the feeling, emotions, experience etc. In the words of Cresswell (2014), Qualitative research is an approach for exploring and understanding the meaning individual or group ascribe to a social or human problem. The process of research involves emerging questions and procedures, data typically collected in the participants setting, data analysis inductively building from particular to general themes and the researcher making interpretation of the meaning of the data.

For collection of qualitative data, it is better to use more than one data collection method in order to allow the researcher to get in depth knowledge and information about the area being researched. Qualitative data collection is more flexible which allows the researcher to incorporate the emerging themes in the ongoing data collection.

Some of the qualitative research methods are:

1. Observation: Recording what you have seen, heard or encountered in detailed field notes.
2. Interviews: Personally asking people questions in one to one conversation.
3. Focus groups: Asking question and generating discussion among a group of people.
4. Surveys: Surveys: Distributing questionnaires with open – ended questions.
5. Secondary data: Collecting existing data in the form of texts, images, audio or video recording etc.

The present research was qualitative in nature with the objectives to know the status of girl child education in Kohima district of Nagaland, the problems, challenges and progress on the implementation of schemes, to analyze the attitude of parents, the observations of teachers towards girl child education and to identify the barriers to girl child education in Kohima district of Nagaland.

### **3.3 METHOD OF STUDY**

The methodological framework of the present study is Descriptive Research method. According to Koul (2016), Descriptive Research studies are designed to obtain pertinent and precise information relating to current status of phenomenon and draw conclusion. According to Best and Khan (2012), Descriptive study is primarily concerned with the present, although it often consists of past events and influences as it relates with the present conditions. Descriptive survey method is preferred over other method for the present study as it enables the researcher with narration of events, comparisons and drawing conclusions based on the information obtained from relatively large and representative sample of the target population. It is an organized attempt to analyze, interpret and report the status of Girl Child Education in Kohima district of Nagaland.

### **3.4 POPULATION OF THE STUDY**

A population is any group of individuals who has one or more characteristics in common that are of interest for the researcher. According to Best & Khan (2016), 'The population may be all the individuals of a particular type or a more restricted part of that group.' and according to Chawla and Sondhi (2016), Population refers to any group of people or objects that forms the subject of the study in a particular survey and are similar in one or more ways. The population should be properly defined so that there is no ambiguity as to whether a given unit belong to the population.(Koul 2016).

Therefore, the population for the present study consist of girls studying at Secondary Level i.e classes IX and X in Kohima district of Nagaland, parents whose daughters are studying at Secondary Level in Kohima district of Nagaland and teachers teaching Secondary Level students in Kohima district of Nagaland.

### **3.5 SAMPLE AND SAMPLING**

Creswell (2012) says that sample is a subgroup of the target population the researcher plans to study for generalizing about the target population. Sampling refers to the process of selecting samples from a population so that the samples help the researchers to understand the characteristics of the population as well as to generalize and draw conclusion from the result. In order to serve the purpose, sampling should be unbiased or representative. A good sample must

be nearly representative of the entire population as possible and ideally it must provide the whole of the information about the population from which the sample has been drawn (Koul, 2016).

### **3.6 SAMPLING PROCEDURE**

The sampling procedure for the present study was as follows. While choosing a district in Nagaland, Kohima district was selected purposively. The reason for choosing Kohima district was because the research scholar is from Kohima district and had taught in a government secondary school for almost 10 years and is familiar with the condition of girl students in Kohima district. Moreover, since no research has been done on girls' education at secondary level in Kohima district as far as the knowledge of the researcher is concerned, hence the research was undertaken.

In Kohima district, there are five EBRCs and all they were selected purposively for the study in order to cover the whole of the district. Selection of colonies and villages from each EBRCs was done purposively because secondary schools were not available in all the colonies and villages. Therefore, the researcher has no other choice but to visit only the villages and colonies where secondary level education exist to collect girls' data as well as data for parents and teachers as per the objective of the study.

For the collection of teachers' data, the researcher personally met the teachers teaching secondary level students purposively and interviewed them. Almost all the teachers willingly and openly shared their observations and views about girl child education especially at secondary level. For the collection of parents data too, the researcher purposively selected only parents whose daughters were studying at secondary level while visiting the schools. The researcher tried her level best to make the parents understand the purpose of the questionnaire by meeting them personally and all the parents willingly answered the questions for success of the research and improvement of girl child education. For the illiterate parents those who could not read and understand the questionnaire in English clearly, the researcher translated the statements on spot into local language for clear understanding and ticks the answers by the scholar according to the responses given by the illiterate parents.

### 3.7 SAMPLE OF THE PRESENT STUDY

A total of 850 respondents comprising of 150 parents whose daughters are studying at secondary level, 200 teachers teaching different subjects at secondary level, and 500 girls studying at secondary level in Kohima district of Nagaland were selected as the sample for the study by taking into consideration the objectives of the research in order to represent the whole view of the population of the study. Samples were selected from rural as well as urban areas

**Table No. 3.1 Number of teachers and Parents from each EBRC that were interacted for data collection**

S.No	EBRC	No. of parents	No. of teachers	No. of girls	Total
1.	L. Khel	30	40	100	30+40+100
2.	Viswema	30	40	100	30+40+100
3.	Chiephobozou	30	40	100	30+40+100
4.	Zubza	30	40	100	30+40+100
5.	Tseminyu	30	40	100	30+40+100
	<b>Total</b>	<b>150</b>	<b>200</b>	<b>500</b>	<b>850</b>

Table No. 3.1 shows in detail about the number of parents, teachers and students that were interacted for data collection. A total of 150 parents which comprises of 30 parents from each EBRC whose daughters were studying at secondary level were interacted to know their attitude towards their daughters' education. A total of 200 teachers which comprises of 40 teachers from each EBRC who teaches secondary level were interacted to know their opinion regarding girl child education. A total of 500 girl students studying at secondary level were interacted to know the barriers that hinder girl child education in Kohima district of Nagaland.

**Table No: 3.2 Details of existing Secondary Schools in Kohima district of Nagaland**

GHSS with Secondary section	GHS	Private HSS with Secondary section	Recognized Private schools	Permitted Private schools	Total
7	24	28	23	22	104

*Source: [http://nbsenagaland. Com](http://nbsenagaland.Com)>schools (2009)*

As per the table, there are a total of one hundred and four schools in Kohima district with secondary sections. They are seven Government Higher Secondary Schools with secondary

section, twenty four Government High Schools, twenty eight private higher secondary schools with secondary sections, twenty three recognized Private high Schools and twenty two permitted Private High Schools.

**Table No: 3.3 List of schools visited for data collection from girl students at secondary level**

Sl. no	Name of the EBRCs	Name of the schools	Type of school management	Name of the school board	Number of respondents. (Girls)
A	L. Khel	Baptist High	Private	NBSE	10
		Christ King HSS	Private	NBSE	10
		Khedi HSS	Private	NBSE	10
		Bayavii HSS	Private	NBSE	4
		Modern School	Private	NBSE	8
		Oking Christian School	Private	NBSE	8
		Dr. Neilhouzhii Kire GHSS	Government	NBSE	8
		Riizhiikhrie GHSS	Government	NBSE	15
		Thenuovicha Memorial GHSS	Government	NBSE	12
		New Market GHS	Government	NBSE	15
B	Viswema,	St. Paul HSS, Phesama	Private	NBSE	50
		GHS, Jakhama	Government	NBSE	24
		GHS, Kigwema	Government	NBSE	26
C	Zubza	GHS, Mezoma	Government	NBSE	8
		GHS, Khonoma	Government	NBSE	5
		GHSS, Jotsoma	Government	NBSE	24
		GHS, Zubza	Government	NBSE	15
		DBHSS, Zubza	Private	NBSE	48
D	Chiephobozou	GHS,Zhadima	Government	NBSE	12
		GHS, Chiechama	Government	NBSE	32
		GHS, Nerhema model	Government	NBSE	5
		Regimental school	Private	NBSE	40
		DBS, chiephobozou	Private	NBSE	11
E	Tseminyu	GHS, Kasha	Government	NBSE	6
		GHS, Tseminyu town	Government	NBSE	12
		GHSS, Tseminyu	Government	NBSE	16
		GHSS, Tesophenyu	Government	NBSE	12
		DBS, Tseminyu	Private	NBSE	44
		Christian School, Tseminyu	Private	NBSE	10
				Total	500

Table no.3.3 indicates the EBRCs, name of the schools, type of school management, name of the board and number of girls selected for collection of data from secondary level. Total no. of schools visited was 29 which include 17 government schools and 12 private schools. A total of

500 girls studying at secondary level were selected for data collection which include 232 girl students studying in government schools and 268 girls students studying in private schools respectively. *(On 18<sup>th</sup> December 2021, Tseminyu was curved from Kohima district and created into a new district).*

### **3.8 RESEARCH TOOLS**

Research tools or research instruments refers to the devices or instruments used for data collection. A researcher may require many data gathering tools or techniques which may vary in their complexity, design, administration and interpretation. For the present study, the researcher used three self-developed tools. They are as follows: **(a)** An Attitude Scale to measure the attitude of parents towards girl child education. **(b)** Semi Structured Interview Schedule to know the perception of teachers towards girl child education and **(c)** Closed ended questionnaires to know the barriers that hinders girl child education at secondary level in Kohima district of Nagaland. All the three tools were constructed after taking all the precautionary measures and proper validation from the experts.

For the present study, all the three tools as mentioned earlier were self constructed tools, since the researcher found that the existing tools do not suit the purpose of the present study. Though most of the existing tools were found to be valid and reliable, for the present study, the researcher wanted the statement in the tools to be more relevant to local context. Therefore, for the collection of primary data, three tools were developed on the basis of review of related literature by taking into account the local situation and also by incorporating the relevant points from the available tools. Self observations and secondary sources of information were also aided for the construction of the tools. The statements for the three tools were generated keeping in view the purpose and objective of the research work under the guidance of the supervisor. In the next step, the questionnaires were given to ten (10) academicians who were expert in the area, in order to examine whether the statement were sufficient and appropriate to be used in the context of Nagaland and also checked by two experts for the clarity of the language. Thus the items were written in such a way that the parents, teachers and girls could understand the questions easily and give the appropriate answers. Moreover, the process helped to eliminate ambiguities and to examine content and face validity in order to make sure that the items represents the entire domain the test seek to measure. The final form of the instruments was revised utilizing the



responses and comments of the experts and some statements were extracted and reformulated. In this way the validity and reliability of the tools were ascertain.

### **3.9 DESCRIPTION OF THE RESEARCH TOOLS**

(1). The first instrument developed was a questionnaire titled, “Parental attitude towards Girl Child education.” It is very important to know the attitude of parents towards the education of their children because parents are the first teacher of a child and they play very an important role in shaping the personality of their children. Moreover, from the review of related literature it was brought to light that in many communities, parents have negative attitude towards girls’ education. Therefore the present attitude scale was used to measure the attitude of parents in Kohima district towards girls’ education at secondary level. The attitude scale was prepared by taking into account the previous tools which are valid and reliable in their content. Nevertheless, the researcher decided to construct her own attitude scale which was felt to be more convenient to be use for local context.

The drafting of items for measuring parents’ attitude towards girl child education was based on previous research works, review of related literatures, researcher’s experiences and observations. The first draft was prepared with 100 items which consist of 50 positive items and 50 negative items by taking into consideration its relevance with secondary level and for achieving the objective of the research work. The selection and modification of the items were done three times with due consultation with the supervisor and was reduce to 50 items with 25 positive and 25 negative items by taking due care of the content validity. The attitude scale was named as “Parental attitude towards girl child education.”

#### **Establishing content validity:**

To establish content validity, the initial draft was first given to 5 teachers teaching at secondary level and one language expert. After incorporating their feedbacks and corrections, the refined draft was given to 10 academicians from the university for content validation. Thereafter the final draft was prepared by incorporating the feedbacks and suggestions from the academicians.

The instrument designed has two section, where section ‘A’ deals with demographic information about parents, while Section-B is a Likert scale instrument which consist of three point scale and the parents have to either tick Agree, Disagree or Undecided. Thus research tool

consisting 46 items with 25 positive statements and 21 negative statements and the said three alternatives. Therefore the present attitude scale was constructed to ascertain whether parents in Kohima district of Nagaland have positive or negative attitude towards girls' education.

The main aim for the construction of the attitude scale was:

(a). To know whether parents in Kohima district have positive or negative attitude to towards girl child education at secondary level

(b). To find out whether there is any differences in the attitude of parents from the perspective of gender, locality of residence and family type. (qualitatively). *(Appendix-I)*

**(2). A semi-structured interview scheduled/questionnaire** was developed and the same was used for collection of data from teachers, titled "Semi-structured interview schedule for secondary teachers on girls education." Semi – Structured Interview schedule is a data collection method that relies on asking questions with predetermined thematic framework and where the researcher has the liberty to supplement questions during the interview. Since semi structured interview schedule is a flexible tool which can be adjusted in different situations and directions, it was preferred by the researcher over other tools to elicit the views and perception of teachers regarding girl child education.

It is important to have knowledge about the views of teachers since they are directly in touch with the students and they know the practical problems and difficulties girl students' faces in getting education. The tool has twelve semi structured statements. Validity of the instrument for data collection was ensured through the development of a draft instrument by consulting relevant literatures and subjecting the draft to independent, peer and expert reviews.

The drafting of items for the semi structured interview was done in consultation with the reviews of related literatures, research works, existing research tools and the researcher's own experiences. The first draft consists of 50 items by taking care of the objective of the research work. After consulting with the research supervisor several times, the items were improved by incorporating the relevant items and subtracting the not relevant items.

Establishing content validity:

For content validation, the draft items were first given to 5 teachers teaching at secondary level and to one language expert. After taking due consideration of their suggestions and comments, the draft was refined and given to 10 academicians from the university seeking their

valuable knowledge, suggestions and comments. The final draft was prepared after incorporating all the necessary feedbacks and suggestions from the experts. The final draft has 12 semi structured items on 12 different areas/themes. *(Appendix- II)*

Main aims for constructing the semi structured interview scheduled was as follows:

To know the observation/ perceptions of teachers regarding:

- (a) Girls enrolment and drop out and reasons why girls dropout more at secondary level
- (b) Whether gender gap exist in terms of enrolment, dropout and academic success.
- (c) Contributions made by government and NGOs for the improvement of girls' education.
- (d) The facilities available in the schools and how girls are help to go through the adolescent period.

### **(3). A questionnaire on “Barriers to girl child education at secondary level” *(Appendix-III)***

From the review of related literatures, the researcher found that there were many barriers that hinder girl child education in many communities abroad as well as in India. From the review of related literatures, research works, from the existing tools and from the researcher's own observations and experiences, the researcher realized that closed form of questionnaire was the most appropriate tool to elicit the right information from the girls studying at secondary level. Therefore a closed form of questionnaire was developed for girls studying at secondary level in Kohima district of Nagaland to know the barriers that hinders girl child from getting education.

The aims for construction of closed form of questionnaire were:

- 1. To know whether girls in Kohima district of Nagaland knows about the importance and benefits of getting education.
- 2. To know the barriers that hinders the girls from getting quality education.

The procedures for drafting of the items were as follows:

- (a) The initial draft was prepared by taking into account the objective of the study. The draft consists of 120 items with YES or NO options.
- (b) After consultation with the research supervisor, the necessary modifications of the items were done and was organized into five different dimensions They were (a) Psychological barriers (b) Institutional barriers (c) Barriers caused by poor teaching and learning conditions

in schools (d) Mental and physical barriers and (e) General reasons that might lead to dropout.

- (c) In each dimension, there were around 20 different items so as to make sure that all the important areas related to girl's education were covered.
- (d) The final draft was prepared according to the feedbacks and directions given by the experts and was finally made ready to be used for data collection.
- e. After which the drafted items were given to five teachers teaching secondary level students and one language expert seeking for their suggestions and correction of the items.
- f. After taking due considerations of the suggestions and feedbacks of the teachers and the language expert, the draft was refined and modified again and given to ten academicians from the university.
- g. The final draft was prepared according to the feedbacks and directions given by the experts and was finally made ready to be used for data collection.
- h. The title of the tool was "Barriers to girl child education at secondary level"

***A brief description of the different dimensions were as follows:***

- (a) **Psychological barriers:** This dimension covers areas such as safety and security of girls in the school. To know whether the schools were girl friendly schools or there exist gender discrimination, bullying, to know whether they have inferiority complex and also whether the girls' knows the importance and benefits of getting education.
- (b) **Institutional barriers;** This dimension was mainly to know about the convenient of school timing for girls, availability of hostel facilities, the strength of students in the class, availability of physical teachers and female teachers and other basic facilities for girls in the school.
- (c) **Barriers caused by poor teaching and learning in the schools:** This dimension was mainly to know whether girls can understand what is taught in the class, whether teachers are friendly and approachable, about the regularity and punctuality of teachers in taking class, whether teachers are trained and about the teaching and learning materials available in the school.
- (d) **Mental and physical barriers:** This dimension covers areas such as facilities available for disabled children in the school, medical treatment for girls, early marriage, whether girls get enough time to study at home and whether parents discourage them from going to school.

- (e) **General reasons that might lead to drop out:** This dimension was mainly to know the reasons why some parents discourage their girls from going to school.

**Table No: 3.4 shows the dimensions with the no. of items against each barrier**

<i>Sl. no</i>	<i>Barriers</i>	<i>No. of statements</i>
1.	Psychological Barriers	13
2.	Institutional Barriers	10
3.	Barriers caused by poor teaching – conditions in schools	13
4.	Mental and Physical Barriers	11
5.	In general reasons that might lead to drop out	18 (options)

### **3.10 COLLECTION OF DATA**

Data collection forms an important part of the research process. In order to collect the requisite data for any research problem, the researcher has to sample the population concerned, since it is not possible to encompass the entire population, and to develop appropriate tools for measuring the attributes concerned and to administer these tools (Koul, 2016). Therefore data collection is the process of gathering and analyzing information on targeted population to answer the research questions and evaluate the outcomes.

After incorporating all the feed backs and suggestions given by the experts and the supervisor, the tools were finalized for the collection of data. By taking the consent and approval from Department of Education, Nagaland University the researcher begin data collection. The researcher also collected a letter from the Head of Department, Education, and Nagaland University requesting the competent authorities to co-operate and allow the researcher for data collection. The researcher personally collected all the data by herself. The researcher visited different villages, colonies, schools and homes in Kohima district to collect data from girl students, parents and teachers. Before administering the tools, all the precautionary measures were taken into consideration to build good rapport with the administers, officials, students, teachers, and parents in order to make sure that the data collected fulfills the objectives of the research purpose. They were also made to understand that their answers will be treated as confidential and used solely for the purpose of the research.

By taking due permission from the head of the schools, girls studying at secondary level were randomly pick up for the collection of data. The researcher also makes sure that the girls

answered by understanding the questions properly and also make sure that they answered all the questions.

For the collection of information from parents and teachers too, the researcher personally met the teachers and parents and administered the tools by taking into account all the necessary conditions and almost everyone willingly contributed whatever is possible from their side for the success of the research and for the improvement of girl child education.

For the collection of secondary data, the researcher visited the Department of School Education (DoSE), Nagaland Board of School Education (NBSE), District Education Office (DEO), Nagaland University library, State Library, College libraries and different internet sources of information. All the concerned officials and staff extended full co-operation in providing all the sources available from their end for the success of the research.

### **3.11 ANALYSIS AND INTERPRETATION OF DATA**

Analysis of data for the present study was made in conformity with the objectives as formulated by the investigator. The collected data were quantified and interpreted by using frequencies and percentage analysis. The data collected from parents was analyzed qualitatively through frequency percentage analysis. The information collected from teachers was analyzed based on thematic approach and the data collected from girls was analyzed through frequency percentage analysis. The detailed analysis and findings of the study were discussed in the following chapters.

## **CHAPTER-IV**

### **ANALYSIS AND INTERPRETATION OF DATA**

Data collection is the systematic collection and recording of information. Data analysis is the most important part of the whole research process. It involves the process of systematically applying research methods to describe and evaluate the collected data, to make decision or expand knowledge on various subjects. Data interpretation is the process of taking the analyzed data, making inferences on the relations studied and using them to determine the conclusion, significance and implications of the findings.

The present chapter deals with the analysis and interpretation of the data collected from the samples through primary and secondary data. The collected data were analyzed and interpreted keeping in view for the fulfillment of the research objectives. The chapter has five parts according to the research objectives. They are:

**Part - A:** It deals with the status of girls' enrolment, dropout and academic achievement at secondary level in Kohima district of Nagaland.

**Part - B:** It deals with the implementation status of the schemes (both Central and State Governments) for the improvement of girl child education in Kohima district of Nagaland.

**Part - C:** Deals with the attitude of parents towards girl child education with special references to selected demographic variables in Kohima district of Nagaland.

**Part - D:** Deals with teachers' observation regarding of girl child education in Kohima district of Nagaland.

**Part - E:** Deals with barriers to girl child education in Kohima district of Nagaland.

## PART - A: STATUS OF GIRL CHILD EDUCATION IN NAGALAND

**Objective-1:** To know the status of girl child education in Kohima district of Nagaland in respect of learning achievement, enrolment and dropout at secondary level with Gender Parity Index (GPI)

Table No. 4(a) 1: Details of girls' enrolment, dropout and pass percentage at secondary level in Kohima district of Nagaland

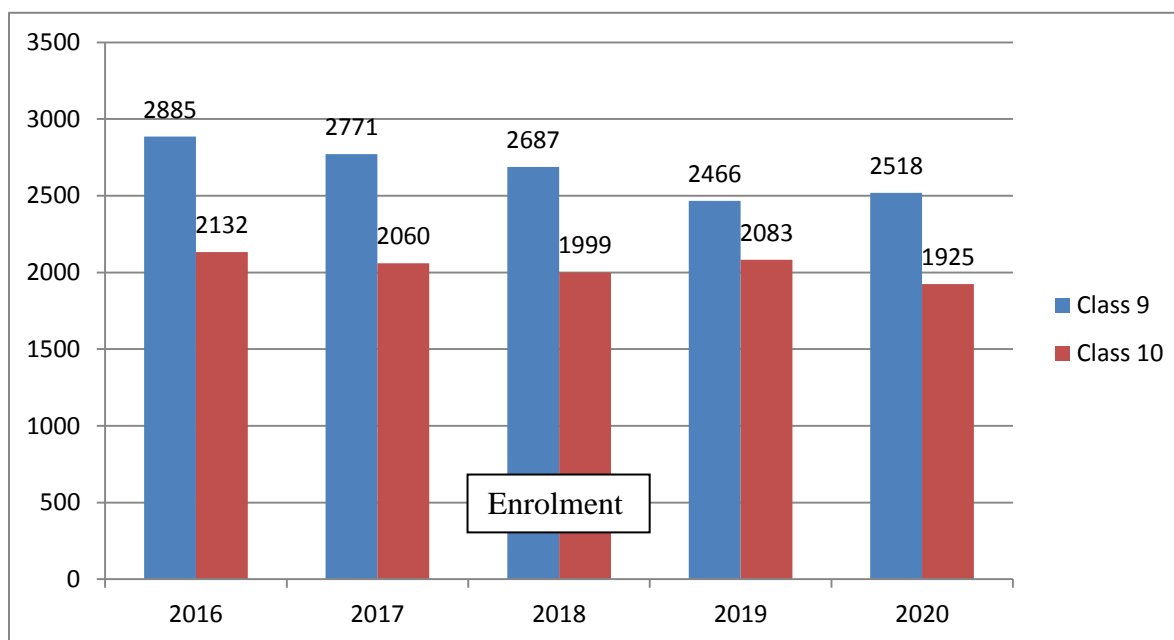
Year/class	ENROLMENT		DROPOUT		PASS PERCENTAGE	
	Class 9	Class 10	Class 9	Class 10	Class 9	Class 10
2016	2885	2132	144	Nil	64.99%	83.44%
2017	2771	2060	97	128	65.28%	81.46%
2018	2687	1999	94	119	69.18%	75.94%
2019	2466	2083	77	93	71.41%	82.05%
2020	2518	1925	58	56	73.59%	84.42%

(Source: *Nagaland Board of School Education, Kohima*)

**Enrolment:** As per the information projected in table no. 4(a) 1, regarding girls enrolment, dropout and pass percentage of class 9 and 10 for the last five years 2016 to 2020 in Kohima district, it indicated that regarding enrolment, the peak was in the year 2016 for class 9 followed by a dip for the next three consecutive year and followed by a steady rise again in 2020. Likewise for class 10 too, the peak was in the year 2016 followed by a dip for the next two consecutive years and then a slight rise in 2019 followed by a dip again in the next year. The reasons for the fluctuation in enrolment for both class 9 and 10 might be due to poverty, unstable income of parents, distance of the school, lack of sanitary and water facilities in the school for girls, household chores etc especially among the poor families and the villages.

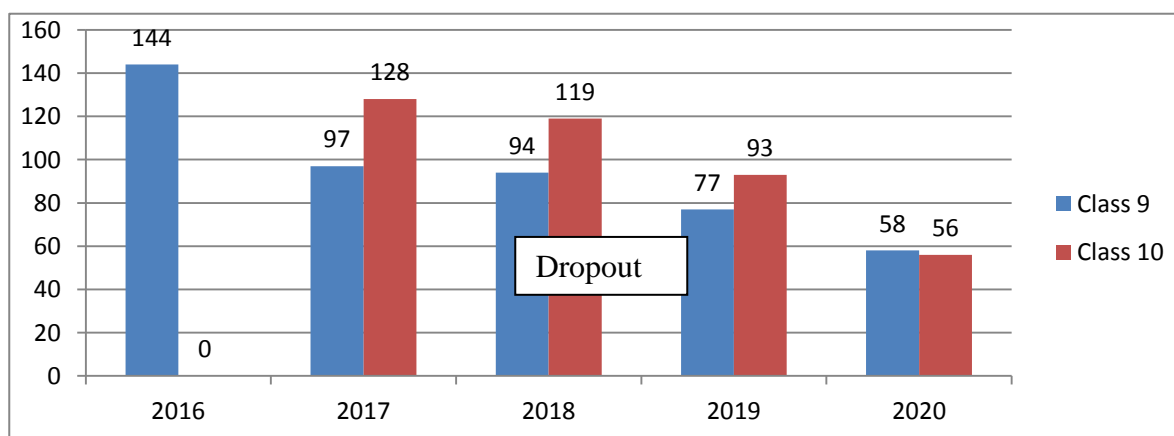


**Figure 4.(a)1: Bar chats on girls enrolment at secondary level (2016 - 2020)**



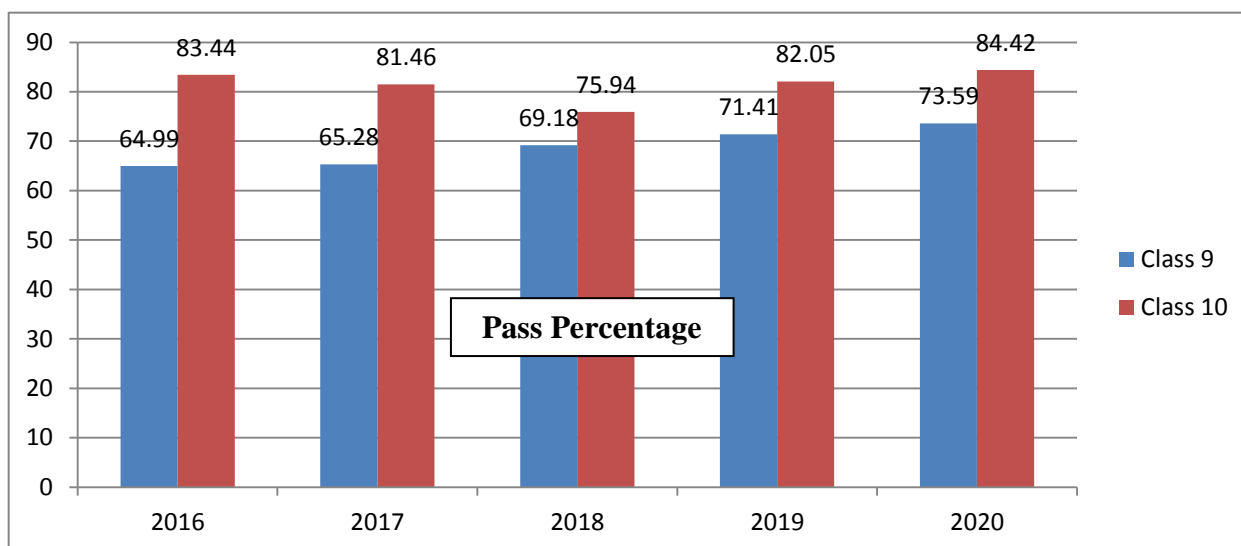
Regarding **dropout rate**, for class 9, the peak of dropout was in 2016 followed by downward trend for the next four consecutive years i.e. till 2020. For class 10, the peak of dropout was in 2017, followed by downward trend for the next three consecutive years i.e. till 2020. It was also interesting to find out that there were nil dropouts in the year 2016 for class 10 girls in Kohima district. From the decreasing trend regarding girls dropout in class 9 and 10 in Kohima district, it can be concluded that it might be due to parents and girls becoming more aware about the importance of getting education as a result of the various government policies and programmes which create awareness about the importance of girls education.

**Figure 4(a)-2: Showing girls dropout rate at secondary level (2016 – 2020)**



Regarding the pass percentage of girls, for class 9 it was in upward trend with the lowest deep in 2016 followed by an increase year after year and the peak was in the year 2020. For class 10, there were some fluctuation in the pass percentage with the peak in the year 2020 and the lowest dip in 2018. It can be concluded that, the overall pass percentage of girls for both classes 9 and 10 shows an increase year after year though there was a dip for class 10 in the year 2018.

**Figure 4(a) 3: Showing the pass percentage of girls at secondary level (2016 -2020)**



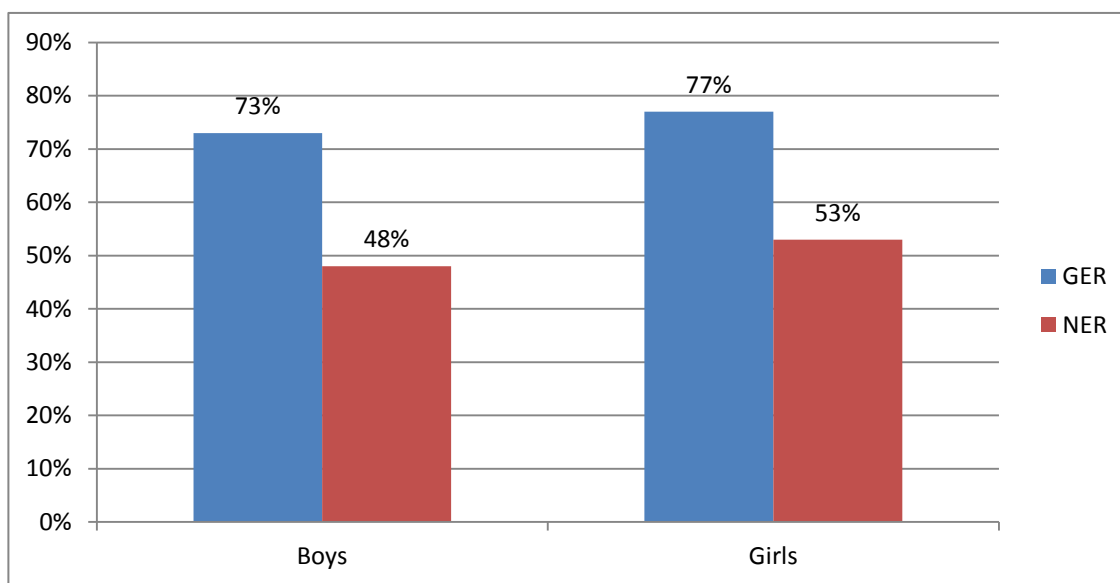
**Table No. 4(a) 2: Gender wise Gross enrolment ration (GER) and Net enrolment ratio (NER) of students at secondary level in Kohima district (2019 – 2020)**

	Boys	Girls	Total
GER	73%	77%	75%
NER	48%	53%	50%

*Source: Gender Statistics, Nagaland 2021, Directorate of Economics and Statistics, Government of Nagaland.*

As highlighted in table No. 4(a) 2, GER at secondary level in Kohima district (2019 – 2020) was boys 73% and girls 77% and NER was boys 48% and girls 53% respectively as per gender statistics of Nagaland 2021.

**Figure 4(a) 4: Bar chart on the GER and NER at secondary level in Kohima (2019 -2020)**



**Table No. 4(a) 3: Gender Parity Index (GPI) – District wise number of girls per 100 boys enrolled at secondary level (2019 -2020)**

Sl. no	District	Gender Parity Index (GPI) Secondary level
1	Dimapur	1.02
2	Kiphire	1.13
3	<b>Kohima</b>	<b>1.04</b>
4	Longleng	1.18
5	Mokogchung	1.03
6	Mon	1.00
7	Peren	0.93
8	Phek	1.04
9	Tuensang	1.09
10	Wokha	1.03
11	Zunheboto	1.11
12	State	1.04
NOTE : IF GPI >1 indicates disparity in favour of females		

Source: Gender Statistics 2021

As per the Table No. 4(a) 3, the Gender Parity Index in almost all the districts in Nagaland was in favour of girls except Peren district where the gender Parity Index was in favour of boys.

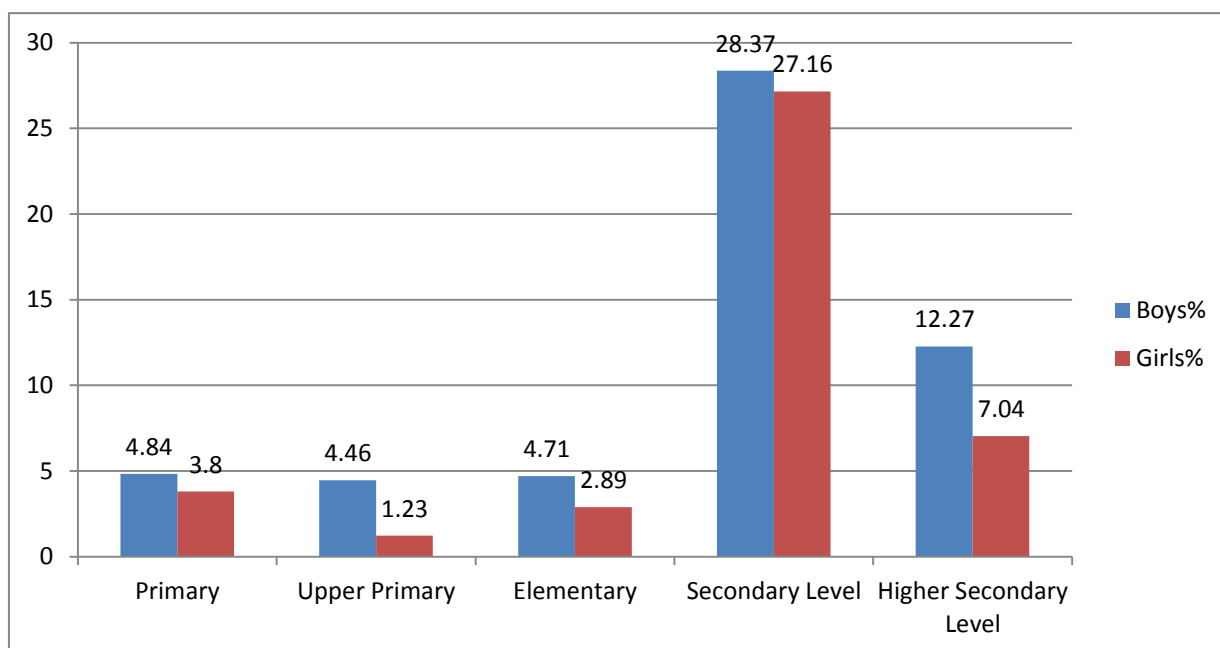
**Table No. 4(a) 4: Gender wise dropout rate in Nagaland (2019 – 2020)**

Level	Boys (%)	Girls (%)
Primary	4.84%	3.8%
Upper Primary	4.46%	1.23%
Elementary	4.71%	2.89%
<b>Secondary Level</b>	<b>28.37%</b>	<b>27.16%</b>
Higher Secondary Level	12.27%	7.04%

*Source: Directorate of School Education, Govt of Nagaland.*

As per Directorate of school education, dropout rates for boys and girls in the primary level during the year 2019 -2020 was 4.84 and 3.8 respectively, at upper primary level it was 4.46 for boys and 1.23 for girls, at elementary level, it was 4.71 for boys and 2.89 for girls, at secondary level it was 28.37 boys and 27.16 girls and at higher secondary level it was 12.27 for boys and 7.04 for girls. The table shows that dropout rate for boys are much higher than girls. Dropout rate for boys and girls was maximum at secondary level.

**Figure - 4(a) 5: Bar chat on gender wise dropout rate in Nagaland (2019 – 2020)**



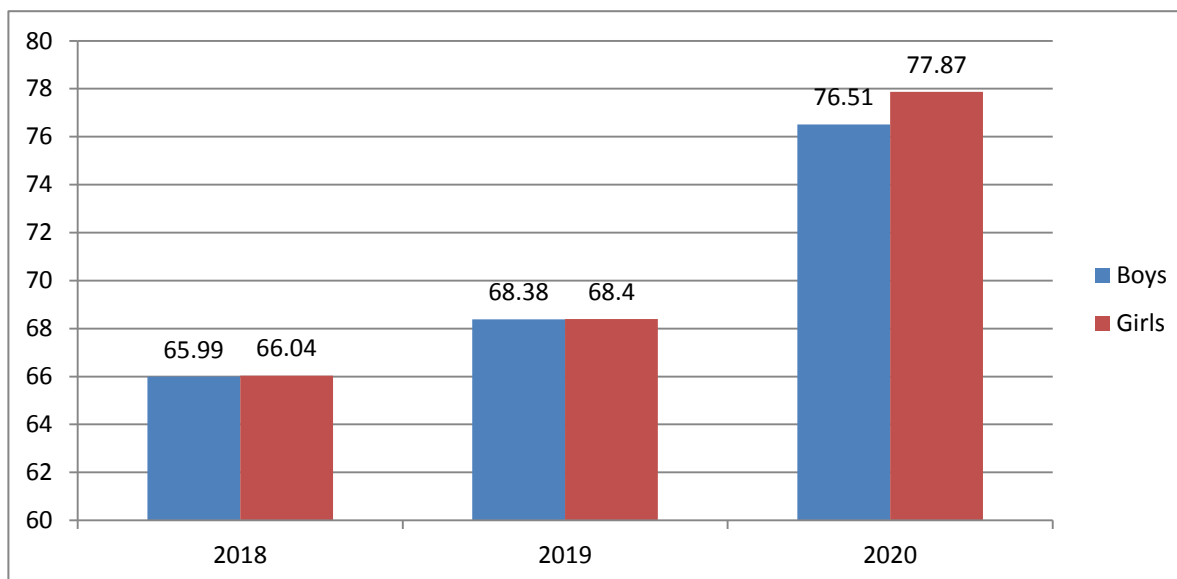
**Table no 4(a) 5:** Gender wise passed percentage of High School Leaving Certificate Examination

Year	Boys (%)	Girls (%)
2018	65.99 %	66.04 %
2019	68.38 %	68.4 %
2020	76.51 %	77.87 %

Source: *Nagaland Board of School Education, Govt. of Nagaland*

Table no. 4(a) 5 high light that in the year 2018, the passed percentage for boy students was 65.995% and 66.04% for girl students. In 2019, it was 68.38 for boys and 68.4 for girls. During 2020 result, the passed percentage of female and male students was 76.51 and 77.87 respectively. The table clearly indicates that the passed percentage of female students is higher than their male counterparts.

**Figure no. 4(a) 6 : Bar chart on gender wise pass percentage of students at HSLC exam**



## **PART B: CENTRAL AND STATE GOVERNMENT SCHEMES TO IMPROVE GIRL CHILD EDUCATION**

Objective: To study implementation status of the schemes (Central and state) in order to improve girl child education in Kohima District of Nagaland

### **1. Pre – Metric scholarship for minority students**

This scheme was initiated during 2012 – 2013 and the Department of School Education (DoSE) is the Nodal agency for implementing the scheme in the state under the Ministry of Minority Affairs.

**Eligibility:** Every student belonging to minority community from class 1 to 10 whose parental income from all sources is less than 1.50 lakh per annum can apply this scheme

**Mode of payment:** Selected students shall credit the scholarship from the ministry through direct transfer mode to the given bank account number.

**Table no. 4(b) 1:** Showing in detail about the pre metric scholarship for minority students.

<i>Sl. No</i>	<i>Year</i>	<i>No. of beneficiaries</i>	<i>Type of application</i>	<i>Amount (Lakhs)</i>
1	2012-13	18,679	Offline	400.19
2	2013-14	25,792	Offline	756.41
3	2014-15	42,836	Offline	1374.57
4	2015-16	26,607	Online	767.10
5	2016- 17	9,898	Online	279.62
6	2017-18	24,807	Online	800.73

*Source – Directorate of school education, Govt.of Nagaland*

Table no. 4(b)1, highlights the implementation of the scheme from 2012 to 2018. The highest number of beneficiaries was during 2014 - 15 with a total number of 42836 beneficiaries and with an amount of Rs1374.57 lakhs. The lowest number of beneficiaries was during 2016-17 with 9898 beneficiaries and with an amount of Rs 279.62 lakhs. The fluctuation in the number of beneficiaries might be due to less number of applicants, due to lack of awareness on the part of parents and students or shortage of fund. From 2012 -13 to 2014-15 application was done through offline but from 2015-16 online application started.

### **2. Pre Metric Scholarship for Schedule tribe Students studying in classes 9 and 10**

This scheme was implemented from the financial year 2015 to 16 under the Ministry of Tribal Affairs with the Government of India (Central sponsored scheme). With the directive of the

government of India, the department of school education disbursed the scholarship through Direct Benefit Transfer to the students' Bank account.

**Eligibility:** Student should belong to schedule tribe and her/his parents/ guardians income should not exceed two lakh per annum. The student should not be getting any other centrally funded pre metric scholarship and should be a regular full time students studying in a government recognized school.

**Table No. 4 (b) 2:** The indicated the number of beneficiaries and fund allotted.

Sl. no	Financial year	No. of beneficiaries (Boys and Girls)	Rate per head per year	Type of application	Amount disburse (in Lakh)	Mode of payment
1	2016- 17	18780	Rs. 2250	Offline	422.55	Through student account
2	2017-18	10715	Rs. 2250	Offline	241.80	Through student account

*Source: Directorate of school education Kohima, Nagaland.*

Table no. 4 (b) 2 shows that the number of beneficiaries were more in the financial year 2016-17 with 18780 beneficiaries than in the financial year 2017-18 with 10715 beneficiaries which might be due to shortage of fund or lack of awareness on the part of parents and students to apply for it. The disbursed amount was Rs 422.55 lakh during 2016-17 and Rs 241.80 lakh during 2017-18 respectively.

### **3. Children Education Assistance Fund (CEAF)**

This scholarship is the only state sponsored scheme which was implemented by the state government from 1992. This scholarship is given to merit students after conducting the exam initiated by the directorate of school education at two stages, elementary stage at class 6 and secondary stage at class 9. The selected students from class 6 will get scholarship up to class 8 subjected to regularity, good conduct and good academic result. The selected student from class 9 may be renewed up to class 10 provided the student is successful and subjected to regularity, good conduct and good academic result.

**Table No. 4(b) 3:** shows in detail about children education assistant fund.

Sl.no	Financial year	No. of beneficiaries	Type of selection	Amount disburse (Lakh)	Mode of payment
1	2013-14	995	Metric Exam	10.35	Through DEO
2	2014-15	1022	Metric Exam	10.62	Through DEO
3	2015-16	1132	Metric Exam	10.50	Through DEO
4	2016-17	1242	Metric Exam	19.56	Through DEO

*Source: Directorate of school Education Government of Nagaland*

Table no: 4 (b) 3, brings to light that the number of beneficiaries increases steadily through the financial years from 2013- 14 to 2016-17 which is a sign that the scheme is being implemented effectively.

#### **4. Nagaland stipend for girls studying at secondary level:**

Nagaland stipend for girls of secondary level is a state sponsored scheme for girl students of class 9 and 10 studying at government high schools and government higher secondary school and belonging to economically weaker family. This scholarship was operating under the name Nagaland stipend for secondary students till 2014 -15, which included both boys and girls. *From the financial year 2015 -16 the name was changed to Nagaland stipend for girls of secondary students to encourage girl students from economically weaker families.* The headmaster and principal of GHS and GHSS can nominate two girls from each class and submit along with the PCR at the end of the academic session to the directorate to avail the stipend. Table no. 4 shows in detail about the scholarship.



**Table No. 4(b) 4:** Nagaland stipend for girls studying at secondary level

Sl. no	Financial year	No. of beneficiaries	Type of application	Rate per year	Amount disburse (in Lakh)	Mode of payment
1	2013-14	1172	Offline	1000	11.72	Through principal/ Headmaster
2	2014-15	1172	Offline	1000	11.72	Through principal/ Headmaster
3	2015-16	1172	Offline	1000	11.72	Through principal/ Headmaster
4	2016-17	1172	Offline	1000	11.72	Through principal/ Headmaster
5	2017-18	1172	Offline	1000	11.72	Through principal/ Headmaster
6	2018-19	1172	Offline	1000	11.17	Through principal/ Headmaster

*Source – Directorate of School Education, Government of Nagaland.*

Table No. 4(b) 4, shows that the number of beneficiaries (i.e.1172 students) and the amount disburse (i.e.11.72 lakh) remain the same throughout the financial years from 2013 -14 to 2018 -19. However, after the name of the scheme was changed to Nagaland Stipend for girls of secondary level the financial year 2015-16, the total number of beneficiaries were only girls and all the amount were disburse only for girls too. The type of application was offline and the mode of payment was through the headmaster or the principal.

#### **5.Rashtriya Madhyamik Shiksha Abhiyan (RMSA)**

Some of the main works done by RMSA relating particularly to girl students in Nagaland were mentioned below:

**(a).During 2016 – 2017,** RMSA has successfully implemented “Self Defense’ training for girl students in 240 GHS/GHSS in the state by engaging Nagaland Taekwondo Association.

In Kohima district, 751 girls from class 9 and 323 girls from class 10 (total 1074 girls) participated in the training. *(Source RMSA Nagaland Annual Report 2016 -17)*

### **(b) Girls Empowerment**

This was a training conducted by RMSA under the theme “Inspiration/Motivation Camp for Girls Students.” The training was carried during 2016 -17 in 74 blocks with two teachers from all the schools. In return, the trained teachers imparted training to all the girls in their respective schools. Handbook on “*Educating Girls for self empowerment*” which was jointly develop by RMSA and State resource Centre for Women was distributed to all schools for further references and library use. The programme was conducted with a view to impart accurate and adequate knowledge about the process of growing up with a focus to broaden the realm of knowledge, to inculcate in students essential life skills to develop healthy attitudes and responsible behaviors, impart sense of social responsibilities and to infuse information and facts that they are denied of or ignorant about and to bring change in the mindset of the adolescent girls. (Source – RMSA Nagaland Annual Report 2016-17)

### **(c). Self defense for girls students.**

During 2017 -18, Project Approval Board (PAB) approved 229 GHSs/GHSSs for implementation of self defense for girls for three months. RMSA Nagaland has engaged Nagaland Taekwando Association and provided training to one teacher each from 229 GHSs/GHSSs at Indira Gandhi Stadium, Kohima with the view that these trained teachers will provide training to girls throughout the academic year. The outcome of the training was very encouraging as they were instructing the girls regularly. (Source: RMSA Nagaland 2017 -18)

## **6. Samagra Shiksha Nagaland**

Activities conducted by Samagra Shiksha Nagaland for girls at secondary level:

1. **Girl’s empowerment:** Adolescent Girls Empowerment program was conducted during February 2019 in 274 GHS girls enrolled schools. For this the Mission had develop Handbooks in collaboration with State Resource Centre for women, Nagaland based on the topic ‘*Educating Girls on Self Empowerment, Leadership and Well being and Career support*’ for girls was distributed to schools for references. Two lady teachers were nominated for the program to conduct extra classes for class 9 and 10 for one month. After the end of one month assessment report was collected to check their performances.

**PART - C: PARENTS ATTITUDE TOWARDS GIRL CHILD EDUCATION AT  
SECONDARY LEVEL IN KOHIMA DISTRICT OF NAGALAND**

*(In this part, the parents' responses were analyzed item wise using percentage analysis)*

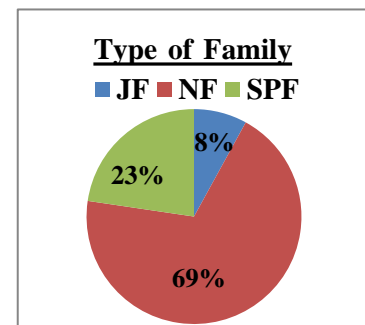
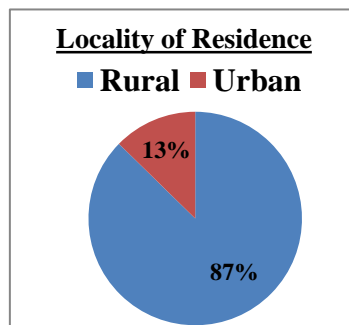
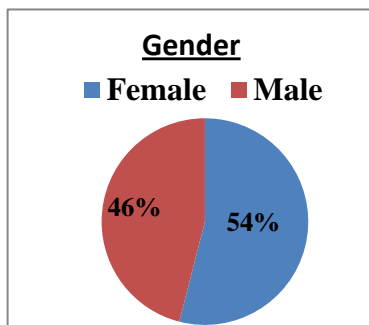
**Objective: To analyze the attitudes of parents towards girl child education with special references to their gender, locality of residence, type of family.**

**Table 4(c) 1:** Details of the research respondents-attributes wise

S.No	Attributes	Category	N	%
1	<b>Parents</b>		150	100%
2	Gender	Female	81	54%
		Male	69	46%
3	Locality of Residence	Rural	131	87.33%
		Urban	19	12.67%
5	Type of family	Joint Family(JF)	12	8%
		Nuclear Family(NF)	104	69.33%
		Single Parent Family(SPF)	34	22.67%

As highlighted in the table 4(c) 1, a total of 150 parents were selected to study the attitude of parents towards Girl Child Education in Kohima district of Nagaland. There were five EBRCs in Kohima district and the researcher had selected 30 parents randomly from each EBRC. Out of 150 parents, 81 (54%) were fathers and 69 (46%) were mothers. Parents were also classified on the basis of locality of residence and tribe, in which 131 (87.33%) parents were from rural areas and 19 (12.67%) parents were from urban areas. Parents were also classified according to the type of family, where 12 (8%) parents were from joint family, 104 (69.33%) parents from nuclear family and 34(22.67%) parents from single parent's family.

**Figure 4(C) 1:** Pie charts on the research respondents-attributes wise

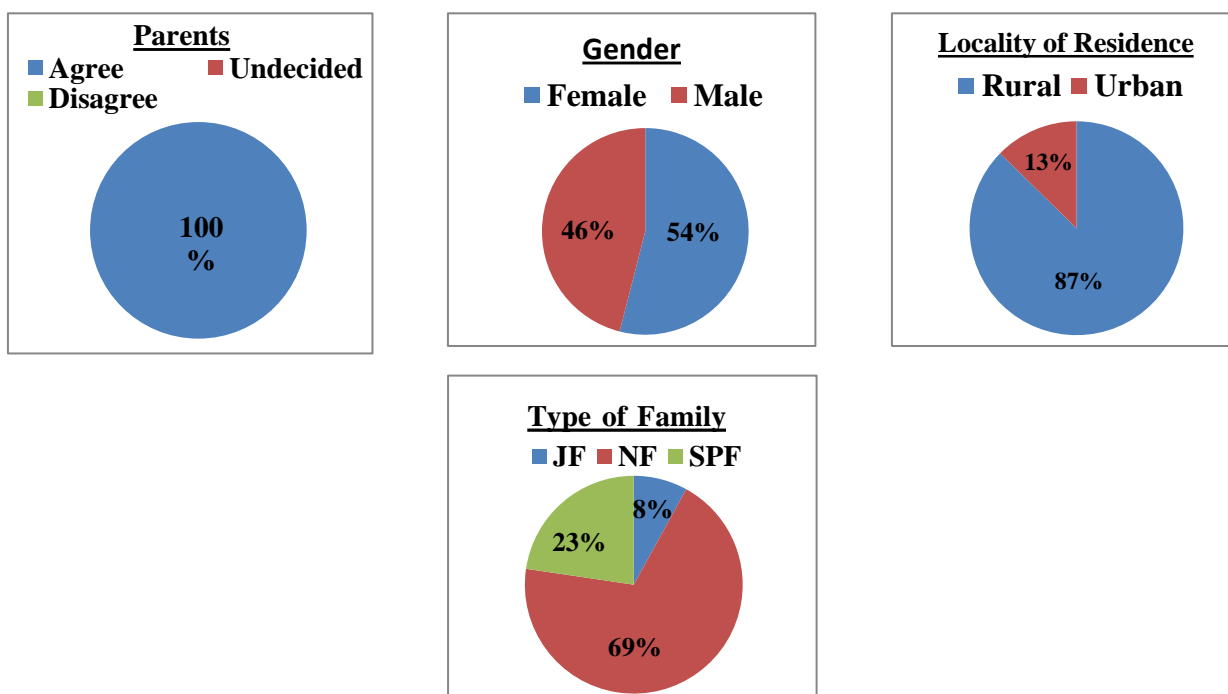


**Table no. 4(c) 2:** Parents attitude on the statement “Girl child education is very important as basic need.”

SI No	Attribute	Category	Responses			Total
			Agree	Undecided	Disagree	
1	Overall attributes	Parents	150 (100%)	-	-	150
2	Gender	Female	81(54%)	-	-	81
		Male	69(46%)	-	-	69
3	Locality of residence	Rural	131(87.33%)	-	-	131
		Urban	19(12.66%)	-	-	19
5	Family Type	JF	12(8%)	-	-	12
		NF	104(69.33%)	-	-	104
		SPF	34(22.66%)	-	-	34

As per the projection drawn from table 4 (c) 2, it was interesting to note that parents in Kohima district of Nagaland knows very well about the importance of girl child education as cent percent (100%) of parents from all the attributes affirmed with the statement that girl child education is very important as basic need. This finding is very encouraging.

Figure 4(C) 2: Pie charts on Parents attitude on the statement “Girl child education is very important as basic need.”

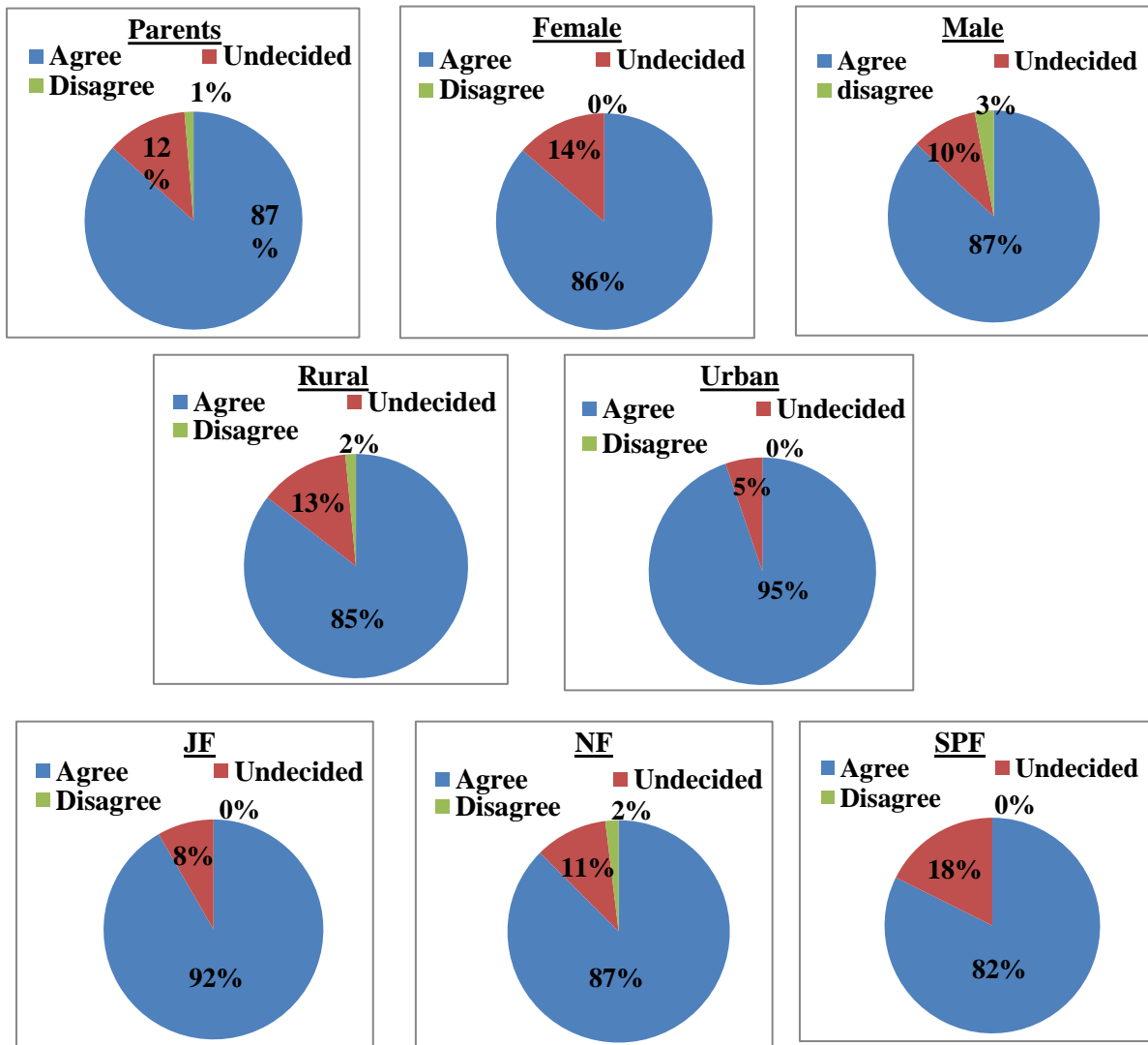


**Table 4 (c) 3:** Showing the responses of the parents on “Girls are getting quality education at secondary level in the school where your daughter is studying.”

SI No	Attribute	Category	Responses			Total
			Agree	Undecided	Disagree	
1	Overall attributes	Parents	130(86.67%)	18 (12%)	2(1.33%)	150
2	Gender	Female	70(86.42%)	11(13.58%)	-	81
		Male	60(86.95%)	7(10.14%)	2(2.89%)	69
3	Locality of residence	Rural	112(85.49%)	17(12.98%)	2(1.53%)	131
		Urban	18(94.74%)	1(5.26%)	-	19
5	Family Type	JF	11(91.76%)	1(8.33%)	-	12
		NF	91(87.5%)	11(10.58%)	2(1.92%)	104
		SPF	28(82.35%)	6(17.65%)	-	34

On analyzing the data presented in table no. 4(c) 3, it was noted that highly significant majority of the respondents from urban (94.74%) areas and joint family (91.76%) agreed with the statement that girls were getting quality education at secondary level where their daughters were studying. From gender wise analysis it was noted that both had almost equally agreed on the query as 86.42% female and 86.95% male respectively responded positively. It was also noted that significant majority from rural areas (85.49%), nuclear family (87.5%) and 82.35% from single parent family also agreed with the query as asked. On analyzing further, it was interesting to find out that none of the respondents from female category, urban areas, joint family and single parent family disagreed with the statement which shows that parents of these categories were more satisfied with the type of education their daughters were getting than their counter parts. It can be concluded that, significant majority (86.67%) of the parents were very much aware and satisfied with the type of education their girls' were getting at secondary level, 12% were undecided and 1.33% disagreed with the statement which might be due to unawareness or lack of concern for their girls' education, illiteracy, negative feelings towards education etc.

Figure 4(C) 3: Pie charts on the responses of the parents on “Girls are getting quality education at secondary level in the school where your daughter is studying.”

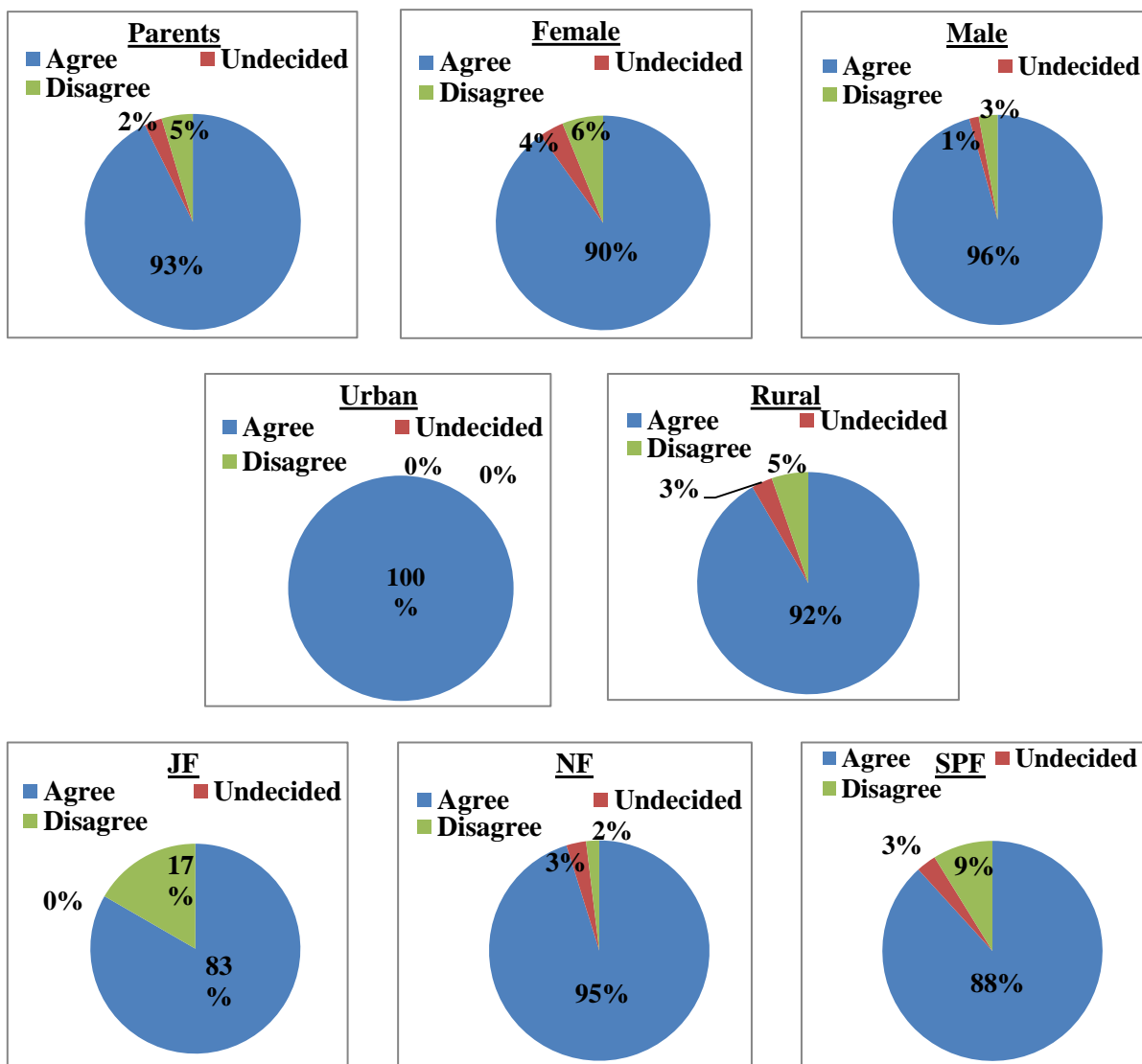


**Table (4c) 4:** Showing parents response on “Education liberates girls from ignorance and help her to fight for her rights.”

SI No	Attribute	Category	Responses			Total
			Agree	Undecided	Disagree	
1	Overall attributes	Parents	139 (92.67%)	4 (2.66%)	7 (4.67%)	150
2	Gender	Female	73(90.12%)	3(3.70%)	5(6.17%)	81
		Male	66(95.65%)	1(1.46%)	2(2.89%)	69
3	Locality of residence	Rural	120(91.61%)	4(3.05%)	7(5.34%)	131
		Urban	19(100%)	-	-	19
5	Family Type	JF	10(83.33%)	-	2(16.67%)	12
		NF	99(95.19%)	3(2.89%)	2(1.92%)	104
		SPF	30(88.24%)	1(2.94%)	3(8.82%)	34

On analyzing the data presented in table no.4 (c) 4, the trend of response was almost the same with table no.3, as highly significant majority of the respondents (92.67%) from the total respondents agreed with the statement which signify that almost all the parents were aware about the multiple benefits of education, where as 2.66% of the respondents were undecided and 4.66% of them were in disagreement with the query which might be due to ignorance, illiteracy, cultural practices and beliefs etc. From the attribute of gender 95.65% male and 90.12% female positively affirmed to the statement. From the locality of residence, it was encouraging to note that from urban areas, all the respondents (100%) agreed positively with the statement and from rural areas too, highly significant majority of the respondents (91.60%) agreed with the statement. This showed that urban parents were very much aware that education liberates girls from ignorance and even rural parents were not far behind in understanding the importance of education. On the basis of family type, highly significant majority (95.19%) of the respondents from nuclear family affirmed to the statement that education liberates girls followed closely by joint family (83.33%) and single parent family (88.24%).

Figure 4(C) 4: Pie charts on parents response on – “Education liberates girls from ignorance and help her to fight for her rights.”



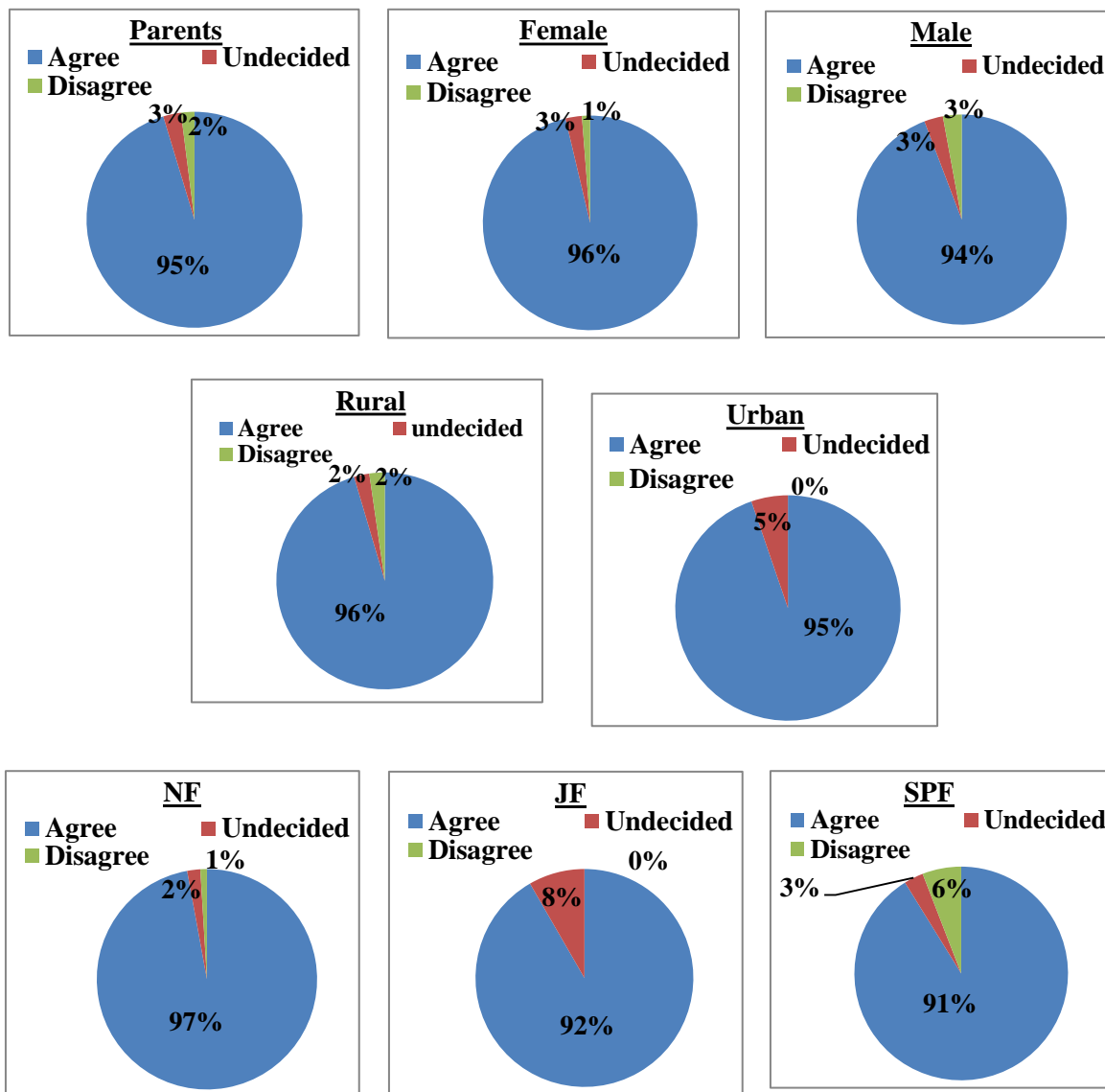


**Table 4 (c) 5:** showing parents responses on – “Education help girls to lead an independent life in future.’

Sl No	Attribute	Category	Responses			Total
			Agree	Undecided	Disagree	
1	Overall attributes	Parents	143(95.33%)	4 (2.67%)	3 (2%)	150
2	Gender	Female	78(96.29%)	2(2.47%)	1(1.23%)	81
		Male	65(94.20%)	2(2.89%)	2(2.89%)	69
3	Locality of residence	Rural	125(95.42%)	2(2.29%)	3(2.29%)	131
		Urban	18(94.74%)	1(5.26%)	-	19
5	Family Type	JF	11(91.67%)	1(8.33%)	-	12
		NF	101(97.12%)	2(1.92%)	1(0.96%)	104
		SPF	31(91.18%)	1(2.94%)	2(5.88%)	34

As per the projection drawn from the data presented in table 4 (c) 5, highly significant majority of the respondents (95.33%) from the total respondents positively stated that education help girls to lead an independent life in the future, whereas, 2.67% respondents were undecided and 2% negatively responded to the statement. On analyzing attribute wise, it has brought to light that highly significant majority (above 90%) from all the attributes very much agreed with the statement which was a sign that parents in Kohima district knows very well about the importance of education for the betterment of their girl child’s future.. From urban areas and joint family, there were no respondents who negated to the query which indicate that they were more in favour of the statement than their counterparts. There were few respondents from the other categories who either disagreed or were undecided with the point which might be due to ignorance of the importance of education, illiterate, traditional and cultural practice.

Figure 4 (c) 5: Pie charts on parents responses on – ‘Education help girls to lead an independent life in future.’

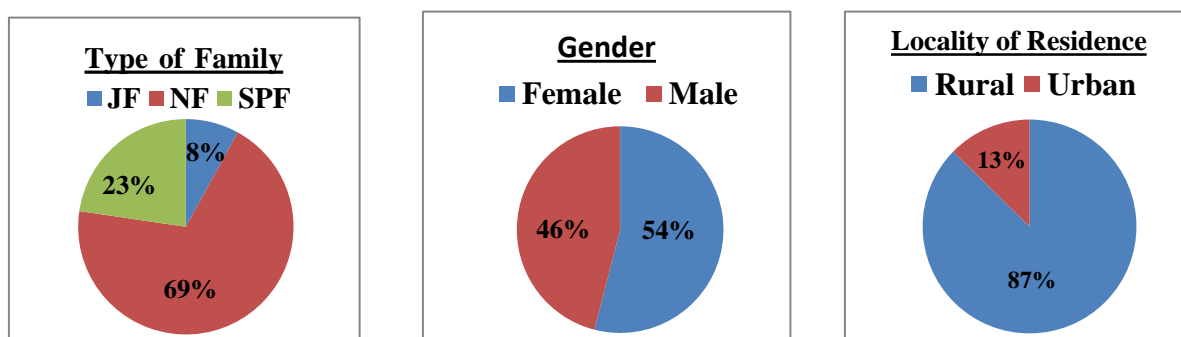


**Table 4 (c) 6:** Parents response on “I should give the same treatment to my sons and daughters when it comes to education.”

Sl No	Attribute	Category	Responses			Total
			Agree	Undecided	Disagree	
1	Overall attributes	Parents	150 (100%)	-	-	150
2	Gender	Female	81(54%)	-	-	81
		Male	69(46%)	-	-	69
3	Locality of residence	Rural	131(87.33%)	-	-	131
		Urban	19(12.67%)	-	-	19
5	Family Type	JF	12 (8%)	-	-	12
		NF	104 (69.33%)	-	-	104
		SPF	34 (22.67%)	-	-	34

On analyzing table 4 (c) 6, there was cent percent (100%) positive response from all the attributes that parents should give the same treatment to their sons and daughters when it come to education. The result brought to light that parents in Kohima district of Nagaland knows very well of the multiple benefits of education. Therefore both of them were treated equally in terms of education.

**Figure 4 (c) 6 : Pie charts on parents responses on – “I should give the same treatment to my sons and daughters when it comes to education.”**

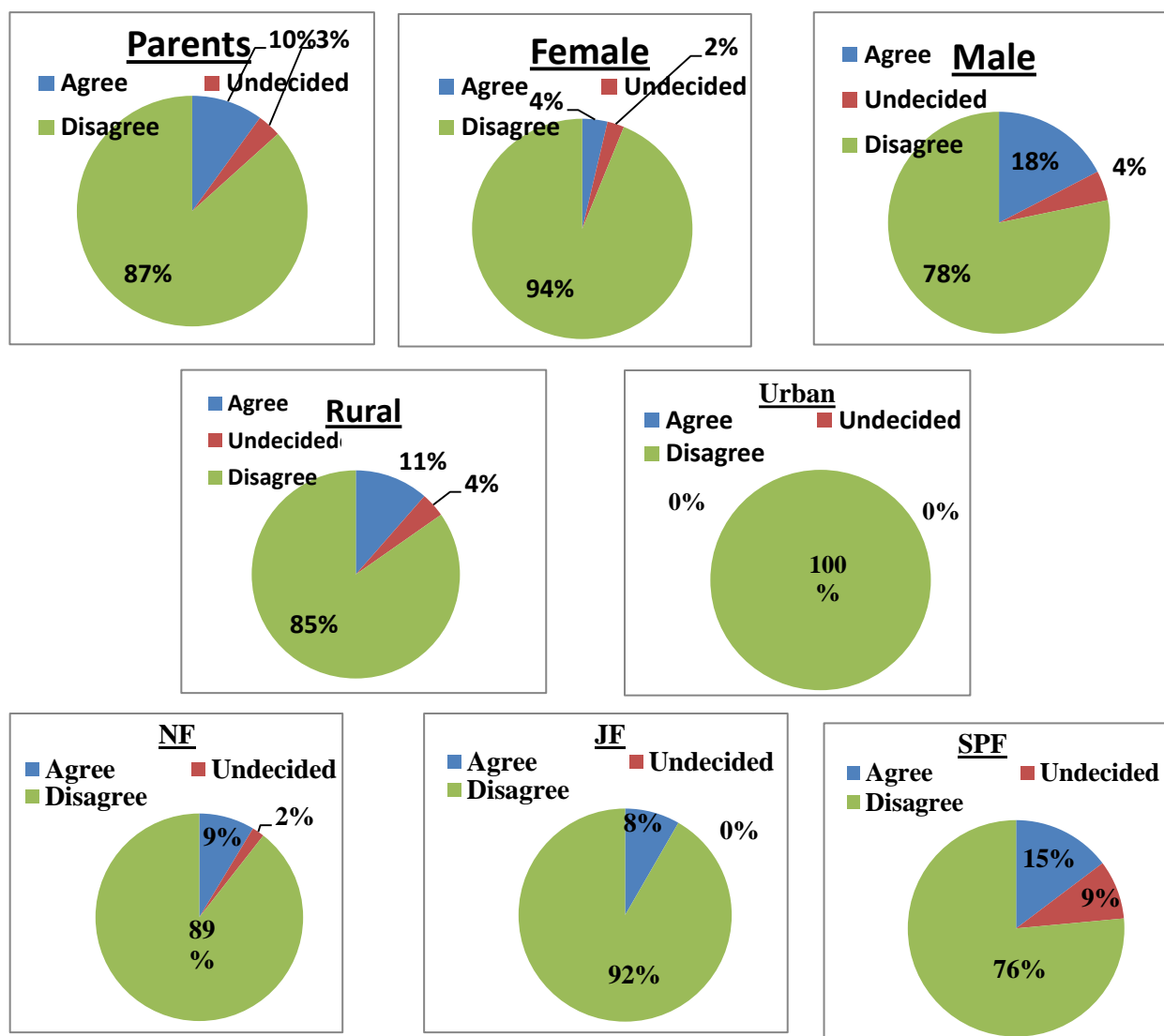


**Table 4 (c) 7:** Showing Parents response on “I give first preference to my son’s education than my daughter’s education because my son will inherit our family’s property. “

Sl No	Attribute	Category	Responses			Total
			Agree	Undecided	Disagree	
1	Overall attributes	Parents	15(10%)	5 (3.33%)	130 (86.67%)	150
2	Gender	Female	3(3.70%)	2(2.47%)	76(93.83%)	81
		Male	12(17.39%)	3(4.35%)	54(78.26%)	69
3	Locality of residence	Rural	15(11.45%)	5(3.82%)	111(84.73%)	131
		Urban	-	-	19(100%)	19
5	Family Type	JF	1(8.33%)	-	11(91.67%)	12
		NF	9(8.65%)	2(1.92%)	93(89.42%)	104
		SPF	5(14.71%)	3(8.82%)	26(76.47%)	34

On analyzing table 4 (c) 7, it is encouraging to note that significant majority of the parents (86.67%) negated to the statement irrespective of any attribute. This clearly indicated that majority of the parents did not show any discrimination when it comes to providing education to their children because they want them to live successful and independent life without priority to property inheritance. On the other hand, there are 10% parents who responded positively to the query and 3.33% were undecided which might be due to cultural practices, poverty, ignorance, illiteracy etc. On analyzing attribute and category wise, it was found that 100% respondents from urban parents disagreed with the statement which showed that urban parents were more advance when it comes to educating their children than their counterparts. Rural parents too were not far behind as significant majority (84.73%) of them agreed to the statement. On examining from the family type, the highest response came from the joint family (91.67%)/. followed by nuclear family (89.43%) and single parent family (76.47%). Though there was some variation in the responses from the different family types, it has brought to light that most of the parent from all the family types was given equal opportunity to their children in terms of education.

Figure 4 (c) 7: Pie charts on parents responses on – “I give first preference to my son’s education than my daughter’s education because my son will inherit our family’s property.”

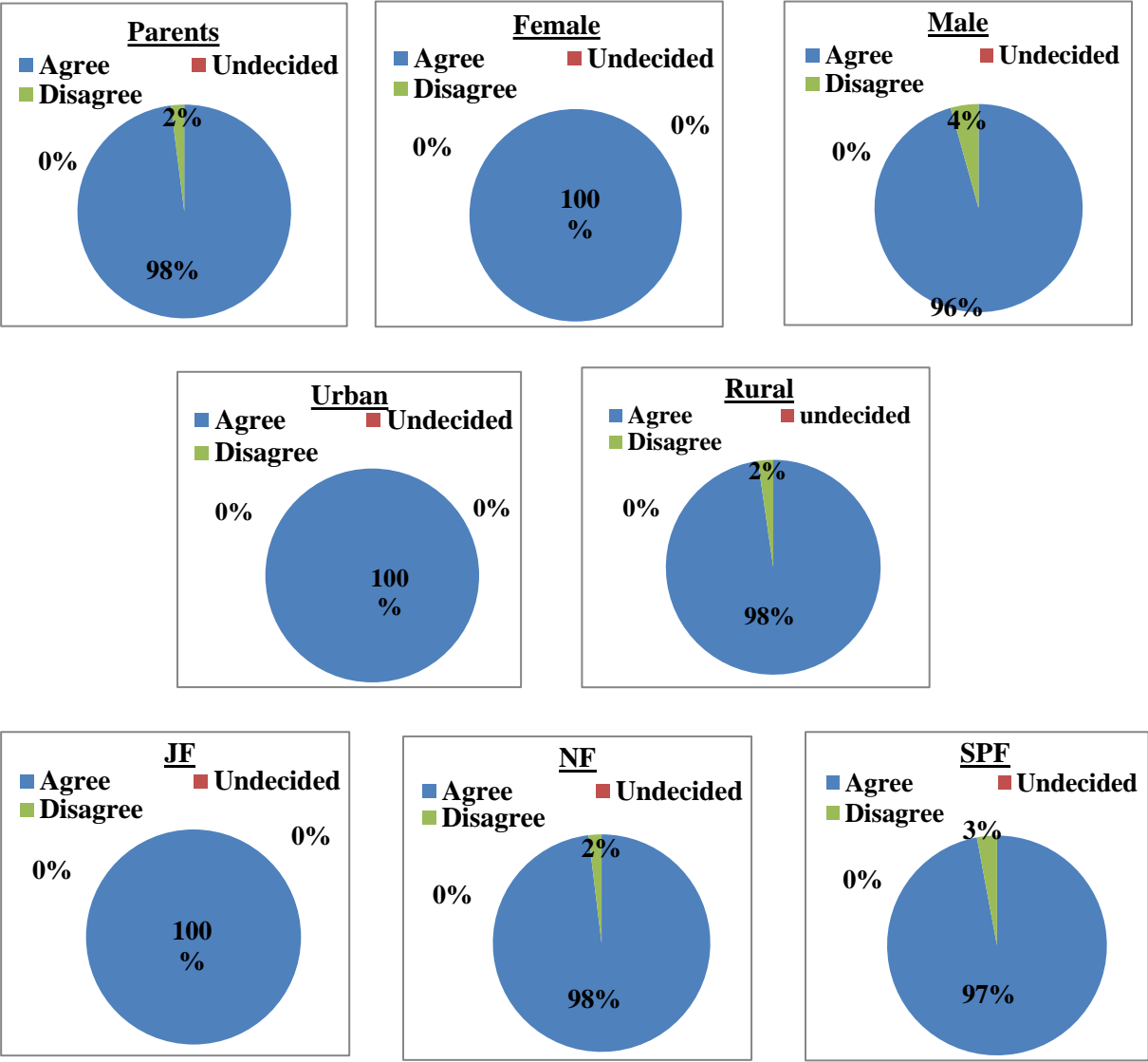


**Table 4 (c) 8:** Parents perceptions on the statement “I should give equal time to my son and daughter for their studies.”

Sl No	Attribute	Category	Responses			Total
			Agree	Undecided	Disagree	
1	Overall attributes	Parents	147 (98%)	-	3(2%)	150
2	Gender	Female	81(100%)	-	-	81
		Male	66(95.65%)	-	3(4.34%)	69
3	Locality of residence	Rural	128(97.71%)	-	3(2.29)	131
		Urban	19(100%)	-	-	19
5	Family Type	JF	12(100%)	-	-	12
		NF	102(98.08%)	-	2(1.92%)	104
		SPF	33(97.06%)	-	1(2.94%)	34

The data in table 4 (c) 8 is about the assessment of parents attitude to the statement mentioned above. On observing the responses it was noted that highly significant majority (98%) of the parents agreed with the statement which indicate that almost all the parents in Kohima give equal or enough time to their daughters’ for their studies and only 2% respondents disagreed with the statement which might be due to poverty, household chores, field works etc and there were no respondents for the undecided column. On observing category wise, it highlighted that there were cent percent (100%) responses from female category, urban areas and joint family who positively agreed with the statement. In addition to it, highly significant majority (above 95%) from all the other categories too agreed positively to the statement. There were few parents who disagreed with the query which might be due to cultural influences, poverty, household chores etc.

Figure 4 (c) 8: Pie charts on parents responses on – “I should give equal time to my son and daughter for their studies.’



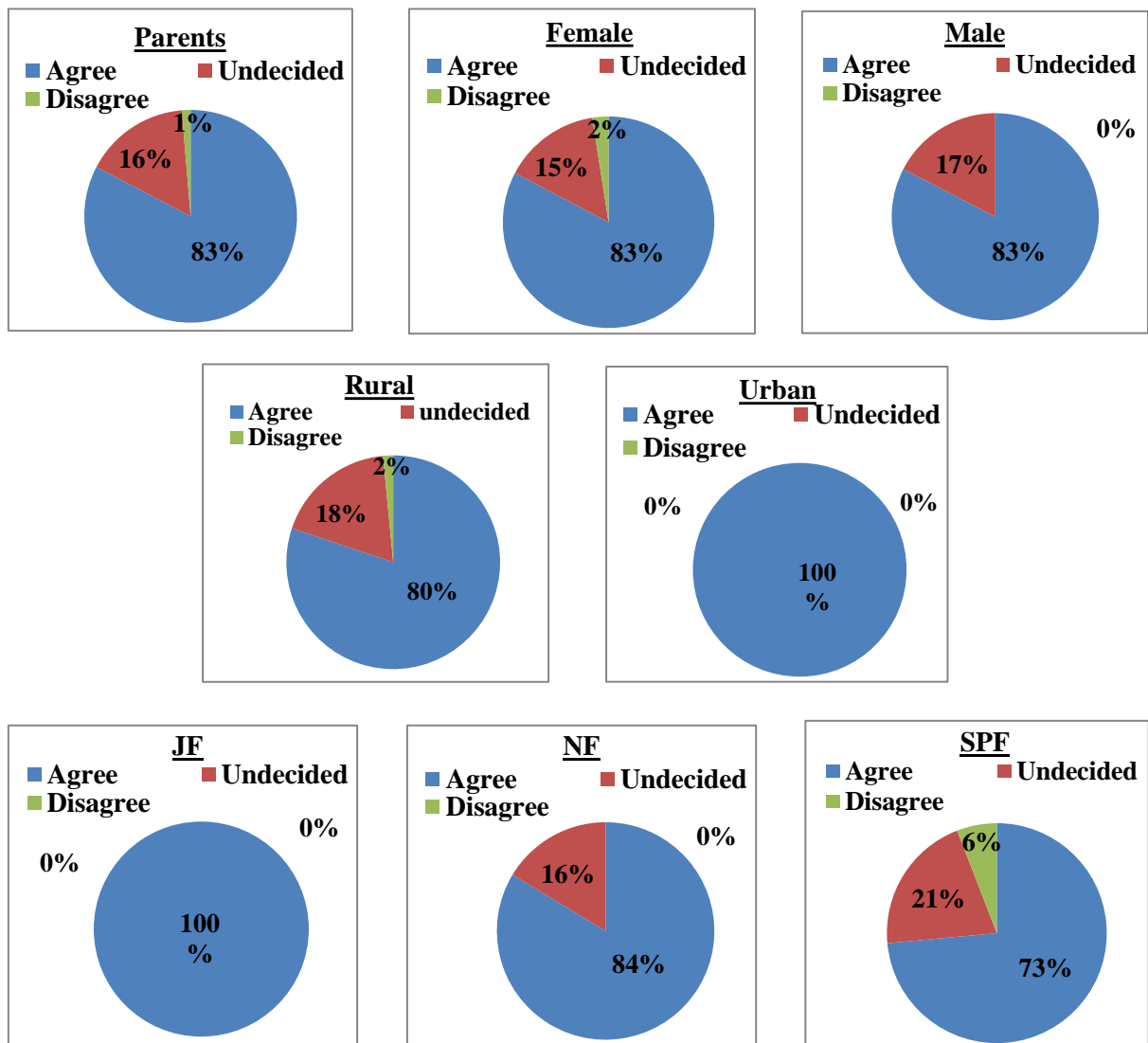
**Table 4 (c) 9:** Parents responses on the statement “My daughter is doing well in her studies.”

Sl No	Attribute	Category	Responses			Total
			Agree	Undecided	Disagree	
1	Overall attributes	Parents	124(82.67%)	24 (16%)	2(1.33%)	150
2	Gender	Female	67(82.72%)	12(14.81%)	2(2.47%)	81
		Male	57(82.61%)	12(17.39%)	-	69
3	Locality of residence	Rural	105(80.15%)	24(18.32%)	2(1.53%)	131
		Urban	19(100%)	-	-	19
5	Family Type	JF	12(100%)	-	-	12
		NF	87(83.65%)	17(16.35%)	-	104
		SPF	25(73.53%)	7(20.59%)	2(5.88%)	34

Parents attitude in table 4 (c) 9 shows that majority (82.67%) of the parents positively affirmed to the statement that their daughters were doing well in their studies, which signified that majority of them were aware and satisfied with their girls' performance, whereas 16% parents were undecided and 1.33% disagreed with the statement and the reasons might be due to first generation learners, ignorance, poor facilities at home as well as in school, poor performance in studies, health problem of girls, lack of concern for education etc. Gender wise analysis showed, female (82.72%) and male (82.61%) which indicated that both almost equally agreed to the statement and there was no male respondent who negated to the query. On further analysis, it was interesting to note that there was cent percent (100%) agreement to the query from the urban parents and joint family respectively which reveals these parents have more concern and satisfaction from with their girl's education. From nuclear family 83.65% and from single parent family 73.53% agreed to the statement and there was no respondent from nuclear family who disagreed to the statement.



Figure 4 (c) 9: Pie charts on parents responses on “My daughter is doing well in her studies’

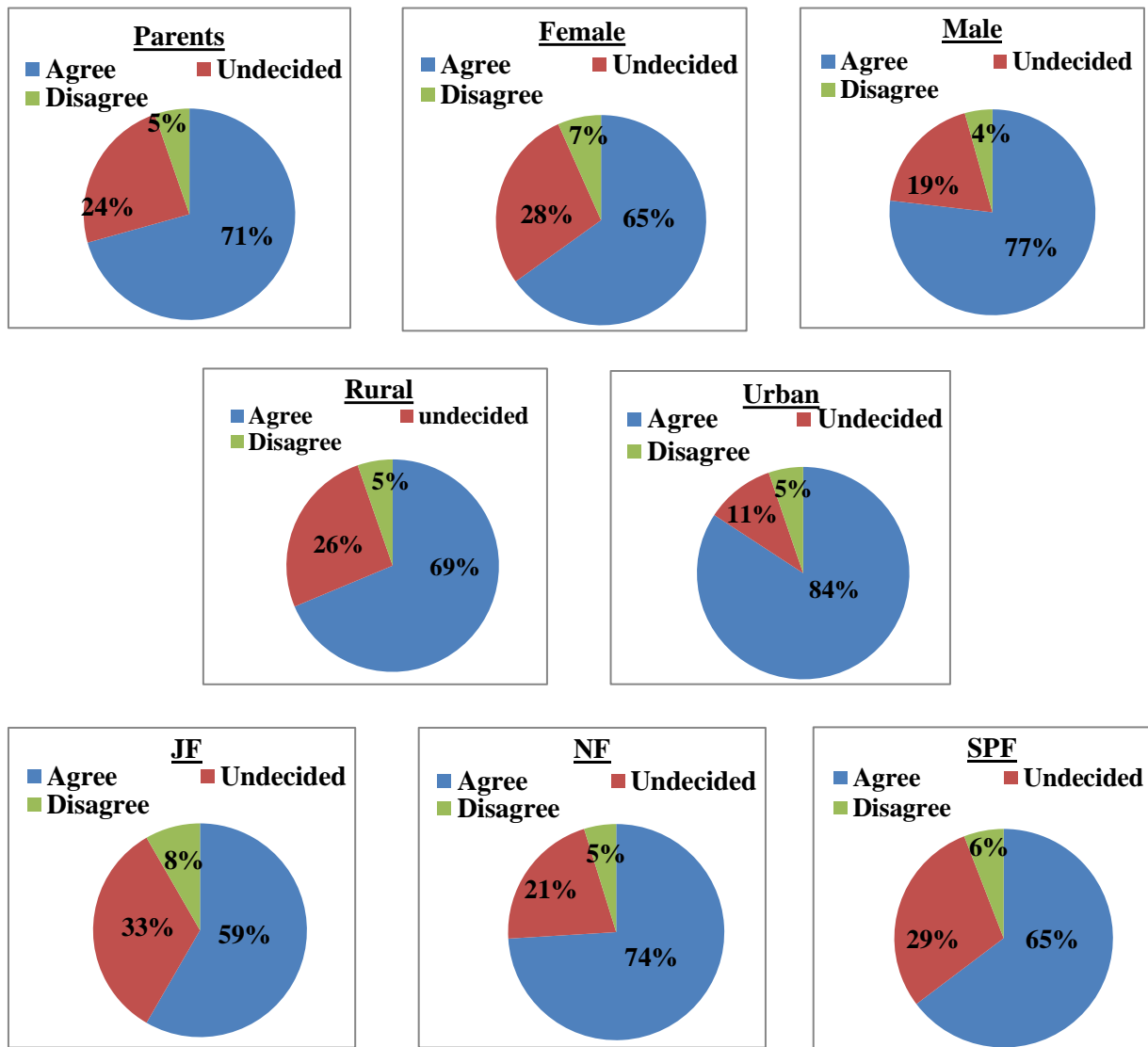


**Table 4 (c) 10:** Parents perception on – At secondary level co-education are better for girls for their all round development.

Sl No	Attribute	Category	Responses			Total
			Agree	Undecided	Disagree	
1	Overall attributes	Parents	106(70.67%)	36 (24%)	8(5.33%)	150
2	Gender	Female	53(65.43%)	23(28.39%)	5(6.17%)	81
		Male	53(76.81%)	13(18.84%)	3(4.34%)	69
3	Locality of residence	Rural	90(68.70%)	34(25.95%)	7(5.34%)	131
		Urban	16(84.21%)	2(10.53%)	1(5.26%)	19
5	Family Type	JF	7(58.33%)	4(33.33%)	1(8.33%)	12
		NF	77(74.04%)	22(21.16%)	5(4.80%)	104
		SPF	22(64.71%)	10(29.41%)	2(5.88%)	34

On analyzing table 4 (c) 10, the data projected that 70.67% of parents agreed with the statement that co- education help girls in their all round development at secondary level, whereas 24% respondents were undecided and 5.33% of them disagreed with the query which might be due to negative attitude of parents, gender discrimination, eve teasing, ignorance, health problems, insecurity feelings etc. On further category wise analyzing, more male parents (76.81%) and more urban Parents (84.21%) agreed to the statement compared to their counterpart (63.43%) and rural parents (68.70%). It was also observed that more female parents and rural parents were undecided as well as in disagreement with the statement than their counterparts. From the type of family, majority of the parents form all the category positively affirmed to the statement in which nuclear family had the highest no. of positive response (74.04%) followed by single parent family (64.71%) and joint family(58.33%) respectively. All the other respondents from the different family types were either undecided or in disagreement with the statement.

Figure 4 (c) 10: Pie charts on parents responses on “At secondary level co-education are better for girls for their all round development’

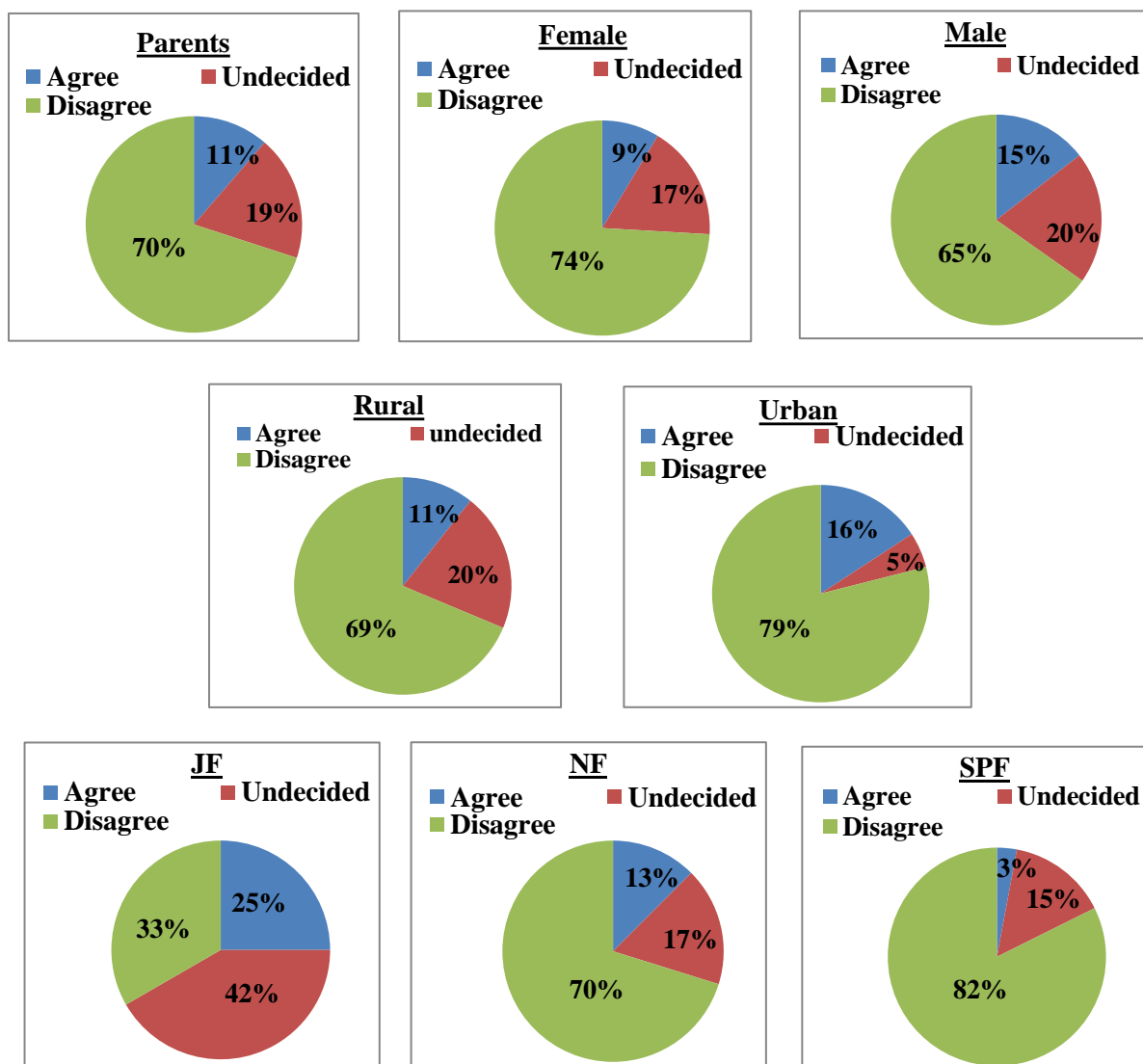


**Table 4 (c) 11:** Parents opinion on the statement “For girls, government schools are enough to get minimum education.”

Sl No	Attribute	Category	Responses			Total
			Agree	Undecided	Disagree	
1	Overall attributes	Parents	17(11.33%)	28(18.67%)	105(70%)	150
2	Gender	Female	7(8.64%)	14(17.28%)	60(74.07%)	81
		Male	10(14.49%)	14(20.29%)	45(65.22%)	69
3	Locality of residence	Rural	14(10.69%)	27(20.61%)	90(68.70%)	131
		Urban	3(15.79%)	1(5.26%)	15(78.95%)	19
5	Family Type	JF	3(25%)	5(41.67%)	4(33.33%)	12
		NF	13(12.5%)	18(17.31%)	73(70.19%)	104
		SPF	1(2.94%)	5(14.71%)	28(82.35%)	34

In examining parents attitude in table 4 (c) 11, the respondents who agreed were low (11.33%) followed by undecided response (18.67%). But majority (70%) disagreed with the statement that ‘For girls government schools are enough to get minimum education.’ Which indicate that majority of the parents were ready to do whatever is possible from their side to help their daughters get maximum as well as quality education. Gender wise analysis showed that more female respondents (74.04%) negated to the statement than their counterpart (65.22%). Similar trend can be seen from the locality of residents as more urban respondents (78.95%) negated to the statement than the rural respondents (68.70%). On analyzing deeper, more urban parent (15.79%) agreed with the statement in the agreed column than the rural parents (10.69%) On analyzing the responses from the family type, single parent family has the highest responses with 82.35% who disagreed with the query followed by nuclear family with 70.19% responses and joint family 33.33%. The other respondents came under the category of either agreed or disagreed and the main reasons might be due to poverty, house hold chores, cultural influences and beliefs, negative attitude, ignorance about the benefits of girls’ education etc.

Figure 4 (c) 11: Pie charts on parents responses on – ‘For girls, government schools are enough to get minimum education’

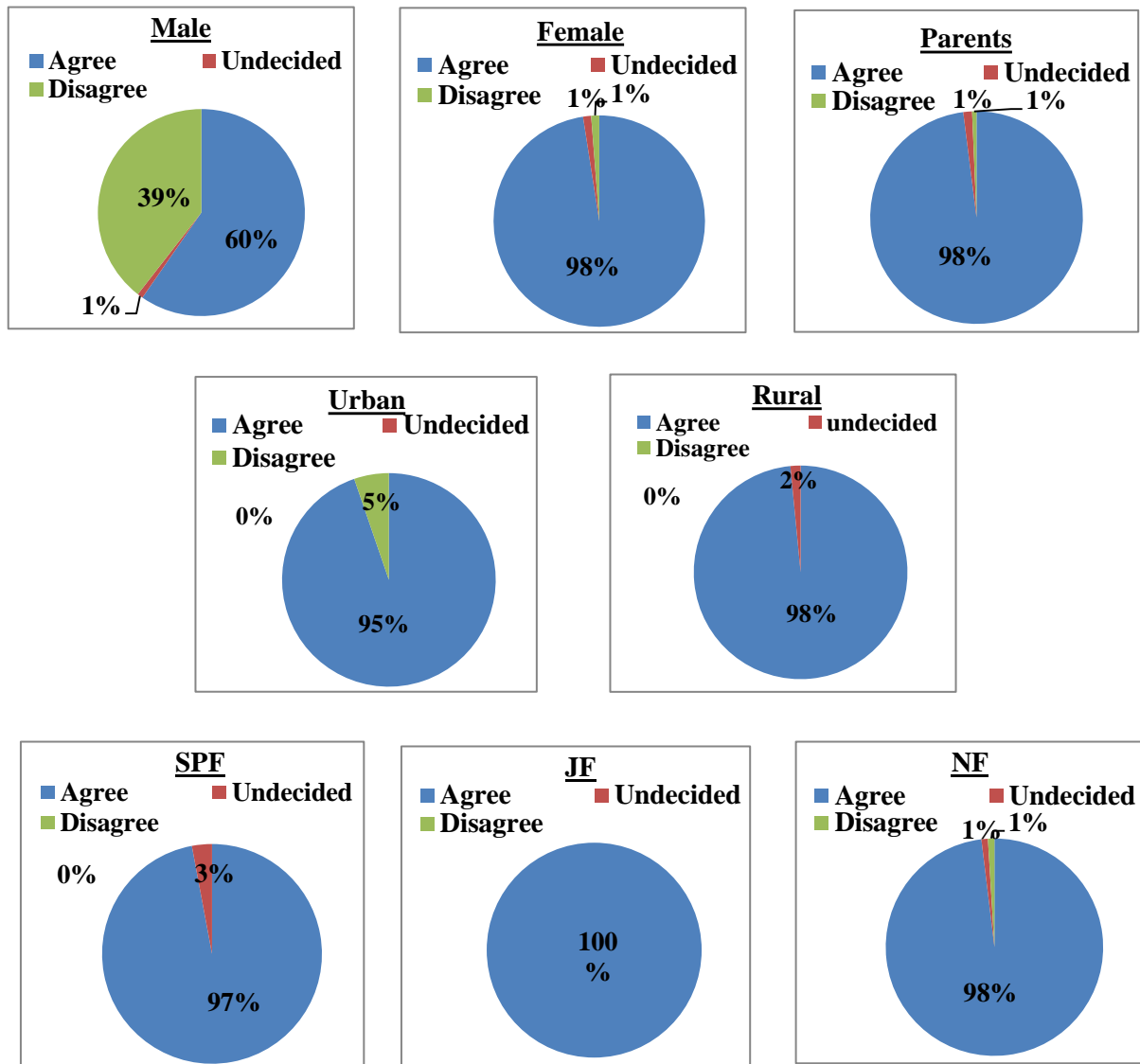


**Table 4 (c) 12:** Parents response on the statement “Girls should be given the freedom to choose their own future course of action.”

Sl No	Attribute	Category	Responses			Total
			Agree	Undecided	Disagree	
1	Overall attributes	Parents	147(98%)	2 (1.33%)	1 (0.67)	150
2	Gender	Female	79(97.53%)	1(1.23%)	1(1.23%)	81
		Male	68(98.55%)	1(1.45%)	-	69
3	Locality of residence	Rural	129(98.47%)	2(1.53%)	-	131
		Urban	18(94.74%)	-	1(5.26%)	19
5	Family Type	JF	12(100%)	-	-	12
		NF	102(98.08%)	1(0.96%)	1(0.96%)	104
		SPF	33(97.06%)	1(2.94%)	-	34

As per the data presented in table 4 (c)12, highly significant majority of the respondents (98%) were in agreement with the statement which signified that majority of the parents give enough freedom to the girls to choose their own course of action and only 1.33% were undecided and 0.67% were in disagreement with the query. On examining category wise, it was compelling to find that there was cent percent (100%) positive response from joint family to the statement and from all the other categories too highly significant majority ( more than 94%) were in support to the statement. Those who were undecided or in disagreement with the query might be due to conservative attitude of parents, over protective parents, poverty and financial problems etc. but that were negligible comparing with the positive responses.

Figure 4 (c) 12: Pie charts on parents responses on – “Girls should be given the freedom to choose their own future course of action.”



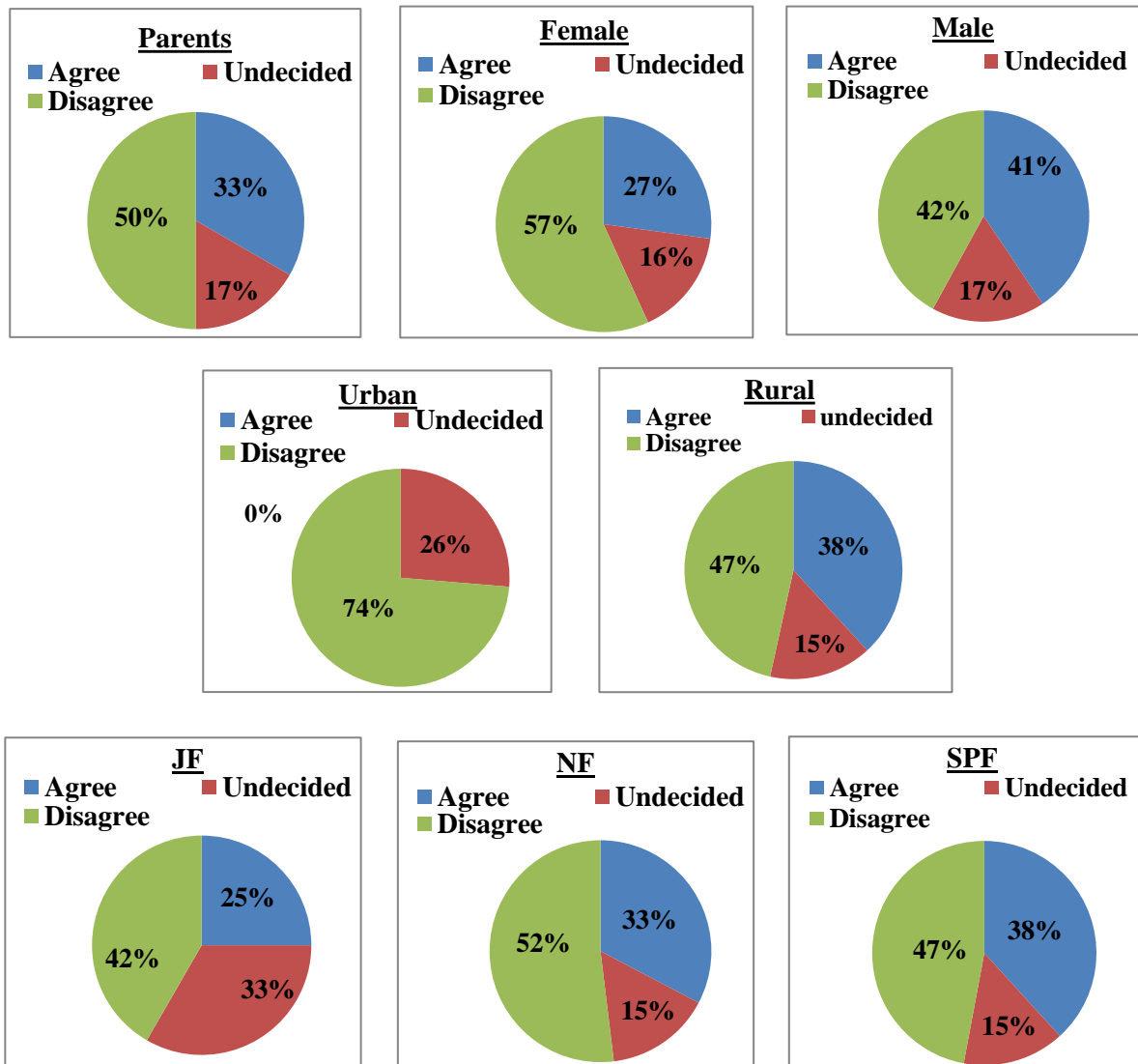
**Table 4 (c)13 (a):** Parents response on the statement - Even if my daughter completes secondary education with good marks, I may not be able to send her outside for further studies due to  
(a) Financial problems

SI No	Attribute	Category	Responses			Total
			Agree	Undecided	Disagree	
1	Overall attributes	Parents	50(33.33%)	25(16.67%)	75 (50%)	150
2	Gender	Female	22(27.16%)	13(16.05%)	46(56.79%)	81
		Male	28(40.58%)	12(17.39%)	29(42.03%)	69
3	Locality of residence	Rural	50(38.17%)	20(15.27%)	61(46.56%)	131
		Urban	-	5(26.32%)	14(73.68%)	19
5	Family Type	JF	3(25%)	4(33.33%)	5(41.67%)	12
		NF	34(32.69%)	16(15.38%)	54(51.92%)	104
		SPF	13(38.24%)	5(14.71%)	16(47.06%)	34

On analyzing the data projected in table 4 (c)13 (a), it was noted that from the overall parents 50% negated to the query which signified that they were financially ready to send their daughter for further studies outside if their daughters completes secondary education with good marks. On the other hand, 16.67% were undecided and 33.33% agreed with the statement which might be due to financial instability, poverty, negative attitude towards girls' education etc. From gender-wise response, more female (56.79%) disagreed to the statement than their counterparts (42.03%). From the locality of residence, high majority (73.68%) from urban areas disagreed and there was no one who agreed with the statement which indicated that urban parents have less financial problems comparing with their counterparts. From the rural areas, 46.56% parents were in disagreement and 38.17% parents were in agreement with the query. From the family type, nuclear family had the highest number of responses (51.92%) followed by single parent family (47.05%) and joint family (41.67%) who gave negative responded to the statement.



Figure 4 (c) 13(a) : Pie charts on parents responses on – “Even if my daughter completes secondary education with good marks, I may not be able to send her outside for further studies due to (a) Financial problems.”

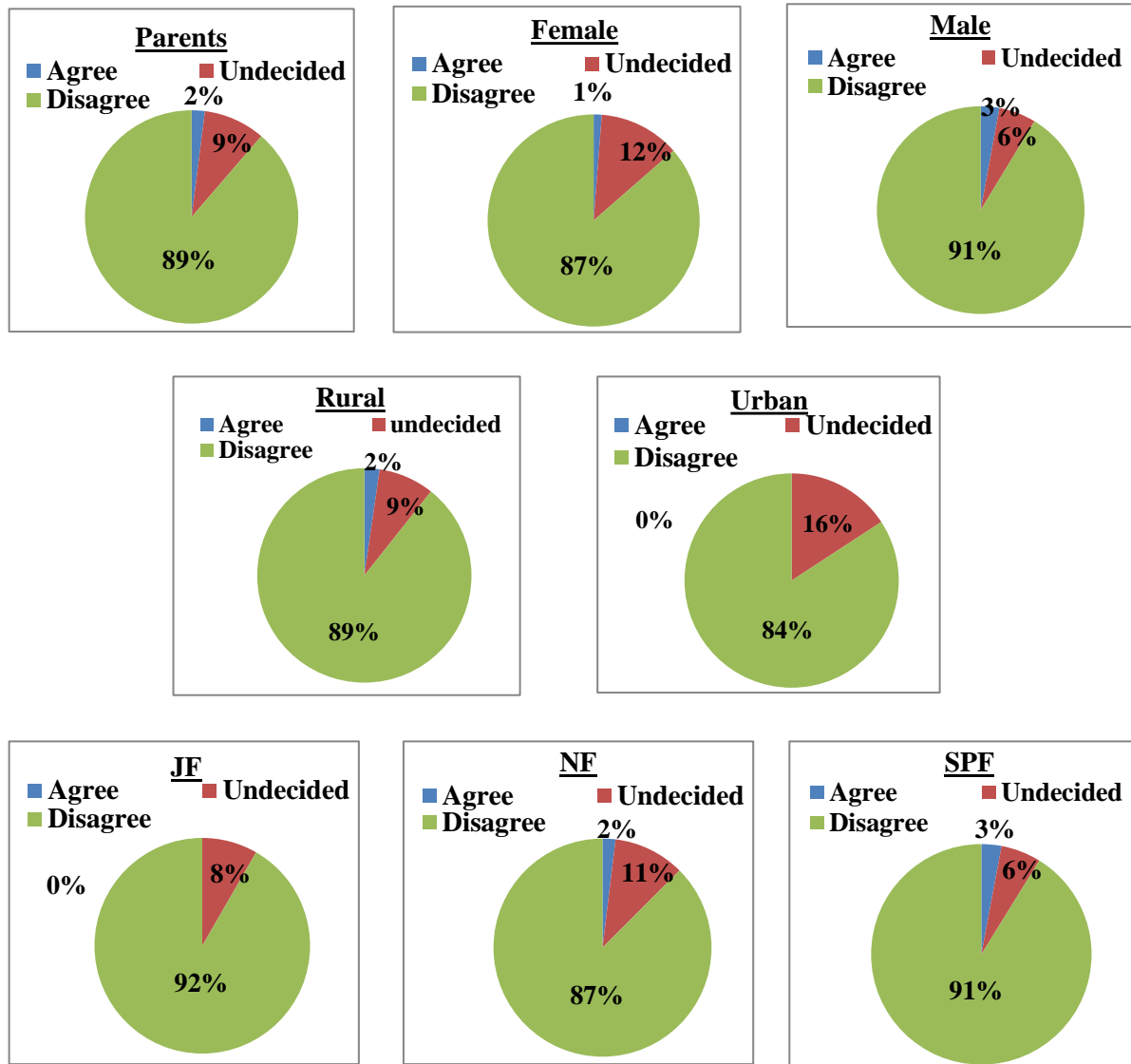


**Table 4 (c)13(b):** Parents response on the statement - Even if my daughter completes secondary education with good marks, I may not be able to send her outside for further studies due to  
(b) No trust on others

Sl No	Attribute	Category	Responses			Total
			<i>Agree</i>	<i>Undecided</i>	<i>Disagree</i>	
1	Overall attributes	Parents	3 (2%)	14 (9.33%)	133(88.67%)	100
2	Gender	Female	1 (1.23%)	10(12.35%)	70(86.42%)	81
		Male	2(2.89%)	4(5.79%)	63(91.30%)	69
3	Locality of residence	Rural	3(2.29%)	11(8.39%)	117(89.31%)	131
		Urban	-	3(15.79%)	16(84.21%)	19
5	Family Type	JF	-	1(8.33%)	11(91.67%)	12
		NF	2(1.92%)	11(10.58%)	91(87.5%)	104
		SPF	1(2.94%)	2(5.88%)	31(91.18%)	34

On analyzing table 4 (C) 13 (b), 88.67% responded like no trust on others would not be the reason for not sending their daughters outside for studies if their daughters completes secondary education with good marks, which indicated that majority of the parents have good trust on others and are very much willing to let their daughters study outside if any opportunity arises. On analyzing attribute and category wise, highly significant majority (above 90%) from male parents, joint family parents and single parent family disagreed with the statement and from all the other categories too significant majority (above 80%) were in disagreement with the query. On the other hand, 9.33% were undecided and 2% were in agreement with the query which might be due to some bad experience in the past, cultural and traditional influences, negative attitude etc. It was also noticed that there were no respondents who agreed with the query from urban and joint family parents which indicate that these parents have more trust on others than their counterparts.

Figure 4 (c) 13(b) : Pie charts on parents responses on – “Even if my daughter completes secondary education with good marks, I may not be able to send her outside for further studies due to(b) No trust on others.”

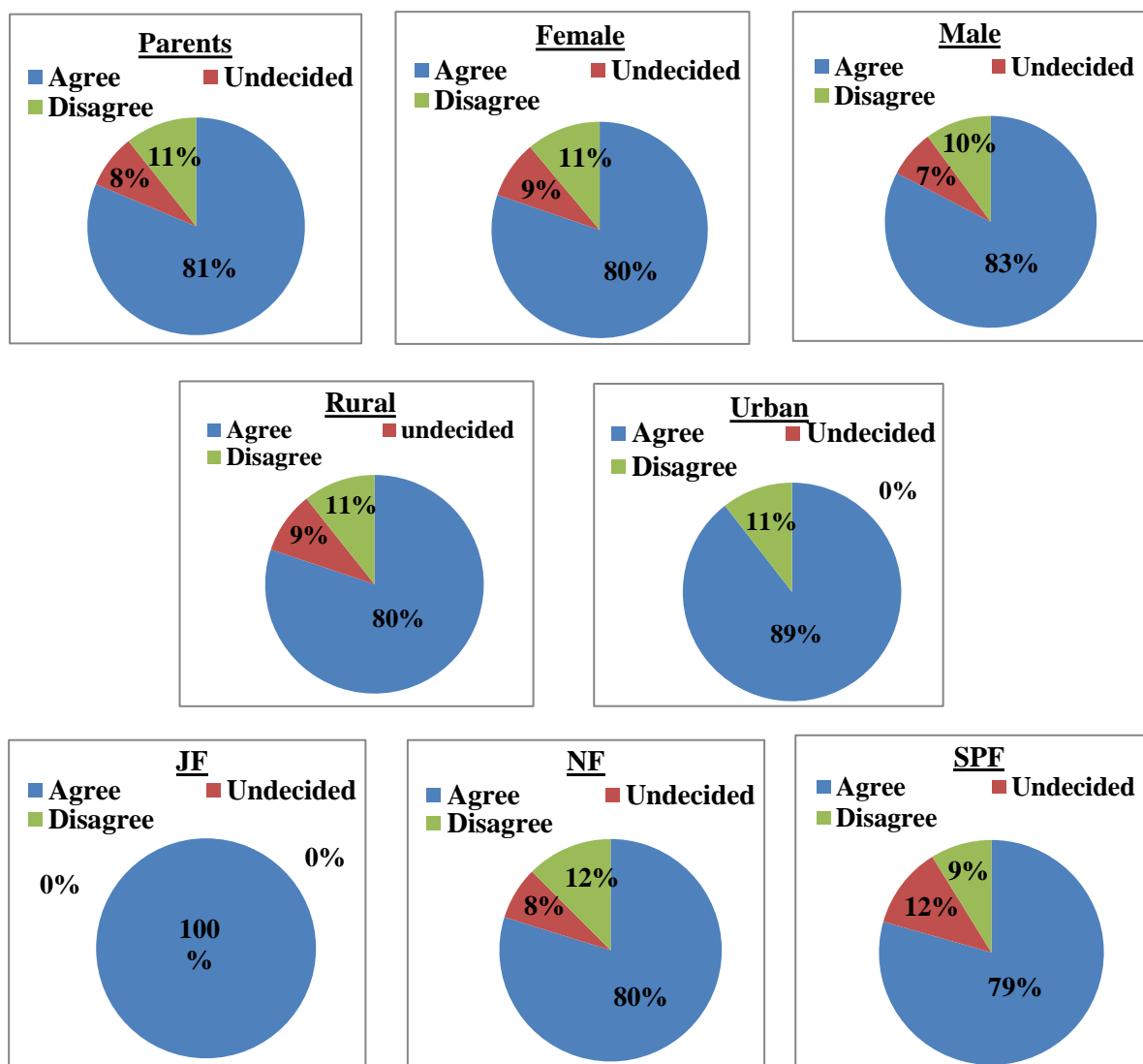


**Table 4 (c) 14:** Parents response on the statement “Girl education is more important than her marriage.”

Sl No	Attribute	Category	Responses			Total
			<i>Agree</i>	<i>Undecided</i>	<i>Disagree</i>	
1	Overall attributes	Parents	122(81.33%)	12 (8%)	16(10.67%)	100
2	Gender	Female	65(80.25%)	7(8.64%)	9(11.11%)	81
		Male	57(82.61%)	5(7.25%)	7(10.14%)	69
3	Locality of residence	Rural	105(80.15%)	12(9.16%)	14(10.69%)	131
		Urban	17(89.47%)	-	2(10.53%)	19
5	Family Type	JF	12(100%)	-	-	12
		NF	83(79.81%)	8(7.69%)	13(12.5%)	104
		SPF	27(79.41%)	4(11.76%)	3(8.82%)	34

Table 4 (c) 14 reflected the attitude of parents regarding the statement ‘Girls education is more important than her marriage.’ Significant majority (81.33%) of the parents positively affirmed to the statement which indicate that most of the parents knew that education is more important than marriage but 8% were undecided and 10.67% of the parents were in disagreement with the query which might be due to cultural influences, ignorance, poverty etc. It was amazing to note that significant majority from (above 80%) from the attributes of gender and locality of residents agreed with the statement. From joint family, there was cent percent (100%) responses from parent who agreed with the statement and also an equal/ same number of responses from nuclear family (79.81%) and single parent family (79.41%) agreed to the statement too.

Figure 4 (c) 14: Pie charts on parents responses on – “Girl education is more important than her marriage.”

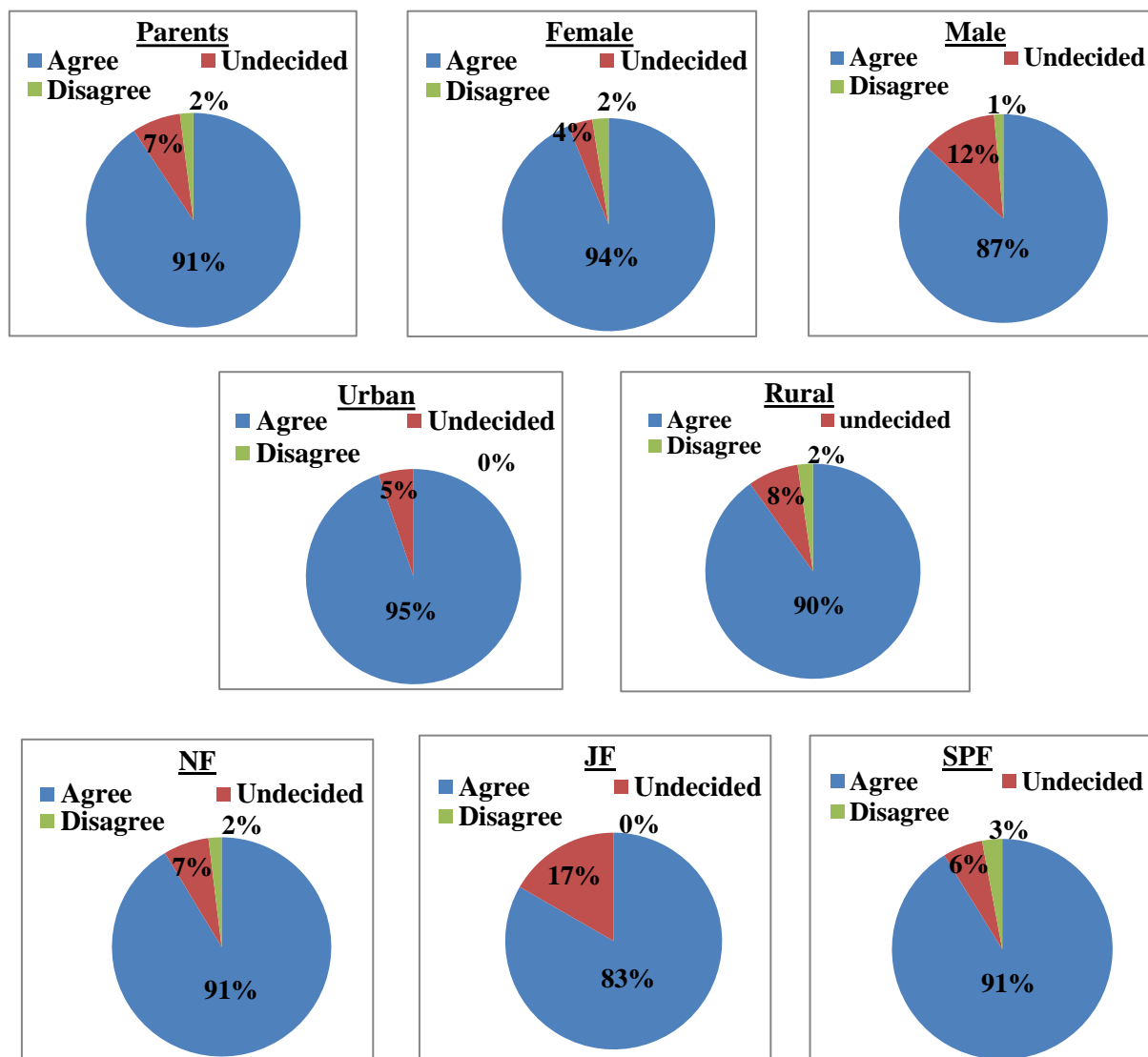


**Table 4 (c) 15:** Parents opinion on the statement “Girls have greater determination and will power than boys in studies.”

Sl No	Attribute	Category	Responses			Total
			<i>Agree</i>	<i>Undecided</i>	<i>Disagree</i>	
1	Overall attributes	Parents	76(55.47%)	32(23.35%)	29(21.16%)	137
2	Gender	Female	47(58.02%)	18(22.22%)	16(19.75%)	81
		Male	32(46.38%)	24(34.78%)	13(18.84%)	69
3	Locality of residence	Rural	68(51.90%)	38(29.01%)	25(19.08%)	131
		Urban	11(57.89%)	4(21.05%)	4(21.05%)	19
5	Family Type	JF	7(58.33%)	4(33.33%)	1(8.33%)	12
		NF	57(54.81%)	28(26.92%)	19(18.27%)	104
		SPF	15(44.12%)	10(29.41%)	9(26.47%)	34

On analyzing table 4 (c) 15, regarding parents attitude on the statement ‘Girls have greater determination and will power than boys in education.’ it was noted that 50.67% of parents affirmed to the query. On the other hand, 21.33% parents were undecided and 19.33% parents disagreed with the statement respectively which might be due to lack of awareness, more concern with their son’s education, gender discrimination etc. On analyzing category wise, it was found that more respondents from female parents 58.02% agreed than the male parents (46.38%) with the statement, whereas 22.22% female and 34.785 male were undecided , also 19.75% female and 18.84% male disagreed with the query. Urban parent have more agreed response (57.89%) than the rural parent (51.90%). On the other side, 29.01% were undecided and 19.08% parents were in disagreement with the query, also equal numbers of respondents were undecided as well as disagreed with the statement from urban areas. From the type of family, joint family had the highest number of positive response (58.33%), followed by nuclear (54.81%) and single parent family (44.12%).

Figure 4(c) 15: Pie Charts on Parents opinion on the statement “Girls have greater determination and will power than boys in studies.”



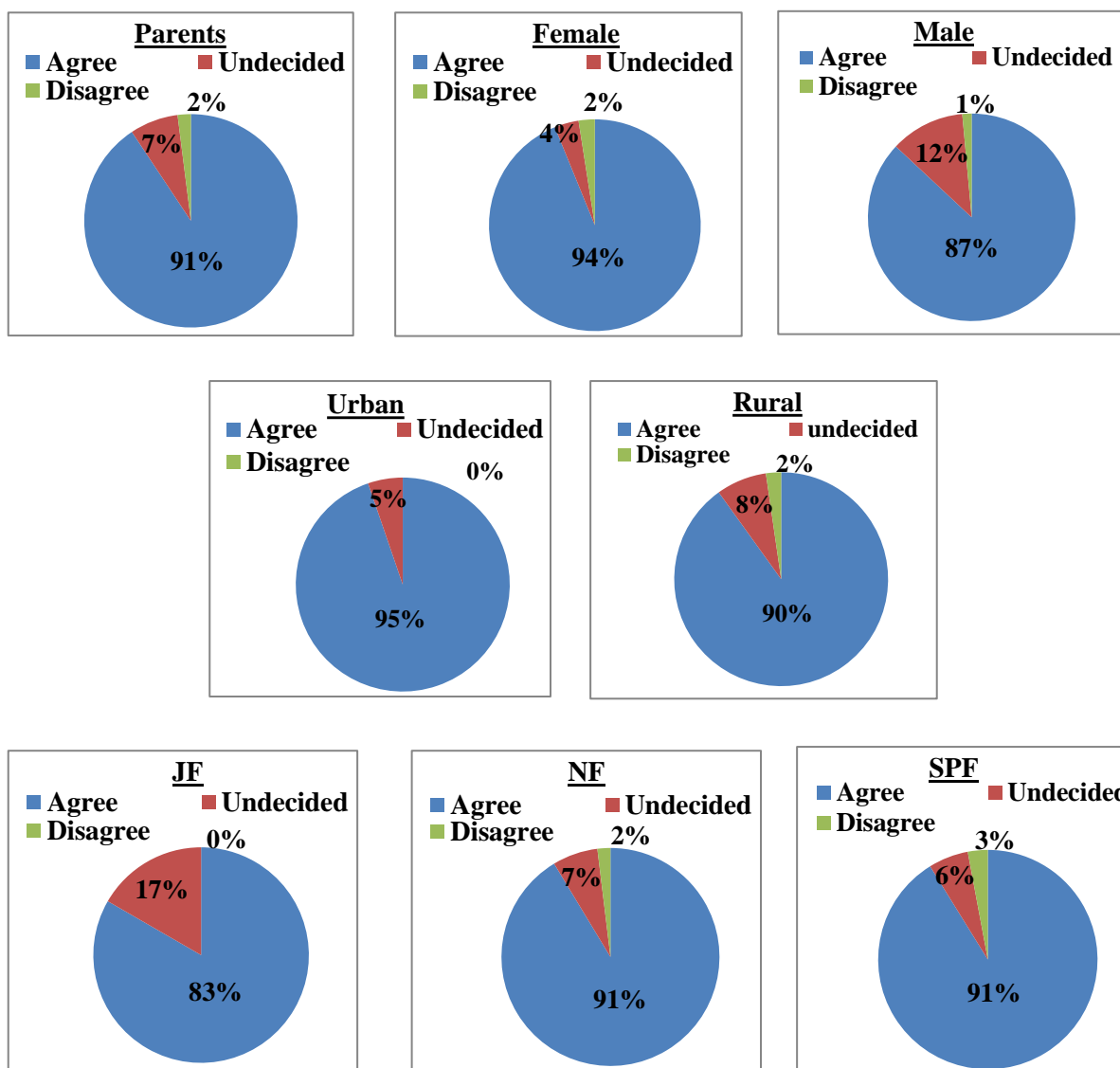
**Table 4 (c) 16:** Parents response on the statement “Girls education is important for the development of the nation as well as my own community.”

Sl No	Attribute	Category	Responses			Total
			<i>Agree</i>	<i>Undecided</i>	<i>Disagree</i>	
1	Overall attributes	Parents	136(90.67%)	11(7.33%)	3 (2%)	100
2	Gender	Female	76(93.83%)	3(3.70%)	2(2.47%)	81
		Male	60(86.96%)	8(11.59%)	1(1.45%)	69
3	Locality of residence	Rural	118(90.08%)	10(7.63%)	3(2.29%)	131
		Urban	18(94.74%)	1(5.26%)	-	19
5	Family Type	JF	10(83.33%)	2(16.67%)	-	12
		NF	95(91.35%)	7(6.73%)	2(1.92%)	104
		SPF	31(91.18%)	2(5.88%)	1(2.94%)	34

The data presented in table 4 (c)16, shows that highly significant majority (90.67%) of the parents responded positively to the statement that girl education is important for the development of the country as well as the community, 7.33% parents were undecided and 2% parents were in disagreement with the query. On analyzing category wise, highly significant majority from female parent (93.83%), rural parents (90.08%), nuclear family (91.35%) and single parent family (91.18%) stated positively with the statement. Also significant majority from male parents, and joint family parents agreed with the statement. All these signified that parents knew very well the benefits of education not only for the girl but for the nation as a whole. On analyzing further, there were no response to the disagreed column from the category of urban areas and joint family. A total of 9.33% were either undecided or in disagreement with the query which indicate that there were still some parents who fail to understand the importance and benefits of girls education.



Figure 4(c) 16 : Pie charts on Parents response on the statement “Girls education is important for the development of the nation as well as my own community.”

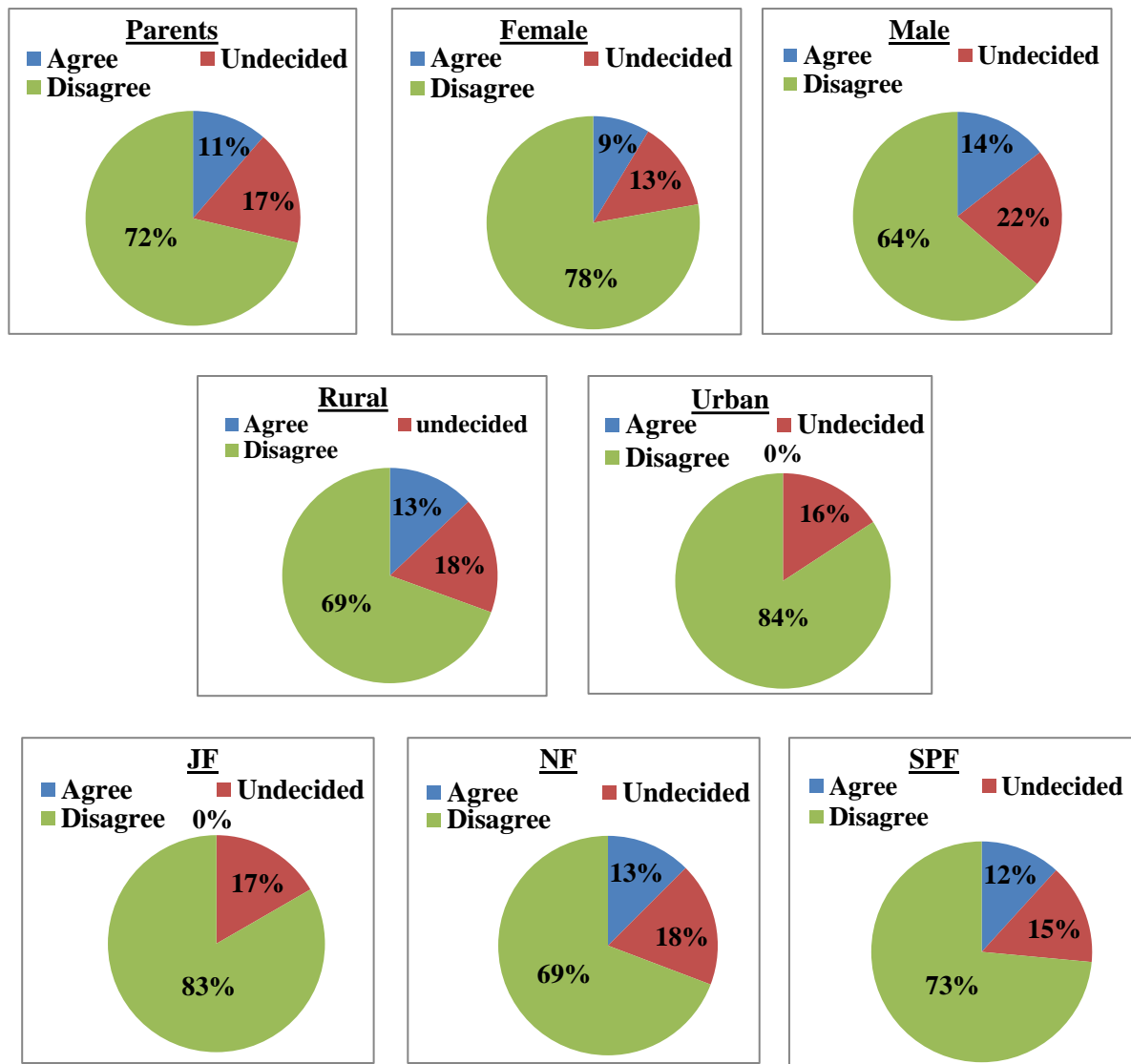


**Table 4 (c) 17:** Parents opinion on the statement “My daughter should give way to my son’s education if I cannot afford education for both of them.”

SI No	Attribute	Category	Responses			Total
			<i>Agree</i>	<i>Undecided</i>	<i>Disagree</i>	
1	Overall attributes	Parents	17(11.33%)	26(17.33%)	107(71.33%)	150
2	Gender	Female	7(8.64%)	11(13.58%)	63(77.78%)	81
		Male	10(14.49%)	15(21.74%)	44(63.77%)	69
3	Locality of residence	Rural	17(12.98%)	23(17.56%)	91(69.46%)	131
		Urban	-	3(15.79%)	16(84.21%)	19
5	Family Type	JF	-	2(16.67%)	10(83.33%)	12
		NF	13(12.5%)	19(18.27%)	72(69.23%)	104
		SPF	4(11.76%)	5(14.71%)	25(73.53%)	34

The data projected in table 4 (c) 17, highlighted that 71.33% of the parents disagreed with the statement that his/ her daughter should give way to his/her son if he/ she cannot afford education for both of them which signified that majority of the parents were ready to give education irrespective of gender. As shown in the table, significant majority from urban areas (84.21%) and joint family (83.33%) disagreed with the statement and there was no respondent from these two categories who gave positive reply to the query. High majority from female parents (77.78%) and single parent family (73.53%) agreed with the statement and fair majority from male parents (63.77%), rural area parents (69.46%) and nuclear family parents (69.23%) also agreed positively with the statement. There were respondents varying from between 11 to 23% under different categories who were either in agreement or undecided with the query and the reasons might be due to patriarchy, cultural practices, poverty and negative attitude towards girl child education.

Figure 4(c) 17: Pie charts on Parents opinion on the statement “My daughter should give way to my son’s education if I cannot afford education for both of them.”

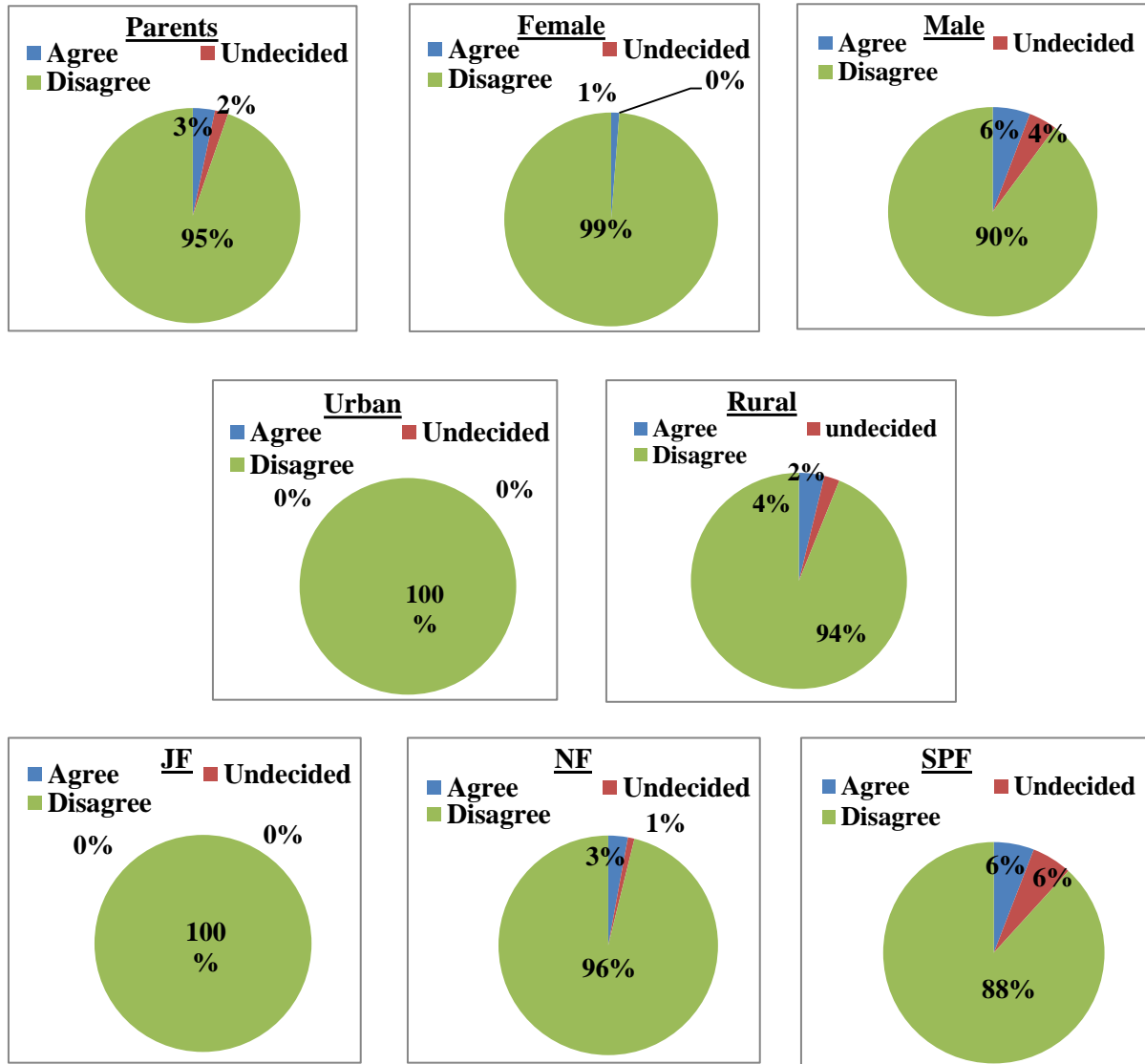


**Table 4 (c) 18:** Parents opinion on the statement “Girls education is wastage of time and energy because after her marriage, whatever she earns through her education will go along with her to her husband’s family.”

Sl No	Attribute	Category	Responses			Total
			<i>Agree</i>	<i>Undecided</i>	<i>Disagree</i>	
1	Overall attributes	Parents	5(3.33%)	3 (2%)	142(94.67%)	150
2	Gender	Female	1(1.23%)	-	80(98.77%)	81
		Male	4(5.79%)	3(4.35%)	62(89.86%)	69
3	Locality of residence	Rural	5(3.82%)	3(2.29%)	123(93.89%)	131
		Urban	-	-	19(100%)	19
5	Family Type	JF	-	-	12(100%)	12
		NF	3(2.88%)	1(0.96%)	100(96.15%)	104
		SPF	2(5.88%)	2(5.88%)	30(88.24%)	34

On examining the data projected in table 4 (c) 18, has brought to light that highly significant majority (94.67%) from the total respondents disagreed with the statement that girls education is a wastage of time and energy because after her marriage all her earnings will go along with her to her husband’s family which was quite encouraging as it helped us to learn that parents in Kohima have more concern for their girls’ future by keeping aside the cultural and traditional influences. On the other side, 2% respondents were undecided and 3.33% respondents agreed with the statement. It could be noted that from urban areas and joint family there were cent percent (100%) respondents who negatively responded to the statement. It was also noted that highly significant majority (above 90%) respondents from female parents, rural parents and nuclear family parents negated with the statement. Also from male parents and single family parents there was significant majority who responded negatively to the query. A total of 5.33% were either undecided or in agreement with the statement which were quite negligible when compared with the positive response.

Figure 4(c) 18: Pie charts on Parents opinion on the statement “Girls education is wastage of time and energy because after her marriage, whatever she earns through her education will go along with her to her husband’s family.”

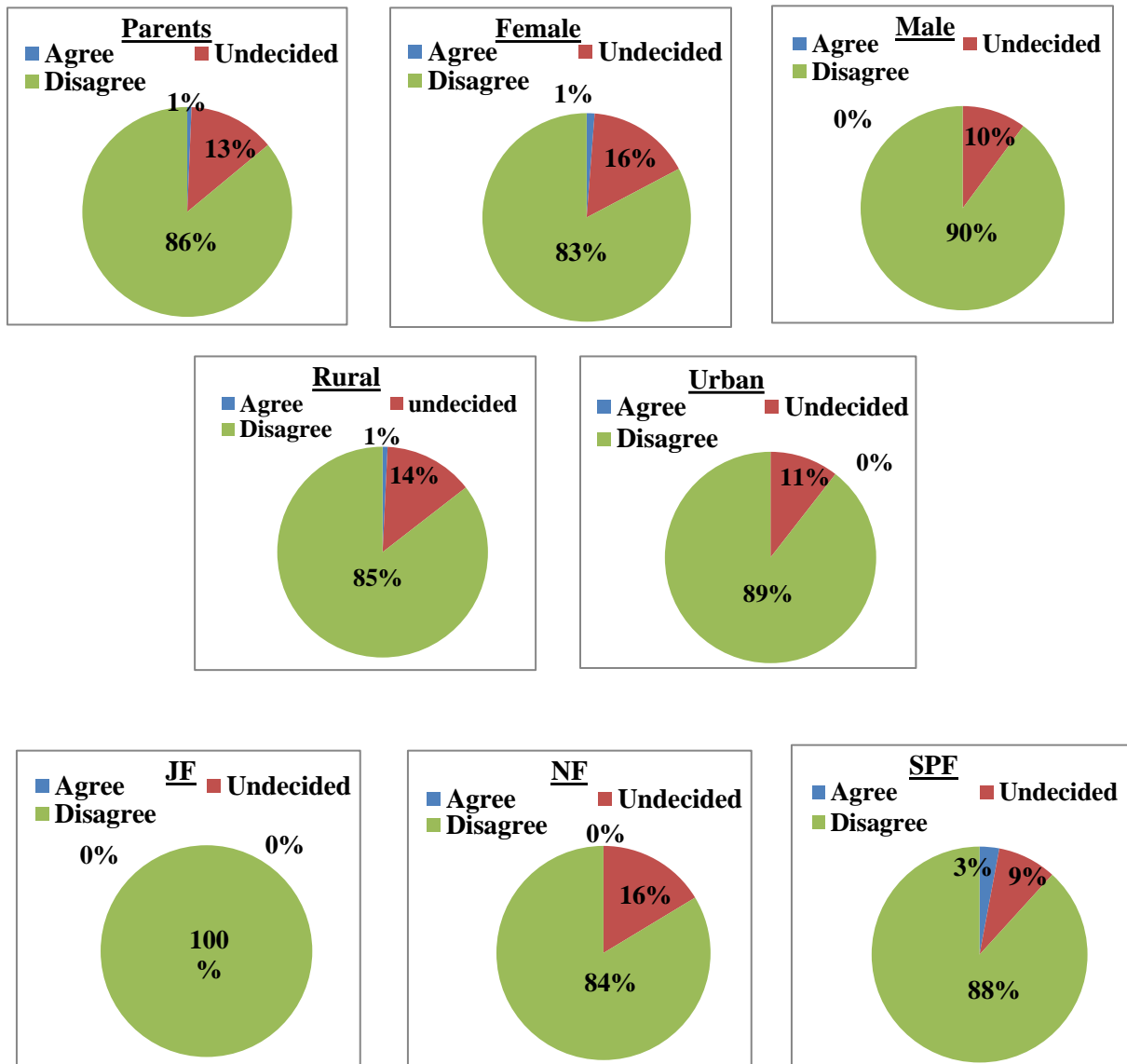


**Table 4 (c) 19:** Parents response on the statement “I want my daughter to get married at an early age.”

Sl No	Attribute	Category	Responses			Total
			<i>Agree</i>	<i>Undecided</i>	<i>Disagree</i>	
1	Overall attributes	Parents	1 (0.66%)	20(13.33%)	129(86%)	150
2	Gender	Female	1(1.23%)	13(16.05%)	67(82.72%)	81
		Male	-	7(10.14%)	62(89.86%)	69
3	Locality of residence	Rural	1(0.76%)	18(13.74%)	112(85.49%)	131
		Urban	-	2(10.53%)	17(89.47%)	19
5	Family Type	JF	-	-	12(100%)	12
		NF	-	17(16.35%)	87(83.65%)	104
		SPF	1(2.94%)	3(8.82%)	30(88.24%)	34

The data presented in the table 4 (c) 19 clearly shows that significant majority (86%) from the total respondents were not in favour of letting their daughters get married at an early age, 13.33% of the respondents were not sure whether they should let their daughters get married early or after letting them complete their education and only one person (0.66%) agreed with the statement. It was noted from the table that there was cent percent (100%) disagreement with the query from joint family and also significant majority (above 80%) from all the other category too disagreed with the statement which might be due to poverty, household chores, financial problems etc It also brought to light that none of these categories i.e. male parents, urban areas, joint family and nuclear families agreed to the statement.

Figure 4(c) 19: Pie charts on Parents response on the statement “I want my daughter to get married at an early age.”



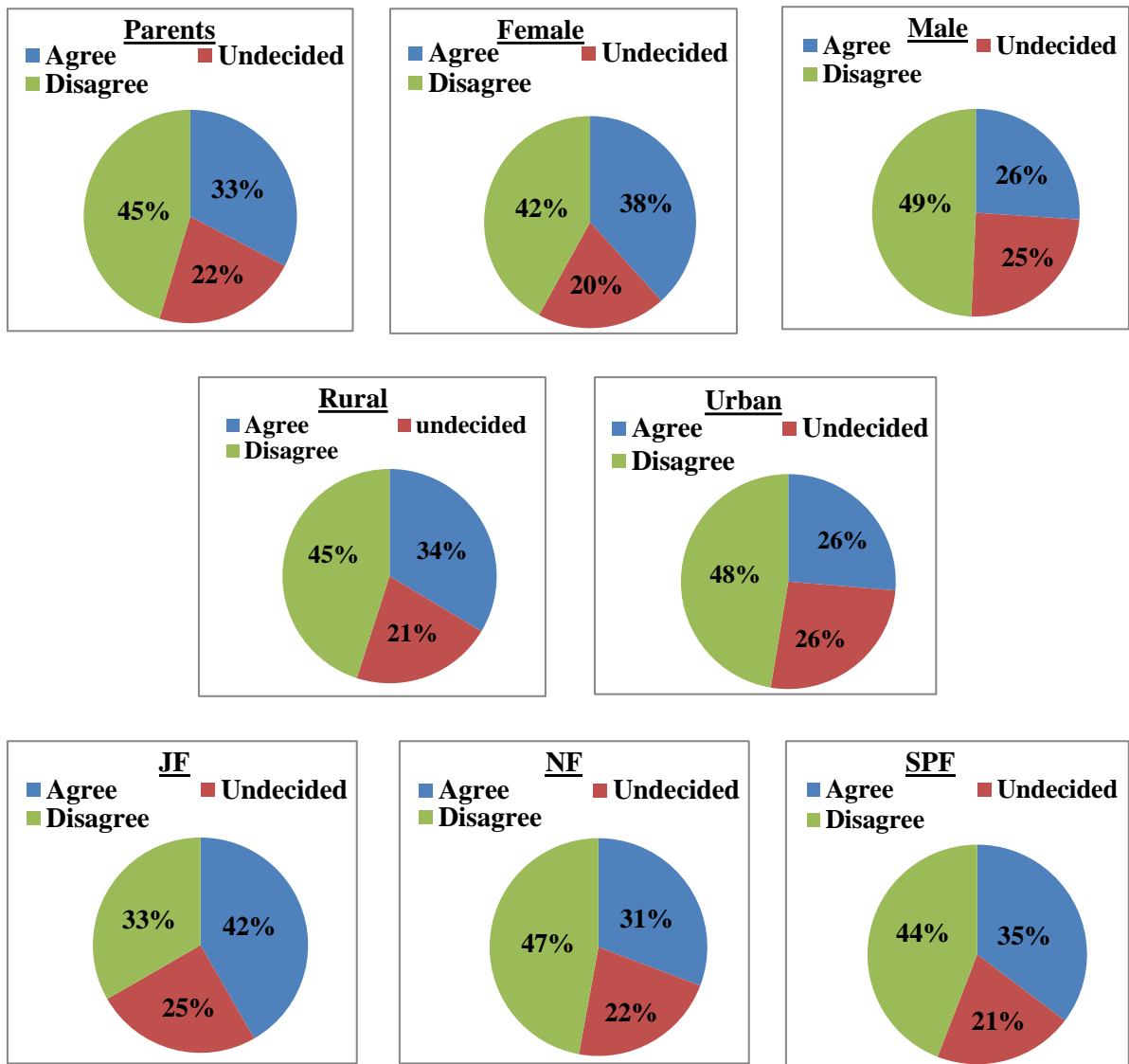
**Table 4 (c) 20:** Parents opinion on the statement “I want my daughter to get married only after passing secondary level education.”

Sl No	Attribute	Category	Responses			Total
			<i>Agree</i>	<i>Undecided</i>	<i>Disagree</i>	
1	Overall attributes	Parents	49(32.67%)	33 (22%)	68(45.33%)	150
2	Gender	Female	31(38.27%)	16(19.75%)	34(41.98%)	81
		Male	18(26.04%)	17(24.64%)	34(49.28%)	69
3	Locality of residence	Rural	44(33.59%)	28(21.37%)	59(45.04%)	131
		Urban	5(26.31%)	5(26.31%)	9(47.36%)	19
5	Family Type	JF	5(41.67%)	3(25%)	4(33.33%)	12
		NF	32(30.77%)	23(22.12%)	49(47.12%)	104
		SPF	12(35.29%)	7(20.59%)	15(44.12%)	34

The data presented in table 4 (c) 20 indicated that there was a mixed response to the statement. Out of the total respondents 45.33% disagreed with the statement. While 22% were undecided and 32.67% agreed with the statement. On analyzing the responses, the respondents varied from 40% to 50% from the different categories who responded negatively to the statement except joint family with 33.33% respondents in disagreement with the query. On analyzing further, there were more female (38.27%) respondents than male (26.04%) who want their daughters to get married at an early age. Similarly, there were more rural parents (33.59%) comparing with urban parents (26.31%) who were in support with the statement. From the family type, joint family with 41.67% has the highest no. of respondents in the agreed column followed by single parent family with 35.29% respondents and nuclear family with 30.77% respondents respectively.



Figure 4(c) 20: Pie charts on Parents opinion on the statement “I want my daughter to get married only after passing secondary level education.”

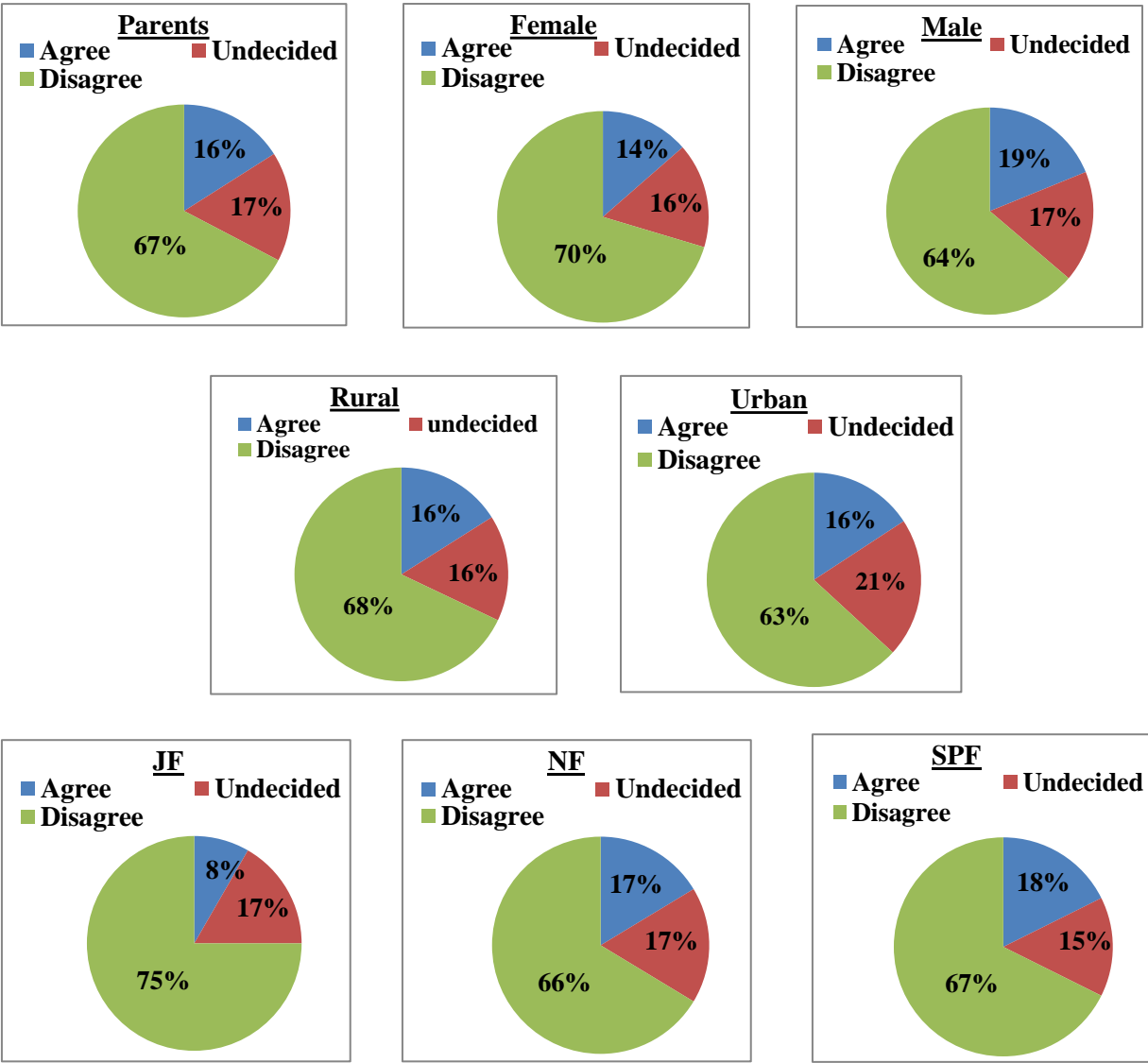


**Table 4 (c) 21:** Parents opinion on the statement “Even without education girls can lead a satisfactory life.”

SI No	Attribute	Category	Responses			Total
			<i>Agree</i>	<i>Undecided</i>	<i>Disagree</i>	
1	Overall attributes	Parents	24(16%)	25(16.67%)	101(67.33%)	150
2	Gender	Female	11(13.58%)	13(16.05%)	57(70.37%)	81
		Male	13(18.84%)	12(17.39%)	44(63.77%)	69
3	Locality of residence	Rural	21(16.03%)	21(16.03%)	89(67.94%)	131
		Urban	3(15.79%)	4(21.05%)	12(63.16%)	19
5	Family Type	JF	1(8.33%)	2(16.67%)	9(75%)	12
		NF	17(16.35%)	18(17.31%)	69(66.35%)	104
		SPF	6(17.65%)	5(14.71%)	23(67.65%)	34

As per the enquiry in table 4 (c) 21 whether girls can lead a satisfactory life without education, 16% of the parents from the total respondents agreed to the query, 16.67% were undecided and 67.335 were in disagreement with the query. On analyzing category wise, on the basis of gender, more female parents (70.37%) disagreed with the query comparing with the male counterpart (63.77%). Again more respondents from rural areas (67.94%) disagreed with the statement than the urban respondents (63.16%). From the family type, 75% from joint family, 67.65% from single parent family and 66.35% from nuclear family responded negatively to the statement. All these indicates that majority of the parents knew that education is the best means to let girls lead a satisfactory life. There were mixed responses in the agreed and undecided column which shows that there still exist some parents who were not yet aware about the multiple benefits of education and still sticking to the cultural practices in treating girls and women.

Figure 4(c) 21: Pie charts on Parents opinion on the statement “Even without education girls can lead a satisfactory life.”

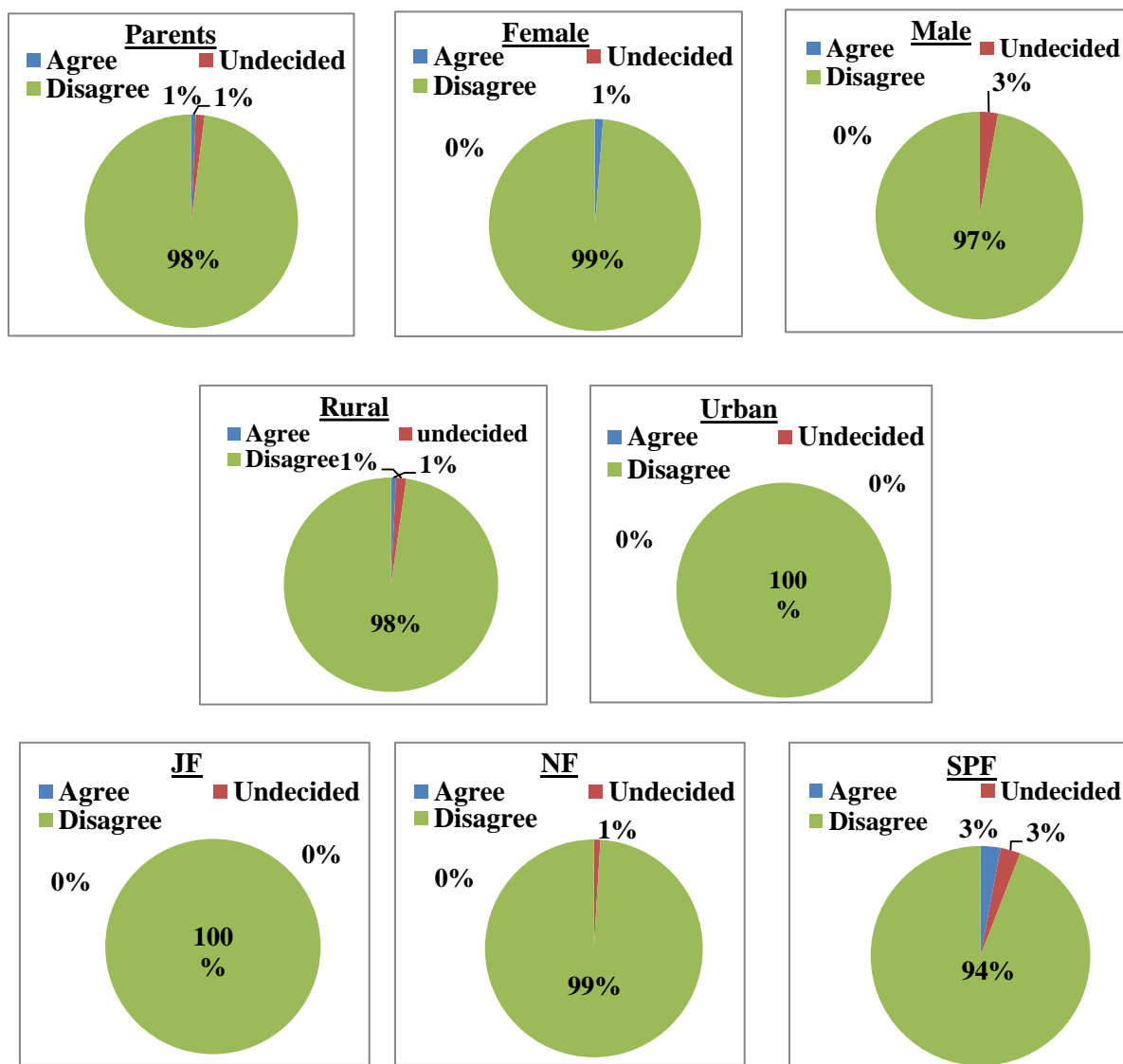


**Table 4 (c) 22:** Parents response on the statement “For girls, primary education is more than enough.”

SI No	Attribute	Category	Responses			Total
			<i>Agree</i>	<i>Undecided</i>	<i>Disagree</i>	
1	Overall attributes	Parents	1(0.67%)	2 (1.33%)	147(98%)	150
2	Gender	Female	1(1.23%)	-	80(98.77%)	81
		Male	-	2(2.89%)	67(97.10%)	69
3	Locality of residence	Rural	1(0.76%)	2(1.53%)	128(97.71%)	131
		Urban	-	-	19(100%)	19
5	Family Type	JF	-	-	12(100%)	12
		NF	-	1(0.96%)	103(99.4%)	104
		SPF	1(2.94%)	1(2.94%)	32(94.12%)	34

As per the data presented in table 4 (c) 22, highly significant majority of the parents from the total respondents were in disagreement with the statement that ‘For girls, primary education is more than enough.’ And only 1.33% was undecided and 0.67% agreed to the query. On examining category wise, it was encouraging to note that from male, urban, joint family and nuclear family parents there was 100% disagreement with the statement. On examining further, highly significant majority (94% and above) from the other categories too disagreed with the statement. This indicate that parents wants their girls to study more than primary level but 2% of parents were either undecided or in agreement with the statement which might be due to negative attitude of parents, poverty, school located far away, insecurity feelings, unaware of the importance of education etc.

Figure 4(c) 22: Pie charts on Parents opinion on the statement “For girls, primary education is more than enough.”

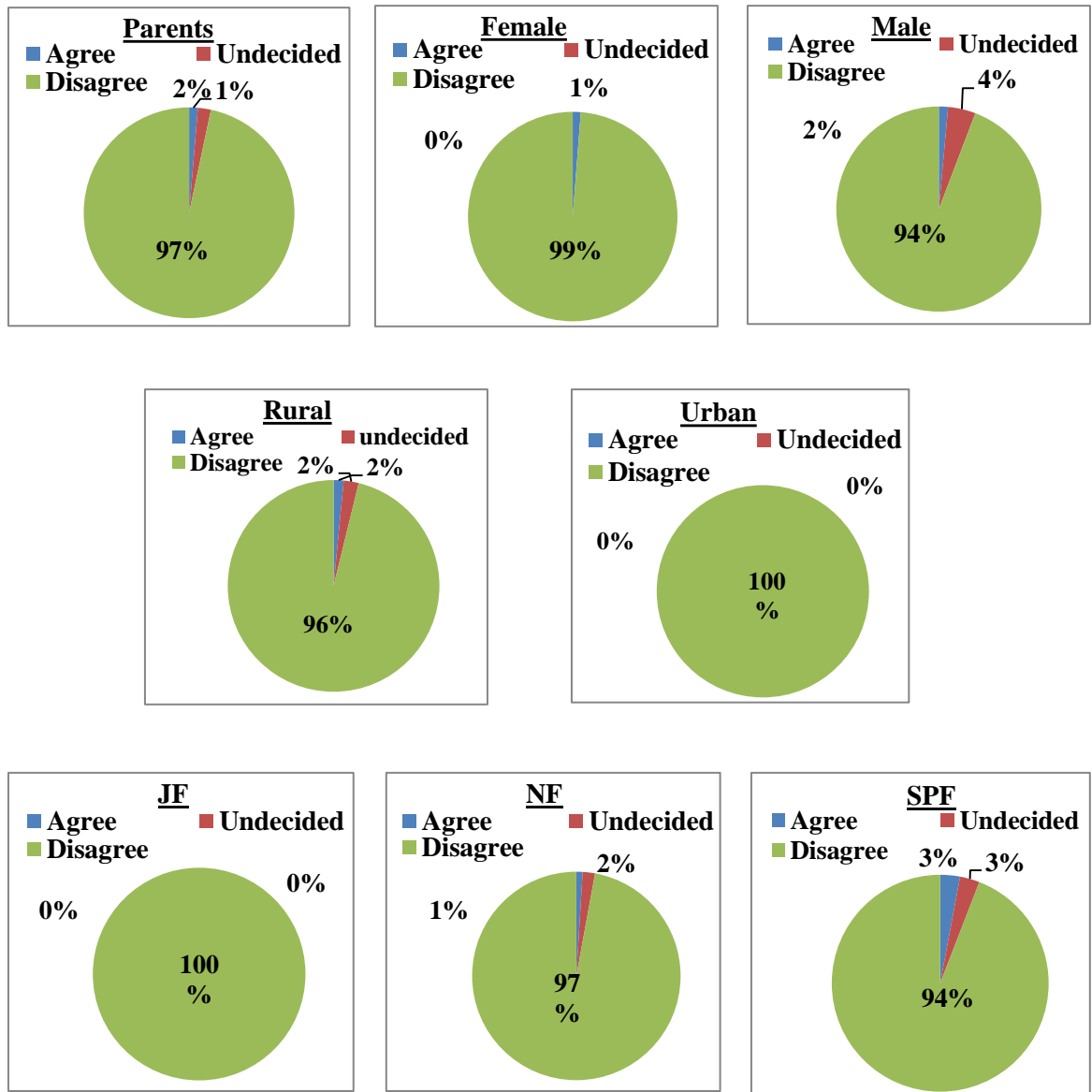


**Table 4 (c) 23:** Parents response to the statement “I want my daughter to help me at home instead of going to school.”

SI No	Attribute	Category	Responses			Total
			<i>Agree</i>	<i>Undecided</i>	<i>Disagree</i>	
1	Overall attributes	Parents	2 (1.33%)	3 (2%)	145(96.67%)	150
2	Gender	Female	1(1.23%)	-	80(98.77%)	81
		Male	1(1.45%)	3(4.35%)	65(94.20%)	69
3	Locality of residence	Rural	2(1.53%)	3(2.29%)	126(96.18%)	131
		Urban	--	-	19(100%)	19
5	Family Type	JF	-	-	12(100%)	12
		NF	1(0.96%)	2(1.92%)	101(97.12%)	104
		SPF	1(2.94%)	1(2.94%)	32(94.12%)	34

The data highlighted in table 4(c) 23, shows that the trend of responses were almost the same with table 4(c) 22 as highly significant majority (96.67%) of the respondents negatively responded to the query ‘I want my daughter to help me at home instead of going to school’ only 2% were undecided and 1.33% were in agreement with the query. On analyzing further, there was cent percent (100%) respondents from urban areas and joint family who disagreed with the statement. Highly significant majority (94% and above) from all the other categories too disagreed with the statement. Only a total of 3.33% were undecided or in disagreement with the statement which might be due to poverty, too many siblings, financial problems, conservative attitude of parents etc.

Figure 4(c) 23: Pie charts on Parents opinion on the statement “I want my daughter to help me at home instead of going to school.”



**Table 4 (c) 24:** Parents opinion on the statement “Traditional beliefs and practices affect girl child education.”

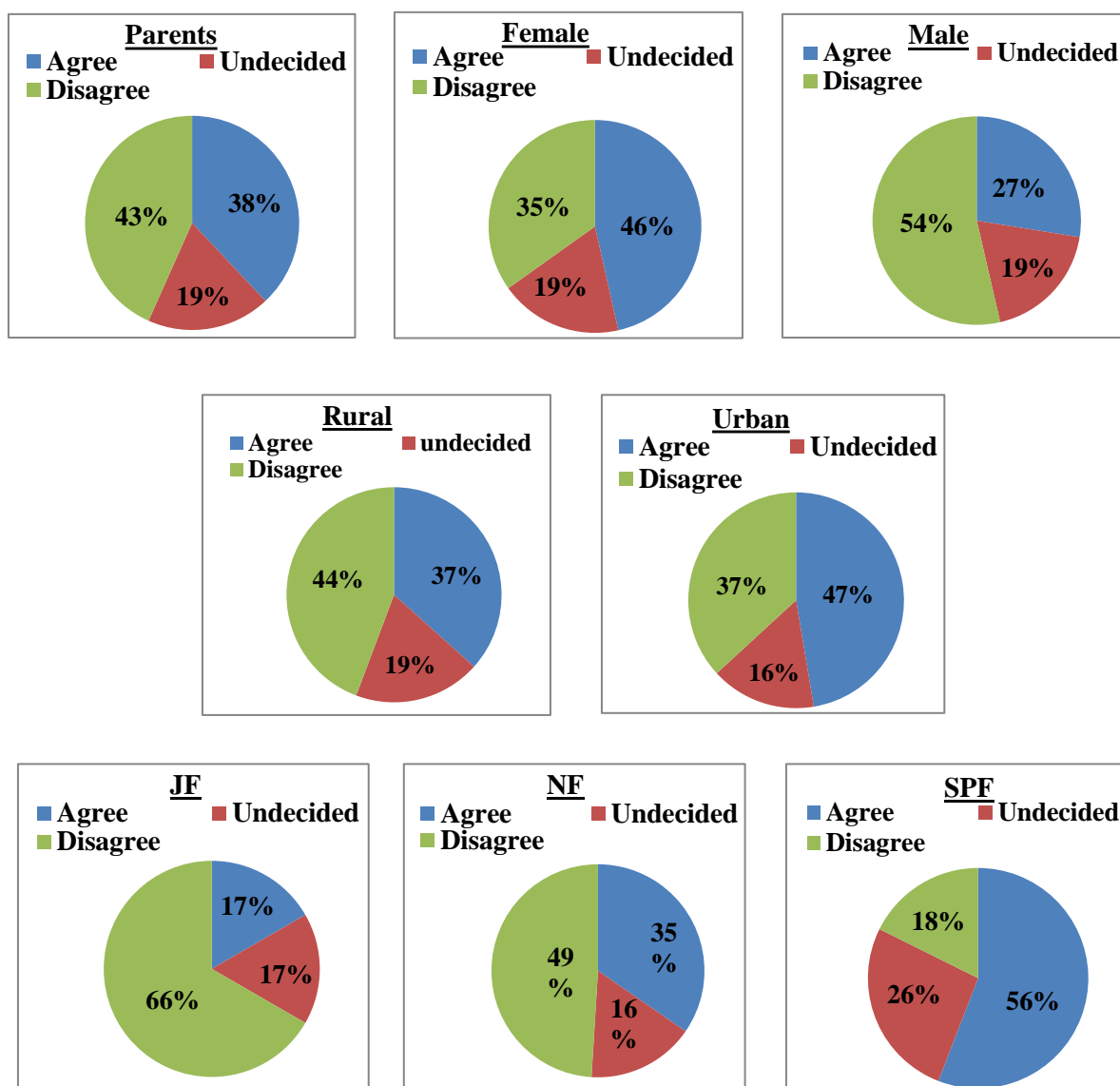
Sl No	Attribute	Category	Responses			Total
			<i>Agree</i>	<i>Undecided</i>	<i>Disagree</i>	
1	Overall attributes	Parents	57 (38%)	28(18.67%)	65(43.33%)	100
2	Gender	Female	38(46.91%)	15(18.52%)	28(34.57%)	81
		Male	19(27.54%)	13(18.84%)	37(53.62%)	69
3	Locality of residence	Rural	48(36.64%)	25(19.08%)	58(44.27%)	131
		Urban	9(47.37%)	3(15.79%)	7(36.84%)	19
5	Family Type	JF	2(16.67%)	2(16.67%)	8(66.67%)	12
		NF	36(34.62%)	17(16.35%)	51(49.04%)	104
		SPF	19(55.88%)	9(26.47%)	6(17.65%)	34

The data presented in table 4 (c)24, highlights that there were mixed responses to the query as 43.33% of parents were in disagreement with the query, 18.67% were undecided and 38% were in agreement with the query from the total respondents. On analyzing attribute and category wise, it brought to light that more female respondents (46.91%) stated positively that traditional beliefs and practices affect girl child education than their male counterpart (27.54%). On analyzing further almost equal respondents were undecided with the statement from both male and female category, also more male parents (53.62%) were in disagreement with the query than their counterpart (34.57%). From the locality of residents, more urban parents (47.37%) agreed than the rural parents (36.64%), while on the other side, more rural parents (44.27%) negated than the urban parents (36.84%). From the joint and nuclear family out of the total respondents, more parents disagreed and from single parent family majority agreed with the query.

From the analysis it can be concluded that in some areas parents still rigidly follow the traditional beliefs and practices which hinders girls education, where as in other areas, parents are more broad minded and liberal with the traditional beliefs and practices as a result it does not hinders their daughters education



Figure 4(c) 24: Pie charts on Parents opinion on the statement “Traditional beliefs and practices affect girl child education.”

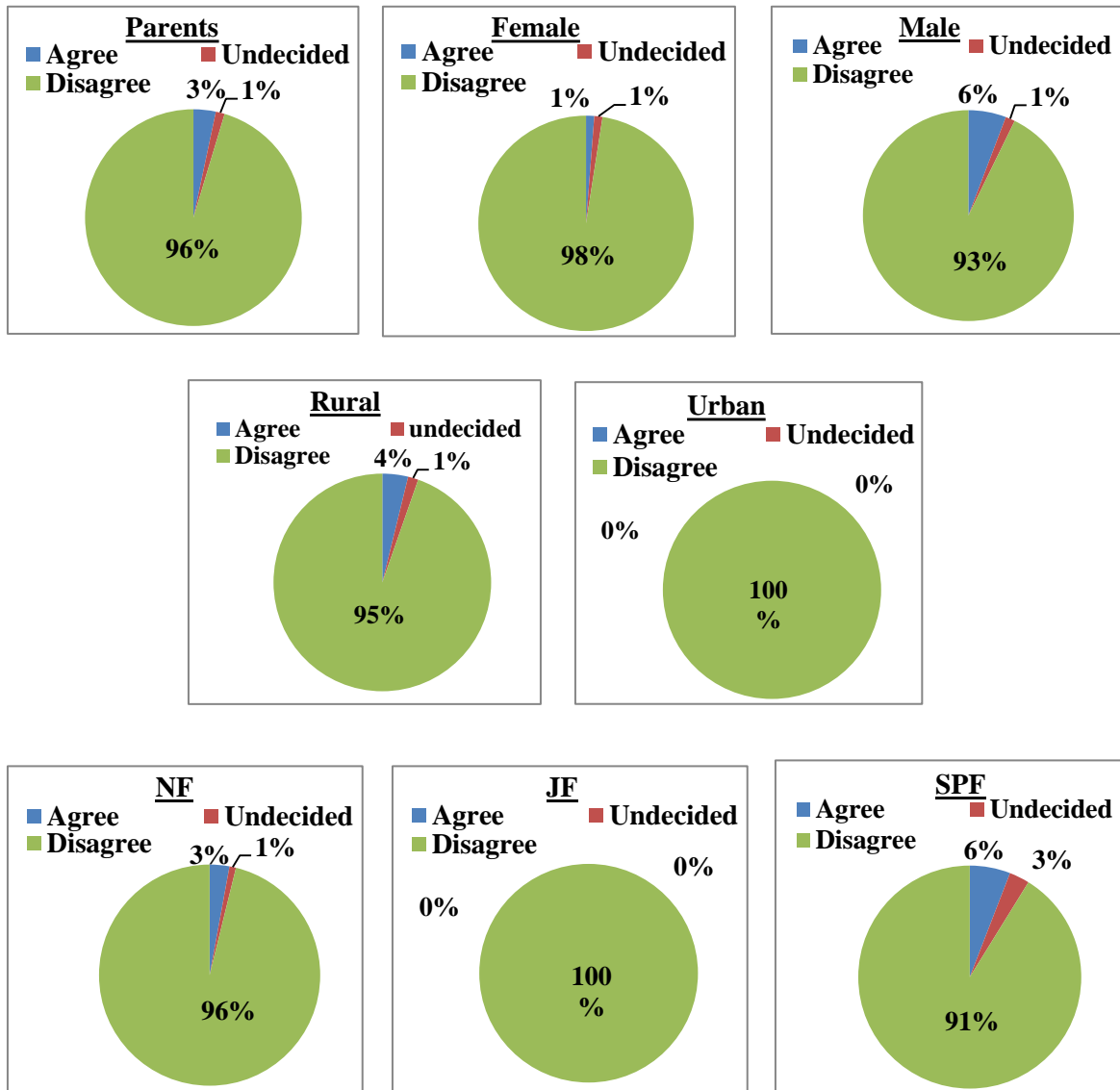


**Table 4 (c) 25:** Parents response on the statement “I hesitate to send my daughter to school due to insecurity.”

SI No	Attribute	Category	Responses			Total
			<i>Agree</i>	<i>Undecided</i>	<i>Disagree</i>	
1	Overall attributes	Parents	5(3.33%)	2 (1.33%)	143(95.33%)	150
2	Gender	Female	1(1.23%)	1(1.23%)	79(97.53%)	81
		Male	4(5.79%)	1(1.45%)	64(92.75%)	69
3	Locality of residence	Rural	5(3.82%)	2(1.53%)	124(94.66%)	131
		Urban	-	-	19(100%)	19
5	Family Type	JF	-	-	12(100%)	12
		NF	3(2.88%)	1(0.96%)	100(96.15%)	104
		SPF	2(5.88%)	1(2.94%)	31(91.18%)	34

From the analysis of the data presented in table 4 (c) 25, it clearly indicated that almost all the parents feel secure to send their daughters to school as highly significant majority of them (5.33%) were in disagreement with the statement. Also, 1.33% parents were undecided and 3.33% were in agreement with the statement respectively. From urban areas and joint family all the respondents (100%) disagreed with the statement. From all the other categories too highly significant majority (above 90%) were in disagreement with the query. The main reasons for few parents who agree with the statement or undecided might be due to school located far away, over protective nature of parents, gender discrimination, sexual harassment, health problems etc.

Figure 4(c) 25: Pie charts on Parents opinion on the statement “I hesitate to send my daughter to school due to insecurity.”

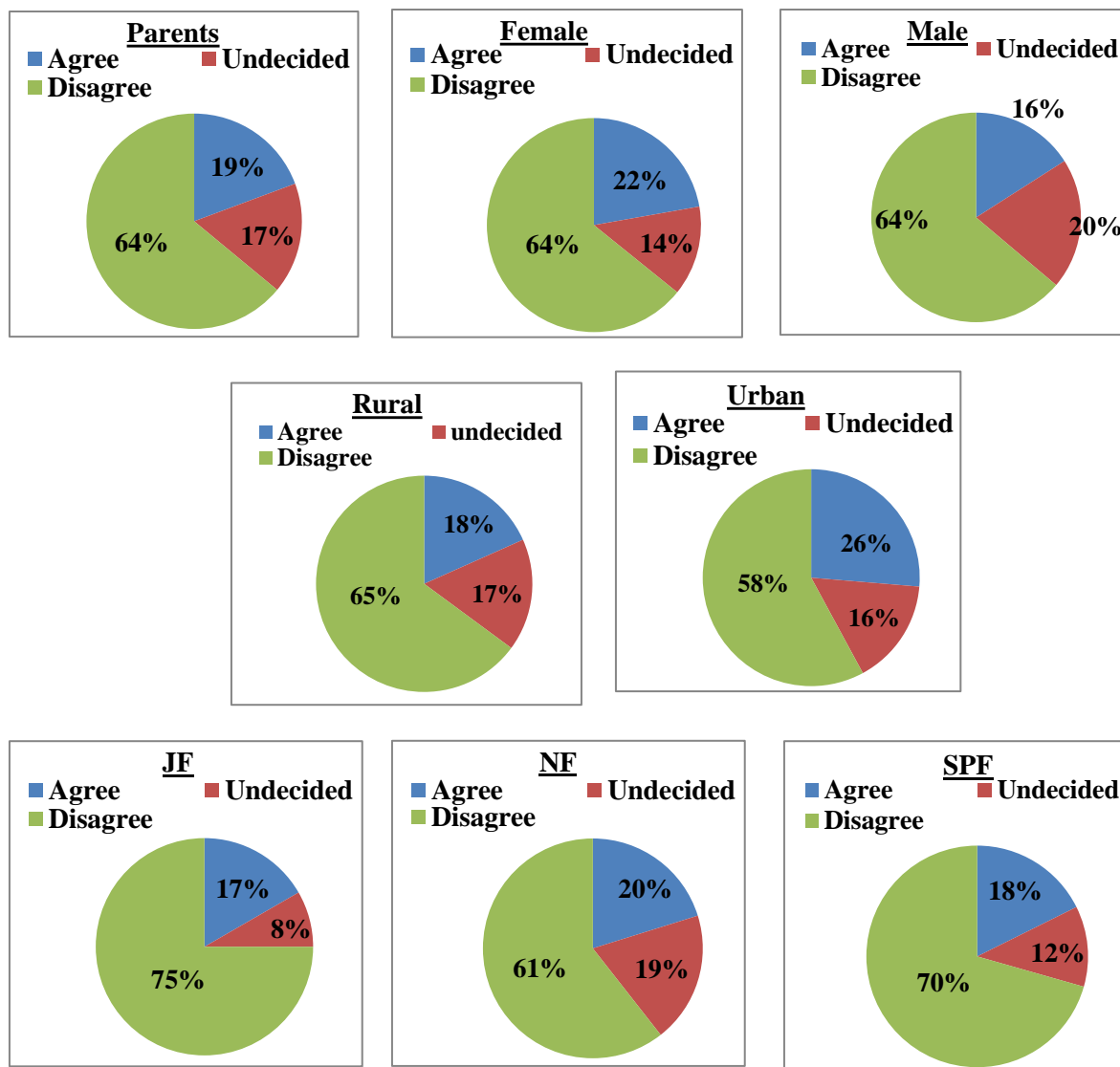


**Table 4 (c) 26:** Parents response on the statement “There is no hope for future employment for girls with the secondary education.”

Sl No	Attribute	Category	Responses			Total
			<i>Agree</i>	<i>Undecided</i>	<i>Disagree</i>	
1	Overall attributes	Parents	29(19.33%)	25(16.67%)	96 (64%)	150
2	Gender	Female	18(22.22%)	11(13.58%)	52(64.19%)	81
		Male	11(15.94%)	14(20.29%)	44(63.77%)	69
3	Locality of residence	Rural	24(18.32%)	22(16.79%)	85(64.88%)	131
		Urban	5(26.31%)	3(15.79%)	11(57.89%)	19
5	Family Type	JF	2(16.67%)	1(8.33%)	9(75%)	12
		NF	21(20.19%)	20(19.23%)	63(60.58%)	104
		SPF	6(17.65%)	4(11.76%)	24(70.59%)	34

The data presented in table 4 (c) 26 reflected that a fair majority (64%) of the respondents from the overall respondents disagreed with the statement that there is no hope for future employment with the secondary education, which shows that majority of the parents were aware of the multiple benefit of girls education, whereas 16.67% were undecided and 19.33% were in agreement with the statement. From the attribute of gender, both female (64.19%) and male (63.77%) almost equally disagreed with the statement. Again from the rural areas more respondents (64.88%) negated to the query than urban respondents (57.89%) From the family type, joint family has the highest no. of response (75%) who disagreed with the point followed by single parent family (70.59%) and nuclear family (60.58%) respectively. There were few respondents who were undecided or agreed with the query which might be due to illiteracy, poor performance in studies, unaware of the benefit of education, poverty, with positive view of getting lower grade jobs or certain training etc.

Figure 4(c) 26: Pie charts on Parents opinion on the statement “There is no hope for future employment for girls with the secondary education.”

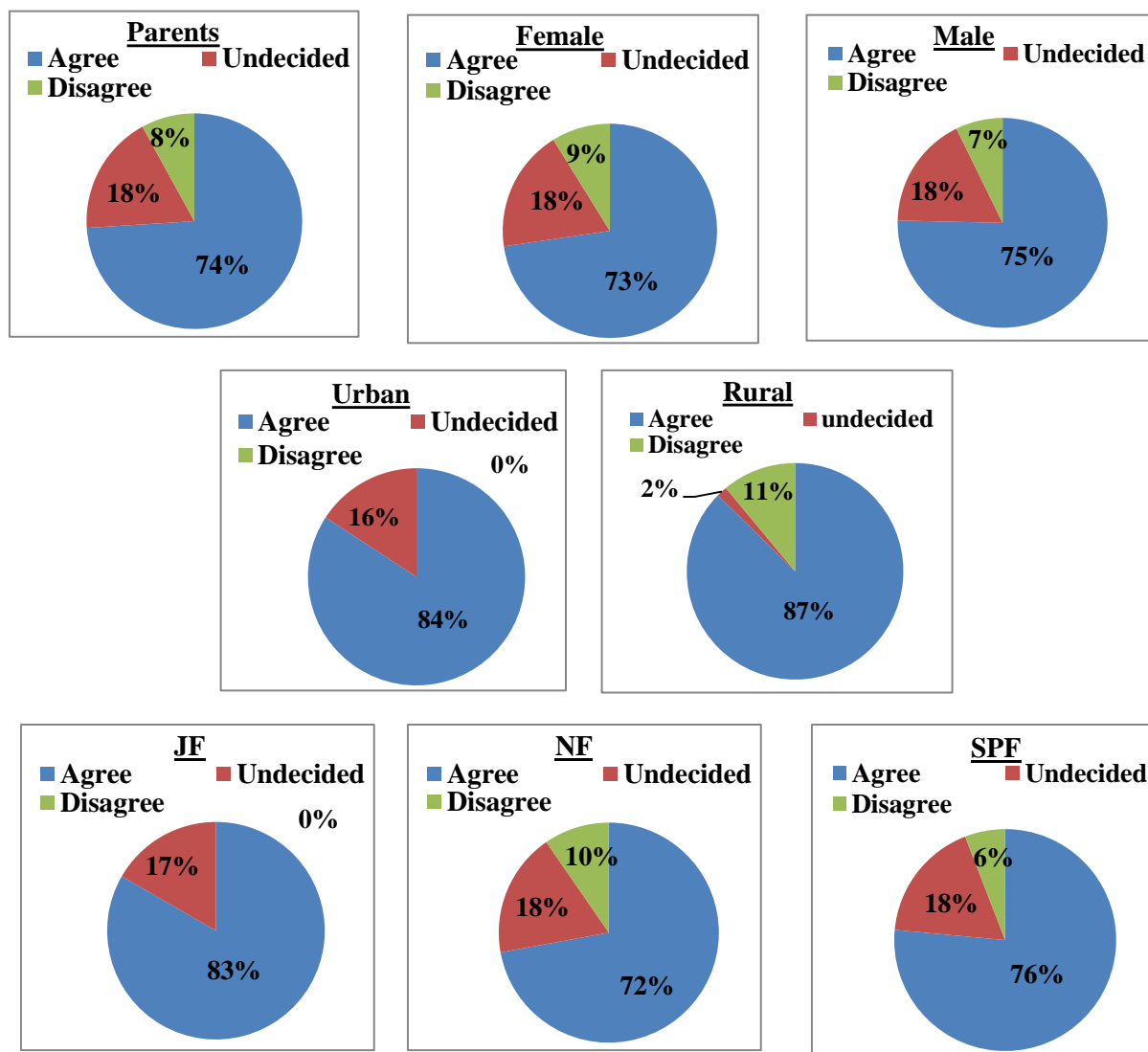


**Table 4 (c) 27:** Parents opinion on the statement “Government should provide free education and hostel facilities for girls.”

Sl No	Attribute	Category	Responses			Total
			<i>Agree</i>	<i>Undecided</i>	<i>Disagree</i>	
1	Overall attributes	Parents	111(74%)	27 (18%)	12 (8%)	150
2	Gender	Female	59(72.84%)	15(18.52%)	7(8.86%)	81
		Male	52(75.36%)	12(17.39%)	5(7.25%)	69
3	Locality of residence	Rural	95(72.52%)	24(18.32%)	12(9.16%)	131
		Urban	16(84.21%)	3(15.79%)	-	19
5	Family Type	JF	10(83.33%)	2(16.67%)	-	12
		NF	75(72.12%)	19(18.27%)	10(9.62%)	104
		SPF	26(76.47%)	6(17.65%)	2(5.88%)	34

As per the projection drawn from the table 4 (c) 27, high majority of the respondents (74%) were in agreement with the statement which indicate that free education and hostel facilities were very important for girls education and to bridged gender imbalances, while 18% could not decide with the statement and 12% disagreed with the point irrespective of any category. On analyzing category wise, significant majority from the parents of urban areas (84.21%) and joint family (83.33%) positively affirmed to the statement. High majority (above 70%) from all the other categories too supported the statement. Those few parents who were undecided or in agreement with the query might be due to household chores, over protective parents, cultural influences, negative attitude etc.

Figure 4(c) 27: Pie charts on Parents opinion on the statement “Government should provide free education and hostel facilities for girls.”



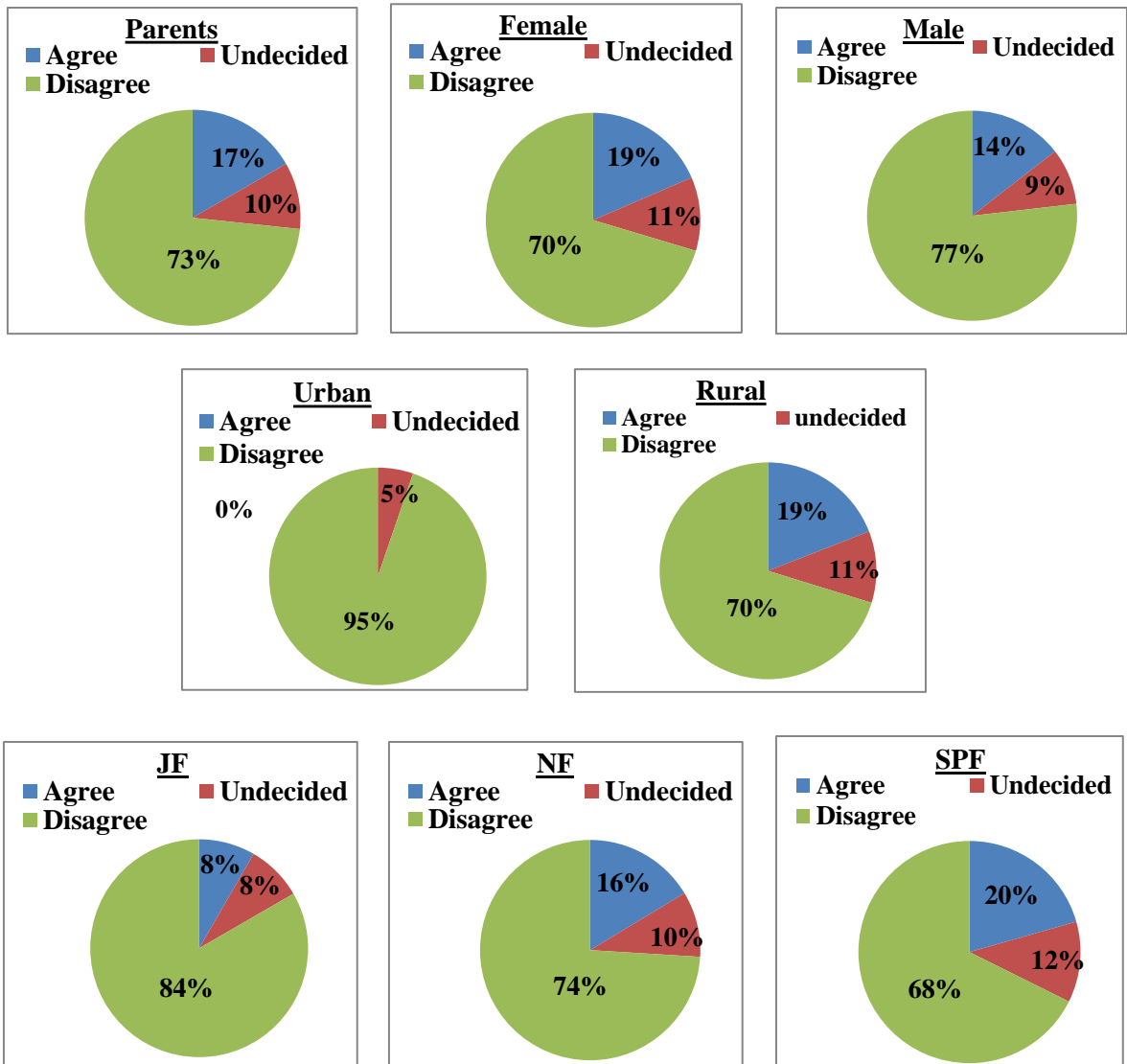
**Table 4(c) 28:** Parents response on the statement “I cannot afford education for my daughter because the school fee is too high.”

SI No	Attribute	Category	Responses			Total
			<i>Agree</i>	<i>Undecided</i>	<i>Disagree</i>	
1	Overall attributes	Parents	25(16.67%)	15 (10%)	110(73.33%)	150
2	Gender	Female	15(18.52%)	9(11.11%)	57(70.37%)	81
		Male	10(14.49%)	6(8.69%)	53(76.81%)	69
3	Locality of residence	Rural	25(19.08%)	14(10.69%)	92(70.23%)	131
		Urban	-	1(5.26%)	18(94.74%)	19
5	Family Type	JF	1(8.33%)	1(8.33%)	10(83.33%)	12
		NF	17(16.35%)	10(9.62%)	77(74.04%)	104
		SPF	7(20.59%)	4(11.76%)	23(67.65%)	34

On examining the data presented in table 4 (c) 28, it was encouraging to note that high majority (73.33%) negatively responded to the statement which indicates that they can effort school fee for their daughters. On the other hand 10% parents were undecided and 16.67% parents agreed that they cannot afford education for their daughters because the school fee was too high which might be due to financial problem, poverty, single parent family etc. From the attribute of gender it was noted that more male parents (76.81%) negated to the statement than female parents (70.03%) Highly significant majority (94.74%) from urban areas negated with the point as well as there was no one who agreed with the query except one person who was undecided with the query. From the rural areas high majority (70.23%) responded negatively to the point, From the type of family, joint family had the highest number (83.33%) of respondents in the disagreed column followed by nuclear family (74.04%) and single parent family (67.65%).



Figure 4(c) 28: Pie charts on Parents opinion on the statement “I cannot afford education for my daughter because the school fee is too high.”

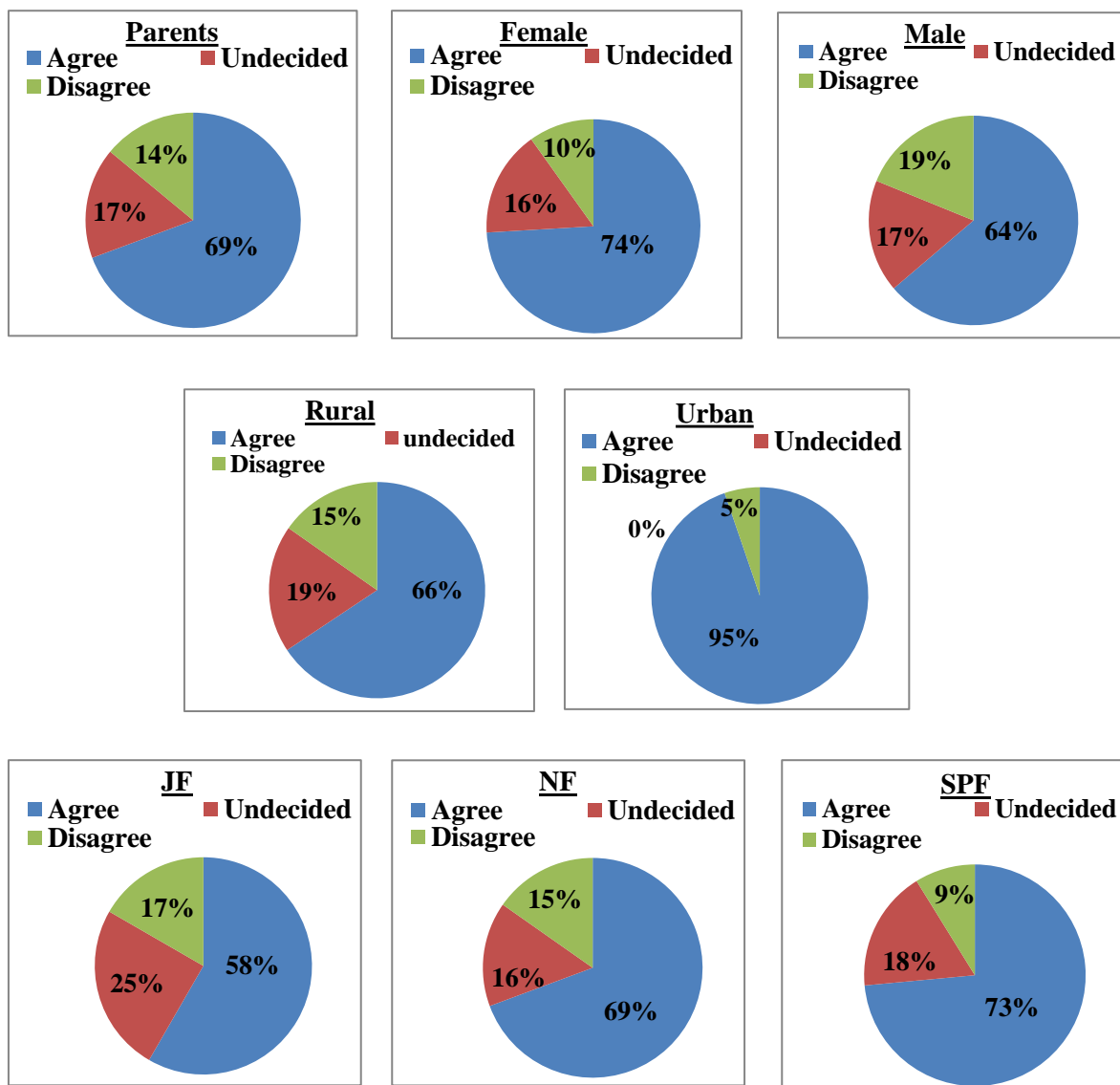


**Table 4 (c) 29:** Parents response on the statement “I am ready to invest lots of money for my girl child education.”

Sl No	Attribute	Category	Responses			Total
			Agree	Undecided	Disagree	
1	Overall attributes	Parents	104(69.33%)	25(16.67%)	21(14%)	150
2	Gender	Female	60(74.04%)	13(16.04%)	8(9.88%)	81
		Male	44(63.77%)	12(17.39%)	13(18.84%)	69
3	Locality of residence	Rural	86(65.65%)	25(19.08%)	20(15.27%)	131
		Urban	18(94.74%)	-	1(5.26%)	19
5	Family Type	JF	7(58.33%)	3(25%)	2(16.67%)	12
		NF	72(69.23%)	16(15.38%)	16(15.38%)	104
		SPF	25(73.53%)	6(17.65%)	3(8.82%)	34

As per the data presented in table 4 (c) 29 on enquiry whether parents are ready to invest a lot of money for their girls education, 69.33% from the total respondents agreed to the query, which signified that these parent were ready to go to any extend to support their daughters education whereas 16.67% were undecided and 14% disagreed with the query which might be due to financial problems, cultural influences, gender issues etc. On the basis of gender, more female parents (74.04%) were ready to invest money for their daughter’s education than male parents (63.77%). There were 16.04% mothers and 17.39% fathers who were not able to decide with the point and 9.88% mothers and 18.84% fathers agreed with the point. On analyzing further, urban parents (94.74%) were more ready to invest for their girl’s education than rural (65.65%) parents, also there were 19.08% parents who could not decide and 18.84% parents disagreed with the statement respectively from the rural category. Under family type, single parent family has the highest no. of respondents with 73.53%, followed by nuclear family with 69.23% and joint family with 58.33%. Positively responded to the query. On the other hand, joint family has the highest no. of disagreed response with 16.67% followed by nuclear family with 15.38% and single parent family with 8.82%.

Figure 4(c) 29: Pie charts on Parents opinion on the statement “I am ready to invest lots of money for my girl child education.”



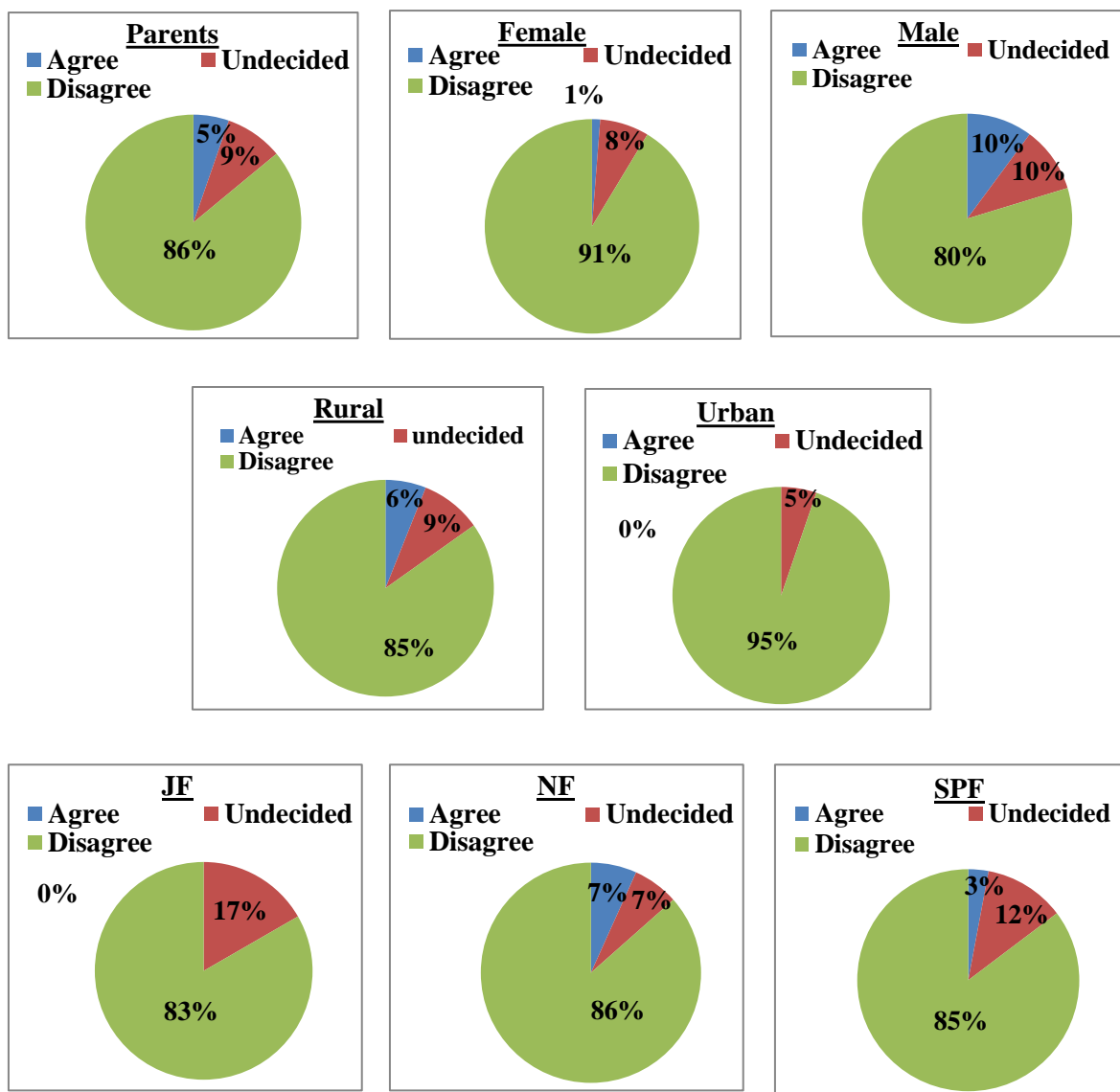
**Table 4 (c) 30:** Parents opinion on the statement “School timing is not convenient for girls to follow.”

Sl No	Attribute	Category	Responses			Total
			<i>Agree</i>	<i>Undecided</i>	<i>Disagree</i>	
1	Overall attributes	Parents	8 (5.33%)	13(8.67%)	129(86%)	150
2	Gender	Female	1(1.23%)	6(7.41%)	74(91.36%)	81
		Male	7(10.14%)	7(10.14%)	55(79.71%)	69
3	Locality of residence	Rural	8(6.10%)	12(9.16%)	111(85.38%)	131
		Urban	-	1(5.26%)	18(94.74%)	19
5	Family Type	JF	-	2(16.67%)	10(83.33%)	12
		NF	7(6.73%)	7(6.73%)	90(86.54%)	104
		SPF	1(2.94%)	4(11.76%)	29(85.29%)	34

On analyzing the data highlighted in table 4 (c) 30, significant majorities (86%) of the parents were in disagreement with the statement that school timing is not convenient for girls to follow, whereas on the other hand, 8.67% were undecided and 5.33% were in agreement with the statement. On the basis of gender, more female parents (91.36%) negated to the query than the male parents (79.71%). On the basis of locality of residents, more urban parents (94.74%) were in disagreement with the question comparing with the rural parents (85.38%). There was significant majority (more than 80%) from all the categories of family type who were in disagreement with the query. It was also noted that from the urban areas and from the joint family there were no respondents in agreement with the statement.

On further analysis of the data, more female were in favour of the query which signified that school timing is not an issue for girls to attend school. There was no agreed respondents from urban and joint family might be due to school is located at nearby and assessable or availability of easy and affordable means of transportation in the locality. There were few parents who were undecided or in favour of the query, which might be the schools located far away especially in some village areas, lack of transport facilities, poverty, house hold chores, health problems, single parent family, etc.

Figure 4(c) 30: Pie charts on Parents opinion on the statement “School timing is not convenient for girls to follow.”

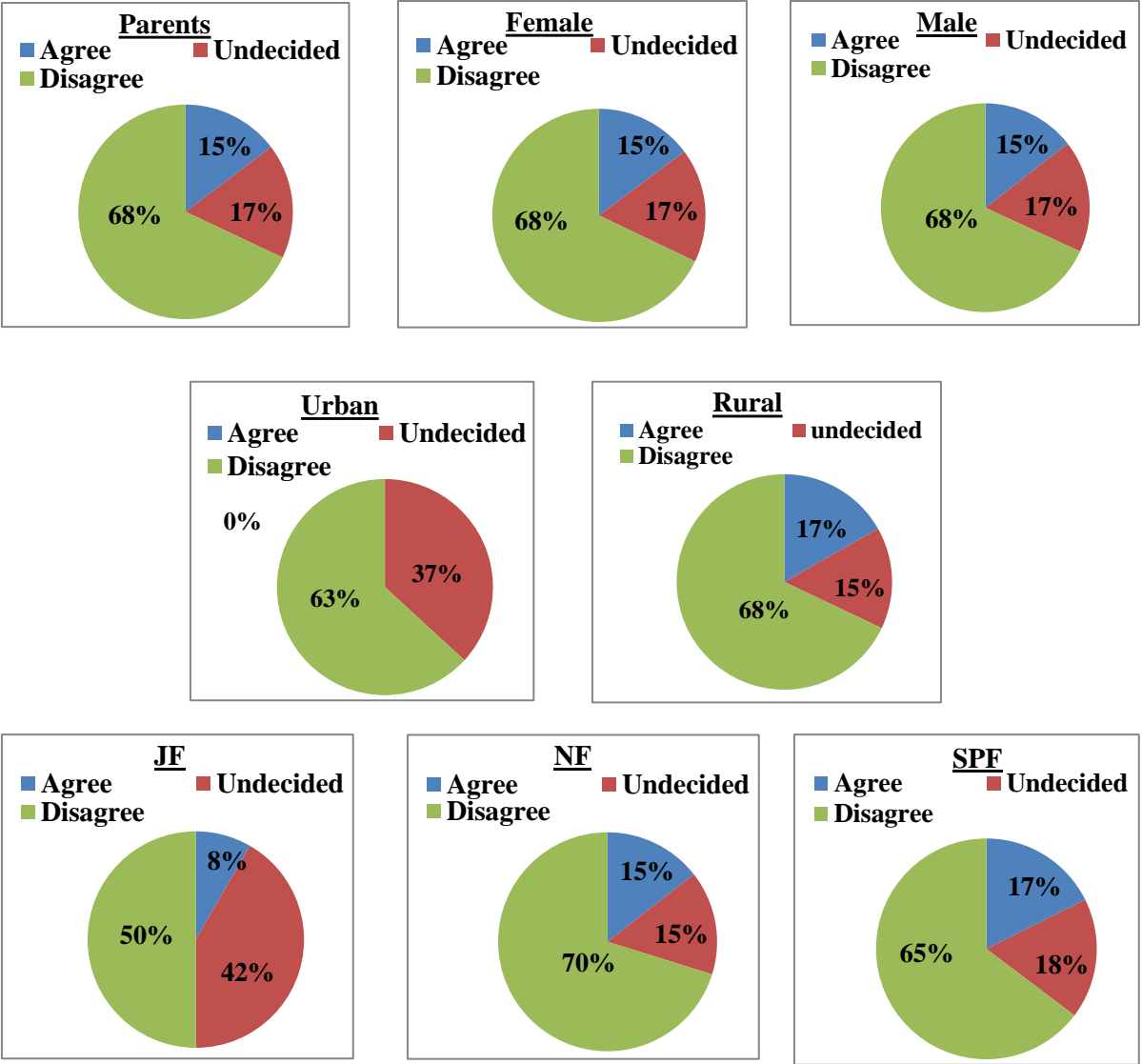


**Table 4 (c) 31:** Teachers response on the statement “The infrastructural facilities available in the school are not convenient for girls.”

SI No	Attribute	Category	Responses			Total
			<i>Agree</i>	<i>Undecided</i>	<i>Disagree</i>	
1	Overall attributes	Parents	22(14.67%)	26 (17.33%)	102(68%)	150
2	Gender	Female	12(14.81%)	14(17.29%)	55(67.90%)	81
		Male	10(14.49%)	12(17.39%)	47(68.12%)	69
3	Locality of residence	Rural	22(16.79%)	20(15.27%)	89(67.94%)	131
		Urban	-	7(36.84%)	12(63.16%)	19
5	Family Type	JF	1(8.33%)	5(41.67%)	6(50%)	12
		NF	15(14.42%)	16(15.38%)	73(70.19%)	104
		SPF	6(17.65%)	6(17.65%)	22(64.70%)	34

Regarding table 4 (c) 31 projecting infrastructural facilities available in the school, fair majority (68%) from the total respondents negated to the statement, 17.33% were undecided and 14.67% agreed with the statement. A fair majority (above 60% ) from the attributes of gender and locality of residence were not in favour with the query. From the urban areas, there were no respondent and from joint family only one person was there in the agreed column, but there were 36.84% from the urban areas and 41.67% from joint family who were undecided with the query which might be the infrastructures were convenient for the girls, but timely supervision and maintenance as well as timely improvement by the school authority might be required. There are also some percentages of parents (between 8% to 18%) from the different categories who either agreed or undecided with the point and the reasons might be some village schools still lacked even the basic facilities, or parents who hardly border to visit their children school, illiterate parent, or due to negative attitude of parents.

Figure 4(c) 31: Pie charts on Teachers response on the statement “The infrastructural facilities available in the school are not convenient for girls.”



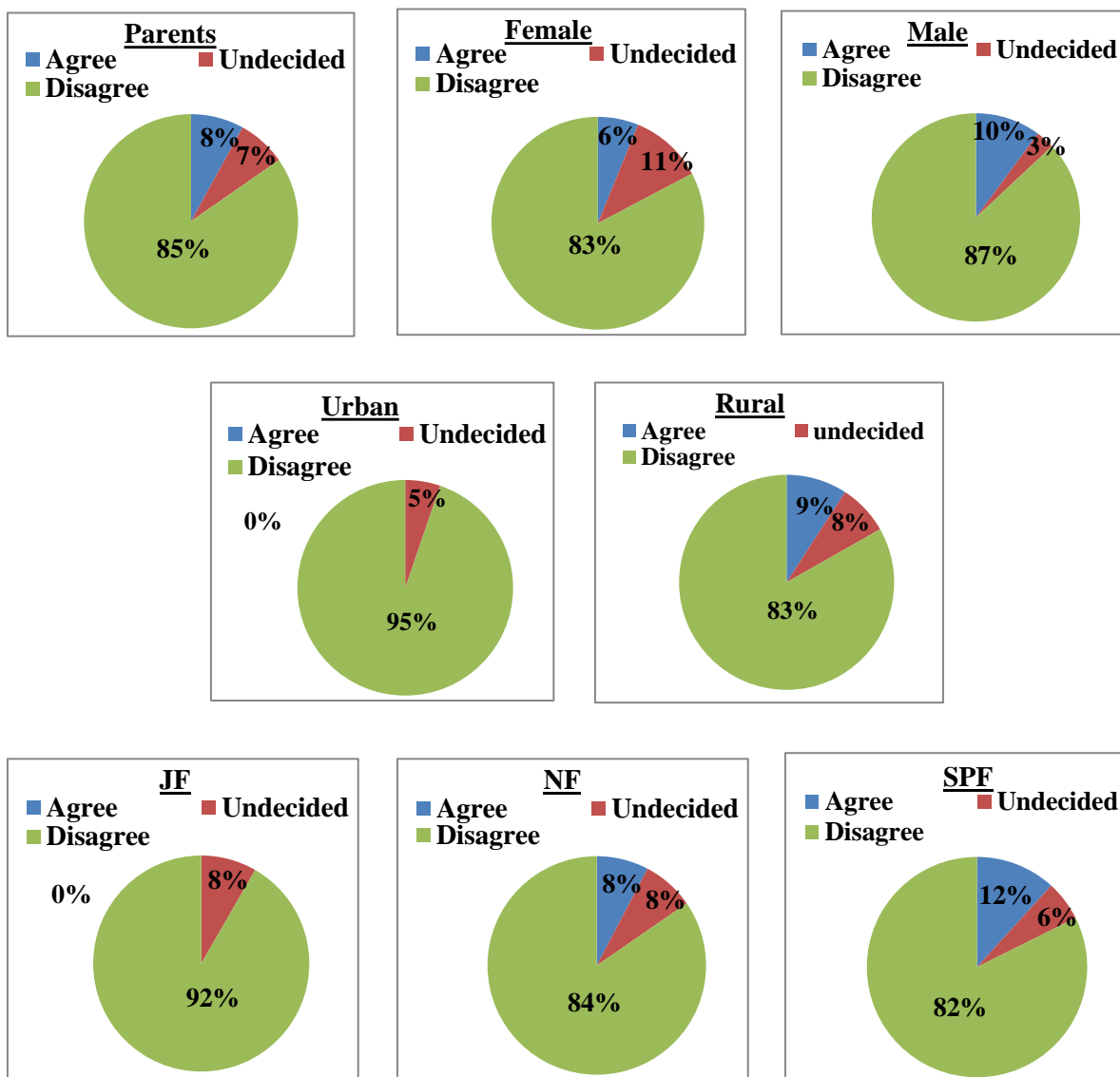
**Table 4 (c) 32:** Parents opinion on the statement “School environment is not conducive for girl’s education.”

SI No	Attribute	Category	Responses			Total
			<i>Agree</i>	<i>Undecided</i>	<i>Disagree</i>	
1	Overall attributes	Parents	12 (8%)	11(7.33%)	127(84.67%)	150
2	Gender	Female	5(6.17%)	9(11.11%)	67(82.72%)	81
		Male	7(10.14%)	2(2.89%)	60(86.96%)	69
3	Locality of residence	Rural	12(9.16%)	10(7.63%)	109(83.21%)	131
		Urban	-	1(5.26%)	18(94.74%)	19
5	Family Type	JF	-	1(8.33%)	11(91.67%)	12
		NF	8(7.69%)	8(7.69%)	88(84.61%)	104
		SPF	4(11.76%)	2(5.88%)	28(82.35%)	34

On examining the data presented in table 4 (c) 32, highly significant majority (above 90%) of the parents from urban areas and joint family disagreed with the statement, also there was no respondents in the agreed column from the same two groups which shows that parents in these two group are more flexible and adjustable with the school environment than their counterparts. It was also noted that from all the other categories too, significant majority of the parents disagreed with the query as parents felt that the school environment was conducive for their daughters. On the other side, there were some few percentages of mix responses in the agreed and undecided column irrespective of categories which might be due to ignorance, gender discrimination, over protective parents, male dominated school, insecurity feelings etc.



Figure 4(c) 32: Pie charts on Teachers opinion on the statement “School environment is not conducive for girl’s education.”

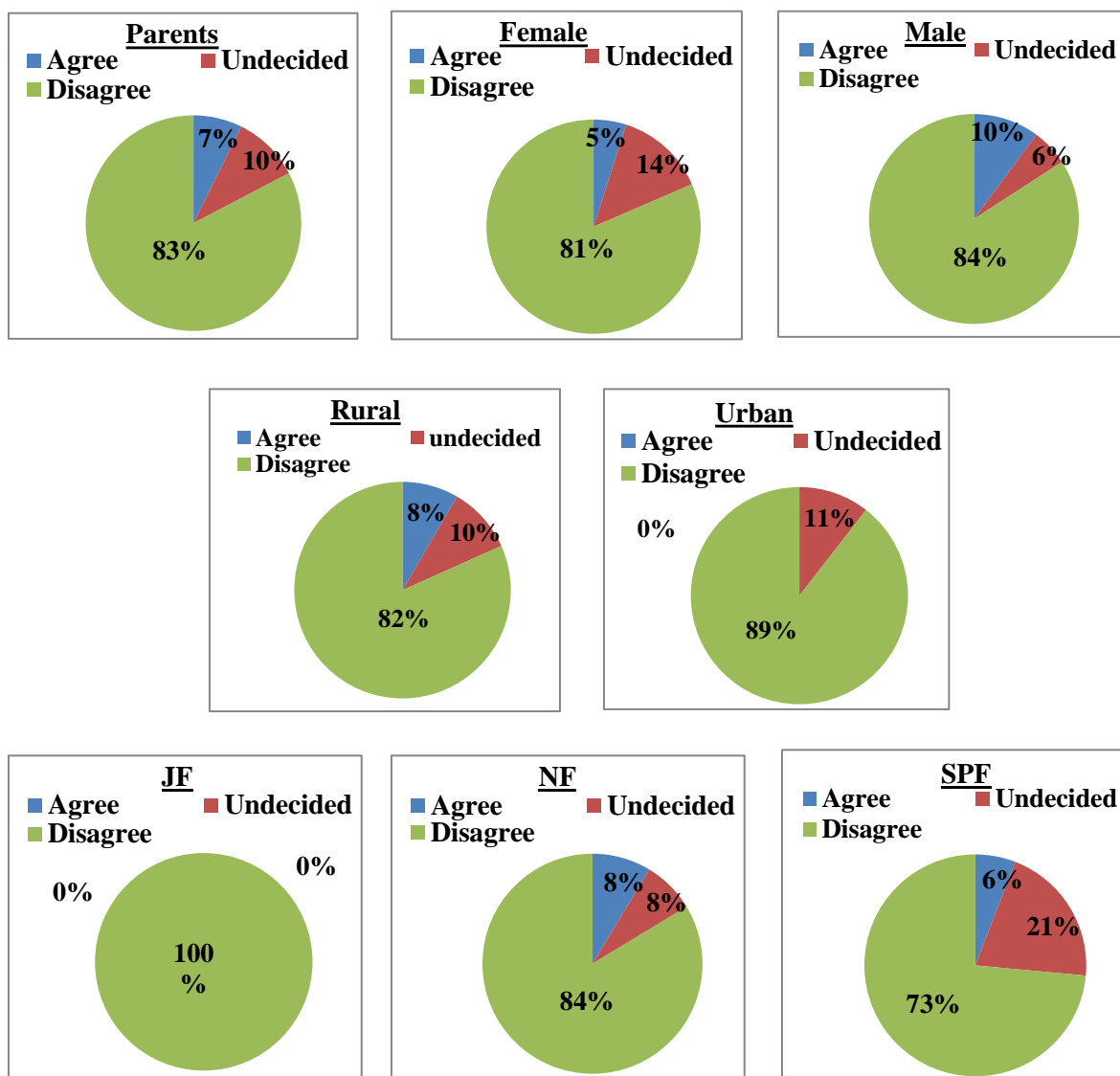


**Table 4 (c) 33:** Parents response on the statement “The school curriculum does not help girls in practical life.”

Sl No	Attribute	Category	Responses			Total
			<i>Agree</i>	<i>Undecided</i>	<i>Disagree</i>	
1	Overall attributes	Parents	11(7.33%)	15 (10%)	124(82.67%)	100
2	Gender	Female	4(4.94%)	11(13.58%)	66(81.48%)	81
		Male	7(10.14%)	4(5.79%)	58(84.06%)	69
3	Locality of residence	Rural	11(8.39%)	13(9.92%)	107(81.68%)	131
		Urban	-	2(10.53%)	17(89.47%)	19
5	Family Type	JF	-	-	12(100%)	12
		NF	9(8.65%)	8(7.69%)	87(83.65%)	104
		SPF	2(5.88%)	7(20.59%)	25(73.52%)	34

Parents’ attitude in table 4 (c) 33 showed that 7.33% positively affirmed that the school curriculum does not help girl in practical life whereas, 10% respondents were undecided and 82.67% were in disagreement with the statement. On analyzing attribute wise, joint family parents were totally (100%) in disagreement with the statement which signifies that they were very much satisfied with the school curriculum and belief that it helped the girls in their practical life. From the other categories too significant (80% and above) responded negatively to the query except single parent family with 73.52% in disagreement. From the urban areas there was no respondent in the agreed column. There were some respondents from the different categories who were either undecided or in favour with the point and this may be due to ignorance, illiteracy, house hold chores, poverty etc.

Figure 4(c) 33: Pie charts on Parents opinion on the statement “The school curriculum does not help girls in practical life.”

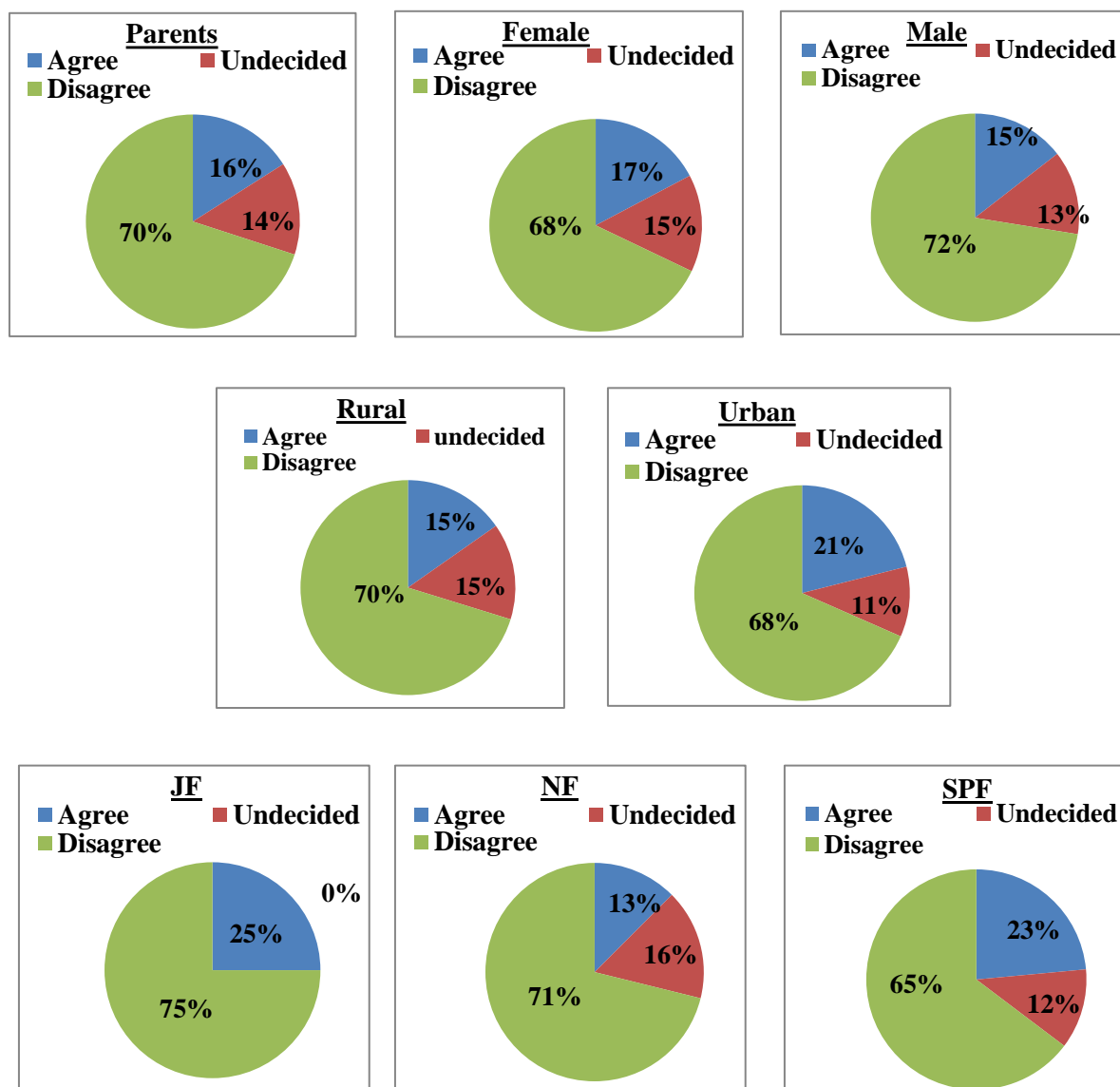


**Table 4 (c) 34:** Parents opinion on the statement “Lack of proper sanitary facilities in secondary schools leads girls to drop their studies.”

Sl No	Attribute	Category	Responses			Total
			Agree	Undecided	Disagree	
1	Overall attributes	Parents	24 (16%)	21(14%)	105(70%)	150
2	Gender	Female	14(17.28%)	12(14.81%)	55(67.90%)	81
		Male	10(14.49%)	9(13.04%)	50(72.46%)	69
3	Locality of residence	Rural	20(15.27%)	19(14.50%)	92(70.23%)	131
		Urban	4(21.05%)	2(10.53%)	13(68.42%)	19
5	Family Type	JF	3(25%)	-	9(75%)	12
		NF	13(12.5%)	17(16.35%)	74(71.15%)	104
		SPF	8(23.53%)	4(11.76%)	22(64.71%)	34

On analyzing parents’ attitude in table 4 (c) 34, whereas 70% of the respondents disagreed with the statement since they felt that girls do not drop their studies due to lack of proper sanitary facilities. On the other side, 14% parents were undecided and 16% agreed with it which was a sign that there were some schools lacking in sanitary facilities which was one of the main reason for girls dropping out at secondary level. When it was analyzed attribute wise, more male respondents (72.46%) disagreed than female respondents (67.90%). From the locality of residents, more rural respondents (70.23%) disagreed than the urban respondents (68.42%). From the family type, joint family has the highest disagreed respondents followed by nuclear family (71.15%) and then with single parent family (64.71%).

**Figure 4(c) 34:** Pie charts on Parents opinion on the statement “Lack of proper sanitary facilities in secondary schools leads girls to drop their studies.”

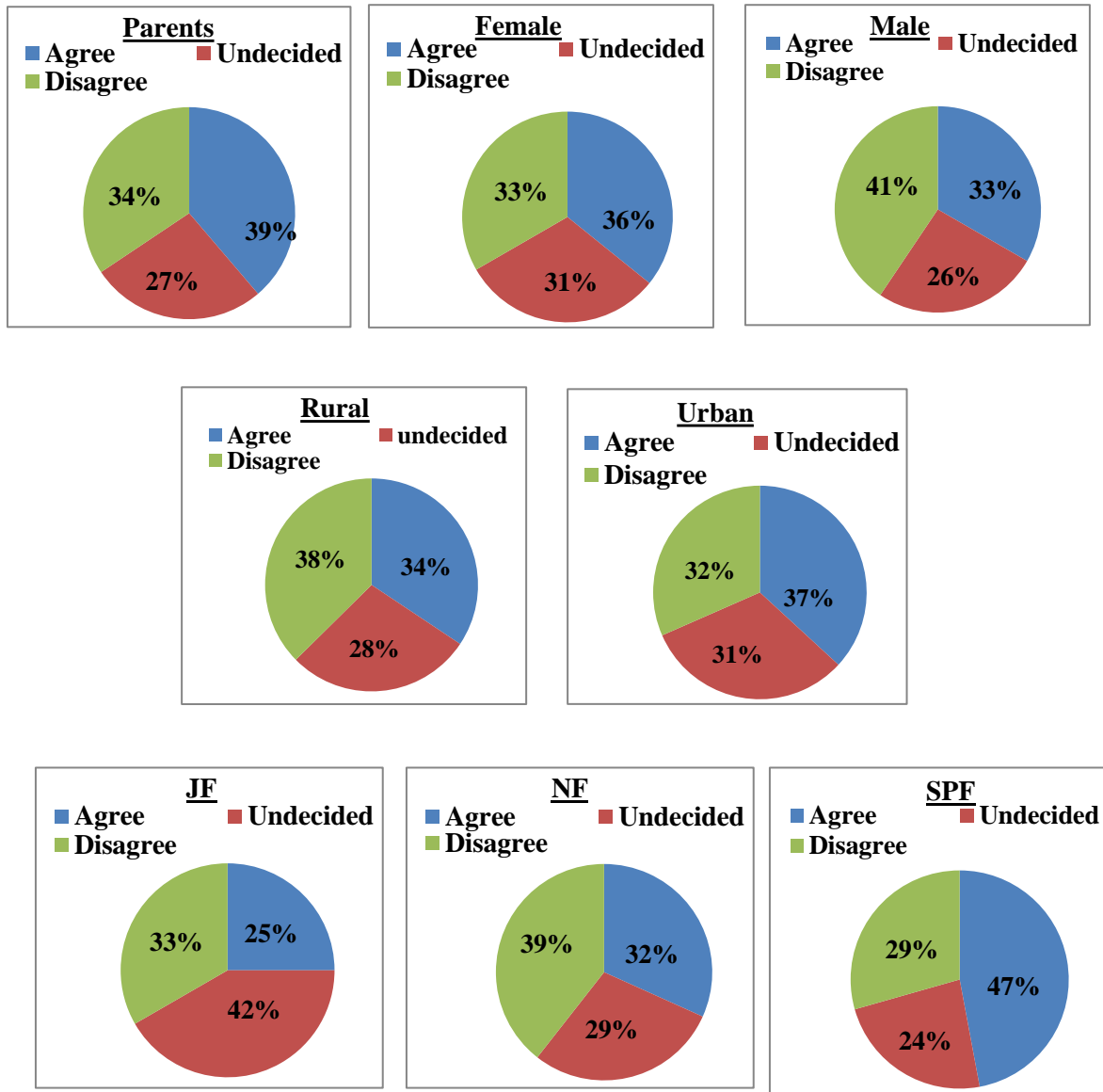


**Table 4 (c) 35:** Parents opinion on the statement “Eve teasing discourage girls to continue their studies.”

Sl No	Attribute	Category	Responses			Total
			<i>Agree</i>	<i>Undecided</i>	<i>Disagree</i>	
1	Overall attributes	Parents	62(38.75%)	43(26.88%)	55(34.38%)	160
2	Gender	Female	39(35.80%)	25(30.87%)	27(33.33%)	81
		Male	23(33.33%)	18(26.09%)	28(40.58%)	69
3	Locality of residence	Rural	45(34.35%)	37(28.24%)	49(37.40%)	131
		Urban	7(36.84%)	6(31.58%)	6(31.58%)	19
5	Family Type	JF	3(25%)	5(41.67%)	4(33.33%)	12
		NF	33(31.73%)	30(28.85%)	41(39.42%)	104
		SPF	16(47.06%)	8(23.53%)	10(29.41%)	34

The responses in table 4 (c) 35 showed a mixed responses from the parents whether eve teasing discourage girls to continue with their studies. There was no much difference in their response since 41.33% agreed with the query, 28.67% were undecided and 36.67% disagreed with it. There was no much variation in response to the three columns which shows that eve teasing was very much there in all the schools and parents felt that it's a main problem that discouraged girls to go to school.

Figure 4(c) 35: Pie charts on Parents opinion on the statement “Eve teasing discourage girls to continue their studies.”



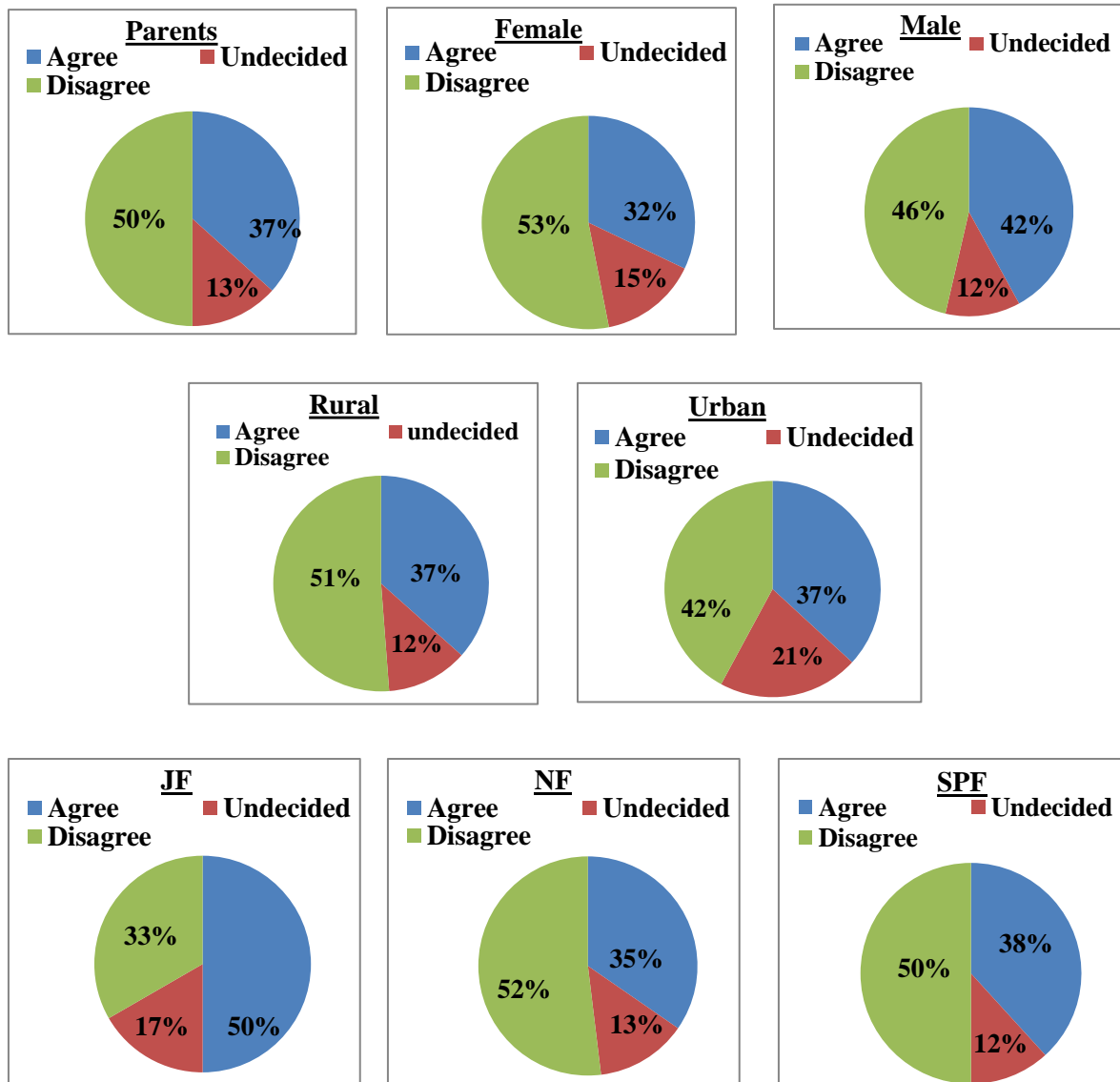
**Table 4 (c) 36:** Parents response on the statement ‘As parent, I have no awareness about schemes and scholarship for girls education.’”

SI No	Attribute	Category	Responses			Total
			<i>Agree</i>	<i>Undecided</i>	<i>Disagree</i>	
1	Overall attributes	Parents	55(36.67%)	20(13.33%)	75 (50%)	150
2	Gender	Female	26(32.09%)	12(14.81%)	43(53.09%)	81
		Male	29(42.03%)	8(11.59%)	32(46.38%)	69
3	Locality of residence	Rural	48(36.54%)	16(12.21%)	67(51.15%)	131
		Urban	7(36.84%)	4(21.05%)	8(42.11%)	19
5	Family Type	JF	6(50%)	2(16.67%)	4(33.33%)	12
		NF	36(34.62%)	14(13.46%)	54(51.92%)	104
		SPF	13(38.24%)	4(11.76%)	17(50%)	34

Based on the data projected in table 4 (c) 36 it showed that half of the respondents from the total respondents (50%) disagreed with the statement and from the other half, 13.33% were undecided and 36.67% were in agreement with the statement. From the mixed responses highlighted in the table had brought to light that there were still half of the respondents from the total respondents who were either undecided or in agreement with the point which might be due to lack on the part of the community leader, government and school heads in creating awareness about schemes and scholarship for girl education or it might be due to ignorance, illiteracy.



Figure 4(c) 36: Pie charts on Parents opinion on the statement “As parent, I have no awareness about schemes and scholarship for girls education.”

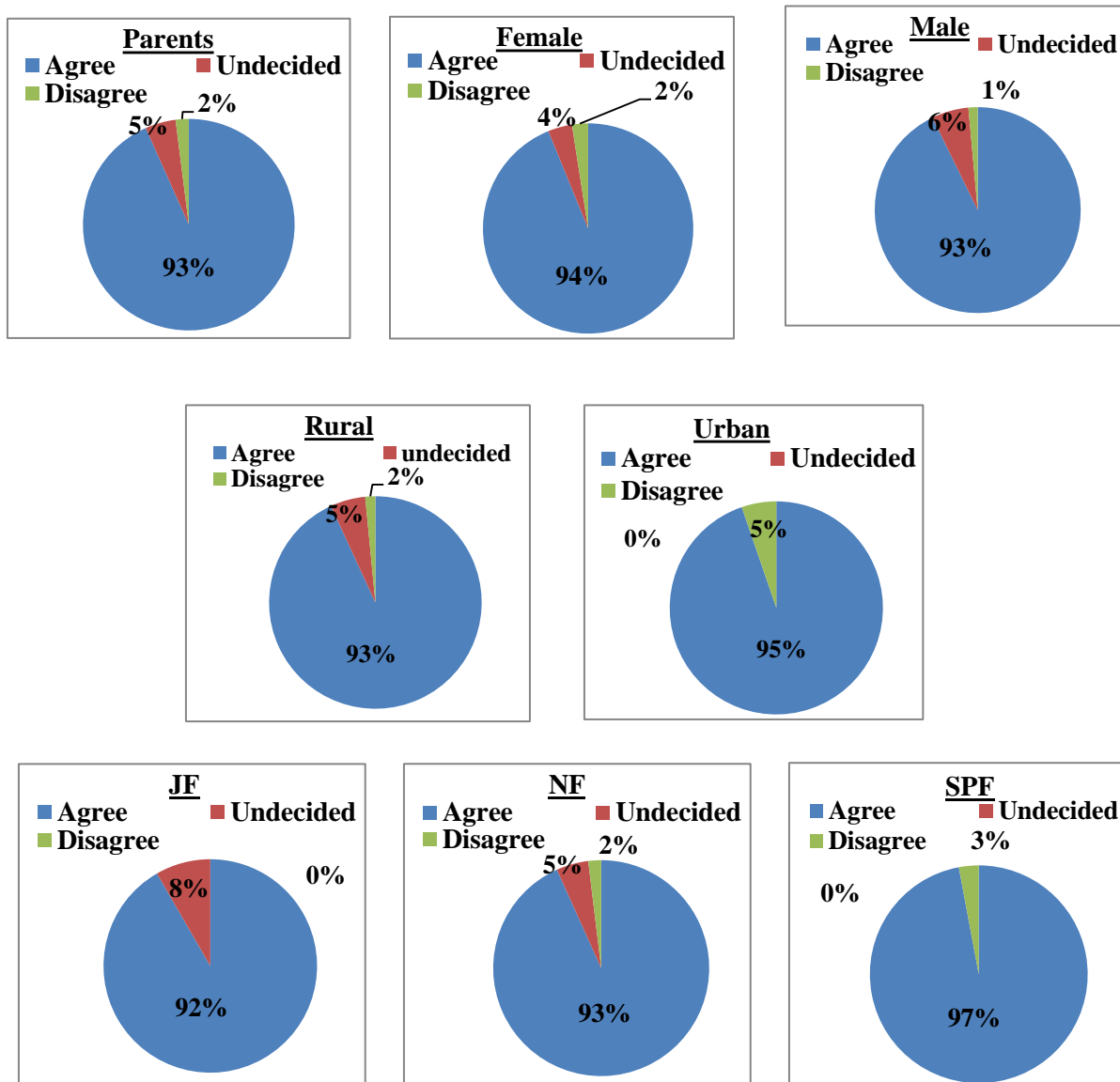


**Table 4 (c) 37:** Parents opinion on the statement “School should provide guidance and counseling for girls and parents at secondary level education.”

Sl No	Attribute	Category	Responses			Total
			<i>Agree</i>	<i>Undecided</i>	<i>Disagree</i>	
1	Overall attributes	Parents	140(93.33%)	7 (4.67%)	3 (2%)	150
2	Gender	Female	76(93.83%)	3(3.70%)	2(2.47%)	81
		Male	64(92.75%)	4(5.79%)	1(1.45%)	69
3	Locality of residence	Rural	122(93.13%)	7(5.34%)	2(1.53%)	131
		Urban	18(94.74%)	-	1(5.26%)	19
5	Family Type	JF	11(91.67%)	1(8.33%)	-	12
		NF	97(93.27%)	5(4.81%)	2(1.92%)	104
		SPF	33(97.05%)	-	1(2.94%)	34

As per the data projected in table (c) 37, from the total respondents as well as from the different categories, highly significant majority of the respondents felt that guidance and counseling are important for girls and women. From the total respondents, 4.67% were undecided and 2% were in disagreement with the statement which might be again due to lack of awareness about the importance of it, illiteracy, ignorance, etc

Figure 4(c) 37: Pie charts on Parents opinion on the statement “School should provide guidance and counseling for girls and parents at secondary level education.”

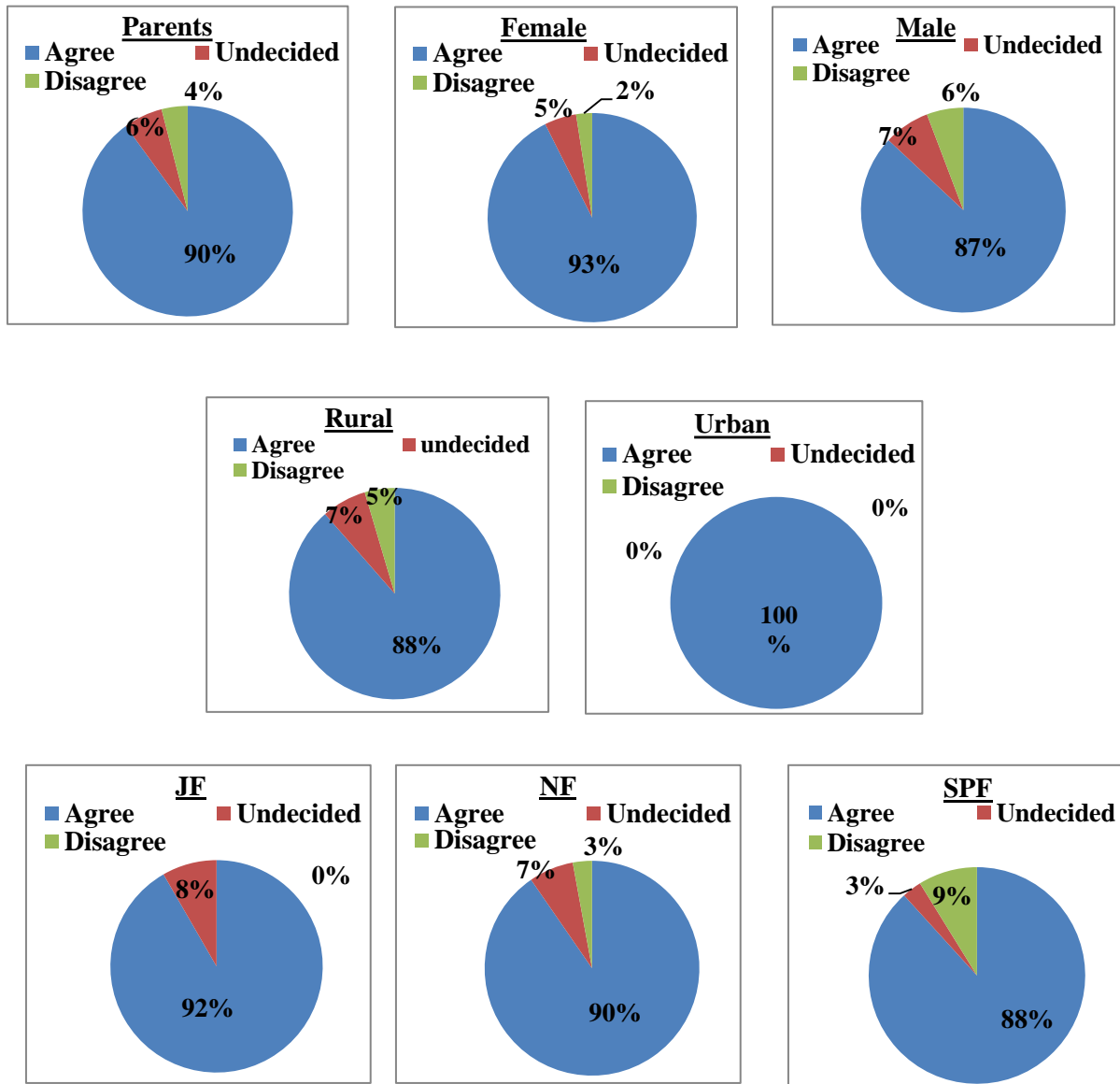


**Table 4 (c) 38:** Parents response on the statement “I should equally distribute household chores to my sons and daughters.”

Sl No	Attribute	Category	Responses			Total
			<i>Agree</i>	<i>Undecided</i>	<i>Disagree</i>	
1	Overall attributes	Parents	135 (90%)	9 (6%)	6 (4%)	150
2	Gender	Female	75(92.59%)	4(4.94%)	2(2.47%)	81
		Male	60(86.96%)	5(7.25%)	4(5.79%)	69
3	Locality of residence	Rural	116(88.55%)	9(6.87%)	6(4.58%)	131
		Urban	19(100%)	-	-	19
5	Family Type	JF	11(91.67%)	1(8.33%)	-	12
		NF	94(90.38%)	7(6.73%)	3(2.88%)	104
		SPF	30(88.24%)	1(2.94%)	3(8.82%)	34

It is interesting to note from table 4 (c) 38 that 90% from the total respondents positively affirmed that household chores should be equally distributed among sons and daughters and only 6% were undecided and 4% in disagreement. On analyzing attribute wise, more female (92.59%) than male (86.96%) agreed with the statement. From the locality of residents, there was 100% respondents and 88.55% from rural areas agreed with the point. From the family type, joint family has the highest agreed response (91.67%) followed by nuclear family (90.38%) and single parent family (88.24%). The few respondents who were either undecided or in disagreement might be due to cultural influences, patriarchal norms, gender discrimination, negative attitude etc.

Figure 4(c) 38: Pie charts on Parents opinion on the statement “I should equally distribute household chores to my sons and daughters.”

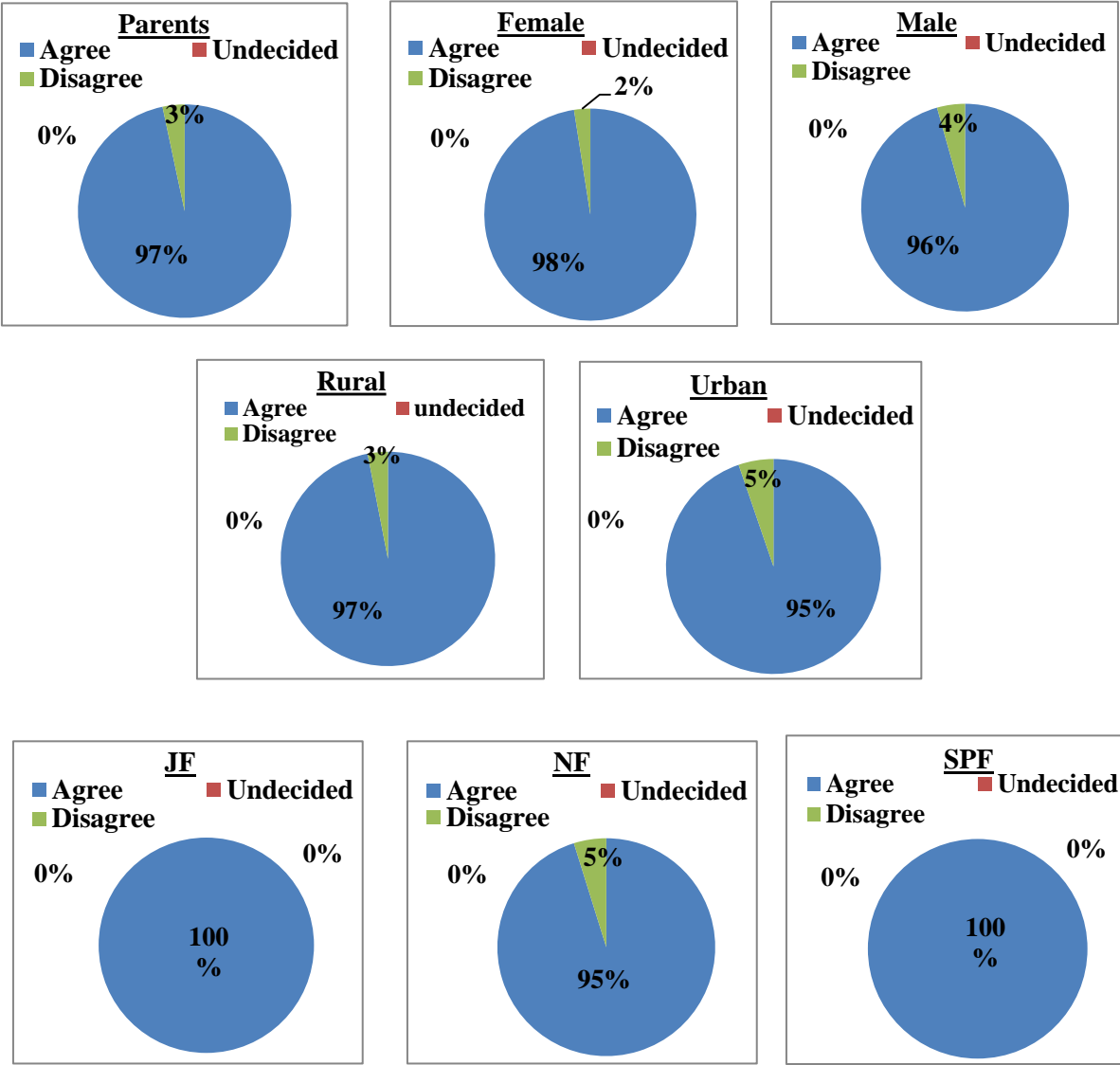


**Table 4 (c) 39:** Parents response on the statement “Girls health, education and well being are equally important as boys.”

Sl No	Attribute	Category	Responses			Total
			Agree	Undecided	Disagree	
1	Overall attributes	Parents	145(96.67%)	-	5(3.33%)	150
2	Gender	Female	79(97.53%)	-	2(2.47%)	81
		Male	66(95.65%)	-	3(4.35%)	69
3	Locality of residence	Rural	127(96.95%)	-	4(3.05%)	131
		Urban	18(94.74%)	-	1(5.26%)	19
5	Family Type	JF	12(100%)	-	-	12
		NF	99(95.19%)	-	5(4.81%)	104
		SPF	34(100%)	-	-	34

On analyzing parents’ attitude in table (c) 39, highly significant majority (96.67%) from the total respondents agreed that girls’ health, education and well being were equally important as boys and 3.33% disagreed with the statement. It was also interesting to note that from joint family and single parent family there was cent percent (100%) positive response from the parents. Also it was note that from all the other categories too highly significant majority affirmed positively to the statement and this was an indication that majority of the parents had positive attitude that girls health, education and well being too were equally important as boys. There were few respondents who disagreed with the point which could be due to gender discrimination, cultural practices etc.

Figure 4(c) 39: Pie charts on Parents opinion on the statement “Girls health, education and well being are equally important as boys.”



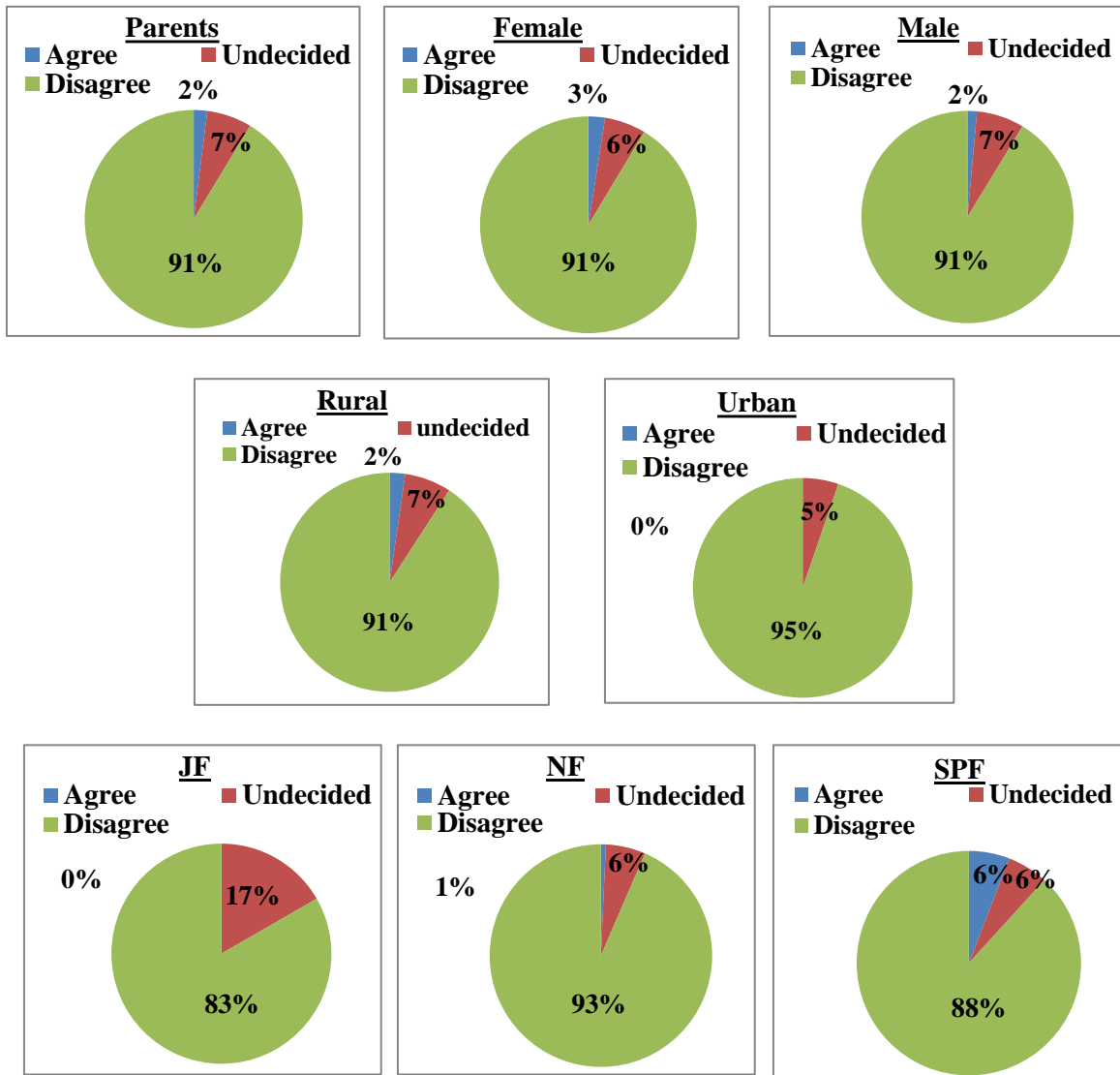
**Table (c) 40:** Parents response on the statement “Girls prefer to stay at home and do domestic chores than going to school.”

Sl No	Attribute	Category	Responses			Total
			<i>Agree</i>	<i>Undecided</i>	<i>Disagree</i>	
1	Overall attributes	Parents	3 (2%)	10(6.67%)	137(91.33%)	150
2	Gender	Female	2(2.47%)	5(6.17%)	74(91.36%)	81
		Male	1(1.44%)	5(7.25%)	63(91.30%)	69
3	Locality of residence	Rural	3(2.29%)	9(6.87%)	119(90.84%)	131
		Urban	-	1(5.26%)	18(94.74%)	19
5	Family Type	JF	-	2(16.67%)	10(83.33%)	12
		NF	1(0.71%)	6(5.77%)	97(93.27%)	104
		SPF	2(5.88%)	2(5.88%)	30(88.24%)	34

As per the data projected in table (c) 40, on the basis of gender both male (91.30%) and female (91.36%) respondents almost equally disagreed with the statement that girls prefer to stay at home and do domestic chores than going to school. Also there was no much variation in gender with 6.175 female and 7.25% male who were undecided and 2.47% female and 1.44% male that supported the statement. From the locality of residents, highly significant majority from both rural (90.84%) and urban (94.74%) negated with the statement whereas 6.87% rural and 5.26% urban parents were not sure and 2.29% from rural were in favour with the point. From the family type, nuclear family (93.27%) had the highest respondents followed by single parent family (88.24%) and lastly joint family (83.33%) disagreed to the statement. From urban areas and joint family there was no single respondent in favour to the question. From the total respondents irrespective of attributes highly significant majority (91.33%) were against the statement which showed that girls knew the importance and benefit of going to school. There were 6.67% parents were undecided and 2% agreed with the query and the reason could be girls prefer to study but due to unfriendly school environment, poor academic performances, punishment ,health problems, lack of proper sanitary facilities, peer influences etc forces them to drop their studies.



Figure 4(c) 40: Pie charts on Parents opinion on the statement “Girls prefer to stay at home and do domestic chores than going to school.”

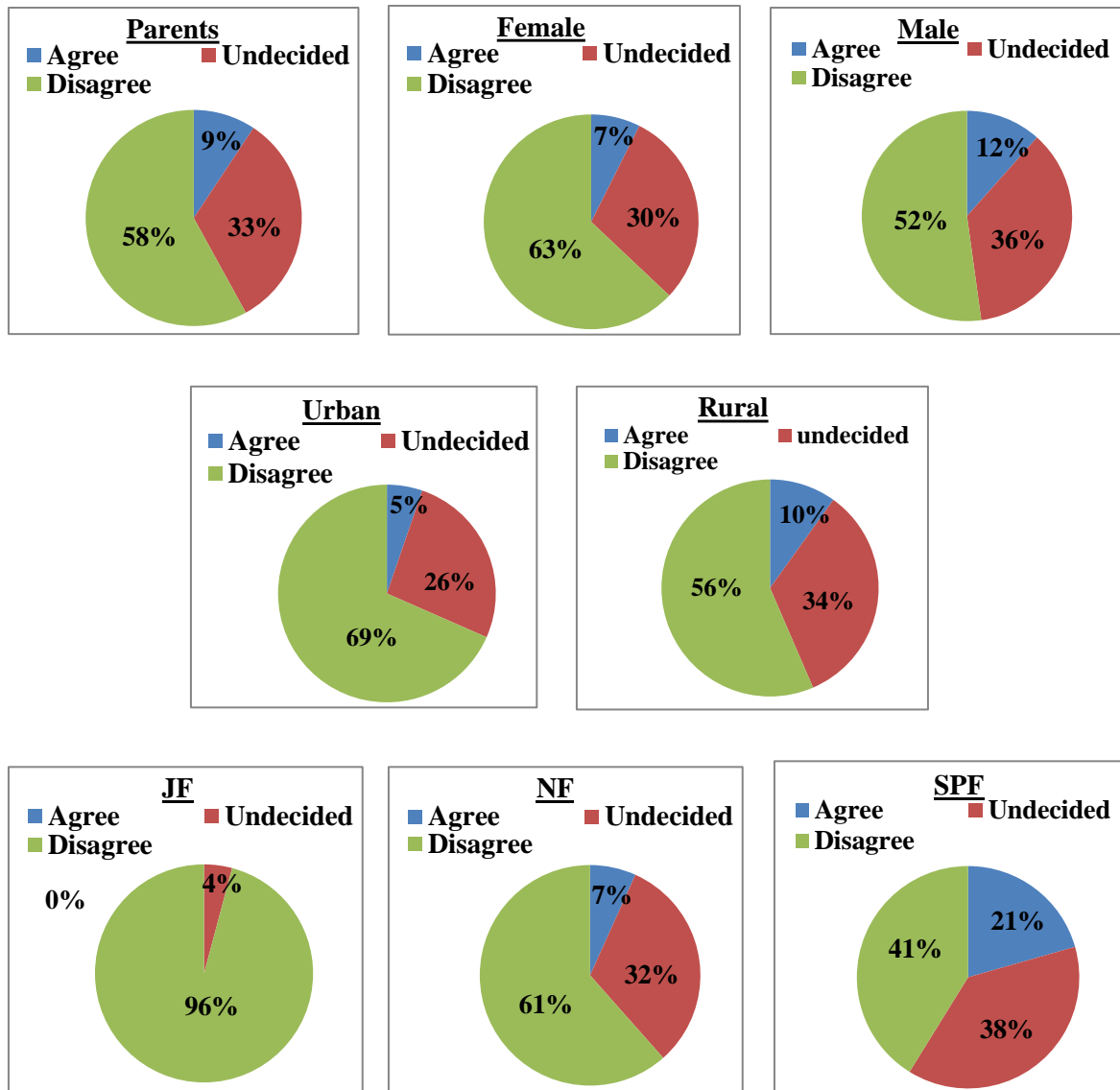


**Table 4 (c) 41:** Parents opinion on the statement “Present examination and evaluation system are giving more stress to girls at secondary level education.”

Sl No	Attribute	Category	Responses			Total
			<i>Agree</i>	<i>Undecided</i>	<i>Disagree</i>	
1	Overall attributes	Parents	14 (9.33%)	49(32.67%)	87 (58%)	150
2	Gender	Female	6(7.41%)	24(29.63%)	51(62.96%)	81
		Male	8(11.59%)	25(36.23%)	36(52.17%)	69
3	Locality of residence	Rural	13(9.92%)	44(33.59%)	74(56.49%)	131
		Urban	1(5.26%)	5(26.32%)	13(68.42%)	19
5	Family Type	JF	-	3(25%)	9(75%)	12
		NF	7(6.73%)	33(31.73%)	64(61.54%)	104
		SPF	7(20.59%)	13(38.24%)	14(41.18%)	34

On examining table 4 (c) 41, simple majorities (58%) out of the total respondents disagreed with the statement, whereas, 32.67% were not sure and 9.33% were in favour with the statement. On analyzing category wise, female parents disagreed more (62.96%) than male parents (52.17%), also more urban parents (68.42%) disagreed than the rural parents (56.49%). From the family type, joint family had the highest disagreed response (75%) followed by nuclear family (61.54%) and single parent family (41.18%). This shows that simple majority parents were satisfied with the present exam and evaluation system and felt that it was benefit their daughters. On the other hand those parents who were undecided could be due to illiteracy, bad relation at home, lack of awareness, negative attitude etc

Figure 4(c) 41: Pie charts on Parents opinion on the statement “Present examination and evaluation system are giving more stress to girls at secondary level education.”

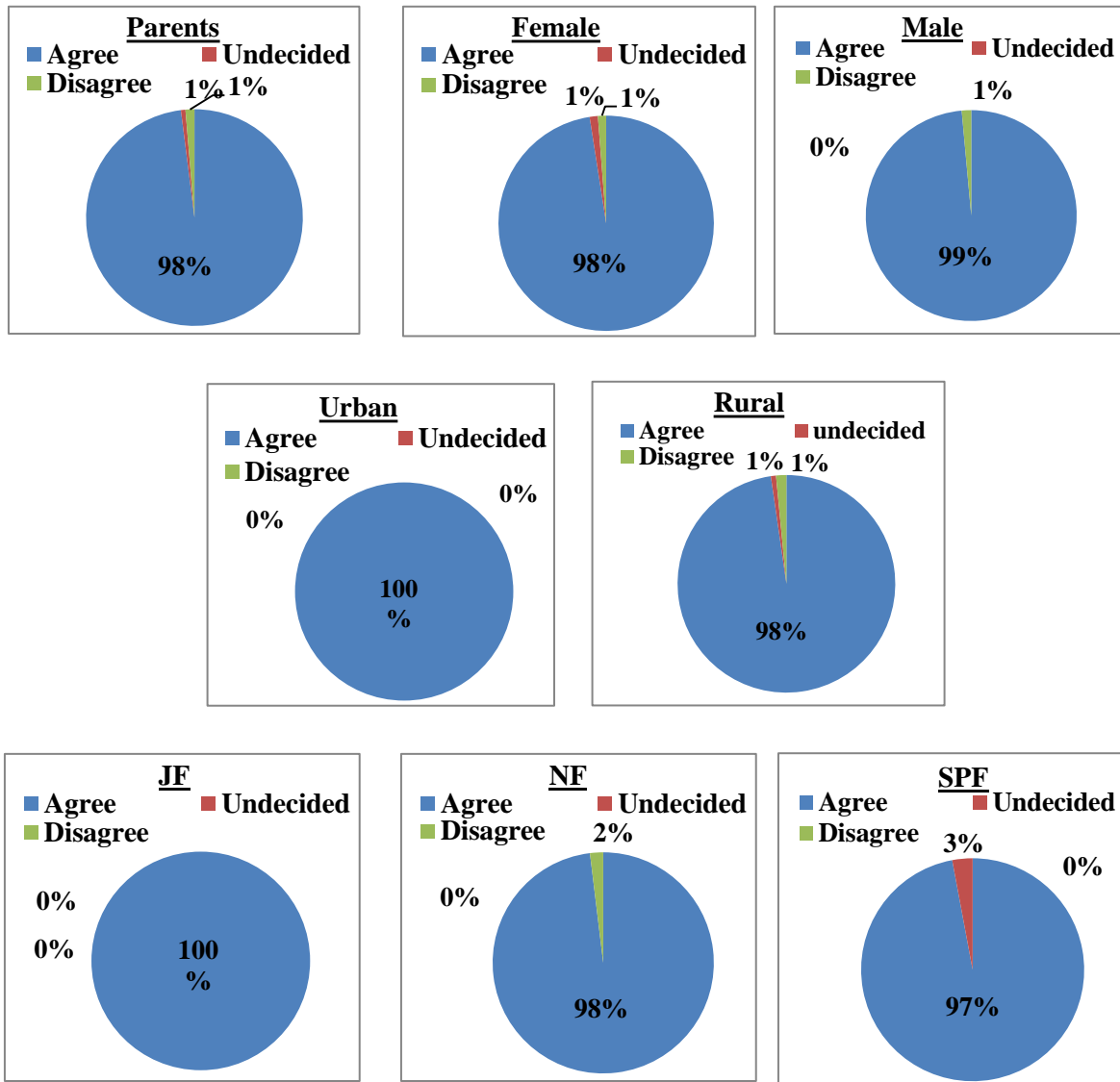


**Table 4 (c) 42:** Parents opinion on the statement “Gender discrimination should stop first from home.”

Sl No	Attribute	Category	Responses			Total
			<i>Agree</i>	<i>Undecided</i>	<i>Disagree</i>	
1	Overall attributes	Parents	147 (98%)	1 (0.67%)	2(1.33%)	150
2	Gender	Female	79(97.53%)	1(1.23%)	1(1.23%)	81
		Male	68(98.55%)	-	1(1.45%)	69
3	Locality of residence	Rural	128(97.71%)	1(0.76%)	2(1.53%)	131
		Urban	19(100%)	-	-	19
5	Family Type	JF	12(100%)	-	-	12
		NF	102(98.08%)	-	2(1.92%)	104
		SPF	33(97.06%)	1(2.94%)	-	34

On analyzing parents attitude in table 4 (c) 42. It was encouraging to note that there was 100% in agreement with the statement from urban areas and joint family and from the other categories too highly significant majority agreed with the statement which shows that parents were against gender discrimination and knew very well that gender discrimination should first stop from home i.e. from parents. There was 2% respondents who were either undecided or in disagreement with the query but that was very negligible comparing with the positive responses.

Figure 4(c) 42: Pie charts on Parents opinion on the statement “Gender discrimination should stop first from home.”

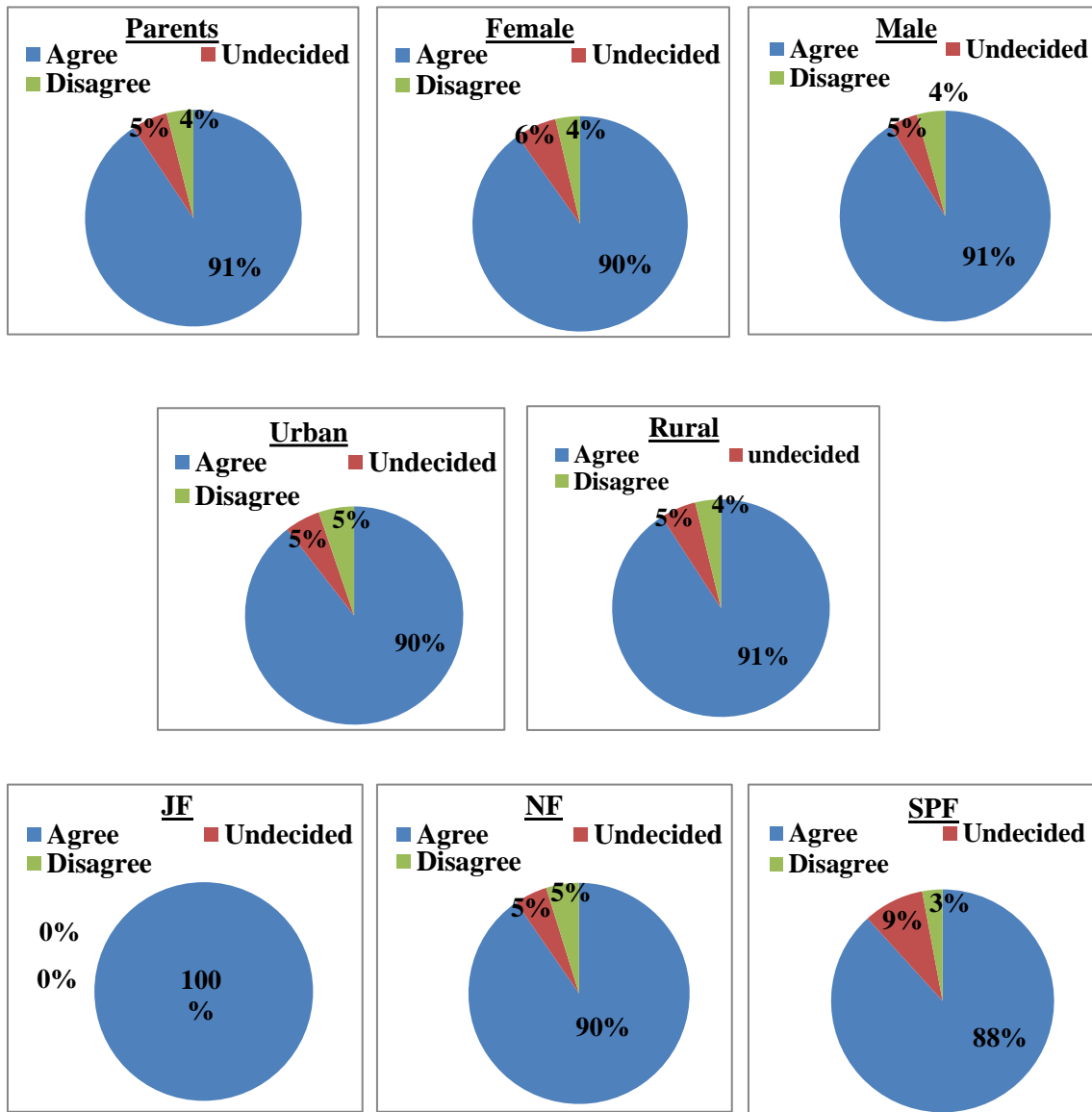


**Table 4 (c) 43:** Parents opinion on “Educated parents are able to protect their children’s welfare through a higher quality education.”

Sl No	Attribute	Category	Responses			Total
			Agree	Undecided	Disagree	
1	Overall attributes	Parents	136(90.67%)	8 (5.33%)	6 (4%)	150
2	Gender	Female	73(90.12%)	5(6.17%)	3(3.70%)	81
		Male	63(91.30%)	3(4.35%)	3(4.35%)	69
3	Locality of residence	Rural	119(90.84%)	7(5.34%)	5(3.82%)	131
		Urban	17(89.47%)	1(5.26%)	1(5.26%)	19
5	Family Type	JF	12(100%)	-	-	12
		NF	94(90.38%)	5(4.81%)	5(4.81)	104
		SPF	30(88.24%)	3(8.82%)	1(2.94%)	34

Parents’ attitude in table 4 (c) 43 showed that highly significant majority (90.67%) agreed with the statement, 5.33% were undecided and 4% were disagreed with the query. On the basis of attribute and category wise, highly significant majority from female parents (90.12%), male parents (91.30%), rural parents (90.84%) and nuclear family parents (90.38%) agreed with the statement. Again significant majority from urban parent (89.47%) and single parent family parents (88.24%) too agreed to the point. These response shows that parents very well understands the importance of girls education because it would helped them to protect their children welfare through higher quality education in future. On the other side there were few respondents who were undecided or against the statement which showed that there were still some parents in Kohima district who are yet to realize the benefits of being an educated mothers.

Figure 4(c) 43: Pie charts on Parents opinion on the statement “Educated parents are able to protect their children’s welfare through a higher quality education.”



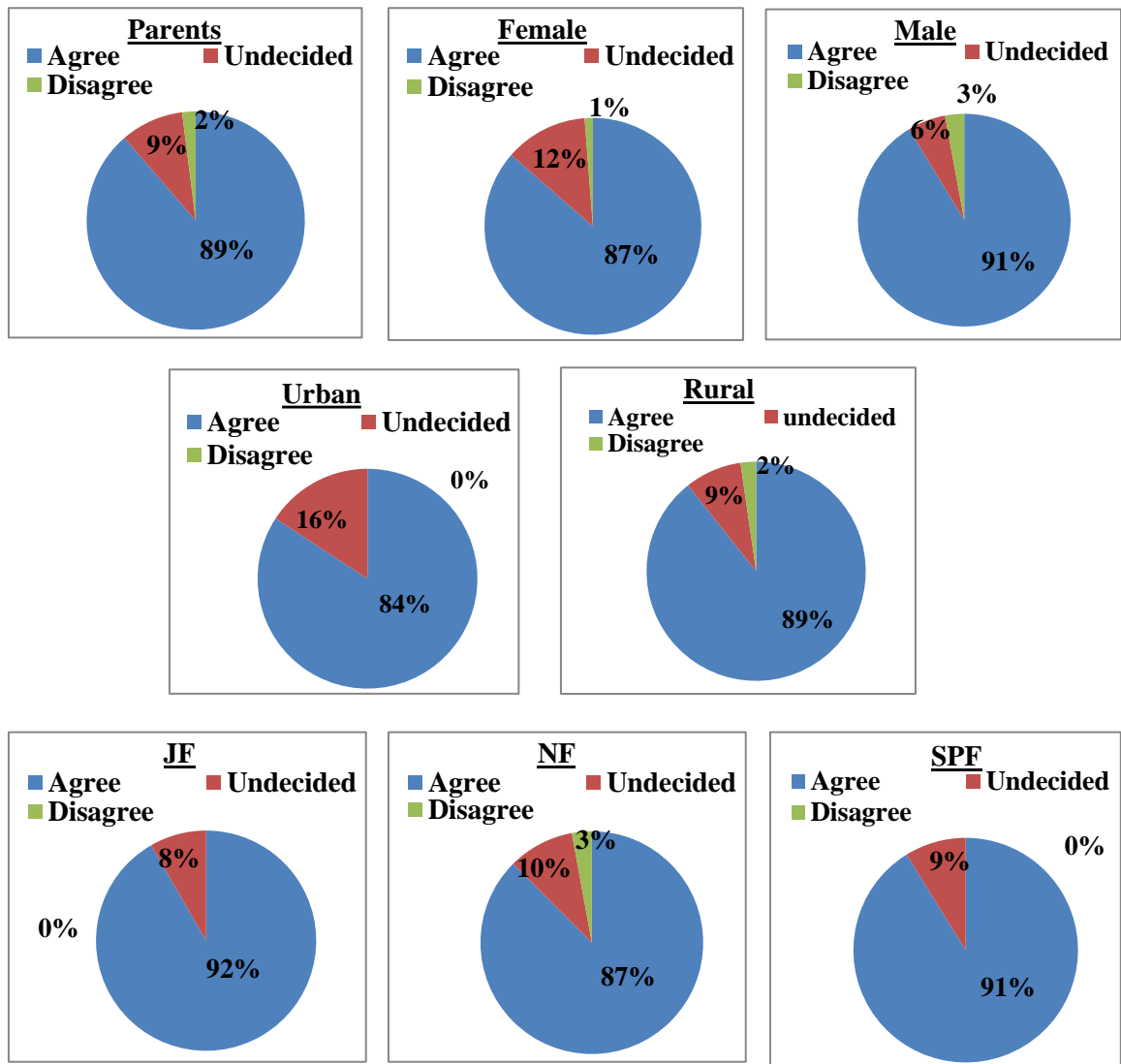
**Table 4 (c) 44:** Parental response on the statement “Parents should meet the teachers often to discuss about their girl’s performance and behavior.”

Sl No	Attribute	Category	Responses			Total
			<i>Agree</i>	<i>Undecided</i>	<i>Disagree</i>	
1	Overall attributes	Parents	133(88.67%)	14 (9.33%)	3(2%)	150
2	Gender	Female	70(86.42%)	10(12.35%)	1(1.23%)	81
		Male	63(91.30%)	4(5.79%)	2(2.89%)	69
3	Locality of residence	Rural	117(89.31%)	11(8.39%)	3(2.29%)	131
		Urban	16(84.21%)	3(15.79%)	-	19
5	Family Type	JF	11(91.67%)	1(8.33%)	-	12
		NF	91(87.50%)	10(9.62%)	3(2.88%)	104
		SPF	31(91.18%)	3(8.82%)	-	34

Table 4 (c) 44, projected that significant majorities (88.67%) of the parents were in favour with the statement, 9.33% were undecided and 2% disagreed with the statement. Highly significant majority from the category of male (91.30%), joint family (91.67%), and single parent family (91.18%) affirmed to the statement. Significant majority from the category of female (86.42%), rural (89.31%), urban (84.21%) and nuclear family (87.50%) also agreed with the point. There were some respondents who were undecided as well as disagreed with the statement except urban, joint family and single parent family with no respondents in the disagreement column and the cause could be fear, inferiority complex in approaching teachers, no interest, ignorance of its importance etc.



Figure 4(c) 44: Pie charts on Parents opinion on the statement “Parents should meet the teachers often to discuss about their girl’s performance and behavior.”

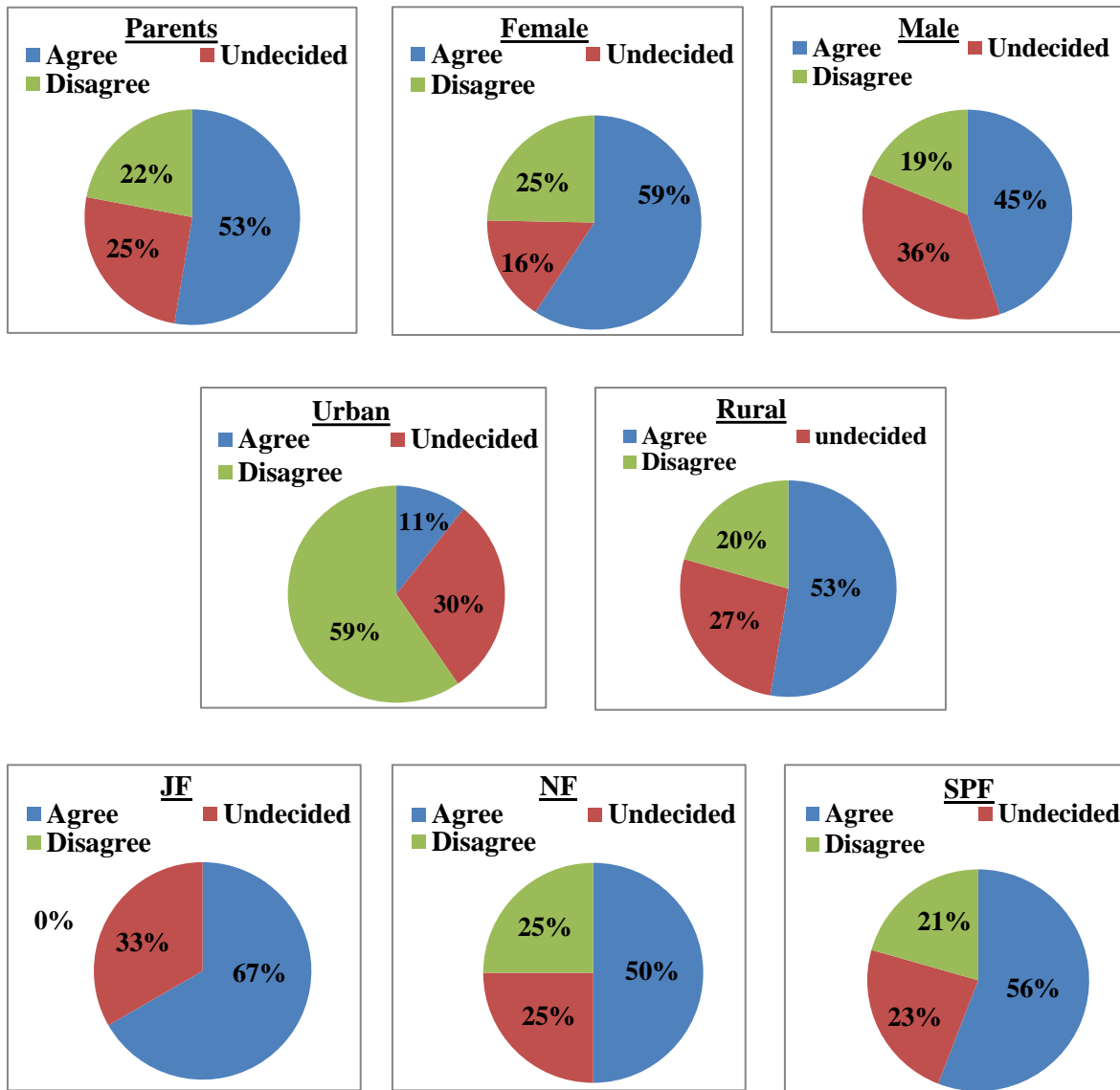


**Table 4 (c) 45:** Parents view on the statement “Adolescent girls are often down with depression, despair, low self esteem etc.”

Sl No	Attribute	Category	Responses			Total
			<i>Agree</i>	<i>Undecided</i>	<i>Disagree</i>	
1	Overall attributes	Parents	79(52.67%)	38(25.33%)	33 (22%)	150
2	Gender	Female	48(59.26%)	13(16.05%)	20(24.69%)	81
		Male	31(44.93%)	25(36.23%)	13(18.84%)	69
3	Locality of residence	Rural	69(52.67%)	35(26.72%)	27(20.61%)	131
		Urban	10(52.63%)	3(15.79%)	6(31.58%)	19
5	Family Type	JF	8(66.67%)	4(33.33%)	-	12
		NF	52(50%)	26(25%)	26(25%)	104
		SPF	19(55.88%)	8(23.53%)	7(20.59%)	34

The data projected in table 4 (c) 45 highlighted that 52.67% parents affirmed with the statement whereas 23.33% were undecided and 22% negated to the query. On the basis of gender, more female (59.26%) than their counterpart (44.93%) and from the locality of residents, both rural 52.67% and urban 52.63% almost agreed with the statement. On account of family type, joint family with 66.67%, single parent family with 55.88% and nuclear family with 50% responded positively to the statement. Also there were no disagreed respondents from joint family. A total of 47.33% from the overall respondents were either undecided or in disagreement with the query which might be due to ignorance, illiteracy, negative attitude on the part of parents.

Figure 4(c) 45: Pie charts on Parents opinion on the statement “Adolescent girls are often down with depression, despair, low self esteem etc.”



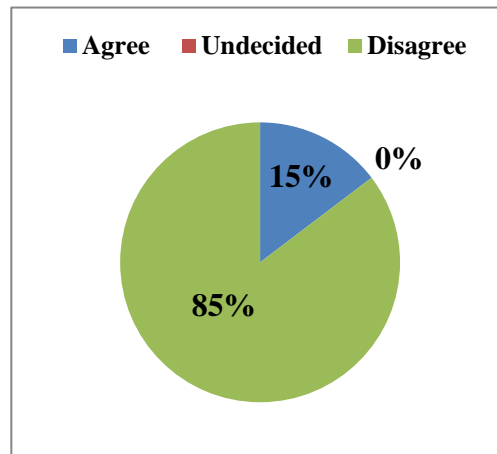
**Table 4 (c) 46.** Shows the reasons to stop girls from getting education:

Sl.No	Statements	Agree	Undecided	Disagree
46.	As a parent, I want to stop my girls education	22 (14.67%)	--	128 (85.33%)
<b><i>If agree, Reasons to stop girls from getting education (below)</i></b>				
	<b>a.</b> Lack of interest in education	9 (6%)	--	--
	<b>b.</b> Marriage	1 (.67%)	--	--
	<b>c.</b> Health problems of parents/ students	2 (1.33%)	--	--
	<b>d.</b> Too many children	-	--	--
	<b>e.</b> Head of the family compulsion	1 (.67%)	--	--
	<b>f.</b> Poor academic performance	1 (.67%)	--	--
	<b>g.</b> Wrong behaviour of the girl	3 (2%)	--	--
	<b>h.</b> Financial Problem	5 (3.33%)	--	--
	<b>i.</b> School hours not fit for the girls.	--	--	--
	<b>j.</b> No trust on the school system & its curriculum	--	--	--
	<b>k.</b> Curriculum not fit for the girls	--	--	--
	<b>l.</b> Lack of transportation	--	--	--
	<b>m.</b> Most of the teachers are not trained and they don't have commitment	--	--	--
	<b>n.</b> Geographical effects negatively	--	--	--
	<b>o.</b> Since in Nagaland, there is no cost reducing mechanism for girls education	--	--	--
	<b>p.</b> Nothing as such proposal to stop my girl education	--	--	--

According to table 4 (c) 46, on enquiry whether parents have any plan to stop their girl's education, out of the total parents 85.33% negatively replied that they did not have any such plan to stop their girl's education. On the other hand, few parents (14.67%) positively replied to the query. On analyzing deeper, some of the main reasons which might compelled parents

to stopped their education were lack of interest in education (6%), marriage (0.67%), health problems of parents/students (1.33%), head of the family compulsion (0.67%), poor academic performance (0.67%), wrong behavior of the girl (2%) and financial problems (3.33%)

**Figure 4 (c) 46:** Pie charts on the reasons to stop girls from getting education



#### 47. Suggestions given by the parents to improve girl child education.

It was commanded by almost all the parents that girl child education is very important for their development and to lead an independent and successful life in future. Some parents suggested that there should be no discrimination in distribution of household chores between their sons and daughters, in giving rewards and punishments and providing education. Some parents suggested the importance of having positive attitude towards their daughters education, extending moral support, giving guidance and counseling, reducing household chores and helping them in whatever way possible to helped their daughters avail all educational opportunities.

**PART-D: OBSERVATION/ PERCEPTION OF TEACHERS TOWARDS GIRL  
CHILD EDUCATION AT SECONDARY LEVEL IN KOHIMA DISTRICT OF  
NAGALAND**

**Objective** -To analyze the opinion of teachers regarding Girl Child education at secondary level in Kohima district of Nagaland.

*1. Teachers response on the statement ‘Girl child education is very important.’ were as follows:*

Education is the backbone of every modern society. Education is very crucial for every human being irrespective of caste, creed or gender to lead a successful life in the modern society. Education makes a person strong mentally, socially, intellectually and empowers them to be independent, confident, self reliant and aid in contributing towards family, society and nation.

Boys and girls are like two wheels of a cart. If the wheels are not balanced, the cart cannot move properly. Likewise if educational opportunities are not given to both equally, the society cannot develop and progress as desired.

Female constitutes 50% or more of the society’s population. Therefore, if the female population is denied and not given equal educational opportunities, it means not tapping the full potentials of its citizens and therefore the society will not develop as expected.

Girl child education is the greatest contribution to the society because it would be an investment for a progressive society as it would give a bright future to the world for today’s girls are going to be tomorrows’ mother and mother is the first teacher of every child. Home is the first school that everyone attends. Therefore, to train up a child, mother plays a vital role.

“When you educate a boy you educate one person, but if you educate a girl, you educate the whole family.”... The real education starts from the girl. If the girl child is educated well, the whole family can be nourished well with the seed of her education once she gets married because she is sure to make education a priority for her children and family. Educated girls /women become aware about the importance of health and hygiene and it helps them to lead a healthier and happier life. Educating girls /women also helps in decreasing infant mortality rate, child marriage, domestic and sexual violence, population explosion etc. and improve the socio economic growth.

Education is the greatest weapon for women to fight against discrimination, injustice and becoming victim of many social evils and prejudice at the hand of her counterpart. It enables them to venture out to a whole new level of possibilities and not be confined within the limitations that the society tags them along. Education helped her to stand on her own feet, to be confident and independent and to raise her voice against social evils and injustice inflicted upon her. It helps her to be at par with men

**2. *Teachers observation on the statement ‘Parents are not aware about the importance of their daughters’ education.’ were as follows:***

Some teachers affirmed to the statement that parents are not aware about the importance of girl child education especially in rural areas/villages due to traditional beliefs and practices, illiteracy, poverty, lack of awareness and household chores. Due to patriarchal system in our Naga society, more preference is given to boys than girls. Though the girl child is accepted in the family, there is slight discrimination in every stage of her life with the sole reason that one day she will get married and become somebody else’s asset or property.

On the other hand, there were some teachers who disagreed with the statement by pointing out that in today’s fast changing world, parents have realized the importance of education and we can see that in our Naga society all parents want their children to have good education. The first priority of every parent is to get their children educated. Parents are aware that if their daughter is educated, it brings a sense of security for them as well as their daughter because they know that their daughter will be a helping hand in homemaking as well as in financial procurement once they reach adulthood or when they get married. Most of the Naga parents are well aware about the importance of their daughters’ education as compared to olden days. Girls are sent to school just like boys without any discrimination by most of the parents especially in Kohima district. During the earlier times, parents of urban areas have more understanding and positive attitude towards the education of girls than those parents from rural areas. But today, even in rural areas the mindset of parents are gradually changing and are becoming aware of the importance of girl child education. However, if there were parents whose daughters’ education was slightly overlooked, it is because of financial problem. They were compelled to choose their priority.

**3. *Teachers observations on facilities available in their school for improvement of girls education at secondary level were as follows:***

Most of the teachers have replied that there were separate toilets with water and sanitary facilities for girls in their school. Some schools distribute sanitary pads to the girls from time to time. All the teachers said that their schools were free from gender discrimination and that they treat both girls and boys equally in all spheres of school life. Majority of the teachers said that basic medical facilities/ first aid were available in their schools. Except some schools in urban areas majority of the schools do not have private school bus, so students coming from far off areas have to avail public mode of transportation such as mini bus or taxis or private car. Only very few teachers replied that their students avail scholarships that were meant especially for girls. Other teachers said that there were some general scholarship meant for meritorious boys and girls as well as scholarship meant for students coming from backward areas and that some of their student were availing it, but they are not sure whether their girls were aware/ getting scholarship, schemes meant particularly for girls. Some schools have adolescence girls club, which makes them aware about how to protect themselves from sexual harassment, gender discrimination and also makes them aware about various schemes available for girls.

**4. *Teachers comment on how they/ their school help girls to go through adolescence period since it is a very crucial period in a person's life were as follows:***

In almost all the schools, female teachers were specially appointed to look into the needs and problems of girls and to give them guidance and counseling from time to time and whenever need arises. In some schools, some lady teachers have undergone training specially meant for taking care of the needs of adolescent girls. These teacher, try to help the girls to be mentally, socially and emotionally prepared to go through the transitional period which is a very difficult period for them to accept the changes. They advise the girls on health and hygiene and on proper disposal of sanitary pads. Almost all the schools provide sanitary pads and toilets with water facilities as this was one main reason for girls to drop out from school. In some schools, from time to time talks were given on puberty and menstruation, make them aware about the importance of education, health and hygiene etc.

All the teachers said that their school was totally against eve teasing and emphasis was laid on creating a conducive, comfortable and friendly environment for girls both inside and



outside the class. Only very few teachers replied that their school organize health awareness program for their students from time to time. Whereas on the other hand, some teachers replied that their school never organize any special program meant specially for girls and that only in some rare case, some female teachers help girls by giving them advice and guidance whenever they are in need.

**5. *To improve/promote girls' education, according to the teachers, the contribution of***

***(a) School Management Committee (SMC):***

Regarding the role played by School Management committee, almost half of the teachers replied that they do not have any idea/ not aware about the role/ contributions made by it. On the other hand, some teachers said that school management committee plays a vital role in the overall development of the school as well as support and encourage girl child education. They ensure regular and effective running of the school, make sure that there is proper utilization of funds and that all the basic requirements of the school were met as per the guidelines. The committee encourages gender equality and work to provide equal opportunity for both boys and girls. Some teacher said that the committee looked after the daily functioning of the school, checked teachers attendance and decides most of the developmental activities and appoint the teachers too.

***(b) Naga Community:***

Some Naga bodies such as NSF, NMA, Medical Department, Education Department and other NGO's extend voluntary help in the form of cash and kind. Organize free medical checkup, creating awareness on tobacco, HIV/AIDS, health awareness etc. They emphasis on gender equality, quality education, importance of girl child education etc. They also take part in different activities organized by the school as chief guest, guest of honor, special invites etc. On the other hand, many teachers have also shared that they do not have any idea/ aware about any contribution made by Naga Community.

**6. *Opinion of teachers towards encouraging girls students regarding experiential learning, ability to move freely, decision making, to have voice in the meetings, constructivism, NCC, scout and guides, flipped class-room, Group projects/works, SUPW, community services were as follows***

Almost half of the teachers said that they encourage their girl students to learn in all the areas which are mention in the list. Around 60 teachers shared that except NCC, Scout and Guide

and flipped classroom, they encourage them in all the other areas. Only very few teachers expressed they do not encourage them in most of the areas that were asked.

**7. Teachers opinion on the statement “Learning abilities of tribal girls are much lower than the general category” were as follows:**

Majority of the teachers agreed with the statement that learning abilities of tribal girls are much lower than the general category. The main reasons they pointed out were language problem, lack of learning facilities, poverty, illiteracy of parents, lack of encouragement and traditional beliefs were the main causes. Besides the above points, some teachers had also pointed out poor method of teaching, irregular and insincerity of teachers especially in rural areas, geographical regions, and lack of transportation, inadequate teachers, non availability of teachers, and non availability of schools etc. as some other reasons

On the other hand some teachers disagree with the statement and said that it might be the case in the past but the present generation tribal girls are at par with the general category. There was no difference in learning abilities as long as provisions were available and said that it is a matter of facilities and not abilities.

**8. Teachers opinion on differences among girls in different schools regarding their academic performance, academic standards, development of skills etc were as follows:**

Majority of the teachers have pointed out that the main reasons for difference among girls were due to differences in facilities, socio- economic background, location of the school i.e. urban and rural, and commitment of the teachers and the school management committee.

Besides agreeing with the above reasons, many teachers have also agreed that the overall performance of girls differ from school to school due to difference in school environment, approaches and teaching methods, untrained teachers, fieldworks and availability of laboratories etc. Moreover rural girls were less exposed to the modern world and also they get less study time as compared to their counterparts who were from well settled families in urban areas.

**9. Teachers opinion on girl’s dropout from secondary level was as follows:**

Many teachers have expressed that for the present generation, dropped outs were more common with boys than girls. Some teacher says that 80% of students dropped out from school were boys. Majority of the teachers agreed that the main reasons for girls dropping out of secondary level were due to early marriage, lack of guidance and counseling, house hold chores,

poverty, lack of family support and peer influence, due to non availability of high schools nearby, due to insecurity feelings, lack of transportation facilities, health issues etc.

***10. Teachers comments on gender gap in terms of enrolment, dropouts, academic success were as follows:***

Most of the teachers replied that in terms of enrolment girls were more, in terms of dropouts, boys were more and in terms of academic success girls were much better than boys. Some teachers said that in case of enrolment boys were more and two teachers shared that in their school there were no girls in class 7. None of the teachers interviewed agreed that the overall performances of boys were better than girls. Some teachers replied that there were no gender gap in their schools and that both genders to a certain level were treated on equal basis be it in terms of enrolment, academic success and that dropout was rare.

***11. Teachers reply on how often they meet the parents of the girl students at secondary level, were as follows:***

Some teachers said that they use to have Parent - Teachers meeting twice or thrice in a year or after every quarter exam for all the students. There were no meeting particularly meant only for girls, but whenever need arises, their parents were called and updated about their performances and behaviors. On the other hand some teachers said that parents teachers meeting were held only once a year but parents are called anytime whenever need arises .

***12: Teachers suggestions for improvement of girl child education in Kohima district of Nagaland were as follows:***

Parent should be made aware about the importance and benefits of girls' education so as to lessen the workload of girls at home and to let them get enough time to study freely without bordering about household chores especially in rural areas. Parent should treat them as equal with anybody. Should trust their potentials and abilities and built them up. Parent should involve more in their daughters' education and should not send them to school for namesake, but should show interest in their education and be updated with the development and progress of their child and participate in molding them.

Every school should have a lady teacher who is well trained to deal with girls' problem and to give proper guidance and counseling. Career guidance is the need of the hour. Life skill should be made a major subject in order to equip the girls with desirable and productive qualities and to

help them go through the adolescence period successfully. Proper toilets with water and sanitary facilities should be easily available for girls in the school.

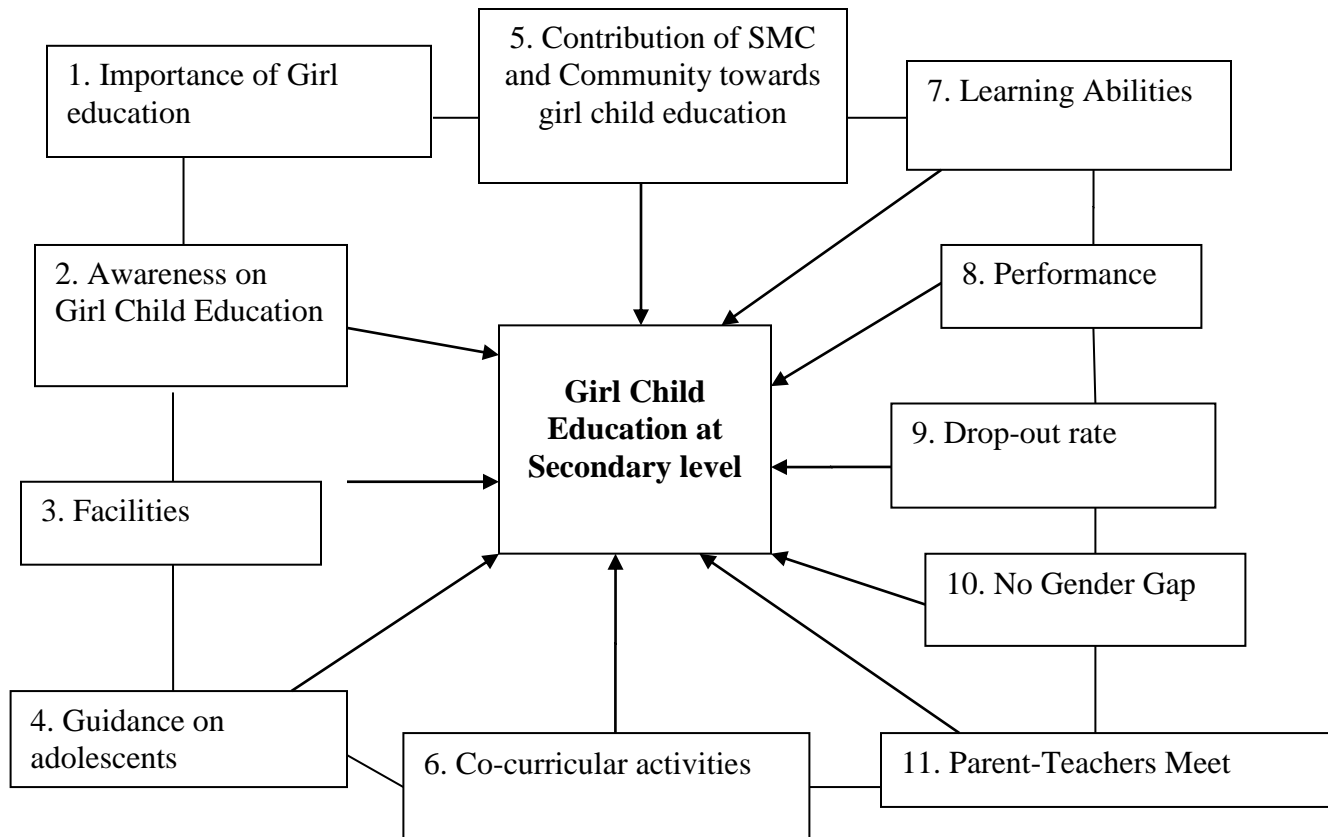
There should be a high school in every village or the school should be within the easy reach of the girls. The school environment should be conducive and welcoming for girls. Transportation and hostel facilities should be provided for the girls especially in the villages. Girls from poor families should be given monetary and material support.

The concern department should create awareness about the various schemes and scholarships meant for girls and it should be implemented properly. The school and the community should try to identify the problems faced by girls and help them get rid of the obstacles that keep girls out of school.

Some teachers have expressed that as far as Girl Child Education in Kohima District is concerned, we do not see any discrimination against them. Parents treat their children both boys and girls equally when it comes to education. Comparing with other districts, Kohima has a good view about girls' education. In fact, girls are doing better than boys in their studies.

Some girls dropped their studies early and engaged in some odd jobs or got closer to the opposite gender early which may be due to lack of interest or influence of social media which should be checked and be minimized by parents. There were many girls who come from other districts and stay in others' house as domestic helpers and continue their studies. Such kind of girls have problem to keep pace with other students.

Figure 4.21: Flowchart of Girl Education at Secondary Level



**PART-E: BARRIERS TO GIRLS SCHOOLING AT SECONDARY LEVEL IN  
KAHIMA DISTRICT OF NAGALAND**

**Table No. 4(E) 1:** Showing the Psychological barriers to girl child at secondary level education

**Objective:** To analyze the barriers to girl child education at secondary level

Sl.No	Statements	Yes	No
<b>A). Psychological barriers</b>			
1	Do you feel safe and secure to go to school?	476(95.2%)	24(4.8%)
2	Is the school environment comfortable for you?	470(94%)	30(6%)
3	(a).Do you think that going to school is wastage of time and energy?	12 (2.4%)	488(97.6%)
	(b). If no, do you think that education will help you to live an independent life in your future?	485(97%)	15(3%)
4	Do you think gender discrimination is there in your school?	54(10.8%)	446(89.2%)
5	Are you being bullied and looked down on because you are a girl?	55(11%)	445(89%)
6	Do you have difficulty adjusting with boys in your class?	92(18.4%)	408(81.6%)
7	Do you prefer studying in girls educational institutional rather than in co-educational institutions?	137(27.4%)	363(72.6%)
8	Do you think that you are inferior to boys?	82 (16.4%)	418(83.6%)
9	(a). Is your school a girl friendly school?	440(88%)	60 (12%)
	(b). If no, does that discourage you to go to school?	22(36.67%)	38(63.33%)
10	Are girl's privacy protected in your school?	407(81.4%)	93(18.6%)
11	(a). Are majority of your teachers male ?	86(17.2%)	414(82.8%)
	(b). If yes, does that discourage you to go to school?	8(9.30%)	78(90.60%)
12	The presence of lady teachers in the school makes you feel	a) secure	328(65.6%)
		b) comfortable	172(34.4%)
13	(a) Are you a first generation learner in your family?	62(12.4%)	438(97.6%)
	(b) If yes, does that discourage you to continue education?	11(17.74%)	51(82.26%)

From the psychological barriers table, it is observed that highly significant majority (more than 94%) of the girls feel safe and secure to go to school as well as feel comfortable with the school environment. Also more than 97% of the girls positively affirmed that going to school is not wastage of time and energy as well as agreed that education will help them to lead an independent life in their future. Significant majority (89% and above) of the girls agreed that their schools are girl friendly schools, that there is no gender discrimination in their school and that they are not being bullied or looked down because they are girls nor do they feel inferior or have difficulty in adjusting with boys as well as with their male teachers. High majority (more than 70%) of the girls prefer to study in co educational institutions rather than in girls educational institution which indicate that majority of the girls feel free and comfortable to study with boys. It is also noticed that more than 80% of the stated that majority of their teachers are not male nor the presence of male teachers discourages them to go to school. Again more than 60% of the girls replied positively that the presence of lady teacher makes them feel secure and comfortable and the reason might be due to the reason that they feel freer to share personal problems with them. Out of 500 students, 62 students are first generation learner but most of them i.e. 82.26% of them are not discourage to continue with their studies though they are first generation learners.

On the other side there are some few percentages of students who negatively affirmed to the statements. Some of the reasons which causes girls to have negative attitude towards education and their schools might be due to schools located at far off places, may be children of over protective parents or due to bullying and sexual harassment. It is also likely for them to have inferiority complex due to first generation learner, poverty, poor academic performance etc. as of these girls are from poor families and from the villages.

**Table No. 4 (E) 2:** Showing the Institutional barriers to girl child at secondary level education

<b>B). Institutional Barriers</b>			<b>Yes</b>	<b>No</b>
1	Is the school timing convenient for you?		404(80.8%)	96(19.2%)
2	(a). Is your school a male dominated school?		35(7%)	465(93%)
	(b). If yes, does that makes you feel insecure to go to school?		5(14.29%)	30(85.71%)
3	(a). Are there hostel facilities for girls in your school premises?		193(38.6%)	307 (61.4%)
	(b). If no, does that hamper your studies?		28 (9.12%)	279(90.88%)
4	(a). Is the number of students in the class very high?		99(15.8%)	421(84.2%)
	(b).If yes, can you learn and understand what is taught in the class?		50(63.29%)	29(36.71%)
5	Is your school located in a good environment?		460(92%)	40(8%)
6	Is there sufficient numbers of classrooms?		418(83.6%)	82(16.4%)
7	Does your school help the girl's to develop in the following areas/skills	(a)Self protection	335(97%)	165(33%)
		(b)Life skills	423(84.6%)	77(15.4%)
		(c)Self/personality development	328(65.6%)	172(34.4%)
8	Does your school have Physical Education teacher?		347(69.4%)	153(30.6%)
9	Are there enough female teachers in your school to support you in your studies?		444(88.8%)	56 (11.2%)
10	Does your school have the following facilities?		308(61.6%)	192(38.4%)
	(i). Safe drinking water			
	(ii). Separate toilet for girls		474(94.8%)	26(5.2%)
	(iii). Sanitary and water facilities in the toilets		351(70.2%)	149(29.8%)
	(iv). Sufficient bench and desk in the class-room to study		471(94.2%)	29(5.8%)
	(v). Well ventilated and lighted class-rooms		388(77.6%)	112(22.4%)
	(vi). Library with text and reference books		171(34.2%)	329(65.8%)
	(vii). Electricity in the class-rooms		379(75.8%)	121(24.2%)
	(viii). Computer for students		221(44.2%)	279(55.8%)
	(ix). Subject wise laboratory		04(18%)	496(99.2%)
	School kitchens		328(65.6%)	172(34.45%)
	Boundary walls for the school		341(68.2%)	159(31.8%)
	Playground within the school premises		369(73.8%)	131(26.2%)
	Girl's common room		09(1.8%)	491(89.2%)
	Guidance and counseling cell		151(30.2%)	349(69.8%)

On analyzing the table of institutional barriers to girl child education, it is learned significant majority (more than 80%) of the girls positively affirmed that the school timing is convenient for them, that the no. of students in their class are not very high and that there are



sufficient no. of classrooms as well as enough female teachers to support them in their studies. Highly significant majority (more than 90%) of the girls stated that their schools are located in good environment and disagreed that their schools are not male dominated schools nor the presence of male teachers make them feel insecure to go to school. It is revealed by fair majority (61.4%) of the girls said there are no hostel facilities in their schools, but out of which majority of them said that it does not hamper their studies. A fair majority (69.4%) of the girls stated that their schools have physical education teachers. It is also interesting to note that the schools helps the girls in the following areas i.e. 97% of them said 'yes' to self protection, 84.6% said 'yes' to life skills and 65.6% said 'yes' to self/personality development.

Regarding the facilities available in the schools, highly significant majority (90% and above) of the girls positively affirmed that there are sufficient bench and desk in the class room to study and that there are separate toilet for girls. High majority (70% to 76%) of them stated that there is electricity in their class rooms and that their classrooms are well ventilated and lighted. They also affirmed that there is playground within the school premises as well as sanitary and water facilities are available in the toilets. Fair majority (60% and above) of the girls stated that there is safe drinking water, school kitchen and boundary wall for the school.

There are some girls who negatively responded/some facts to most of the school facilities and the most notable ones are library with text and reference books (65.8%), computer for students (55.8%), subject wise laboratory (99.2%), girl's common room (89.2%), guidance and counseling cell (69.8%) etc.

**Table No. 4 (E) 3:** Showing the barriers caused by poor teaching – learning conditions in schools

<b>C. Barriers caused by poor teaching – learning conditions in school</b>			<b>Yes</b>	<b>No</b>
1.	(a) Can you understand properly what is taught in the class?		389(77.8%)	111(22.2%)
	(b) If no, is it because of the poor teaching of your teachers?		80(72.07%)	31(27.93%)
2	Do your teachers understand your problems/ issues regarding learning and behaviour?		411(82.2%)	89(17.8%)
3	Are you satisfied with your performance in your studies?		150 (30%)	350(70%)
4	If you are not doing well in your studies, does your teachers	a)Punish you	219(43.8%)	281(56.2%)
		b)Humiliate you	58(11.6%)	442(88.4%)
		c)Encouraged/motivate you	423(84.6%)	77(15.4%)
		d)Provide remedial classes	147(29.4%)	353(70.6%)
5	Does your teacher sacrifice his/her time and energy to clarify your doubt/ solve your problem when you approach for help?		480(96%)	20(4%)
6	Your teachers come to take their classes	(a)Regularly and punctually	326(65.2%)	174(34.8%)
		(b)Regular but not punctual	149(29.8%)	351(70.2%)
		(c)Not regular but punctual	103(20.6%)	397(79.4%)
		(d)Neither regular nor punctual	54(10.8%)	446(89.2%)
7	(a) Are you overloaded with assignments and projects?		101(20.2%)	399(79.8%)
	(b) If yes, does that discourage you to continue with your studies?		39(38.61%)	62(61.39%)
8	Are your teachers trained to teach the subject which they are teaching?		462(92.4%)	38(7.6%)
9	Do your Teachers use teaching learning materials while teaching?	Regularly	-	-
		Sometimes	97(19.4%)	--
		Never	403(80.6%)	--
10	Are the teaching methods used by your teachers appropriate and interesting?		397(79.4%)	103(20.6%)
11	(a) Is there ICT facilities in your school	Computers	373(74.6%)	127(25.4%)
		Internet	88(17.6%)	412(82.4%)
		Projectors	151(30.2%)	349(69.8%)
		Smart boards	1(0.2%)	499(99.8%)
	(b) If yes, do the teachers use them regularly while taking their class?		102(20.4%)	398(79.6%)
12	a). In your school, are there remedial classes for slow learners / low academic achievers in different subjects?		123(24.6%)	377(75.4%)
	b).If yes, is you satisfied with the remedial classes?		93(18.6%)	30(6%)
13	In your school, is there enrichment programmes for gifted students (high academic achievers)?		181(36.2%)	319(63.8%)

On examining the table regarding barriers caused by poor teaching and learning conditions at schools, it highlighted that highly significant majority of the girl students (92% to 96%) responded that their teacher sacrifice their time and energy to clarify and solve their

problems when approach for help and also affirmed that their teachers were trained to teach the subject they used to teaches. Significant majority of the respondents (82.2%) positively answered that their teachers understand their problems and issues regarding learning and behaviour. High majority of them (77.8%) affirmed that they can understand what is taught in the class and from the students who negated to the query, 72.07% of them said it's due to poor teaching of the teachers, while 70% of the girls responded that they were not satisfied with their performance in school. There was mixed response regarding the type of feedback they get from their teachers for failing to do well in studies i.e. 43.8% said they get punishment, 11.6% said they were humiliated, 84.6% said they are encouraged/ motivated while 29.4% said they are provided remedial classes.

Regarding the regularity and punctuality of teachers in taking classes, 56.2% said their teachers are regular and punctual, 25.2% teachers were regular but not punctual, 15.4% - teachers were not regular but punctual and 3.25% teachers were neither regular nor punctual respectively. On enquiry whether they were over loaded with assignments and projects, 89.2% - respondents affirmed that they are not so and out of those who said 'yes' to the query, 61.39% said that it does not discourage them to go to school.

On inquiry to the use of teaching learning material (TLM), none of the students responded that their teachers uses TLM regularly, while 19.4% affirmed that their teachers use TLM sometimes and 80.6% said that their teachers never use TLM while teaching. On enquiry about ICT facilities, 79.4% responded positively that their schools have computers but on the negative side, 82.4% said no to internet, 69.8% said no to projectors and 99.8% said no to smart boards. Out of those who gave positive response to availability of ICT facilities in their school, 79.6% of them said that their teachers do not use them regularly while taking their class. On inquiry regarding remedial classes for slow learners / low academic achievers, high majority (75.4%) negatively responded to it and out of those who responded positively to the query, 75.6% said they are satisfied with the remedial classes. Fair majority (63.8%) affirmed that there were no enrichment programmes for gifted students.

**Table No 4(E) 4: Showing the Mental and physical barriers to girl child at secondary level education**

<b>D. Mental and physical barriers</b>		<b>Yes</b>	<b>No</b>
<b>Only for disabled Children</b>	<b>(a)</b> Do you have any disability?	<b>35(7%)</b>	---
	<b>(b)</b> If yes, does that discourage you to come to school?	13(37.14%)	22(62.86%)
	<b>(c)</b> Does your teacher understand your problem and try to help you?	30(85.71%)	5(14.29%)
	<b>(d)</b> Are you being teased and looked down by others in the school because of your disability?	8(22.86%)	27(77.14%)
	<b>(e)</b> Do you have problem to travel to school because of your disability?	6(17.14%)	29(82.86%)
<b>2</b>	Does the school offer conditions/ facilities for disabled children to study along with other children?	165(33%)	335(67%)
<b>3</b>	Do your parents take you for medical treatment whenever you have health problems?	468(93.6%)	32(6.4%)
<b>4</b>	<b>a).</b> Are you being compared with your friends, cousins and neighbours in academic performance/skills by	<b>(a)</b> Yourself	284(56.8%)
		<b>(b)</b> Parents	306(61.2%)
		<b>(c)</b> Teachers	161(32.2%)
	<b>b).</b> If yes, does this create any disturbance in your thoughts and actions?	272(54.4%)	228(45.6%)
<b>5</b>	<b>a).</b> In your home, is there good relationship between your mother and father?	430(86%)	70(14%)
	<b>b).</b> If no, does it influence your study negatively?	40(57.14%)	30(42.86%)
<b>6</b>	<b>a).</b> Are you doing part time work to supplement your family income?	62(12.4%)	438(87.6%)
	<b>b).</b> If yes, does it hinder your studies and have negative impact on your academic performance?	18(29.03%)	44(70.97%)
<b>7</b>	Do your parents give more importance to your marriage than your studies?	31(6.2%)	469(93.8%)
<b>8</b>	<b>(a)</b> Do you agree with the view of girls as someone else's property?	64(12.8%)	436(87.2%)
	<b>(b)</b> If yes, does that discourage you in your studies?	19(29.69%)	45(70.31%)
<b>9</b>	Are your parents aware about the benefits of girl's education?	452(90.4%)	48(9.6%)
<b>10</b>	<b>(a)</b> Do you support that traditionally girls are expected to do more household chores than boys?	170(34%)	330(66%)
	<b>(b)</b> If yes, do you get enough time to study at home?	130(76.48%)	40(23.52%)
<b>11</b>	Are your parents discouraging you from going to school?	49(9.8%)	451(90.2%)
	If yes, at which level?	--	--
	<b>a)</b> Primary level	1(2.04%)	--
	<b>b)</b> Middle level	5(10.20%)	--
	<b>c)</b> High school level	9(18.37%)	--
	<b>d)</b> Higher secondary level	7(14.29%)	--
	<b>e)</b> At any level based on family situation	27(55.10%)	--

As per the projection drawn from the table regarding mental and physical barriers, it clearly highlighted that highly significant majority (93%) of the students do not have any disability and only 7% of the girls affirmed that they have disabilities. Fair majority (62.86%) of the respondents with disabilities stated that their disabilities does not discourage them to go to school and significant majority (85.71%) also stated that their teacher understand their problems and try to help them. It is also noted that high majority (77.14%) are not being teased or looked down and significant majority (82.86%) asserted that they have no problems to travel to school due to their disabilities. The respondents (67%) states that their schools does not offer conditions/ facilities for disabled children to study along with others and 93.6% states that their parents take them for medical treatment whenever necessary.

As projected in the table, there is a mixed response to the query whether they are being compared with others in academic performance which is as follows. Majority of the girls i.e. 58.6% responded positively that they compare themselves with others while 43.2% disagreed with it, 61.2% of the respondents agreed that their parents compare them with others as against 38.8% who negatively affirmed to it and again 32.2% of the girls replied that their teachers compare them with others while 67.8% disagree with it. When asked whether these comparisons are creating any disturbance in their thought and action, simple majority (54.4%) of the respondents gave positive response to the query as against marginal response (45.6%) who responded negatively. Significant majority (86%) replied positively that there is good relation between their father and mother and out of those who gave negative reply, 57.14% said that it does not affect their studies negatively.

On enquiry whether they do part time job to supplement family income, significant majority (87.6%) gave negative reply to the query and out of those few who said yes to the query, 70.97% affirmed that it does not have negative impact on their academic performance. It was interesting to note that highly significant (93.8%) of the respondents disagreed that their parents give more importance to their marriage than their studies. Significant majority (82.2%) disagreed with the view of girls as someone else's property but out of those who agreed with the view, 70.31% affirmed that it does not discourage them in their studies. Almost all the girls (90.4%) responded positively that their parents are aware about the benefits of girls' education. When enquired whether they support the traditional view of expecting girls to do more household chores than boys, 66% of the respondents disagreed with the query while 34% agreed

with it and out of those who agreed with the query, 76.48% positively affirmed that they get enough time to study at home.

On enquiry, whether parents are discouraging them from going to school, Highly significant majority (90.2%) of them negated to the query and out of those few who asserted to the query 2.04% are discourage to at primary level, 10.20% at middle level, 18.375 at high school level, 14.245 at higher secondary level and 55.10% at any level based on family situation.

**Table No 4(E) 5:** Showing the general reasons that might lead to drop out girl child at secondary level education

<b>E. In general reasons that might lead to drop out:</b> (In case of you (or) In case of your friends)	Yes	No
<b><u>Please select all that apply</u></b>	45(9%)	455(91%)
a. Parents have no interest in education		
a. Early/child marriage	102(20.4%)	398(79.6%)
b. Health problems of parents	148(29.6%)	352(70.4%)
c. Girl's health problem	133(26.6%)	367(73.4%)
d. Too many siblings	113(22.6%)	387(77.4%)
e. Head of the family compulsion	50(10%)	450(90%)
f. Poor academic performance	265(53%)	235(47%)
g. Wrong behaviour	186(37.2%)	314(62.8%)
h. Financial problem/due to economically weaker section	207(41.4%)	29(68.6%)
i. School functioning hours not fit	45(9%)	455(9.1%)
j. Curriculum not suitable for girls	29(5.8%)	471(94.2%)
k. Distance of the school	119(23.8%)	381(76.2%)
l. Insecurity feelings inside the school	57(11.4%)	443(88.6%)
m. Insecurity feelings outside the school	81(16.2%)	419(83.8%)
n. Due to social backwardness	98(19.6%)	402(80.4%)
o. Unable to understand the lessons	186(37.2%)	314(62.8%)
p. No hope in future with education	87(17.4%)	413(82.6%)
q. Existing scholarships not at all satisfactory	92(18.4%)	408(81.6%)

The data presented in table regarding the query about general reasons that might lead to drop out in case of the respondent or in case of any other girl. According to the respondents some of the main reasons that might lead to drop out are poor academic performance (53%), financial problem/ due to economically weaker section (41.4%), wrong behaviour (37.2%), and unable to understand the lesson (37.2%). Some other minor/ common reasons for drop out include early/ child marriage (20.4%), health problems of parents (29.6%), girls' health problems (26.6%), too many siblings (22.6%), distance of the school (23.8%).

On the other side, highly significant majority of the respondents affirmed that drop outs are not due to parents have no interest in education (91%), head of the family compulsion (90%), school functioning hours not fit (91%) and curriculum not suitable for girls (94.2%). Also significant majority disagreed that reasons for drop out are not due to insecurity feelings inside the school (88.6%) / insecurity feelings outside the school (83.8%), due to social backwardness (80.4%), no hope in future with education (82.6%) and existing scholarship not at all satisfactory (81.6%).

## **CHAPTER – V**

### **SUMMARY, FINDINGS, DISCUSSION AND CONCLUSION**

#### **5.1 INTRODUCTION**

Education is the most essential means for empowering individual and community in general and women and girls in particular. Gender equality and empowerment of women are indispensable goals for sustainable development and prosperity. The level of educational attainment and rate of literacy reflects the general development of any society. In the words of Jawaharlal Nerhu, 'You can tell the condition of a nation by looking at the status of its women.' Women constitutes half of the total population, therefore if their education is over looked then the overall development of community or nation will only remain in theory and not in reality.

Education is the best instrument for empowering women with knowledge, skills and confidence necessary to participate fully in the development process. Today's girls will be tomorrow's mothers. At the family level, a mother has maximum impact on her family's life and at social level, educated mothers/ women add to the social and economic development of the society and nation. Realizing the importance of Girls' education, the government has initiated many policies and programmes for the education of girls and women. Despite all that, girls and women continue to face gender discrimination and other multiple barriers in the equal enjoyment of right to quality education. Most of the policies and programmes fail to reach the grass root level and so the results were insignificant and as a result women and girls constitute the maximum population who are denied education all over the world. Therefore, still much needs to be done for the education of women and girls to come at par in all areas with their counterparts.

It has initiated many programs and policies to ensure that girls do not miss out any opportunity of getting education as well as to narrow down disparities between man and woman.

Girl child education has then become a major issue of concern in most developing countries of the world. Education of girls has been a high priority with the government of India. Girl child education is important because it has benefits at personal, community and social levels and that makes it one of the most important investments that any developing country can make. Education in the last decade shows improvement and progress in terms of enrolment, academic achievements and decrease in dropouts. Social scientist have also pointed out from various studies that parents were now realizing the multiple benefits of girl child education and



becoming positive in their attitude towards girl child education. Since education plays a vital role in the development of the nation as well as one of the best instrument to achieve equality and for bridging gender gaps, the government has introduced a number of strategies and policies to make education accessible to both boys and girls.

The constitution of India guarantees equality before the law and no discrimination on the basis of sex, but since India is a patriarchal society more preference is given to boys than girls. After independence, the Government of India has adopted different paths and strategies for the upliftment of women/ girls education. It has initiated many programs and policies to ensure that girls do not miss out any opportunity of getting education as well as to narrow down disparities between man and woman. As a result the overall situation and status of women have improved to some extent but these are confined to some small groups and communities belonging to rich and educated families as one can see gender gaps in almost all walks of life. Therefore, theoretically girls and women enjoy equal educational opportunities in India, but practically it is still denied to many girls and women especially among the poor and the backward communities even today. The researcher found that many researches were done in India as well as abroad on girls' education, but as far as the knowledge of the researcher is concerned, no study on girls' education at secondary level has been done in Nagaland, hence the present study was undertaken.

## **5.2 STATEMENT OF THE PROBLEM**

The review of related literatures has revealed that many studies were done abroad as well as in India on 'Girls' Education. It has also pointed out that there exist inequalities in terms of educational accessibility, participation and benefits between boys and girls in many communities all over the world including India. The studies found that cultural and traditional beliefs and practices, patriarchal norms, socio-economic status of the family, illiterate parents, large number of siblings etc. determine to a great extent the status of women and girls in the society. The studies also reveal that teachers, government, non government organizations are creating awareness about the importance of girl child education by implementing various strategies and policies for the improvement of girl child education but there still exists gender gap in almost all the societies under review.

Naga society is also a patriarchal society and due to property inheritance as well as cultural and traditional practices, more preferences are given to boys than girls. Today we find

that many well to do families treat both boys and girls equally in almost all spheres of life, but among the poor and in villages, we still find that more preference are given to boys than girls especially when it comes to education. One cannot therefore accept that the status of girls has improved since no research has been done in this area. Also from the review of related literatures, the researcher came to the conclusion that as far as her knowledge is concerned no study was done on Girl Child Education at Secondary Education in Kohima district of Nagaland has been undertaken. Hence, the present study is a humble effort on the part of the researcher to fill that gap in this area of research.

Hence the need for the study is being felt on Girl-Child Education in secondary schools in Kohima district of Nagaland.

### **5.3 TITLE OF THE STUDY:**

*“A Study on Girl Child Education at Secondary level in kohima district of Nagaland.”*

### **5.4 OBJECTIVES OF THE STUDY:**

1. To know the status of girl child education in Kohima district of Nagaland in respect of learning achievement, enrolment and dropouts at Secondary level with Gender Parity Index.
2. To study the problems, challenges and progress on implementation of the schemes (central and state Govts.) to improve girl child education in Nagaland.
3. To analyze the attitudes of parents towards girl child education with special reference to their gender, locality of residents and type of family.
4. To analyze the observations of teachers regarding Girl Child Education in Kohima district of Nagaland state.
5. To identify the barriers to girl’s schooling in Kohima District of Nagaland State.
6. To make suggestions for improvement of girl child education in the State.

### **5.5 RESEARCH QUESTIONS**

1. What is the status of girl child education in Kohima district of Nagaland at secondary level in respect of learning achievement, enrolment and dropouts at different levels with Gender Parity Index?
2. Name the various schemes/ programs that are available in Nagaland. What are the problems and issues being faced while implementing these schemes/ programs?

3. What are the attitudes of parents towards girl child education? Are there any differences in parents' attitude with special reference to their gender, locality of residence and type of family?
4. What are the observations of teachers regarding girl child education in Kohima district of Nagaland state?
5. Which are the various barriers (psychological, institutional, cause of poor teaching-learning conditions in schools, mental and physical barriers, reason of dropout etc) to girl's schooling in Kohima District of Nagaland State.
6. Give suggestive measures for improving girl child education in Nagaland

## **5.6 OVERVIEW OF THE REVIEWS**

### **5.6.1 STATUS OF GIRL CHILD IN RESPECT OF LEARNING ACHIEVEMENT, ENROLMENT AND DROPOUTS**

Uma Devi, D. and Reddy, P.A. (2015) found from their study that 1.33 crore of children were enrolled in schools from pre-primary to class 12, out of which 48.96% were girls

Sahoo, S. (2016) found that at the national level, girls enrolment rate at elementary and secondary level has decreased from 2012 to 2015, but the enrolment at higher education level has increased from 2012 to 2015. Das, J. (2019) states that at the national level, women literacy rate is 64.46% and that the literacy rate of women in rural and urban areas are 58.75% and 79.92% respectively. Time of India (Jan. 4 2022) reported that girls enrolment from class 1 to 8 is 96%, class 9 and 10 is 77% and class 11 and 12 is 50% in government schools. Regarding girls dropout rate, Ramesh, P (2015) found that in India 60.39% girls' dropout on or before reaching upper primary level and 81.72% girls dropout by or before reaching secondary level. According to Mint (Jan 2018) states that according to MHRD 62.1 million children are out of school in India and that 20% of the children under Right to Education act were out of school. It also mentioned that according to ASER 2015 to 2016, it states that for every 100 elementary schools (class 1 to 8) in rural India, there were 14 schools offering secondary education and only six schools offering higher secondary education The Indian Express (8th March, 2019) also states that highest dropout is in class 8 and 9 around the age when girls reach puberty. Child Rights and You (2019) reported that in one of its study found that Gujarat has the highest dropout of girls (50%) and most of them are in the age group of 15 to 18 years. Sahoo, S. (2016), Das, J (2019), The Indian Express (2019) and Times of India (2022) has stated that the main reasons for girls

dropping out of school or low enrollment in the schools were distance of the school, household chores, negative parental attitude, early marriage, lack of basic infrastructures, gender inequality, lack of awareness, illiterate parents, lack of female teachers in rural schools etc

#### **5.6.2 PROBLEMS, CHALLENGES AND PROGRESS IN THE IMPLEMENTATION OF THE SCHEMES FOR THE IMPROVEMENT OF GIRL CHILD EDUCATION.**

Save the children (2016) and Right to education – Issues and challenges (2020) states that there are many government agencies in the implementation of the schemes which leads to lack of proper co ordination and implementation of the schemes. Child rights and you (2019) states that 40% of the parents were not aware or heard of the government schemes. Bista, M. (2004) and Save the Children (2016) pointed out that there was lack of culture of accountability and measurable goals that hinders the successful implementation of the schemes. The Hindu Bussinessline (2022) found that BBBP did not make any difference of girls being enrolled, girls grade completion and girls specific educational exposure. Save the children (2016) states that officials appointed to supervise the implementation of the scheme often get transferred quickly and the officials and the NGOs working for the BBBP need to familiarize the work with the newly appointed officials again and again which hinders the smooth implementation of the program. According to Right to Education Act 2009, Parul, C. and Guru, K. (2020) and The Hindu Bussinessline (2022) some other major reasons that challenges the smooth implementation of the scholarships and schemes are poverty, traditional mindset, lack of co ordination between the local community and the educational institution, ignorance of parents, child marriage, household works, distance of the school, lack of women teachers in the schools.

#### **5.6.3 PARENTS' ATTITUDE TOWARDS GIRL CHILD EDUCATION**

Winason, M. (2011), Lucy, S. (2012), Tyoakaa et.al (2014), Uzma, E. (2017), Radhika, K. (2018), Usman, M. et. al, (2019), Priscilla, A. G. et. al, found that most of the parents in their studies were aware about the importance of girls education and have positive attitude towards it but cultural and religious beliefs and practices, illiteracy, poverty, etc.were some of the main causes that force them to stop girls from getting education. Winson, M. (2011) and Tyoakaa et.al. (2014) found that parents think their daughters marriage is more important than giving them education. Ambreen, M. and Anwaar,M. (2013) and Onoyase, A. (2018) found that parents feel reluctant to send their girls to school because they feel that they were not permanent members of

the family. Radhika, K. (2018) found that parents belief educating their sons will bring wealth and prosperity to their family.. Winason, M. (2011) also found that the communities with high illiteracy level still practice the socio cultural attitudes and traditions in determining the statues of girls and women in the society. Priscilla et.al.(2020) found negative parental attitude towards their daughters education because the parents think that educating their daughters does not bring any benefit as they will go to their husband after marriage. Winason, M. (2011), Iqbal, S. et. al (2013), Usman, M. et al. (2019) found that girls were not much encourage by their families about education due to patriarchal norms, poverty and gender insensitive education system.. Ambreen, M. and Mohyuddin, A. (2013), Kiran, M. (2015), Varshey, R. and Joshi, U. (2015) found that the attitude of parents towards their daughters education were changing and that girls were sent to school, but boys were still given more preference

On the other side, Manitombi, D, K.(2020) and Kishora, K., B. (2020) found from their studies that parental educational attainment determine to a great extent their attitude towards girls education. It also found that parents with better income and better occupation have more positive attitude towards girls' education. Onoyase, A. (2018) found that both rural and urban parents did not show favorable attitude towards girl child education, on the other hand Kishora, K. B. (2020) found that urban parents were more positive towards girls education than their counterparts and Kiran, M. and Sevneet, S. (2015) found both rural and urban parents have favorable attitude towards female education. Gupta, J. (2019) also found that urban parents and educated parents show more readiness towards girls education than their counterpart. Das, C. and Satyajitkar (2018) found that schedule caste parents have more favourable attitude than their counterparts towards girl child education. Most of the studies found that parents were aware about the importance of girl child education but due to patriarchal system, social and cultural norms and poverty, poor parents find it difficult to send both their sons and daughters to school. Therefore, they were compelled them to stop their girls from getting education to help them at home and send their sons to school.

#### **5.6.4 TEACHERS' OBSERVATIONS/ PERCEPTIONS ON GIRL CHILD EDUCATION AT SECONDARY LEVEL IN KOHIMA DISTRICT OF NAGALAND.**

Gulbaz, A. K. et.al (2011), Saza, L. (2012), Sujata, M. (2014), Uma Devi, D. and Reddy, P.A. (2015), Abdul W. M. and Jo, A. (2017) found from their studies that according to teachers'

observation, the main reasons for girl students dropping their studies were low economic status of parents, parents death, household chores , economic activities, gender inequalities, insecurity feelings, distance of the school, sibling care etc. Meyers, R. and Houssemand, C. (2011) found that unmotivated peer group or peer group having negative attitude towards education can influence each other, and lack of guidance lead to high dropout. Abdul, W.M.and Jo, A. (2017) found that besides the above mentioned factors, the pattern of exam, easy promotion policy, English medium syllabus, poor educational background of students and pressure on teachers to perform non- academic duties leads to high dropout at secondary level. Neetu M. S. (2017) found that teachers have traditional ways of thinking towards gender stereotypes and gender roles.

On the other hand, Moshe Tatar and Gina, E. (2001) found that there were no extreme egalitarian or chauvinistic responses. Sajid ,G. et.al (2012) found that most of the teachers have positive attitude towards male and female students. Anitha, T.S. and Rama, T.N. (2014) found that training and teaching experience of teachers have significant influence on their attitude towards the problems of girls' education. Uma Devi, D. and Reddy, P.A. (2015) found that the marginalized girls were enrolled without any discrimination and that the girls were regular in coming to schools. Fatima, M. (2016) found that most of the teachers were in favor of female education and female teachers gave more egalitarian responses than male teachers and secondary teachers.

### **5.6.5 BARRIERS THAT HINDERS GIRL CHILD EDUCATION**

. Bista, M. (2004), Elijah Kombian Fant (2008), Sivakumar, I. and Anitha, M. (2012), Tyoakaa, et. al (2014) Ramana, D. and Usha Rani, D. (2015), Neag, S. (2015), Qaiser, S. et.al (2015), Sahoo, S. (2016), Mercy, O. (2017) and Ali, B. et.al (2021) found that poverty, preference for male child, domestic chores, sibling care, insecurity feelings, sexual violence, early marriage were some of the main barriers that force girls to drop their studies. Bista, M. (2004), Dkhar, L. (2012), Ramana, D. and Usha Rani, D. (2015), Engida, J. (2019), Sahoo, s. (2016), Sudhir, M. and Pradeep, M (2019) and Emayavaramban, M.et.al (2020) found that besides the above mentioned barriers, poor school facilities, overcrowded class room, stress, lack of female teachers, lack of girls toilet facilities, school not located nearby force girls to dropped their studies. Bista, M. (2004) in his study found that the representation of women in decision making and leadership was almost non – existent. Education policies, acts and programmes were not prepared in a gender sensitive manner.

Elizabeth, M. K. and Rebecca, W. (2015) found that countries in Africa, Middle East and South Asia have the largest number of girls without education. They found that there are about 80 countries in the world where progress on girl education was almost stalled. On the other side, it found that 30 countries have successfully enrolled girls and boys in primary and secondary level, but were falling to give quality education. Winason, M. (2011) and Tyoakaa, et.al(2014) found that most of the household have large number of children with limited resources, and since they cannot send all their children to school the choice is often made in favour of boys since they will be the future head of household. Elijah, K. F. (2008), Winason, M. (2014), Pattnaik, M.M. and Behera, B.K. (2011) Tyoakaa, et.al. (2014), Mercy, O. (2017) found in their studies that girls were denied education. It has also pointed out that discrimination against girls begins from birth since most of the time the reaction towards the baby girl was ‘Its someone else’s property.’

Elijah, K. F. (2008) found that the patriarchal system of social organization let the parents give preferential treatment to their sons than their daughters in almost all walks of life. Yagana et.al. (2021) found poor economic status, broken homes, death of the family’s bread winner and gender inequality were the main reasons for girls to give up their studies. Tyoakaa et. al (2014), Mercy, O. (2017) found religious misconception and misinterpretation also as main barriers to girl child education.

From the review of related literature, it was found that many studies were done abroad as well as in India on ‘Girls’ Education. The studies brought to light that there exist inequalities in terms of educational accessibility, participation and benefits between boys and girls in many communities all over the world including India. Almost all the studies in the reviews found that cultural and traditional beliefs and practices, patriarchal norms, socio- economic status of the family, illiterate parents, large number of siblings etc. Determine to a great extend the status of women and girls in the society. From the reviews it was also found that urban parents, parents with higher education qualifications, higher income and better occupations have positive attitude towards girls’ education than their counterparts. The studies also reveals that teachers, government, non government organizations are creating awareness about the importance of girl child education, but there still exists gender gap in almost all the societies under review. Thus from the review of related literatures, the researcher came to the conclusion that as far as her knowledge is concerned no study was done on Girl Child Education at Secondary Education in

Kohima district of Nagaland has been undertaken. Hence, the present study is a humble effort on the part of the researcher to fill that gap in this area of research.

## **5.7 RESEARCH DESIGN**

The study adopted cross-sectional cum descriptive research design since it is a type of research in which the researcher have to collect to collect data from many different individuals ( parents, girl and teachers at secondary level) in this single research at a single point of time. Descriptive research design aims to obtain information to describe a phenomenon, situation or population in a systematic manner.

## **5.8 METHOD OF STUDY**

Descriptive survey method is preferred over other methods for the present study as it enables the researcher with narration of events, comparisons and drawing conclusions based on the information obtained from relatively large and representative sample of the target population. It is an organized attempt to analyze, interpret and report the status of Girl Child Education in Kohima district of Nagaland.

## **5.9 POPULATION OF THE STUDY**

The population for the present study consist of girls studying at Secondary Level i.e classes IX and X in Kohima district of Nagaland, parents whose daughters are studying at Secondary Level in Kohima district of Nagaland and teachers teaching Secondary Level students in Kohima district of Nagaland.

## **5.10 SAMPLING PROCEDURE**

The sampling procedure for the present study was as follows. While choosing a district in Nagaland, Kohima distric was selected purposively. In Kohima district, there are five EBRCs and all they were selected purposively for the study in order to cover the whole of the district. Selection of colonies and villages from each EBRCs was done purposively because secondary schools were not available in all the colonies and villages. Therefore, the researcher has no other choice but to visit only the villages and colonies where secondary level education exist to collect girls' data as well as data for parents and teachers as per the objective of the study.



For the collection of teachers' data, the researcher personally met the teachers teaching secondary level students purposively and interviewed them. Almost all the teachers willingly and openly shared their observations and views about girl child education especially at secondary level. For the collection of parents data too, the researcher purposively selected only parents whose daughters were studying at secondary level while visiting the schools. The researcher tried her level best to make the parents understand the purpose of the questionnaire by meeting them personally and all the parents willingly answered the questions for success of the research and improvement of girl child education. For the illiterate parents those who could not read and understand the questionnaire in English clearly, the researcher translated the statements on spot into local language for clear understanding and ticks the answers by the scholar according to the responses given by the illiterate parents.

### **5.11 SAMPLE OF THE PRESENT STUDY**

A total of 850 respondents comprising of 150 parents whose daughters are studying at secondary level, 200 teachers teaching different subjects at secondary level, and 500 girls studying at secondary level in Kohima district of Nagaland were selected as the sample for the study by taking into consideration the objectives of the research in order to represent the whole view of the population of the study. Samples were selected from rural as well as urban areas.

### **5.12 RESEARCH TOOLS**

Research tools or research instruments refers to the devices or instruments used for data collection. A researcher was requiring many data gathering tools or techniques which may vary in their complexity, design, administration and interpretation. For the present study, the researcher used three self-developed tools. They are as follows:

- (a) An Attitude Scale to measure the attitude of parents towards girl child education.
- (b) Semi Structured Interview Schedule to know the perception of teachers towards girl child education and
- (c) Closed ended questionnaires to know the barriers that hinders girl child education at secondary level in Kohima district of Nagaland.

All the three tools were constructed after taking all the precautionary measures and proper validation from the experts.

### **5.13 COLLECTION OF DATA**

The researcher visited different villages, colonies, schools and homes in Kohima district to collect data from girl students, parents and teachers. Before administering the tools, all the precautionary measures were taken into consideration to build good rapport with the administrators, officials, students, teachers, and parents in order to make sure that the data collected fulfills the objectives of the research purpose. They were also made to understand that their answers will be treated as confidential and used solely for the purpose of the research.

By taking due permission from the head of the schools, girls studying at secondary level were randomly pick up for the collection of data. The researcher also makes sure that the girls answered by understanding the questions properly and also make sure that they answered all the questions.

For the collection of information from parents and teachers too, the researcher personally met the teachers and parents and administered the tools by taking into account all the necessary conditions and almost everyone willingly contributed whatever is possible from their side for the success of the research and for the improvement of girl child education.

For the collection of secondary data, the researcher visited the Department of School Education (DoSE), Nagaland Board of School Education (NBSE), District Education Office (DEO), Nagaland University library, State Library, College libraries and different internet sources of information. All the concerned officials and staff extended full co-operation in providing all the sources available from their end for the success of the research.

### **5.14 ANALYSIS AND INTERPRETATION OF DATA**

Analysis of data for the present study was made in conformity with the objectives as formulated by the investigator. The collected data were quantified and interpreted by using frequencies and percentage analysis. The data collected from parents was analyzed qualitatively through frequency percentage analysis. The information collected from teachers was analyzed based on thematic approach and the data collected from girls was analyzed through frequency percentage analysis.

## **5.15 MAJOR FINDINGS OF THE STUDY**

### **5.15.1 (A). STATUS OF GIRLS EDUCATION AT SECONDARY LEVEL IN KOHIMA DISTRICT OF NAGALAND**

#### **(i) Girls' enrolment, dropout, pass percentage and Gender Parity Index**

1. Regarding enrolment of girls at secondary level in Kohima district of Nagaland from 2016 - 2020, it was found that the highest enrolment of girls at class 9 was in 2016 with 2885 no. of girls and the lowest enrolment was in 2019 with 2466 no. of girls enrolled. For class 10 from 2016 -2020, the highest enrolment was in 2016 with 2132 girls and the lowest enrolment was in 2020 with 1925 girls.
2. Regarding dropout of girls at secondary level in Kohima district from 2016 -2020, it was found that for class 9 the highest dropout was in the year 2016 with 144 girls and the lowest dropout was in the year 2020 with 58 girls. For class 10, the highest dropout was in 2017 with 128 girls and there was no dropout in 2016. This shows that girls drop out was in decreasing trend in Kohima district.
3. Regarding passed percentage of girls at secondary level in Kohima from 2016 – 2020, for class 9 the highest pass percentage was in 2020 with 73.59% and the lowest was in the year 2016 with 64.99%. For class 10 the highest pass percentage was in the year 2020 with 84.42% and the lowest was in 2020 with 64.99%.
4. Regarding GER and NER (2019 – 2020), it was found that the percentage of GER and NER of girls were higher than their counterparts.
5. It was found that GPI in all the district of Nagaland during 2019 to 2020 indicates disparity in favor of girls except Peren district where GPI was in favor of boys.
6. It was found that during 2019 to 2020, dropout rate in Nagaland was maximum at secondary level with 28.37% boys and 27.16% for girls.
7. It was found that High School Leaving Certificate (HSLC) pass percentage was in the increasing trend with the highest in 2020 with 76.51% for boys and 77.87% for girls in Nagaland.

From the findings it brings to light that the status of girl child education at secondary level in Kohima district of Nagaland is moving in the positive direction. In the enrolment, dropout and pass percentage, there was some fluctuation which might be due to poverty,

unstable income of parents, poor educational background, peer influence etc. It was interesting to find that the GER, NER and GPI all were in favour of girls.

#### **5.15.2 FINDINGS RELATED TO PROBLEMS, CHALLENGES AND PROGRESS IN THE IMPLEMENTATION OF THE SCHEMES FOR IMPROVEMENT OF GIRL CHILD EDUCATION**

Some of the central and state government schemes that were implemented in Nagaland for the improvement of girl child education were as follows:

1. Pre metric scholarship for minority students for boys and girls from class 1 to 10 was implemented from 2012 to 2018 after which it was stop due to shortage of fund.
2. Pre metric scholarship for schedule tribe students studying in class 9 and 10
3. Children Education Assistant Fund (CEAF) for class 5 and class 9 students.
4. Nagaland Stipend for girls studying at secondary level.
5. During 2016 – 2017, RMSA conducted “Self defense” training for girls, where 751 girls from class 9 and 323 girls from class 10 participated from Kohima district.
6. During 2016- 2017, RMSA conducted girls empowerment training under the theme “Inspiration/ Motivation camp for girl students.” It was conducted in 74 blocks with two teachers from all the schools and these teachers imparted training to all the girls in their respective schools.
7. RMSA during 2017 – 2018, provided self defense training with one teacher each from 229 GHS/GHSS and these teachers imparts training to girls in their respective schools throughout the year.

From the information collected from the directorate of school education, it was found that some central and state government scholarship schemes were being implemented by the government of Nagaland especially for students studying in government schools and children from poor economic backgrounds. But there were fluctuations in the number of beneficiaries and the amount disbursed which might be due to shortage of fund or lack of awareness on the part of the parents/ students to avail the opportunities. Trainings were also conducted for self defense and empowerment of girls especially in government schools.

### **5.15.3 FINDINGS RELATED TO ‘PARENTAL ATTITUDE TOWARDS GIRL CHILD EDUCATION IN KOHIMA DISTRICT OF NAGALAND**

1. The study found that there was 100% positive response from parents of Kohima district of Nagaland that girl child education is very important as basic need.
2. Highly significant majority (above 90%) from urban areas and joint family closely followed by significant majority (above 80%) from all the other categories agreed that their daughters were getting quality education at secondary level.
3. It was found that there was 100% positive response from urban parents followed by 80% to 90% from all the other categories who agreed that education liberates girls from ignorance and help her to fight for her rights
4. Highly significant majority (above 90%) respondents from all the attributes agreed that education help girls to lead an independent life in future.
5. There was 100% positive response from the respondents that as parents they should give the same treatment to their sons and daughters when it comes to education.
6. There was 100% from urban parents who negated that they give first preference to their son's education than their daughter's education because their son will inherit their property, followed by highly significant majority (above 90%) from female parents and single family parents. These were closely followed by all the other categories.
7. There was 100% positive response from female parents, urban parents, and joint family parents that they should give equal time to their sons and daughters for their studies, followed by highly significant majority (above 90%) from all the other attributes too agreed with the statement.
8. There was 100% positive response from urban parents and joint family parents that their daughters were doing well in their studies followed by significant majority (above 80%) from all the other attributes who agreed with the statement too.
9. Male parents, urban parents and nuclear family parents were more in favour of co education than their counter parts for the all round development of their daughters at secondary level.
10. High majority (above 70%) from the overall respondents of parent negated that government schools were not enough for girls to get minimum education.

11. There was 100% positive response from joint family followed closely by highly significant majority (above 90%) from all the other attributes in favor that girls should be given the freedom to choose their own course of action.
12. Simple majority (50%) of the parents disagreed with the statement that due to financial problems, they may not be able to send their daughters outside for further studies even if they complete secondary education with good marks as against 33.33% of the parents who agreed with the statement.
13. Highly significant majority (above 90%) of the respondents from male parents, joint family and single parent family responded that no trust on others will not be a reason for not sending their daughters outside for further studies which was closely followed by significant majority (above 80%) from all the other attributes who too disagreed with the reason.
14. There were 100% positive responses from joint family that girls' education was more important than her marriage, followed by the other attributes ranging 79% to 90% in favor with the statement.
15. Simple majority (above 50%) from the total respondents were in agreement with the statement that girls have greater determination and will power than boys in studies as against 19.33% of the respondents who disagreed with the statement.
16. It was found that majority of the respondents (80% to 95%) from the different attributes agreed with the statement that girls education is important for the development of the nation as well as the community.
17. High majority (above 70%) from the total respondents disagreed with the statement that their daughters should give way to their son's education if parents cannot afford for both of them.
18. There were 100% respondents from urban parents and joint family parents who negated with the statement that girls education is wastage of time and energy because after marriage, whatever she earns will go along with her to her husband's family followed closely by respondents from all the other attributes.
19. All the respondents from joint family (100%) followed by significant majority (above 80%) from all the other attribute does not want their daughters to get married at an early age.

20. There was a mixed response from all the attributes against the statement “I want my daughter to get married only after passing secondary level exam.” From the total respondents, 67.33% parents do not agree that even without education girls can lead a satisfactory life.
21. It was found that around 70% of the parents from the different attributes were not in favor with the statement that even without education girls can lead a successful life.
22. All the respondents (100%) from urban parents and joint family parents followed by highly significant majority (above 90%) from all the other attributes disagreed with the statement that for girls, primary education is more than enough.
23. There were 100% respondents from urban parents and joint family parents closely followed by all the other attributes (above 90%) who disagreed with the statement that they want their daughters to help them at home instead of going to school.
24. There were mix responses from all the attributes against the statement that traditional beliefs and practices affect girl child education.
25. There was 100% response from urban parents and joint family parents as well as highly significant majority (above 90%) response from all the other attributes who disagreed that they hesitate to send their daughters to school due to insecurity.
26. It was found that 64% of the respondents disagreed with the statement that there is no hope for future employment for girls with secondary education as against 19.33% parents who agreed with the statement from the overall respondents.
27. High majority (above 70%) from the total respondents agreed that government should provide free education and hostel facilities for girls.
28. It was found that high majority (above 70%) from the overall respondents negated to the statement that they cannot afford education for their daughters because the school fee is too high.
29. It was found that 69.33% from the overall respondents were ready to invest lots of money for their girl child education. From urban areas, 94.74% of the parents and from rural areas 65.65% were in favor with the statement.
30. Most of the respondents (86%) disagreed with the statement that school timing was not convenient for their girls to follow.

31. A fair majority (above 60%) of the respondents disagreed that the infrastructural facilities available in the school were not convenient for girls. That means the facilities were good.
32. Highly significant majority (above 90%) from urban parents and joint family parents disagreed with the statement that school environment is not conducive for girls' education which was closely followed by significant majority (above 80%) from all the other attributes who also disagreed with the statement.
33. There was 100% disagreement from joint family parents on the statement - school curriculum does not help girls in practical life, which was closely followed by significant majority (above 80%) from all the other attributes who too disagreed with the statement.
34. It was found that 70% of the respondents from the overall respondents disagreed with the query that lack of proper sanitary facilities in secondary schools leads girls to drop their studies.
35. It was found that there was no big differences in response to the statement that eve teasing discourage girls to continue with their studies as 41.33% agreed with the statement, 36.67% disagreed and 28.67% were undecided with the statement.
36. It was found that half of the respondents (50%) disagreed with the statement that as parents, they do not have awareness about schemes and scholarship for girls' education. On the other side 36.67% agreed with the statement.
37. Highly significant majority (above 90%) from all the attributes agreed with the statement that school should provide guidance and counseling for girls and parents at secondary level education.
38. There was 100% agreement from urban parents that they should equally distribute household chores to their sons and daughters which was closely followed by all the other categories.
39. It was found that there was 100% agreement from joint family and single parent family that girls health, education and well being are equally important as boys which was closely followed by highly significant majority (above 90%) from all the other attributes who also positively affirmed to the statement.
40. Majority of the respondents ranging from 80% to 95% from the different attributes disagreed with the statement that girls prefer to stay at home and do domestic chores than going to school.



41. It was found that simple majority (above 50%) from the total respondents disagreed with the statement that the present examination and evaluation system are giving more stress to girls at secondary level education.
42. There was 100% agreement from urban parents and joint family that gender discrimination should stop first from home which was closely followed by highly significant majority (above 90%) from all the other attributes who also positively affirmed with the statement.
43. There was 100% agreement from joint family that educated parents were able to protect their children's welfare through a higher quality education which was very closely followed by all the other categories.
44. Almost all the parents from the different attributes positively agreed with the statement that parents should meet the teachers often to discuss about their girls' performance and behavior.
45. Simple majority (above 50%) of the respondents agreed with the statement that adolescent girls are often down with depression, despair, low self esteem etc.
46. Significant majority of the respondents (above 80%) negatively replied that they do not have any plan to stop their girl's education. On the other hand, below 15% of the parents agreed with the statement and some of the reasons which might compelled them were lack of interest in education, marriage, health problems, family compulsion, wrong behavior of the girls and financial problems.
47. Almost all the parents commanded that girl child education is very important for their development and to lead an independent and successful life in future. Some of the main suggestions given by parents were no discrimination in distribution of household chores, in giving rewards and punishments, to reduce household chores and to have positive attitude towards their daughters' education.

#### **5.15.4 FINDINGS RELATED TO 'TEACHERS' PERCEPTIONS REGARDING GIRL CHILD EDUCATION IN KOHIMA DISTRICT OF NAGALAND'**

##### **(A) Teachers' view on Girl Child Education**

1. All the teachers have expressed about the importance of girl child education and stressed that educational opportunities should be equally provided to boys and girls if we want our society to develop and progress in the desired manner.

2. Female constitute 50% of the society's population, therefore if they are denied education it means not tapping the full potentials of its citizens.
3. Education is the greatest weapon for women to fight against gender discrimination, injustice and evils that prevails in the society.

**(B) Teachers' view on parent's awareness/ unawareness about the importance of their daughters' education:**

1. Most of the teachers have expressed that parents were aware about the importance of their daughter's education in Kohima and the first priority is to get them educated. Unlike earlier days, today both rural and urban parents have positive attitude towards their daughters' education.
2. Some teachers have expressed that parents were not aware about the importance of girl child education especially in rural areas/ villages due to traditional beliefs and practices, patriarchal system, illiteracy, poverty, lack of awareness, and household chores.
3. It was expressed by teachers that parents were aware about the multiple benefits of girls education.

**(C) Teachers' views on 'facilities available in the school for improvement of girls' education at secondary level' were as follows.**

1. All the teachers have expressed that their schools were free from gender discrimination and that they treat both girls and boys equally in all spheres of school life.
2. Most of the teachers have positively replied that their schools have separate toilets with water and sanitary facilities for girls as well as basic medical facilities were available in their schools.
3. Most of the teachers have expressed that their schools do not have their own school bus, but that was not an obstacle for most of the students to come to school.
4. Only very few teachers have expressed that their students avail scholarship that were meant especially for girls. This shows that there was lack of creating awareness about the schemes and scholarship among students and their parents.
5. Some schools have adolescence club, which makes them aware about how to protect themselves from sexual harassment, gender discrimination and about various schemes available for girls.

**(D) Teachers' observations on 'how the school helps girls to go through adolescence period.'**

1. Most of the teachers have expressed that their schools have female teachers specially appointed to look into the needs and problems of girls and to give them guidance and counseling.
2. In some schools lady teachers have undergone training specially meant for taking care of the needs of adolescent girls.
3. Almost all the schools provide sanitary pads and toilet with water facilities for girls.
4. Talks on puberty and menstruation and health and hygiene were given from time to time.
5. All the teachers expressed that their schools were totally against eve teasing and emphasis on creating a conducive, comfortable and friendly environment for girls both inside and outside the class.

**(E) Teacher's observations on contributions made by:**

**(1) School management committee**

Almost half of the teachers were not aware about the contribution made by school management committee, on the other hand, some teachers have expressed that school management committee plays a vital role in the overall development of the school as well as support and encourage gender equality and girl child education.

**(2) Naga community**

Many teachers have expressed that they do not have any idea about contribution made by Naga community to their schools, whereas on the other hand, some teachers have expressed that Naga bodies such as NSF, NMA, medical department, education department etc. extend voluntary help in the form of cash and kind, organize free medical checkups, creating awareness on evil effects of tobacco, HIV/AIDS, health awareness etc. They also take part in the school programmes as chief guest, guest of honour, special invitees etc.

**(F) Teachers' observations on 'Encouraging students to learn in different areas.'**

Almost half of the teachers affirmed that they encourage girls in experiential learning, ability to move freely, decision making, to have voice in meeting, constructivism, NCC, scout and guides, flipped class room, group works, SUPW, Community social service etc.

**(G) Teachers' view on 'Learning abilities of tribal girls are much lower than the general category.'**

1. Some teachers expressed that the statement might be the case in the past but the present generation girls were at par with the general category.
2. Some teachers have expressed that there is no difference in learning abilities as long as provisions were available and said that it is a matter of facilities and not abilities.

**(H) Teachers' view on 'Differences among girls in different schools regarding their academic performances, academic standards, development of skills etc.'**

Majority of the teachers have pointed out that the main reasons for difference among girls were due to differences in facilities, socio economic background, location of the school (rural and urban), different school environment, commitment of the teachers and the school management committee, approaches and method of teaching, untrained teachers, field works and availability of laboratories.

**(I) Teachers view on 'Why girls dropped more at secondary level than their counterpart.'**

1. Many teachers expressed that for the present generation, dropped outs were more common with boys than girls.
2. The reasons pointed out by most of the teachers regarding girls dropping at secondary level were due to non availability of high schools nearby, insecurity feelings, lack of transportation facilities, early marriage, lack of guidance and counseling, house hold chores, poverty, lack of family support and peer influence.

**(J) Teachers' view on gender gap in term of enrolment, dropouts and academic success.**

1. Most of the teachers replied that in terms of enrolment girls were more, in terms of dropout boys were more and in terms of academic success girls were much better than boys.
2. Some teachers have expressed that there were no gender gap in their schools and that both gender to a certain level were treated on equal basis be it in terms of enrolment, school activities, academic success and that drop out was rare.

**(K) Parents teachers meeting**

1. Some teachers expressed that their school used to have parent teacher meeting twice or thrice a year for all the students. That no meetings were called particularly only meant for girls, but when ever need arises, their parents were called and updated about their daughter's performances and behaviors.
2. Other teachers have shared that their school organized parent teachers meeting only once a year, but parents were called anytime whenever need arises.

**(l) Suggestions from teachers for the improvement of girl child education in Kohima district of Nagaland.**

1. Parents should be made aware about the importance and benefits of girls education and lessen the workload of girls at home so that they get enough time to study especially in rural areas.
2. Parent should involve in their daughters' education and should be updated with their progress and development and should not send them to school just for the sake of sending.
3. Every school should have a lady teacher who is well trained to deal with girls and give them proper guidance and counseling regarding their academic matters, health, future with education etc.
4. Proper toilets with water and sanitary facilities should be easily available for girls in the schools
5. There should be a high school in every village or the school should be within the easy reach of the girls.

6. Hostel facilities should be provided for girls especially in the villages of all the five RBRCs of Kohima district.
7. The concerned department should create awareness about the various schemes and scholarship meant for girls and it should be implemented properly.

### **5.15.5 FINDINGS RELATED TO ‘BARRIERS TO GIRLS SCHOOLING AT SECONDARY LEVEL IN KOHIMA DISTRICT ON NAGALAND’**

#### **(i) Psychological barriers**

1. The study found that highly significant majority (above 94%) of the girls feel safe and secure to go to school as well as feel comfortable with the school environment. The remaining 6% girls do not feel safe and secure as well as comfortable which might be due to poor educational background, poverty, illiterate parents, orphans, disabled children etc.
2. The study found that more than 97% of the girls positively affirmed that going to school is not wastage of time and energy as well as agreed that education will help them to lead an independent life in their future.
3. It was found that significant majority (88% and above) agreed that their schools were girls friendly schools, that there is no gender discrimination in their schools and that they were not being bullied or looked down because were girls nor do they feel inferior or have difficulty in adjusting with boys as well as with their male teachers.
4. High majority (above 70%) of the girls prefer to study in co educational institutions rather than in girl’s educational institution. This might be due to good school environment, no gender discriminations in the school, most of the teachers are ladies, most of the schools are co educational institutions etc.
5. It was found that significant majority (above 80%) of the girls stated that majority of their teachers were not male nor the presence of male teachers discourages them to go to school.
6. It was found that fair majority (above 60%) of the girls and significant majority (above 80%) of the girls replied positively that the presence of lady teacher makes them feel secure and comfortable respectively. On the other hand there were some girls who disagreed with the statement which might be due to misbehaviour, poor performance in studies and getting punishment from teachers, strict lady teachers etc.

7. It was found that out of 500 students, 62 students ( i.e. 12.4%) were first generation learner but 82.26% of this first generation learner affirmed that they do not get discourage to continue with their studies.

**(ii) Institutional barriers**

1. The study found that significant majority (above 80%) of the girls positively affirmed that the school timing was convenient for them, that the number of students in their class was not very high and that there were sufficient number of class rooms.
2. It was found that there were sufficient numbers of female teachers in their schools to support them in their studies.
3. Highly significant majority (above 90%) of the girls stated that their schools were located in good environment.
4. It was found that highly significant majority (above 90%) of the girl disagreed that their schools were male dominated schools nor the presence of male teachers make them feel insecure to go to school.
5. A fair majority (above 60%) of the girls said that there were no hostel facilities in their schools, out of which majority of them said that it does not hamper their studies.
6. It was found that 69.4% of the girls affirmed that their schools have Physical Education (PE) teachers. On the other hand 30.6% of the girls negatively replied that they do not have PE teachers in their schools.
7. It was found that 97% of the girls affirmed that their schools help them in self protection, 84.6% said yes to life skills and 65.6% said yes to self/ personality development.
8. Highly significant majority (above 90%) of the girls positively affirmed that there were sufficient bench and desk in the class room and there were separate toilets for girls.
9. High majority (70% to 76%) of them stated that there was electricity in their class room, that the class room was well ventilated and lighted, play ground within the school premises and water and sanitary facilities available in the toilets. Whereas, 24% to 34% of the students replied that they do not have such facilities in their schools.
10. Fair majority (above 60%) girls stated that there was safe drinking water, school kitchen and boundary wall for the school.

11. Majority of the girls affirmed that their schools do not have facilities such as computer for students (55.8%), library with text and reference books (65.8%), guidance and counseling cell (69.8%), girls' common room (89.2%) and subject wise laboratory (99.2%)

**(iii) Poor teaching and learning conditions in schools**

1. The study found that highly significant majority (above 90%) of the girls responded that their teachers sacrifices their time and energy to clarify and solve their problems when approach for help, also affirmed that their teachers were trained to teach the subject they were teaching.
2. Significant majority (above 80%) affirmed that their teachers understand their problems and issues regarding learning and behavior.
3. High majority (77.8%) of them affirmed that they can understand what is taught in the class and from the students who negated to the query, 72.07% said that it's due to poor teaching of the teachers.
4. It was found that 70% of the girls were not satisfied with their performance in the school. The reasons might be due poor educational background, not getting enough time to study at home, having difficulty in understanding the language used in the school, ill health etc.
5. Significant majority (above 80%) of the girls said that they were encourage/ motivated if the fail to do well in their studies. Whereas on the other hand, 43.8% said they were punished, 11.6% said they were humiliated and 29.4% said they were provided remedial classes if they fail to do well in their studies.
6. Simple majority (above 60%) of the girls said that they their teachers were regular and punctual. Whereas some students said that their teachers were regular but not punctual, not regular but punctual and others said that their teachers were neither regular nor punctual.
7. Almost 90% of the girls negated that they were not loaded with assignment and projects and out of those students who affirmed that they were over loaded, 61.39% stated that it does not discourage them to go to school.
8. It was found that none of the respondents positively affirmed that their teacher use teaching and learning material (TLM) regularly and significant
9. Majority (80.6%) said that their teachers never used teaching learning material while teaching and 19.4% of the students said of the teachers use it sometimes, but none of the students replied positively that their teachers used teaching learning material regularly.



10. It was found that 79% to 83% of the girls said yes to computer facilities in their school but 82.4% and 69.8% said no to internet and projector facilities respectively.
11. High majority (75.4%) responded that there used to be no remedial classes for slow learners/ low academic achievers.
12. Fair majority (63.8%) affirmed that there use to be no enrichment programme for gifted students.

**(iv) Mental and physical barriers**

1. It was found that highly significant majority (above 90%) of the girls do not have any disability.
2. Out of those who have disabilities, 62.86% said that their disabilities does not discourage them to go to school and 85.71% stated that their teachers understand their problems and try to help them, 77.14% not being teased or looked down and 82.86% asserted that they have no problems to travel to school due to their disabilities.
3. It was asserted by 67% of the girls that their schools does not offer conditions /facilities for the disabled children to study along with others
4. It was found that 93.6% of the girls stated that their parents take them for medical treatment whenever necessary.
5. Significant majority (86%) replied positively that there is good relation between their father and mother.
6. Significant majority (87.6%) of the girls negated that they do not do part time job to supplement family income. 12.4% of the girls do part time job. The part time jobs might be selling fruits / vegetables after school or during weekends, opening small shops attached to their house or nearby their house and sell grocery goods etc and with the little earning they help their parents and also support their education.
7. Highly significant majority (93.8%) of the girls asserted that their parents give more importance to their studies than to their marriage.
8. Significant majority (82.2%) of the girls disagreed with the view of girls as someone else's property.
9. Highly significant majority (90.4%) affirmed that their parents were aware about the benefits of girls' education.

10. It was found that 66% of the girls were against the view of expecting girls to do more household chores than boys. On the other hand, 34% of the girls agree with it which might be due to the influence of patriarchal norms, poverty, ignorance etc. Out of those who agreed with the statement, 76.48% affirmed that they get enough time to study.
11. Highly significant majority (90.2%) of the girls negated that their parents do not discourage them from going to school.

**(v) In general reasons that might lead to drop out:**

It was found that in general some of the main reasons that might lead girls to drop their studies were poor academic performance, financial problem, wrong behavior and unable to understand the academic lessons.

## **5.16 DISCUSSION**

### **5.16.1 DISCUSSION ON STATUS OF GIRL CHILD IN RESPECT OF LEARNING, ACHIEVEMENT, ENROLMENT AND DROPOUT**

The present study has brought to light that in Kohima district of Nagaland from 2016 to 2020, the highest enrolment of girls at secondary level was in the year 2016 with 2885 girls in class 9 and 2132 girls in class 10. Regarding dropout of girls from 2016 to 2020, the highest dropout was in 2016 with 144 girls and for class 10 the highest dropout was in the year 2017 with 128 girls. On the other side, Times of India (Jan. 4, 2022) reported that in India girls enrolment from class 1 to 8 is 96%, class 9 and 10 is 77% and class 11 and 12 is 50% in government schools. Ramesh, P. (2015) found that in India 60.39% girls' dropout on or before reaching upper primary and 81.72% girls' dropout by or before reaching secondary level. The Indian Express (8<sup>th</sup> March, 2019) also states that highest dropout is in class 8 and 9 around the age when girls reach puberty. The present study found that in the GER and NER 2019 to 2020, girls were higher than boys. Press Information Bureau (Dec. 22, 2021) also stated that the GER of girls for 2018 to 2019 and 2019 to 2020 has improved at all levels of education. The study also found that GPI in all the districts of Nagaland during 2019 to 2020 indicates disparity in favor of girls except Peren district, where GPI was in favor of boys. Similarly, Gender Parity Index: UNESCO, 6<sup>th</sup> March 2020 also stated that India's GPI indicates that the number of girls is more than the number of boys at all levels of school education.

### **5.16.2 DISCUSSION ON THE PROBLEMS AND CHALLENGES IN THE IMPLEMENTATION OF THE SCHEMES FOR IMPROVEMENT OF GIRL CHILD EDUCATION**

The study found that there are various types of central and state government schemes and scholarships available and being implemented in Nagaland for the improvement of girl child education at various level of education. The present study reveals that the problems and challenges faced in the implementation of the scholarships and schemes as shared by the officer concern was that to avail most of the scholarships and schemes the girls must have their own Adhaar Card, Bank Account and have knowledge about internet banking which many girls fail to produce at the time of applying for it. It was also learnt that there were fluctuation in the number of beneficiaries and the amount disbursed which is due to shortage of funds or lack of awareness on the part of parents / students to avail the opportunities. On the other hand Save the Children (2016) and Right to Education – Issues and challenges (2020) states that there are many government agencies in the implementation of the schemes which lead to lack of proper co ordination and implementation of the schemes. Child Rights and You (2019) states that 40% of the parents were not aware or heard of the government schemes and Save the Children (2016) pointed out the lack of culture of accountability and measurable goals hinders the successful implementation of the schemes. Save the children (2016), Right to education (2009), Parul Chandani and Guri Kakkar (2020) and The Hindu Bussinesline (2020) states that traditional mindset of parents, lack of co ordination between local community and the educational institution, lack of resources, child marriage household chores, transfer and appointment of officials who look after the schemes very often etc disturb the smooth implementation of the schemes.

### **5.16.3 DISCUSSION ON FINDINGS RELATED TO PARENTS' ATTITUDE TOWARDS GIRL CHILD EDUCATION**

Parents in Kohima district of Nagaland were very much aware about the importance and benefits of girl child education. It liberates girls from ignorance and helps her to fight for her rights as well as to lead an independent life in the future. It was similar to the findings of Maliko Winason, M (2012), Lucy, S (2012), Bunza Kebba (2014), Uzma, Eram (2017), Radhika, K. (2018), Usman Mohammed et. at (2019) and Pricilla Adomako Gyasi et.al ( 2020) found that

most of the parents were aware about the benefits of girls education and have positive attitude towards it. It could be due to the awareness created by the government as well as NGOs from time to time about the importance of girl child education.

The present study found that most of the parents prefer co – education for their girls at secondary level which was similar to the findings of Lucy, S (2012) where significant majority of the parents were willing to send their girl child to attend co-educational institution which might be parents want their girls to develop healthy relationship with boys.

Parents agreed that girls education is more important than her marriage which was similar to the finding of Lucy, S (2012), where majority of the parents agreed that more importance should be given to girl education rather than focusing on marriage. The reason might be parents were aware about the multiple benefits that a girl brings to her family once she get married. Whereas, Winson, M (2012) and Bunza, Kebba (2014) found that parents think their daughters marriage is more important than giving them education. Ambreen, M. and Anwaar M. (2013) and Onoyase, Anna (2018) found from their studies that parents feel reluctant to send their girls to school because they feel that they were not permanent members of the family.

Most of the parents agreed that girls should be given the freedom to choose their own future course of action and those traditional beliefs and practices should not hamper girl child education. This finding was also in contrast to the findings of Winason, M (2012), Bunza Kebba (2014) and Usman Mohammed et al(2019), where they found that girls education were not given much importance due to patriarchal norms, traditional beliefs and practices, negative parental attitude and gender insensitive education.

Almost all the parents negated that they should give first preference to their sons education because their sons will inherit the family's property and that their daughters should give way to their son's education if parents cannot afford education for both of them. At the same time almost all the parents also disagreed with the statement that girls' education is a wastage of time and energy because after her marriage, whatever she earns through her education will go along with her to her husband's family. This was similar to the findings of Lucy S (2012), where it was found that almost all the parents disagreed with the statement that educating a girl child was a mere wastage of time and energy. This shows that parents are becoming positive in their attitude towards girl child education. On the other hand, I. Sivakumar and Anitha, M (2012) and Sahoo, S (2016) and Priscilla Adomako Gyasi et.al. (2020) found negative

parental attitude towards their daughter's education because the parents think that educating their daughters does not bring any benefit as they will go to their husband after marriage

The present study found that most of the parents feel secure to send their girls to school and they want their daughters to go to school instead of helping them at home. This shows that the school environment is safe for girls and that there is no gender discrimination. This was in contrast to the findings of Bunza, Kebba (2014) and Usman, Mohammed et.al (2019) where they found that insecurity feeling by the parents to send their girls to school was a main reason for not sending girl to school. This might be due to lack of toilet facilities, gender discriminations, sexual harassment, teenage pregnancy etc.

It was found from the study that most of the parents can afford education for their daughters and more than half of them were even ready to invest lots of money for their daughters. It was also reveal by most of the parents that they do not have any plan to stop their girl's education. This shows that parents have positive attitude towards girls' education and that there is no much economic problem for majority of the parents to sponsor their girls' education. This was in contrast to the study found by Winason, M (2012) and Bunza Kebba (2014), where they found that the difficulty of high cost of education was the most common reason for not sending girls to school. This might be due to poverty, schools not located nearby, too many siblings etc.

The present study found that that school timing and infrastructural facilities were convenient for their girls, that the school curriculum help girls in their practical life and that the present system of examination and evaluation system does not give any stress to girls at secondary level. This shows that the educational system in Kohima district was convenient for girls education. Contrastingly Bunza, Kebba (2014) and Usman, Mohammed et. al (2019) found that gender insensitive educational system, lack of infrastructural facilities, inconvenient school timing discourage girls to drop their studies.

Majority of the parents agreed that educated parents were in a better position to protect their children education through higher quality education. This study was similar to the findings of Gupta, J (2019), Manitombi, D. K. (2020) and Kishosr, K. B. (2020) where the study found that parents with higher education, income and occupation determine to a great extend the education of girls.

#### **5.16.4 DISCUSSION ON THE FINDINGS RELATED TO TEACHERS' OBSERVATION ON GIRL CHILD EDUCATION**

According to teachers' observation, most of the parents in Kohima district of Nagaland were very much aware about the importance of their daughters' education and that for the present generation, dropout is more common with boys than girls. Only very few girls dropout of their studies at secondary level and the main reasons were non availability of high school nearby, insecurity feelings, lack of transportation facilities, early marriage, lack of guidance and counseling, household chores, poverty and lack of family support. This was similar to the findings of Gulbaz Ali Khan et. al. (2011), Lucy, S (2012), Sujata, M. (2014), Uma Devi, D and Reddy, P.A. (2015), Abdul W.M. and Jo Aldrige (2017) who found that according to teachers the main reasons for girls dropping their studies were low economic status of, parents death, household chores, economic activities, gender inequalities etc. According to the present research, peer influence is also a main cause for girls to drop their studies which was similar to the finding of Meyers, R. and Houssemand, C. (2011) where they found that unmotivated peer group or peer group having negative attitude towards education influence each other and lead to dropouts.

All the teachers in the present study have expressed about the importance of Girl Child Education and that educational opportunity should be given to both boys and girls which was similar to the findings of Sajid Gul et.al (2012) and Fatima Maqsood (2016) where they found from their studies that most of the teaches have positive attitude towards male and female education and stressed that education helped girls to be courageous, confident and independent.

#### **5.16.5 DISCUSSION ON BARRIERS TO GIRL CHILD EDUCATION**

The present study found that almost all the girls feel safe and secure to go to school as well as feel comfortable with the school environment. The girls also affirmed that their schools were girl friendly schools, that there were no gender discriminations and that they do not have difficulty in adjusting with boys nor with their male teachers. This was in contrast to the findings of Bista, M (2004), Ramana, D. and Usha Rani, D. (2015) and Engida, Jemberu (2019), where they found that insecurity feelings, gender discriminations, sexual harassment, low self esteem, poor language ability, make them feel uncomfortable and compels them to drop their studies.

The present study found that the school timing was convenient for girls, that there were sufficient female teachers in their schools, schools located at walkable distance and that their schools have almost all the infrastructural facilities for girls education. On the other side, Bista, M (2004), Elizabeth M. King and Rebecca Winthrop (2015), Ramana, D. and Usha Rani, D. (2015) and Sahoo, S (2016) found in their studies that lack of female teachers, poor school facilities, male dominated schools, lack of girls toilet, school located at distance place etc act as barriers to girls schooling.

It was found that most of the girls do not do part time job to supplement family income. That fathers and mothers were in good relation with each other and also knew that their girls education was more important than their marriage and do not discourage them from going to school. Whereas, Bista, M (2004), Elijah Kombian Fant (2008), Ramana, D. and Usha Rani, D. (2015) and Yagana et. al. (2021) found in their studies preference for male child, giving more importance to their daughters 'marriage than her education, child marriage, domestic chores, sibling care, hawking to support the family, poverty, broken homes etc compel parents to stop their girls from going to school.

#### **5.17 SUGGESTIONS FOR FURTHER STUDIES**

1. A study on Girl Child Education at Secondary level in all the others districts of Nagaland could be undertaken.
2. A study on Girl Child Education at primary / elementary in all the districts of Nagaland could be undertaken.
3. A study on the implementation of the various government policies and schemes for improvement of girl child education in Nagaland could be undertaken.
4. A study on barriers to girl child education can be undertaken.
5. A comparative study on the attitude of parents and teachers towards girl child education can be undertaken.
6. A comparative study on the attitude of urban parents and rural parents/ educated parents and uneducated parents on girl child education can be undertaken.
7. A comparative study on girls studying at secondary level in government schools and private schools can be undertaken.

### **5.18 RECOMMENDATIONS FOR IMPROVEMENT OF GIRL CHILD EDUCATION**

1. Parents' involvement and support is important for the success of girl child education. Therefore the government as well as the community leaders should make the parents aware about the importance and benefits of girls' education.
2. Gender inequalities should be stop from home in order to achieve gender equality in the school and community.
3. Poverty is the main reason for girls not send to schools, therefore government at all levels should make concerted effort to alleviate poverty at grass root level by expanding scholarship and cash incentives so that families with economic problems will have the financial means to send their girls to school.
4. Accessibility of education must be enhanced in rural areas so that parents can send their children to nearby schools without worrying about their safety.
5. Government schools are usually the centers for poor families, especially for girls. Therefore the infrastructure as well as the quality of teaching and education should be up to the standard so that children especially girls get quality education.
6. Free education and hostel facilities should be set up in all the districts for the benefits of girls from rural areas and poor families.
7. Government should make education free up to secondary level, so that girls from poor economic background can get benefit.
8. Government as well as the community leaders should work together so make sure that all the girls in the community get education up to secondary level.
9. Put in force time-bound target policies to encourage girls at all levels of education
10. The Ministry of Women Affairs/women centres should organize Public Enlightenment programmes on the consequences of early marriage of girls.

### **5.19 EDUCATIONAL IMPLICATIONS OF THE STUDY**

1. The school/ teachers should make the girls aware about the benefits of education, as well as the various policies and schemes that were available for improvement of girls' education.
2. Administrator and teachers should help girls in to develop in the area of self protection, life skill and personality development.



3. Students should not be overloaded with projects and assignments as it will discourage them and lead girls to drop their studies.
4. Parents and teachers should never compare their girls with their friends, cousins and neighbors in academic performance/ skills.
5. Teachers and parents should have knowledge that adolescent girls are often down with depression, despair, confusion, low self esteem etc. and help them by taking the right steps.
6. Counsellors are needed in secondary schools to counsel girl students to model successful women in academics in their communities and the society at large.
7. Counsellors are to organize parents' conferences and use such media to discuss with parents relevance of female education to the students themselves, their families and the Nation.
8. Counsellors should counsel female students so as to build up their self-esteem and take their studies seriously.

## **5.20 CONCLUSION**

Education is a fundamental human right, and is the most important tool for sustainable socio – economic development. It helps to eliminate the various injustice that exist in the society and is the best instrument to empower girls and women with knowledge necessary in the development process. Thus the development of any society will be lopsided if girls and women education are not given equal importance. Investing in female education accelerate social and economic development by enhancing human capital, slowing population growth and alleviating poverty. Thus the importance of female education cannot denied and from the present study it can be concluded that almost all the girls studying at secondary level in Kohima district of Nagaland does not face any barriers in getting education. The study also found that almost all the parents in Kohima district of Nagaland have positive attitude towards girls' education. However, there were few girls who negatively affirmed about their education which might be due traditional beliefs and practices, gender discrimination, poor educational background, economic problems, household chores etc and few parents were also found having negative attitude towards their daughters' education mainly due to poverty. Nevertheless, these negative findings were quit negligible when compared with the barriers faced by girls to get education many other communities, as well as the negative attitude shown by parents towards their girls' education in many communities too.

## BIBLIOGRAPHY

- Agosin , M. (2001). *Women, gender and Human rights: A global perspective*. New Brunwich, NJ: London: Rutgers University Press.
- Aggarwal, J.C. and Aggarwal, S.P. (2001) *National Policy on Education*. New Delhi: Concept Publishing Pvt (Ltd)
- Aggarwal S.P. (2001) *Women education in India (1955 -98). Present status, perspective , plan, statistical indicators with global view. Volume 3*. New Delhi: Concept publications company.
- Aggarwal J.C. (2007). *Essentials of Educational Psychology*. Delhi: Vilas Publishing House.
- Ambreen, M. & Mohyuddin, M. (2013). Gender biases parental attitude towards education: A case study of village Dasuha, District Faisalabad. *Academic Research International*. 4 (1). Pp.104-147.
- file:///C:/Users/a/Downloads/GENDER\_BIASED\_PARENTAL\_ATTITUDES\_TOWARDS.pdf*
- Anitha, T.S. and Rama T.N. (2014). Attitude of women teachers towards the problems of girls education. *IOSR Journal of Research and Method in Education*. 4(1).  
<https://www.iosrjournals.org/iosr-jrme/papers/Vol-4%20Issue-1/Version-2/F04123757.pdf>
- Ahamad, T. & Narayana, A. (2015). Girls education; A lifeline to rural transformation in India. *International Journal of Applied Research*. 1(6). Pp 84-87.  
[https://www.researchgate.net/publication/290691308\\_Girl\\_education\\_A\\_lifeline\\_to\\_rural\\_transformation\\_in\\_India](https://www.researchgate.net/publication/290691308_Girl_education_A_lifeline_to_rural_transformation_in_India)
- Akinbi, J. O. & Akinbi, Y. A. (2015). Gender parity in enrolment into basic formal education in Nigeria: Implication for National development. *An International Multidisciplinary Journal, Ethiopia*. 9 (93). Pp 11 – 23. <https://www.ajol.info/index.php/afrev/article/view/119133>
- Abdul, W. M. and Jo, A. (2017) Head teachers' perspective on school dropout in secondary schools in rural Punjab, Pakistan. *A journal of the American Educational Studies Association*. 53 (1). Pp.1 – 18.  
<https://www.tandfonline.com/doi/abs/10.1080/00131946.2017.1307196>
- Ahslund, I. & Bostrom, L. (2018). Teachers' perception of gender differences – what about boys and girls in the class room?. *International Journal of Learning, Teaching and Educational Research*. 17(4). Pp.28 -44.  
[https://www.researchgate.net/publication/324791659\\_Teachers%27\\_Perceptions\\_of\\_Gender\\_Differences\\_-What\\_about\\_Boys\\_and\\_Girls\\_in\\_the\\_Classroom](https://www.researchgate.net/publication/324791659_Teachers%27_Perceptions_of_Gender_Differences_-What_about_Boys_and_Girls_in_the_Classroom)

- Akepede, N. et. el. (2018). Parents attitude and practice towards the girl child education in Esan, west local government area of Edo state Nigeria. *Womens Health and Reproductive Medicine*. 2, (1:3). <https://www.imedpub.com/articles/parents-attitude-and-practice-towards-the-girl-child-education-in-esan-west-local-government-area-of-edo-state-nigeria.php?aid=22694>.
- Annual Report (2018-19). Samagra Shiksha – Nagaland.
- Alatiq, A. (2019). *Exploring resistance to change and teachers' attitude towards educational change in female schools in the Kingdoms of Saudi Arabia*. [A thesis submitted for the degree of Doctor of Philosophy. Institute of Education.] [https://centaur.reading.ac.uk/94603/6/23855772\\_Alatiq\\_Thesis\\_Redacted.pdf](https://centaur.reading.ac.uk/94603/6/23855772_Alatiq_Thesis_Redacted.pdf)
- Ali, B. et al. (2021) Social barriers to female education in the tribal areas of district Dera Ghazi Khan, Pakistan. *Pakistan Journal of social Research*. 3 (92.) pp. 101 – 107. <https://pjsr.com.pk/wp-content/uploads/2021/09/13.-Vol.3-Issue2.-Ali-Nadeem-Shafqat-Female-Education-DG-Khan.pdf>
- Brock, C. and Cammish, N. (1997) *Factors affecting female participation in education in seven developing countries*. University of Oxford and Hull. Department for international development. <https://core.ac.uk/download/pdf/7052376.pdf>
- Bista, M. (2004). *A review on research literature on girls education in Nepal*. UNESCO: Kathmandu . P.O. Box 14391, Jawalakkhel, Lalitpur, Kathmandu, Nepal
- Bhuyan, D. (2006). *Empowerment of Indian Women; A challenge of 21<sup>st</sup> century* – Orissa Review.[http://magazines.odisha.gov.in/Orissareview/jan2006/engpdf/Empowerment\\_of\\_India.pdf](http://magazines.odisha.gov.in/Orissareview/jan2006/engpdf/Empowerment_of_India.pdf)
- Bandyopadhyay, M. and Subramaniam, R. (2008). *Gender equality in education: A review of trends and factors*. New Delhi: National University of Educational Planning and Administration (NUEPA).<https://www.worldcat.org/title/gender-equity-in-education-a-review-of-trends-and-factors/oclc/757919199>
- Boudah, D.J. (2011) *Conducting Educational Research* by SAGE Publication, Inc.
- Best, J. W. and Khan, J.V. (2012). *Research in Education (10<sup>th</sup> Edition)*. New Delhi: PHI Learning Pvt. Ltd.
- Buno, L. and Riikhono, K. I. (2012) Communitization of elementary education in Kohima district – impact, issues, implications. A research project of Nagaland College of teacher education, Kohima.
- Barman, B. (2014). An overview of women education in India. *The Journal of Bengal Geographers*.3(1).Pp.108-121.

<https://www.researchgate.net/publication/342146619> AN OVERVIEW OF WOMEN EDUCATION IN INDIA.

Barman, Rina (2015). *Committees and commissions on women education*. ARB publication Guwahati

Urvashi Sahni (2017). Reframing girls' education in India.

Badiger, S.C. (2018). *Gender equality: A status of girls' education at higher secondary school level in Hyderabad Karnataka region. An appraisal study*. [Doctoral thesis. Gulbarga University, Kalaburagi.] <https://shodhganga.inflibnet.ac.in/>

Bedri, A.M. (2018) Factors shaping decision of girls' dropout: Case of Jabarona internally displaced population in Daresalam in Ombada locality, Omdurman Sudan. *The Ahfad Journal*. 35 (1). Pp. 25 – 37. <https://www.idpublications.org/wp-content/uploads/2015/02/FACTORS-CONTRIBUTING-TO-SCHOOL-DROPOUT-AMONG-THE-GIRLS.pdf>

Babu, G. E. (2020) Girl's Secondary Education in India: Status and challenges. *International Journal of Creative Research Thoughts*. 8 (2). Pp.2320 – 2882. <https://ijcrt.org/indexx.php?vol=9&issue=3&pubmonth=March-2021>

Bapan et. al (2020) Development and obstacles of women education in Independent India. *Journal of Emerging Technologies and Innovative Research*. 8(5). <https://www.jetir.org/papers/JETIR2005477.pdf>

Chinneilhing, E. (2003). Education of women students in Manipur: An appraisal.

Census – 2011. Office of the registrar general and census commission, India. <https://www.census2011.w.in/>

Creswell, J.W. (2012). *Educational research, planning, conducting and evaluating quantitative and qualitative research*. 4<sup>th</sup> Edition. New Delhi: Pearson India Education Services Pvt. Ltd.

Creswell, J.W. (2014) *Research Design: qualitative, Quantitative and mixed method approaches*. 4<sup>th</sup> edition. New Delhi: SAGE Publication India Ltd.

Chandan, K. S. (2015) Women literacy in India – Issues and challenges. *Global Journal of Interdisciplinary Social Sciences*. 4 (4.) Pp. 41 – 44. <https://www.walshmedicalmedia.com/open-access/womens-literacy-in-india-issues-and-challenges.pdf>

Chawla, D. and Sondhi, N. (2016) *Research Methodology (Second Edition)*. New Delhi: Vikas Publishing House Private Limited.

- Chinkey, A. and Neetu, M. S. (2017) A study of in service teachers' attitude towards gender discrimination. *International Journal of Education and Applied Social Sciences*. 8(1). Pp 187-192.
- Chingtham, T. and Guite, T. (2017). Parental attitude towards girls' education. *Journal of Research and Method in Education*. 7(4). [https://www.academia.edu/35955417/Parental Attitude towards Girls education In Relation to Community and Gender](https://www.academia.edu/35955417/Parental_Attitude_towards_Girls_education_In_Relation_to_Community_and_Gender)
- Child Right and You (CRY) (2019). *Educating the girl child – Pole of incentivisation and other enablers and disablers*. National and state factsheet 2018 – 19. [https://csrbox.org/India\\_CSR\\_report\\_Educating-The-Girl-Child---Role-of-incentivisation-and-other-enablers-and-disablers\\_56](https://csrbox.org/India_CSR_report_Educating-The-Girl-Child---Role-of-incentivisation-and-other-enablers-and-disablers_56)
- Chewe, B. et. al. (2019). Perception of teachers, parents and female towards the school re-entry policy. A case of selected secondary schools in Kabwe district, Zambia. *International Journal of Humanities and Social Sciences Research*. 5(3). Pp.142–147. <https://www.socialsciencejournal.in/archives/2019/vol5/issue3/5-3-22>
- David de Vaus (2001) *Research Design in Social Research* (First edition). SAGE Publication Ltd.
- Department for International Development (2005). *Girls' Education – Towards a better future*. <https://www2.ohchr.org/english/issues/development/docs/girlseducation.pdf>
- Dkhar, L. (2012). *Education of girls in the Jaintia hills district of Meghalaya*. [A thesis submitted to NEHU 2012] . <https://shodhganga.inflibnet.ac.in/>
- Das, C. and Satyajitkar (2014). Parental attitude towards girls' education. In relation to community and gender. *International Journal of research in Social Science*. 8 (2). [https://www.academia.edu/35955417/Parental Attitude towards Girls education In Relation to Community and Gender](https://www.academia.edu/35955417/Parental_Attitude_towards_Girls_education_In_Relation_to_Community_and_Gender)
- Directorate of Economics and Statistics (2015). *Statistical Handbook of Nagaland 2015*. Kohima: Government of Nagaland.
- Das, B. (2016). *Attitude of parents and teachers towards Girl Child Education in Dhubri district of Assam* [Thesis submitted to NEHU Shillong the degree of Doctor of Philosophy in Education]. <https://shodhganga.inflibnet.ac.in/>
- Department of school Education. <https://education.nagaland.gov.in>
- Dhanunjaya, G. (2017) Education of Girl Child Education in India. *International Journal of Advance Research and Innovative Ideas in Education* .Vol. 3(6). [http://ijariie.com/AdminUploadPdf/EDUCATION OF THE GIRL CHILD IN INDIA\\_ijariie7164.pdf](http://ijariie.com/AdminUploadPdf/EDUCATION_OF_THE_GIRL_CHILD_IN_INDIA_ijariie7164.pdf)

- Das, J. (2019). Present status of women education in India. *Adalya Journal*. 8(8).  
<https://adalyajournal.com/gallery/69-aug-1710.pdf>
- Derek, J. and Kerry, W. (2020). What is research methodology?. A plain – language and definition with examples. GRADE COACH.  
<https://unesdoc.unesco.org/ark:/48223/pf0000138640>
- Elijah, K. F. (2008). *Education and girl empowerment: the case of Bunkpurugu/ yunyoo district in northern Ghana* [Thesis, University of Tromso (Norway)].  
<https://www.semanticscholar.org/paper/Education-and-girl-child-empowerment-%3A-the-case-of-Fant/7ae991271081ef4221be148be9da062eb26b8305>
- Nakpodia, E.D. (2010). An analysis of dropout rate among secondary school students in Delta state of Nigeria (1999 – 2005). *Journal of Social Sciences*. 23  
 (2).<https://www.tandfonline.com/doi/abs/10.1080/09718923.2010.11892817>
- Elizabeth, K, M. and Winthrop, R. (2015). *Today's challenges for girl's education, global economy and development*. New Delhi: Deep and Deep publication Private Limited
- Eastern Mirror (24<sup>th</sup> January, 2017). State observes National Girl child Day.
- Engida, J. (2019). Challenges of female students' academic achievement. The case of Debre Markos University Genanew. *International Journal of Academic Research in Education and Review*. 7(1).  
[https://www.researchgate.net/publication/334486008\\_Challenges\\_of\\_Female\\_Students\\_Academic\\_Achievement\\_The\\_Case\\_of\\_Debre\\_Markos\\_University](https://www.researchgate.net/publication/334486008_Challenges_of_Female_Students_Academic_Achievement_The_Case_of_Debre_Markos_University)
- Eastern Mirror (12<sup>th</sup> October, 2019). Girl Child Day celebrated across India.
- Eastern Mirror (23<sup>rd</sup> January, 2020). Naga society not safe as we think for the girl child.
- Eastern Mirror (7<sup>th</sup> March, 2020). Need wholesome empowerment of women in Nagaland.
- Emayavaramban, M. et. al. (2020) Barriers in the educational attainment of tribal girl students in Salem district of Tamil Nadu state, India. *International journal in theory and application in elementary and secondary education*. 2 (2).  
[https://www.researchgate.net/publication/346497194\\_Barriers\\_in\\_the\\_Educational\\_Attainment\\_of\\_Tribal\\_Girl\\_students\\_in\\_Salem\\_District\\_of\\_Tamil\\_Nadu\\_State\\_India/fulltext/5fc535a94585152e9be7e12a/Barriers-in-the-Educational-Attainment-of-Tribal-Girl-students-in-Salem-District-of-Tamil-Nadu-State-India.pdf](https://www.researchgate.net/publication/346497194_Barriers_in_the_Educational_Attainment_of_Tribal_Girl_students_in_Salem_District_of_Tamil_Nadu_State_India/fulltext/5fc535a94585152e9be7e12a/Barriers-in-the-Educational-Attainment-of-Tribal-Girl-students-in-Salem-District-of-Tamil-Nadu-State-India.pdf)
- Eastern Mirror (24<sup>th</sup> Jan. 2021). The status of girl child in Naga society is far from reality.

- Fatima, M. (2016) Teachers' perception about female education on their social life. *International Journal of Innovation in Teaching and learning*. 2(1).  
<http://irigs.iiu.edu.pk:64447/ojs/index.php/IJITL/article/view/377>
- Goswami, A.C. (2006). *Philosophical and Sociological bases of Education in Emerging India*. Guwahati: Jyoti Prakashan Publication private Limited.
- Gulbaz, A. K. (2011) *Causes of primary school dropout among rural girls in Pakistan*. A publication of the Sustainable Development Policy Institute (SDPI) 1<sup>st</sup> edition.  
<https://sdpi.org/sdpiweb/publications/files/W-119.pdf>
- Government of India – National Policy on Education (1986, 2016, 2020). Ministry of Human Resource Development, Government of India. New Delhi.
- Gender Parity Index at secondary level in India (2016–2019).  
<https://www.statista.com>society>education> and science
- Gender statistic Nagaland (2016). Directorate of Economics and Statistics. Government of Nagaland
- Gender statistic Nagaland (2017-18). Directorate of Economics and Statistics. Government of Nagaland.
- Gender statistic Nagaland (2019). Directorate of Economics and Statistics. Government of Nagaland.
- Gender statistic Nagaland (2020). Directorate of Economics and Statistics. Government of Nagaland.
- Gender statistic Nagaland (2021). Directorate of Economics and Statistics. Government of Nagaland.
- Gupta, J. (2019). A study of parental attitude towards girl child education. *International journal of all research writing*. 2. [http://s3-ap-southeast-1.amazonaws.com/ijmer/pdf/volume9/volume9-issue12\(8\)/10.pdf](http://s3-ap-southeast-1.amazonaws.com/ijmer/pdf/volume9/volume9-issue12(8)/10.pdf)
- Goodpal (2020) Right to Education (RTE) act 2009 – Issues and Challenges .
- Hemamalani H.C. (2011) *Attitude of parents towards girl child education in the Manday city of Karnataka*. (In the edited book of NVS Suryanarayana, P. Shanmukha Rao, Gotteti Himabindi) New Delhi: Discovery Publication House.
- Hibo, V. (2012). *Education and empowerment of Angami Women*. [ A doctoral thesis, Nagaland University]

- International Development (2005). *Girls' education towards a better future for all*. Published by the department for international development.  
<https://www2.ohchr.org/english/issues/development/docs/girlseducation.pdf>
- Iqbal, S. et. al (2013). Traditional attitude of parents and its impact on female educational attainment. *World Applied Science Journal*. 27(1).  
[https://www.idosi.org/wasj/wasj27\(1\)13/14.pdf](https://www.idosi.org/wasj/wasj27(1)13/14.pdf)
- IGNOU (2018). *Methodology of Educational Research*. New Delhi: Published by the IGNOU.
- Iyer, N. (Article) 4 major aims of secondary education commission. Your article library.
- Jamir, C. (2020). Education and poverty level: A gender analysis of Kohima and Longleng district of Nagaland. *International Journal of Economics, business and politics*. 4(1). Pp 221-236.  
[https://www.researchgate.net/publication/341052841\\_EDUCATION\\_AND\\_POVERTY\\_LEVEL\\_A\\_GENDER\\_ANALYSIS\\_OF\\_KOHIMA\\_AND\\_LONGLENG\\_DISTRICTS\\_OF\\_NAGALAND\\_INDIA](https://www.researchgate.net/publication/341052841_EDUCATION_AND_POVERTY_LEVEL_A_GENDER_ANALYSIS_OF_KOHIMA_AND_LONGLENG_DISTRICTS_OF_NAGALAND_INDIA) Education and Poverty Level A Gender Analysis of Kohi ma and Longleng Districts of Nagaland India
- Khanna, S.D. et.al. (2001). *Education in emerging Indian society*. Delhi: Published by Doaba House, Book sellers and publishers.
- Kothari, C.R. (2004). *Research methodology – Methods and techniques*. New Delhi: New Age international publication limited.
- Keng, C. (2004). Household determinants of schooling progression among rural children in Cambodia. Nagoya University Japan. *International Education Journal*. 5(4).  
<https://files.eric.ed.gov/fulltext/EJ903878.pdf>
- Khan, T.A. (2011). *Investigation of secondary school teachers' attitude towards and knowledge about inclusive education in Bangladesh*. [A thesis submitted in partial fulfillment of the requirement for the degree of master in Education, University of Canterbury, New Zealand]. <https://ir.canterbury.ac.nz/handle/10092/6290>
- Kumar, J. and Sangeeta (2013). *Status of women education in India*. Education Confab 2 (4).  
<https://adalyajournal.com/gallery/69-aug-1710.pdf>
- Kiran, M. and Sevneet, S (2015) Parent's attitude towards girl child education in Haryana. *American International Journal of research in Humanities, Arts and Social Sciences*. 13 (2). Pp.130 – 135. <http://iasir.net/AIJRHASSpapers/AIJRHASS15-843.pdf>
- Koul, L. (2016). *Methodology of Educational Research (4<sup>th</sup> edition)*. New Delhi: UBS publishing house Pvt (Ltd).



- Kumar, R. (2019). *Research Methodology – A step by step guide for beginners*. (5<sup>th</sup> edition). New Delhi: SAGE publication Pvt. Ltd.
- Kishora, K. B. (2020). Role of parental attitude towards girl's education. *International Journal of advanced research and innovative ideas in education*. 6 (2).  
[https://www.academia.edu/35955417/Parental Attitude towards Girls education In Relation to Community and Gender](https://www.academia.edu/35955417/Parental_Attitude_towards_Girls_education_In_Relation_to_Community_and_Gender)
- Kumar, J.S. & Shobana, D. (2021). Status of women empowerment in Nagaland. *International Journal of Advance and innovative Research*. 8(4).  
<https://ijrrsonline.in/AbstractView.aspx?PID=2020-8-1-3>
- Kenye, R. and Kumar, J.S. (2022). Skill development and women empowerment in Nagaland: A study. *Journal of Emerging Technologies and Innovative Research*. 9 (5).  
<https://www.jetir.org/view?paper=JETIRBN06003>
- Lucy, S. (2013). *Societal attitude towards education of the girl child in Manipur State*. [A Doctoral Dissertation in Education of Nagaland University, Kohima campus, Meriema].
- Longkumar, I. W. (2019). *Naga women's perspective on gender roles: An analysis of literacy narratives*. New Delhi : Zubaan publisher Pvt. Ltd.
- Longchar, T. (2021). An appraisal on girls and women concerning gender roles in Naga society: A pastoral outlook. *Journal of emerging technologies and innovatives research*. 8 (12).  
<https://zubaanprojects.org/wp-content/uploads/2020/02/SPF-2018-Grant-Papers-Naga-Womens-Perspectives-On-Gender-Roles.pdf>
- Mitra, M. ( ). Secondary education system in India: Overview and criticism.  
<https://www.sociology.com>education>.
- Moshe, T. and Gina. E (2001). Teachers' perceptions of their students' gender roles. *The journal of educational research*. 94 (4). Pp. 215 – 224. <https://www.jstor.org/stable/27542326>
- Mathur, S.S. (2008). *Teachers and secondary education*. Agra: Agarwal Publications.
- Madhumita, B. and Ramya, S. (2008). *Gender equity in education: a review of trends and factors*. Consortium for research on educational access, transitions and equity (CREATE) Research Monograph no. 18. <https://www.worldcat.org/title/gender-equity-in-education-a-review-of-trends-and-factors/oclc/757919199>
- Mercan, P. (2010). *Perception of parents regarding girls' education – Sivas Case*. [A thesis submitted to the graduate school of social sciences of Middle East technical university.]  
<https://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.632.9372&rep=rep1&type=pdf>
- Maninannan, M. (2011) *Psychology of learning and human development*. Hyderabad: Neelkamal publication Pvt. Ltd.

- Meyers, R. & Houssemand, C. (2011). Teachers' perception of school dropout in Luxemburg. *Procedia social and behavioral sciences* 15.Pp.1514-1517.  
<https://www.sciencedirect.com/science/article/pii/S1877042813030188>
- Mehta, D. (2012). *Women empowerment through education. The Indian demographic and policy perspective*. <http://www.educationindiajournal.org>.
- Mund, S. (2014). *A study on the constraints of school education among tribal girls in Kalahandi district*. [A Thesis submitted to Sambalpur University for the Degree of Doctor of Philosophy in Education]. <https://shodhganga.inflibnet.ac.in/handle/10603/284138>
- Mahdi, A. (2016) *Gender, School and Society (Concept, issues and opinions)* New Delhi: Kanishka Publishers.
- Maqsood, F. (2016). Teachers' perception about female education and their social life. *International journal of innovation in teaching and learning*. 2 (1).  
<http://irigs.iu.edu.pk:64447/ojs/index.php/IJITL/article/view/377>
- Mercy, O. (2017). An assessment of factors militating against girl child education in Nigeria. *International Journal of advanced and multidisciplinary social sciences*. 3(2).  
<http://article.sapub.org/10.5923.j.jamss.20170302.03.html>
- Mahanta, N. N. et.al. (2017). *Contemporary concerns and issues in education*. Guwahati : Mani Manik Prakash.
- Mint Newspaper, India (Jan, 2018) – 62.1 million children in India are out of school.  
<https://www.livemint.com/Opinion/iXWvKng7uU4L8vo5XbDn9I/The-high-dropout-rate-of-girls-in-India.html>
- Maddela, S. & Pradeep, M. (2019). Problems of women education in India. A case study of Mangalagiri Mandal in Guntur district of Andhra Pradesh. *International Journal of trends in Scientific Research and Development*. 3 (3).
- Manitombi, D.K. (2020). A study of parental attitude towards girl's education in the hill areas of Manipur. *International journal of multi disciplinary education research*. 9 (8). [http://s3-ap-southeast-1.amazonaws.com/ijmer/pdf/volume9/volume9-issue12\(8\)/10.pdf](http://s3-ap-southeast-1.amazonaws.com/ijmer/pdf/volume9/volume9-issue12(8)/10.pdf)
- MHRD (2022), Education for girls. Press Information Bureau, Govt. of India  
[https://www.education.gov.in/sites/upload\\_files/mhrd/files/RU1937\\_sel.pdf](https://www.education.gov.in/sites/upload_files/mhrd/files/RU1937_sel.pdf)
- Nagaland Basic Facts (2011). Directorate of Information and Public Relations, Kohima, Nagaland (DIPR).

- Nagaland Board of School Education result Gazette (2018). High School Leaving Certificate Examinations.
- Nagaland Board of School Education result Gazette (2019). High School Leaving Certificate Examinations.
- Nagaland Board of School Education result Gazette (2020). High School Leaving Certificate Examinations.
- Nagaland Board of School Education result Gazette (2021). High School Leaving Certificate Examinations.
- Nagaland board of School Education History timeline. A brief profile of Nagaland board of School education. <https://nbse.edu.in/about-nbse>.
- Naga Women's Union (2018). *The place of women in Naga Society*. Guwahati: Christian Literature Centre.
- NDTV Education (24<sup>th</sup> Jan. 2021). GER of girls has improved by 3.87% points: Ministry.
- Oxfam India. Importance of girl Child Education. <https://www.oxfamindia.org/importance-of-girl-child-education#:~:text=Girl%20child%20education%2C%20especially%2C%20benefits,gender%20based%20discrimination%20and%20inequality>.
- Okabia, E.O. and Ekejiuba, P. (2015). Parental attitude and girl child education in Edo State, Nigeria. *Journal of educational and social research*. 5 (3).  
<https://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.855.8398&rep=rep1&type=pdf>
- Onoyase, A. (2018). Attitude of parents towards female child secondary education in Sokoto state, Nigeria: Implication for counseling. *Journal of Educational and Social Research*. 8 (2).  
<http://archive.sciendo.com/JESR/jesr.2018.8.issue-2/jesr-2018-0012/jesr-2018-0012.pdf>
- Orchids – The International School (2021). Girls Power: Transforming India through female education. <https://www.orchidsinternationalschool.com/childrens-literature/female-empowerment/>
- Pandit, V. (2014) *Educational adjustment of adolescent girls (Rural and Urban) and their future prospects*. [Doctoral thesis, Chaudhary Charan Singh University, Meerut.]  
<https://shodhganga.inflibnet.ac.in/>
- Padmanabha, C.H. (2015). Right to education act – challenges in its implementation in rural areas. *Indian Journal of Applied Research*. 5 (1).

[https://www.worldwidejournals.com/indian-journal-of-applied-research\(IJAR\)/recent\\_issues\\_pdf/2015/January/January\\_2015\\_1421737249\\_34.pdf](https://www.worldwidejournals.com/indian-journal-of-applied-research(IJAR)/recent_issues_pdf/2015/January/January_2015_1421737249_34.pdf)

- Pant, S.K. (2016) *Gender bias in girl child education*. New Delhi: Kanishka publishers,
- Porter, S.A. (2016) Girls education, development and social change. *Seeding, strengthening and linking. (Global fund for women) Policy futures in education*. 14 (5).  
<https://journals.sagepub.com/doi/full/10.1177/1478210315625904>
- Pamei, A. (2018). *The place of women in the Naga society. pp VIII* . Naga women 's Union (NWU), International Work Group for Indigenous Affairs (IWGIA) Henry Martyn Institute (HMI). Publisher: Christian Literature Centre, Guwahati
- Panigrahi, D. (2019). Women Empowerment through development of education in tribal communities; A case study of Malkangiri district of Odisha. *International Journal of Humanities and Social Sciences*. 8 (9). [http://www.ijhssi.org/papers/vol8\(9\)/Series-1/G0809013948.pdf](http://www.ijhssi.org/papers/vol8(9)/Series-1/G0809013948.pdf)
- Parul, C. and Guru, K. (2020) Opportunities and challenges for girl child schooling and education in India. *International Journal of Creative Research and Innovation*. Vol 5 (7)  
<https://ijcrt.org/papers/IJCRT2002239.pdf>
- Press Information Bureau (22<sup>nd</sup> Dec. 2021). Increasing enrolment of girls. Ministry of Education, Govt of India. <https://pib.gov.in/Pressreleaseshare.aspx?PRID=1784250>
- Presilla, A.G. et. al. (2020). Assessing Girl Child Education and parental consciousness and involvement in the Ashaiman Municipality. *International Journal of Scientific Research in Sciences, Engineering and Technology*. 7 (5).  
[https://www.researchgate.net/publication/348165230\\_Assessing\\_Girl\\_Child\\_Education\\_and\\_Parental\\_Consciousness\\_and\\_Involvement\\_in\\_the\\_Ashaiman\\_Municipality](https://www.researchgate.net/publication/348165230_Assessing_Girl_Child_Education_and_Parental_Consciousness_and_Involvement_in_the_Ashaiman_Municipality)
- Kaiser, S. et.al. (2015) Exploring factors affecting girls' education at secondary level: A case of Karak district, Pakistan. *Journal of education and practice*. 6(19).  
<https://files.eric.ed.gov/fulltext/EJ1079529.pdf>
- Ramachandran, V. (2004). *Gender and social equity in education*. Hierarchies of access, New Delhi: Sage Publication.
- Ramana, D and Usha Rani, D. (2015) A study on discrimination of girl child. *Indian Journal of Research*. 4(2).  
[https://www.worldwidejournals.com/paripex/recent\\_issues\\_pdf/2015/February/February\\_2015\\_1423916087\\_13.pdf](https://www.worldwidejournals.com/paripex/recent_issues_pdf/2015/February/February_2015_1423916087_13.pdf)
- Ramesh, P. (2015). Enrolment and dropout percentage among boys and girls up to secondary level in India: A comparative study. *International Letters of Social and Humanities*

- Sciences*. 8 (2). Pp. 123 – 134.  
<https://www.researchgate.net/publication/273130909> Enrolment Dropout Percentage among Boys Girls up to Secondary Level in IndiaA Comparative Study
- Annual Report (2016-17). Rashtriya Madhyamik Shiksha Abhiyan (RMSA) of Nagaland, Kohima.
- Annual Report (2017-18). Rashtriya Madhyamik Shiksha Abhiyan (RMSA) of Nagaland, Kohima.
- Radhika, K. (2018). Factors that affect girl child education. Delhi University.  
<https://www.researchgate.net/publication/323825412> Factors Affecting Girl Child Education
- Radhika, K. (2021). Understanding the significance of secondary education in India. Article-Delhi University <https://www.researchgate.net/profile/Radhika-Kapur-2>
- Singhal, S. (1995). *Development of education, occupation and employment of women in India*. New Delhi: Mittal Publication.
- Shukla, R.P. and Buno, Z. (2006). *Education Development in Nagaland*. New Delhi (India): Manas Publication.
- Shahzab,S. et.al. (2011). Community attitude towards female education. *International journal of academic research*. 3 (1).  
<https://www.researchgate.net/publication/299347925> Community attitude towards female education
- Sharma, R.A.(2011). *Development of educational system in India*. Meerut: Published by Vinay Rakheja c/o R.Lall Book Depot .
- Sujatha, K. and Geetha Rani,P. (2011) *Development of education in India*, New Delhi: Shipra Publication.
- Suguna, M. (2011). Education and women empowerment in India. *International journal of multidisciplinary research*. 1 (8). <https://catalog.ihsn.org/citations/64229>
- Sivakumar, I. and Anitha. M. (2012). Education and girl children in Puducherry region: Problems and Perspective. *International Journal of Social Science and interdisciplinary Research*. 1 (11). <http://indianresearchjournals.com/pdf/IJSSIR/2012/November/19.pdf>
- Sajid, G. (2012). Gender stereotypes and teachers perception (The case of Pakistan). *Information and knowledge management*. 2 (7).  
<https://core.ac.uk/download/pdf/234671245.pdf>

- Suen, S. (2013). The education of women as a tool in development. *Challenging the African Maxim, Hydra*. 1. 60 – 76. <https://www.semanticscholar.org/paper/The-education-of-women-as-a-tool-in-development%3A-Suen/f5a732999a7b629843e6c3ca057fe02d9ca01eb9>
- Saryal, S. (2014). Women's rights in India: Problems and prospects. *International research journal of social sciences*. 3 (7).
- Sujata, M. (2014) *A study of the constraints of school education among tribal girls of Kalahandi district* [A thesis submitted to Sambalpur University for the degree of doctor of philosophy in education]. <https://shodhganga.inflibnet.ac.in/handle/10603/284138>
- Singh, C.K. (2015). Women literacy in India – Issues and challenges. *Global Journal of Interdisciplinary Social Sciences*. 4 (4). <https://www.walshmedicalmedia.com/open-access/womens-literacy-in-india-issues-and-challenges.pdf>
- Shahidul, S.H. and Zehadul Karim, A.H.M. (2015). Factors contributing to school dropout among the girls: A review of literature. *European Journal of Research and Reflection in Educational sciences*. 3 (2). <https://www.idpublications.org/wp-content/uploads/2015/02/FACTORS-CONTRIBUTING-TO-SCHOOL-DROPOUT-AMONG-THE-GIRLS.pdf>
- Sahoo, S. (2016). Girls' Education in India: Status and Challenges. *International journal of Research in economics and social sciences*. 6 (7).
- Sharma, S. Kurushetra (2016). Girl child: Educate to empower. <https://afeias.com/knowledge-centre/magazines/kurukshetra-december-2016-girl-child-educate-to-empower/>
- Somani, T. (2017). Important of educating girl for overall development of society: A global perspective. *Journal of educational research and practice*. 1(1). Pp. 125-139. <https://scholarworks.waldenu.edu/cgi/viewcontent.cgi?article=1225&context=jerap>
- Shyja, N. C. (2017) *Development of psychosocial and personal skills of girls students at secondary level*. [ Doctoral thesis. School of pedagogical sciences. Mahatma Gandhi University, Kottaya.] <https://shodhganga.inflibnet.ac.in/>
- Singh, S. K. (2018) Literacy rate in North East India: An analysis. *International Journal of Research in Social Sciences*. 8(11). [https://www.ijmra.us/project%20doc/2018/IJRSS\\_NOVEMBER2018/IJMRA-14646.pdf](https://www.ijmra.us/project%20doc/2018/IJRSS_NOVEMBER2018/IJMRA-14646.pdf)
- Sarkar, S. (2018). Problems of women education in India. *International Journal for Research trends and Innovation*. 3 (12).

- Sudhir, M. and Pradeep, M. (2019). Problems of women Education in India. A case study of mangalagiri mandal in Guntur district of A.P. *International Journal of trends in scientific research and development*. 3(3).
- [https://www.researchgate.net/publication/333683467\\_Problems\\_of\\_Women\\_Education\\_in\\_India\\_A\\_Case\\_Study\\_of\\_Mangalagiri\\_Mandal\\_in\\_Guntur\\_District\\_of\\_AP](https://www.researchgate.net/publication/333683467_Problems_of_Women_Education_in_India_A_Case_Study_of_Mangalagiri_Mandal_in_Guntur_District_of_AP)
- Sinha, S. & Kumar, D. (2019) Secondary education in Nagaland: An overview. *International journal of advance research and innovative ideas in education* 5 (2).  
[http://ijariie.com/AdminUploadPdf/Secondary\\_education\\_in\\_Nagaland\\_An\\_overview\\_ijariie12392.pdf](http://ijariie.com/AdminUploadPdf/Secondary_education_in_Nagaland_An_overview_ijariie12392.pdf)
- Swapna, N. (2020). *School Education of Girls in Nagaon District*. [Doctoral thesis, Assam University] <https://shodhganga.inflibnet.ac.in/handle/10603/291639?mode=full>
- Sainz, M. et.al. (2021). Secondary school teachers' views of gender differences in school achievement and study choices in Spain.  
<https://journals.sagepub.com/doi/10.1177/21582440211047573>
- Tyoakaa et.al. (2014). Problems and challenges of girl child education in Nigeria: The situation of Kalgo Local Government . Area of Kebbi state. *Journal of research and method in education* 4 (4).  
[https://www.researchgate.net/publication/284395697\\_Problems\\_and\\_Challenges\\_of\\_Girl-Child\\_Education\\_in\\_Nigeria\\_The\\_Situation\\_of\\_Kalgo\\_Local\\_Government\\_Area\\_LGA\\_Of\\_Kebbi\\_State](https://www.researchgate.net/publication/284395697_Problems_and_Challenges_of_Girl-Child_Education_in_Nigeria_The_Situation_of_Kalgo_Local_Government_Area_LGA_Of_Kebbi_State)
- The Morung Express (24<sup>th</sup> January, 2014). Nagaland observes National girl child day. The daily News paper in Nagaland.
- The Morung Express (29<sup>th</sup> April 2014). Gender equality in Naga society. The daily News paper in Nagaland.
- The Morung Express (15<sup>th</sup> July), 2015) Sukanya Samridhi Account launched. The daily News paper in Nagaland.
- The Morung Express (15<sup>th</sup> July, 2016). Sukanya Samridhi Account awareness drive launched in Nagaland. The daily News paper in Nagaland.
- The Indian Express (8<sup>th</sup> March, 2019). Girls' enrolment on the rise, their dropout remain high; here's why.
- The Morung Express (14<sup>th</sup> October, 2020). Education – The tool of empowerment of women. The daily News paper in Nagaland.

- The Indian Express (1<sup>st</sup> July, 2021). Over 12 crore girls have enrolled in schools, only 39% schools have computers: UDISE report.
- Temsukala (2021). Influnce of Education on Naga identity: From women perspective. *Asian Journal of Multidisciplinary research and Review*. 2 (2). [https://thelawbrigade.com/wp-content/uploads/2021/06/AJMRR\\_Dr.-Temsukala.pdf](https://thelawbrigade.com/wp-content/uploads/2021/06/AJMRR_Dr.-Temsukala.pdf)
- Times of India – Education (4<sup>th</sup> Jan. 2022). Dropout rate of girls after class 10 still worrisome.
- The Hindu Bussinessline (April 1, 2022), ‘Girls’ education scheme not doing too well.’
- UNESCO (2000). *Dakar framework for action; education for all: meeting our collective commitments, UNESCO, Franch*. <https://unesdoc.unesco.org/ark:/48223/pf0000145990>
- UNESCO Bangkok (2006). The impact of women teachers on girl’s education. <https://unesdoc.unesco.org/ark:/48223/pf0000145990>.
- Umoh, I.G. and Atakpa, A.O. (2014). Girl child education: Changing trends in societal attitude. *Multidisciplinary research development*. 22(2). [https://www.globalacademicgroup.com/journals/nard/GIRL CHILD%20EDUCATION.pdf](https://www.globalacademicgroup.com/journals/nard/GIRL%20CHILD%20EDUCATION.pdf)
- Uma Devi, D. and Reddy, P.A. (2015). *Teachers view on Education. (Education of the marginalized girls)*. New Delhi: Sarup book publishers Pvt. Ltd. Pp. 117 – 128.
- Uma Devi, D. and Reddy, P.A. (2015). *Status of education in Andhra Pradesh (Education of the marginalized girls)*. New Delhi: Sarup book publishers Pvt. Ltd. Pp. 99 – 108.
- Uzma, E. (2017). Attitude of parents towards girls education. *Saudi Journal of Medical and pharmaceutical sciences*. [http://researchjournal.co.in/upload/assignments/8\\_353-359.pdf](http://researchjournal.co.in/upload/assignments/8_353-359.pdf)
- Usman, M. (2019). Factors influencing parental attitude towards girl child education in Sokoto south local government area, Sokoto, Nigeria. *International journal of research and innovation in social science*. 3 (7). <http://archive.sciendo.com/JESR/jesr.2018.8.issue-2/jesr-2018-0012/jesr-2018-0012.pdf>
- Varshney, R and Joshi, U. (2015). Impact of parental involvement towards school education between boys and girls. *The international Journal of Indian psychology*. 2 (4). <https://ijip.in/articles/impact-of-parental-involvement-towards-school-education-between-boys-and-girls/>
- Vupru, K. (2016). Importance of right to education on quality education in Nagaland: A case study of Government Middle School, Kuda Village, Dimapur.1 (3). Pp 1 – 14.
- Vero, Y. and Eneingulou, L. (2019). *Women in the Naga Society*. Assam: Gigabytes press and publication.



- Warjri, K.M. (1998) *Education and social problems faced by women. (In the edited book of Lucy Zehol, page 6 – Women in Naga society)* [https://www.iwgia.org/images/documents/Books/The\\_Place\\_of\\_Women\\_in\\_Naga\\_Society.pdf](https://www.iwgia.org/images/documents/Books/The_Place_of_Women_in_Naga_Society.pdf)
- Winason, M. (2012). *An evaluative study on societal perception of girl child education. A case study of Kaganga area in Kalomo.*  
<http://dspace.unza.zm/handle/123456789/1085?show=full>
- Wood, T. D. (2012). Teachers' perception of gender – based difference among elementary school teachers. *International Electronic Journal of elementary Education*. 4 (2). Pp. 317 – 345. <https://files.eric.ed.gov/fulltext/EJ1070480.pdf>
- Yagana, A.S.et.al (2021). Factors that contribute to girl's dropout in some selected secondary school within Damaturu metropolis, Yube state. *International journal of science and research archive*. 02 (01). Pp. 055 – 065. <https://www.idpublications.org/wp-content/uploads/2015/02/FACTORS-CONTRIBUTING-TO-SCHOOL-DROPOUT-AMONG-THE-GIRLS.pdf>
- Zehol, L. (1998). *Women in Naga society*. New Delhi: Regency Publication.
- Zeliang, L. (2014). *National policy in context*. Dimapur (Nagaland). Printed at Heritage publishing house.

## APPENDICES

### *Appendix-I*

*Dear Parent,*

This is in connection with a doctoral research (Ph.D.) entitled “*A Study on Girl Child Education at Secondary School level in Kohima District of Nagaland*” under the supervision of Dr. Boyillapalli Venkata Rao, Assistant Professor. Here are some statements, which are concerned with your attitude towards your Girl Child Education at Secondary School Level. Please read each statement carefully in terms of its contribution to your responses and put a **tick mark** in any of the cell given against the statement.

Please attempt all the items. There is no right or wrong answer. This is purely for doctoral research purpose and all the information will be kept confidential. Please give your response accurately. “*Accurate Information is the backbone of any useful research work*”. I will be ever grateful for your cooperation and help.

**Please fill the following information**

1. **Gender** : Male / Female
2. **Locality of residence** : Urban / Rural
3. **Family type** : Nuclear Family/Joint Family/ Single Parent Family.

### **Parents Attitude towards Girl Child Education at Secondary School Level**

**Note:** Please give a Tick (✓) mark in one of the alternative columns against each item. Respond to all the items

S.No	Statements	gree	Undecided	Disagree
1.	Girl child education is very important as basic need.			
2.	Girls are getting quality education at secondary level in the school where your daughter is studying.			
3.	Education liberates girls from ignorance and helps her to fight for her rights.			
4.	Education helps girls to lead an independent life in future.			
5.	I should give the same treatment to my sons and daughters when it comes to education.			
6.	I give first preference to my son's education than my daughter's education because my son will inherit our family's property.			
7.	I should give equal time to my son and daughter for their studies.			
8.	My daughter is doing well in her studies.			
9.	At secondary level co- education schools are better for girls for their all round development.			
10.	For girls, Government schools are enough to get minimum education.			
11.	Girls should be given the freedom to choose their own future course of study.			
12.	Even if my daughter completes secondary level education with good marks, I may not be able to send her outside for further studies due to : <b>a).</b> financial problems			
	<b>b).</b> No trust on others.			
13.	Girl education is more important than her marriage.			
14.	Girls have greater determination and will power than boys in studies.			
15.	Girls education is important for the development of the nation as well as my own community			
16.	My daughter should give way to my son's education if I cannot afford education for both of them			
17.	Girls education is wastage of time and energy because after her marriage, whatever she earns through her education will go along with her to her husband's family			
18.	I want my daughter to get married at an early age.			
19.	I want my daughter to get married only after passing secondary level education.			

20.	Even without education girls can lead a satisfactory life.			
21.	For girls, primary education is more than enough.			
22.	I want my daughter to help me at home instead of going to school.			
23.	Traditional beliefs and practices affect girl child education.			
24.	I hesitate to send my daughter to school due to insecurity .			
25.	There is no hope for future employment for girls with the secondary education.			
26.	Government should provide free education and hostel facilities for girls.			
27.	I cannot afford education for my daughter because the school fee is too high.			
28.	I am ready to invest lots of money for my girl child education.			
29.	School timing is not convenient for girls to follow.			
30.	The infrastructural facilities available in the school are not convenient for girls.			
31.	School environment is not conducive for girl's education.			
32.	The school curriculum does not help girls in practical life.			
33.	Lack of proper sanitary facilities in secondary schools leads girls to drop their studies.			
34.	Eve teasing discourages girls to continue their studies.			
35.	As parent, I have no awareness about schemes and scholarships for girl child education.			
36.	School should provide guidance and counselling for girls and for their parents at secondary level education.			
37.	I should equally distribute household chores to my sons and daughters.			
38.	Girl's health, education and well being are equally important as boys.			
39.	Girls prefer to stay at home and do domestic chores than going to school.			
40.	Present examination and evaluation system are gives more stress to girls at secondary level education.			
41.	Gender discrimination should stop first from home.			
42.	Educated mothers are able to protect their children's welfare through a higher quality education			
43.	Parents should meet the teachers often to discuss about their girl's performance and behaviour.			
44.	Adolescent girls are often down with depression, despair, low self esteem etc			

45.	<p>If you want to stop your girl from continuing secondary education, what are the reasons? (If you agree)</p> <p><b><u>(Please select all that apply in your case)</u></b></p>			
*If you disagree on the 45 <sup>th</sup> Item, no need to respond	a. Lack of interest in education			
	b. Marriage			
	c. Health problems of parents/ students			
	d. Too many children			
	e. Head of the family compulsion			
	f. Poor academic performance			
	g. Wrong behaviour of the girl			
	h. Financial Problem			
	i. School hours not fit for the girls.			
	j. No trust on the school system & its curriculum			
	k. Curriculum not fit for the girls			
	l. Lack of transportation			
	m. Most of the teachers are not trained and they don't have commitment			
	n. Geographical effects negatively			
	o. Since in Nagaland, there is no cost reducing mechanism for girls education			
	p. Nothing as such proposal to stop my girl education			
46.	<p>As a responsible parent what are the steps that you take to improve your daughter/girl - child education?</p> <p>.....</p> <p>.....</p> <p>.....</p>			

**Semi structured interview schedule for Secondary Teachers**

Dear teacher,

This is in connection with a doctoral research (Ph.D.) entitled “ *A Study on Girl Child Education at Secondary level in Kohima District of Nagaland*” under the supervision of Dr. Boyillapalli Venkata Rao , Assistant Professor. Here is a Semi-Structured interview schedule to analyze your observations/perceptions regarding Girl Child Education in Kohima District.

Therefore, please share your views and observations without any hesitations. There is no right or wrong answer. This is purely for doctoral research purpose and all the information will be kept confidential. Please give your response accurately, “*Accurate Information is the backbone of any useful research work.*” I will be ever grateful to you for your cooperation and help.

**Profile of the teacher**

- |                           |                              |
|---------------------------|------------------------------|
| 1. Name (Optional)        | :                            |
| 2. Sex                    | : Male/ Female               |
| 3. Type of institution    | : Government/ private school |
| 4. Locality of the school | : Urban/ Rural               |
| 5. Subject/s taught       | ..                           |

**Semi- structured interview schedule for Secondary Teachers**

1. Girl child education is very important. Please share your views.  
.....
2. Parents are not aware about the importance of their daughters' education. If yes (or) no. Justify.  
.....
3. What are the facilities available in your school to improve girls' enrolment and to avoid dropouts?  
.....
4. Adolescent period is a very crucial period in a person's life. In this connection how do you/ your school help the adolescent girls to go through this period without getting depressed, despair etc?  
.....
5. In your school, what are the role/ contributions of the following towards Girl Child Education?  
    (a) School management committee : .....  
    (b) Naga Community : .....  
    (a) Village Education Committee: .....
6. As a teacher, do you encourage your girl students to learn in the following areas?
  - a. Experiential learning. Yes/ No
  - b. Ability to move freely. Yes/ No
  - c. Decision making. Yes/No
  - d. To have voice in meetings/ associations/ clubs etc. Yes/ No
  - e. Constructivism Yes/ No
  - f. NCC Yes/ No
  - g. Scout and Guides Yes/ No
  - h. Flipped Class-room Yes/ No
  - i. Group Projects/Works Yes/ No
  - j. SUPW Yes/ No
  - k. Community Social Services Yes/ No

7. According to researchers and various national surveys “Learning abilities of tribal girls are much lower than the general category.” Do you agree. Please share your view.  
.....
8. Why there are differences among girls in different schools regarding their academic performance, academic standards, development of skills etc.  
.....
9. Generally girl’s dropout from secondary level is more than boys. What are the reasons according to you?  
.....
10. Is there gender gap in your school in terms of enrolment, drop outs, academic success etc? If Yes (or) No. Justify your answer.  
.....
11. How often do you/ the teachers meet or update the parents regarding the academic performance and behaviour of the girl students in the school premises?  
.....
12. As a teacher give your valuable suggestions for the improvement of girl child education in Kohima District  
.....



**Questionnaire for Girls – barriers to Girl Child schooling at Secondary Level**

Dear student,

This is in connection with a doctoral research (Ph.D.) entitled “*A Study on Girl Child Education at Secondary Level in Kohima District of Nagaland*” under the supervision of Dr. Boyillapalli Vankata Rao, Assistant Professor, department of Education, Nagaland University. Here are some statements to identify the barriers to girls schooling in Kohima District of Nagaland. Please read the statements carefully and give a tick mark against ‘Yes’ or ‘No’ cell for each statement.

Please attempt all the items. There is no right or wrong answer. This is purely for doctoral research purpose and all the information will be kept confidential. Please give your response accurately, “*Accurate Information is the backbone of any useful research work.*” I will be ever grateful to you for your cooperation and help.

***Profile of the girl student***

1. Name (optional): .....
2. Age: .....
3. Tribe: .....
4. Class: .....
5. Type of school management: Government / Private
6. Locality of the school: Rural / Urban

### Questionnaire for Girls- Barriers to Girls Schooling at Secondary Level

Sl.No	Statements	Yes	No
<b>A). Psychological barriers</b>			
1	Do you feel safe and secure to go to school?		
2	Is the school environment comfortable for you?		
3	(a) . Do you think that going to school is wastage of time and energy ?		
	(b). If no, do you think that education will help you to live an independent life in your future?		
4	Do you think gender discrimination is there in your school?		
5	Are you being bullied and looked down on because you are a girl?		
6	Do you have difficulty adjusting with boys in your class?		
7	Do you prefer studying in girls educational institutional rather than in co-educational institutions?		
8	Do you think that you are inferior to boys?		
9	a.) Is your school a girl friendly school?		
	(b). If no, does that discourage you to go to school?		
10	Are girl's privacy protected in your school?		
11	(a). Are majority of your teachers male ?		
	(b). If yes, does that discourage you to go to school?		
12	The presence of lady teachers in the school makes you feel	(a) Secure	
		(b) comfortable	
13	(a) Are you a first generation learner in your family?		
	(b) If yes, does that discourage you to continue education?		
<b>B). Institutional Barriers</b>			
1	Is the school timing convenient for you?		
2	(a). Is your school a male dominated school?		
	(b). If yes, does that makes you feel insecure to go to school?		
3	(a). Are there hostel facilities for girls in your school premises?		
	(b). If no, does that hamper your studies?		
4	(a). Is the number of students in the class very high?		
	(b).If yes, can you learn and understand what is taught in the class?		
5	Is your school located in a good environment?		
6	Is there sufficient numbers of classrooms?		
7	Does your school help the girl's to develop in the following areas/skills	Self protection	
		Life skills	
		Self / personality development	

8	Does your school have Physical Education teacher?			
9	Are there enough female teachers in your school to support you in your studies?			
10	Does your school have the following facilities?			
	a. Safe drinking water			
	b. Separate toilet for girls			
	c. Sanitary and water facilities in the toilets			
	d. Sufficient bench and desk in the class-room to study			
	e. Well ventilated and lighted class-rooms			
	f. Library with text and reference books			
	g. Electricity in the class-rooms			
	h. Computer for students			
	i. Subject wise laboratory			
	j. School kitchens			
	k. Boundary walls for the school			
	l. Playground within the school premises			
m. Girl's common room				
n. Guidance and counselling cell				
<b>C. Barriers caused by poor teaching – learning conditions in schools</b>				
1.	(a) Can you understand properly what is taught in the class?			
	(b) If no, is it because of the poor teaching of your teachers?			
2	Do your teachers understand your problems/ issues regarding learning and behaviour?			
3	Are you satisfied with your performance in your studies?			
4	If you are not doing well in your studies, does your teachers	a) Punish you		
		b) Humiliate you		
		c) Encouraged/motivate you		
		d) Provide remedial classes		
5	Does your teacher sacrifice his/her time and energy to clarify your doubt/ solve your problem when you approach for help?			
6	Your teachers come to take their classes	(a) Regularly and punctually		
		(b) Regular but not punctual		
		(c) Not regular but punctual		
		(d) Neither regular nor punctual		
7	(a) Are you overloaded with assignments and projects?			
	(b) If yes, does that discourage you to continue with your studies?			

8	Are your teachers trained to teach the subject which they are teaching?			
9	Do your Teachers use teaching learning materials while teaching?	Regularly		
		Sometimes		
		Never		
10	Are the teaching methods used by your teachers appropriate and interesting?			
11	(a) Is there ICT facilities in your school	Computers		
		Internet		
		Projectors		
		Smart boards		
	(b) If yes, do the teachers use them regularly while taking their class?			
12	a).In your school, are there remedial classes for slow learners / low academic achievers in different subjects?			
	b).If yes, is you satisfied with the remedial classes?			
13	In your school, is there enrichment programmes for gifted students (high academic achievers)?			
<b>D. Mental and physical barriers</b>				
<b>Only for disabled children</b>	(a) Do you have any disability?			
	(b) If yes, does that discourage you to come to school?			
	(c) Does your teacher understand your problem and try to help you?			
	(d) Are you being teased and looked down by others in the school because of your disability?			
	(e) Do you have problem to travel to school because of your disability?			
2	Does the school offer conditions/ facilities for disabled children to study along with other children?			
3	Do your parents take you for medical treatment whenever you have health problems?			
4	a).Are you being compared with your friends, cousins and neighbors in academic performance/skills by	(a) Yourself		
		(b) Parents		
		(c)Teachers		
	b). If yes, does this create any disturbance in your thoughts and actions?			
5	a). In your home, is there good relationship between your mother and father?			
	b). If no, does it influence your study negatively?			
6	a). Are you doing part time work to supplement your family income?			
	b). If yes, does it hinder your studies and have negative impact on your academic performance?			

7	Do your parents give more importance to your marriage than your studies?		
8	(a) Do you agree with the view of girls as someone else's property?		
	(b) If yes, does that discourage you in your studies?		
9	Are your parents aware about the benefits of girl's education?		
10	(a) Do you support that traditionally girls are expected to do more household chores than boys?		
	(b) If yes, do you get enough time to study at home?		
11	Are your parents discouraging you from going to school?		
	If yes, at which level?		
	Primary level		
	Middle level		
	High school level		
	Higher secondary level		
	At any level based on family situation		
<b>E. In general reasons that might lead to drop out:</b> (In case of you (or) In case of your friends)			
	<b><u>Please select all that apply</u></b>		
	a. Parents have no interest in education		
	b. Early/child marriage		
	c. Health problems of parents		
	d. Girl's health problem		
	e. Too many siblings		
	f. Head of the family compulsion		
	g. Poor academic performance		
	h. Wrong behaviour		
	i. Financial problem/due to economically weaker section		
	j. School functioning hours not fit		
	k. Curriculum not suitable for girls		
	l. Distance of the school		
	m. Insecurity feelings inside the school		
	n. Insecurity feelings outside the school		
	o. Due to social backwardness		
	p. Unable to understand the lessons		
	q. No hope in future with education		
r. Existing scholarships not at all satisfactory			

**List of Publications:**

1. **Khriezonuo Belho and Dr. B. Venkata Rao:** published a research article entitled ‘Barriers to Girl Child Education: An Empirical Study at Secondary Level in Kohima District of Nagaland’. *International Journal of advanced Research (IJAR)*. 9 (12). Pp. 761- 767. ISSN: 2320 – 5407.
2. **Khriezonuo Belho and Dr.B.Venkata Rao:** Published a research article entitled ‘Parental Attitude towards Girl Child Education.’ *Shodh Sarita* (UGC CARE Listed Journal). 8(29). Pp.231- 235. ISSN – 2348 – 2397.

**List of paper presentations:**

1. **Khriezonuo Belho and Dr. B. Venkata Rao:** presented a paper on ‘ *Girls Education: An Empirical Study on Parents attitude*’ at the Online International Conference on “**Gender Equity for Sustainable Development**” organized by Department of Education, NEHU, Shillong, in Collaboration with Council of Education Administration and Management (CEAM), India on the 11<sup>th</sup> & 12<sup>th</sup> of November, 2021.
2. **Khriezonuo Belho and Dr. B. Venkata Rao :** presented a paper entitled ‘ *Barriers to Girl Child Education: An Empirical Study at Secondary Level in Kohima District of Nagaland*’ at the **National Conference of Learning (NCL 2021)** organized by the Department of Education, Lady Irwin College, University on Delhi, New Delhi through online on November 26<sup>th</sup>, 2021.