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## **Do public schemes work towards women's education in Uttar Pradesh?**

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**Abstract:** The nexus between women's health and public policy has been one of the major concerns among the researchers and the policy makers in both central as well as states of India. The present study has made an attempt to examine the different public policies expenditure in Uttar Pradesh and according to that we have divided the study into three parts. In the first part, we have tried to collect all the policies and show the trends and patterns. In the second part we have tried to show effectiveness between the policies with the help of ANOVA. In the last part, we have prepared a model in which we have kept the public expenditure as the independent variable and maternal mortality rate (MMR) as the dependent variable, after that we have regressed the policies expenditure on MMR with the help of simple linear regression analysis.

**Keywords:** public policies; maternal mortality rate; expenditure; women health.

**Reference** to this paper should be made as follows: Khan, W.A. (2022) 'Do public schemes work towards women's education in Uttar Pradesh?', *Int. J. Education Economics and Development*, Vol. 13, No. 1, pp.17–37.

**Biographical notes:** Waseem Ahmad Khan is currently teaching at Galgotias University. Before that, he taught at Banasthali University, Rajasthan, India. He had done his graduation and post-graduation in Economics from Aligarh Muslim University then did his PhD in Economics also from Aligarh Muslim University. A part from that, he has also published many papers in well reputed journals and also presented a good number of papers in national and international conferences.

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### **1 Introduction**

Women empowerment is not just a national issue. If we consider its global aspect, we will feel that women have invariably been given a secondary status in all the societies. It is the education through which we can target this problem. For eliminating this inequality, the United Nations Organization framed an agreement which is called The Convention on the Elimination of all Forms of Discrimination against Women which further contributed to the organisation of the Women's Commission. Taking an account of this background, we come to recognise that women's empowerment has now become a matter of global discourse.<sup>1</sup> Considering all the aspects of this discourse, we will realise

that education is one of the most important means for empowerment of women. Thus, literacy should be spread amongst women. In India, the literacy rate among the women in the post-Independence period was not as per the expectations. If we as a country, dream of becoming a Super Power by 2020, then each element of our society and country should be able to contribute in the nation building operation. Thus, it is urgent for us to recognise the importance of women's education which would in turn give a motivation to the process of women empowerment.<sup>2</sup> The constitution not only guarantees equality to women, but also empowers the State to adopt measures of positive discrimination in favour of women. Literacy level of women was quite low (25% for male and 9% for female) in 1950s (Singh, 2007). It is only after the recommendations of the Indian Education Commission and the National Policy of Education that the education of girls was seen as a way of social transformation. The policy gives special stress on revolutionary programs to assess equal educational opportunities to all the groups and both sexes. The organisation also gave primary responsibility for elementary education to the state governments, while the central government was handed responsibility for technical and higher education. The 42nd Amendment to the constitution for 'making education to all' in India was passed in 1976. One of the outcomes of this was the foreign assistance which was so far limited to technical and higher education now started to flow into primary education as well. Therefore, there has been a deliberate articulation of education for equality of women, which is reflected in the educational policy discussion. Monitoring committees for girls' education at the Ministry of Human Resource Development level and also at the state level were organised to check the factors of gender concerns in all policies and projects. Stress was laid on enrolment and retention of the girl child in formal and non-formal schooling, employment of rural women teachers and exclusion of gender bias in the program. Nationwide gender sensitisation programs were undertaken to cover a large number of educational personnel to include educational administrators, teachers and teacher educators. Media campaigns and parental awareness programs for getting a positive climate for girls' education were also given importance. Many programs launched by the government to offer education for females. In the past two decades, women's participation in primary, middle and secondary schools has increased considerably (Jyothsna, 2016).

Education in today's world is undoubtedly the most powerful tool to ignite the young minds and guide the young generation. At this time when our society is fast evolving, it is the sound education system that enlightens the young generation with knowledge and values and empowers them to dream big. Taking this forward, Indian parliament enacted the Right of Children to Free and Compulsory Education Bill, 2009, to provide education to all children in the age group of 6–14 years. However, any change in policy does not immediately translate into practice in schools. Concentrated efforts must be made by states and departments of school education to capitalise on the policy changes and to ensure that good quality education is made available to one and all. The state of Uttar Pradesh in India has a history of education and learning. The concept of an elaborate school and college education introduced by the British was carried forward by the state government authorities post-independence. Children and women education was promoted by the colonial rulers in India and ever since, the education system of Uttar Pradesh has seen an uphill graph. According to the census reports published in the year 2011, the literacy rate in the state is 69.72%. This is a noticeable improvement as compared to the literacy rate of 56.27% recorded in the year 2001. It took a long time for Uttar Pradesh state government to improve the conditions of education within the state.

Public apathy is a prominent scenario in Uttar Pradesh and this gets reflected in the education system of the state.

In the last five years, Uttar Pradesh has made giant strides in the field of primary education. With a literacy rate of approximately 70% and approximately 351 million school going children, Uttar Pradesh has ensured that around 93% of children are enrolled in school (Education Status Report, 2015). It is to note that this significant jump in the enrolment in primary schools in Uttar Pradesh would not have been possible without successful government initiatives like Sarva Shiksha Abhiyan or the Universal Elementary Education scheme and mid-day meal scheme. These various government schemes ensure all children have access to quality education and complete a full course of elementary schooling.

## **2 Review of literature**

Literature has been collected and studied on women education. We have studied several articles, papers, reports related to various indicators of women development such as education, health, and employment. It has been done keeping in mind women centric policies related to these indicators and tried to find literature showing how these public policies are benefitting various aspects of women's life.

Khan and Khan (2015) tried to show the effectiveness of the government policies by reviewing the gender budget statements. They have observed that the policies which are specifically prepared for addressing the gender issues have not been leaving much impact in comparison to general policies and also pointed out that the policy makers have not laid much emphasis on adult women while preparing the gender budget statements. Furthermore, they found that the policy makers allocated more funds towards the unintended policies than intended policies and said that this is the reason for slow performance of public policies. In this paper, researchers tried to differentiate the intended and unintended policies through different ideas and discussed their meaning and benefits while preparing policies in accordance with and suggested that the expenditure should be shifted from unintended to intended policies for improving the performance of the public policies. They have also suggested that instead of increasing the number of policies, the government should try to increase the expenditure towards the women specific policies which would help women directly. Finally, authors concluded that there are few general policies which performed quite well while specific policies have not performed effectively under gender budget statements

McCracken et al. (2015) tried to explore various challenges and opportunities for women empowerment through education. Authors felt that a more equitable distribution of educational resources, gender sensitive institutional cultures and practices, and challenging social norms and expectations of men and women are needed. This study has covered not only the broad issues but also tried to address the literature from the aspect of women education. They examined the influence of poverty and socio-economic status on educational outcomes as well as potential solutions. The authors were able to detect the evidences of gender isolation in university and schools hierarchies in Europe and advanced economies which are both horizontal and vertical in nature - male academicians tend to earn more than female and women are more likely to be associated with non-science subjects. This gender stereotype could be found throughout the education system. The effect of social and cultural norms was found to be an interfering factor in

whether or not education can lend greater empowerment for women. Furthermore, they are of the view that equality of educational attainment and achievement may not possibly translate into better labour market outcomes. Other factors are at play including the disproportionate amount of child care and other household chores that women undertake the tendency of women to take career breaks for child rearing and the role of wage bargaining power in different economies. Thus, authors reached to the conclusion that lack of education is not the only factor which encourages the society to perform gender stereotyping. Finally, while suggesting some ways out, they recommended that all educational and support staff should be trained and supported to be aware of the impact of gender roles and stereotypes on their students' self-confidence and personal identities in particular.

Sandhya (2015) tried to find out the impact of modern education on the lives of women of rural areas of Bagalkot district in the state of Karnataka. Major findings of the study show that out of 40 respondents 52.5% are illiterate, 22.5% are under matrices, 17.5% are matriculates 5% are intermediates, and 2.5% are graduates. There are no single PG holder and professional women in the village area. This study shows that village women of Bagalkot district are still much backward in education despite of 68.15% women literacy rate of Karnataka State. The study shows that 77.5% women were of the view that there are not sufficient educational opportunities for women and 95% respondents mentioned that there are no night schools, adult schools, part time schools and any other special arrangements in their area for women education. The author found that out of all the respondents, only 7.5% women living in rural area plan their family budget and 92.5% depend on their husband and guardian, in this study, it was found that 95% women have taken treatment from Bez or Kabiraj (quacks) instead of doctors. 75% women and girls are still facing restriction from their parents to travel alone. 95% women were feeling insecure to travel anywhere due to lack of knowledge and empowerment, this study shows that 42.5% women living in rural area still do not know about the Janani Shuraksha Yojana, 80% women are unaware about the causes of anaemia, 72.5% women do not know about the HIV/AIDS and STDs and its related diseases. Result of the study found that modern education and facilities have influenced the process of women empowerment but only in urban areas. Rural women are still lagging behind.

Ojobo (2008) believes that education acts as a stimulant for women empowerment in Nigeria. In this paper, researcher has used primary as well as secondary data which he had collected through interview and documentary analysis to study the situation of Nigerian women and is of the view that in spite of all the enthusiastic goals and objectives of education, Nigerian women still faces a lot of restrictions and inhibitions which strive them to lead an empowered life thereby affecting against their personal and national development. A qualitative data analysis technique was employed in order to analyse the responses from the unstructured interview and related documents. After studying the issue to the core, author reached to the conclusion that education is acknowledged worldwide as the pivot around which the quick development of any nation revolves. It is also the basis for the full advancement and improvement of the status of women. However, a cursory look at the pattern of women's contribution in education in Nigeria reveals dreadful low levels. Considering all the efforts made by the various levels of governments-federal, state and local, together with non-governmental organisations and donor agencies, there are still more to be done in the area of girls and women education.

Klein (1987) showed the ineffectiveness of the public policies and to find this out, Researchers gave special emphasis on the intended and unintended policies. Actually, sometimes intended policies have not benefited women and unintended policies showed much better results as far as women policies are concerned, so accordingly on this basis author determined the ineffectiveness of the policies. The framework developed to examine these policies should help educators and policy makers play an informed, deliberate role in influencing the nature and use of specific public policies to attain their goals for girls and women in education. The principal focus of this paper was on the public policies as they affect girls and women in education, but policies that affect individuals with multiple group membership such as disabled or minority women were also being discussed as appropriate. In deciding how to use public policies to attain educational goals for females, educators and policy makers should discover consensus goals, use research and evaluation to learn how specified public policies affect females, develop and revise policies so that they complement, rather than contradict, each other and have the desired impact and help practitioners use the policies effectively so that the desired goals will be attained. Finally, the author summarised that the effects of public policies on the education of girls and women are not straight forward. Sometimes policies that are specifically made to help females may not have the desired effect.

We have made a sincere attempt to understand the core issue related to the topic. In order to absorb the basic idea of the research, we have rigorously reviewed several papers, articles, books, thesis, reports, etc. both national as well as international. Undoubtedly, there has been an enormous amount of study that has been conducted by the previous researchers explaining the problems related to women empowerment and the policies adopted by the government so far to resolve the issue.

### **3 Objectives**

- To explore the trend and pattern of public policies expenditure on women education in Uttar Pradesh.
- To find out the effectiveness of different public policies on education in Uttar Pradesh.
- To find out the impact of public policies expenditure on women education.

### **4 Hypotheses of the study**

To achieve the aforesaid objectives, two hypotheses have been developed to test the ultimate result of the study.

- 1 *Null Hypothesis (H<sub>0</sub>):* There is no significant difference between and within the women's educational public policies in Uttar Pradesh.

*Alternative Hypothesis (H<sub>a</sub>):* There is a significant difference between and within the women's educational public policies in Uttar Pradesh.

2 *Null Hypothesis (H<sub>0</sub>):* There is no significant impact of public policies on women education in Uttar Pradesh.

*Alternative Hypothesis (H<sub>a</sub>):* There is a significant impact of public policies on women education in Uttar Pradesh.

## **5 Research methodology**

In the present study, we have focused on women education in Uttar Pradesh. We have selected various policies on the basis of the indicator and formulated the objectives accordingly. To fulfil the first objective for showing the trend and pattern of expenditure of various women related public policies, we gathered the data for various policies related to women education from the gender budget statement issued by the Ministry of Women and Child Development at national level, annual budget statement issued by Planning Department of Uttar Pradesh at state level. Our second objective was to find out the effectiveness of the selected public policies for which we made use of ANOVA with post hoc test and thirdly, we aimed at finding out the impact of public policies expenditure on women education using simple linear regression.

## **6 Analysis of public policies on women education in Uttar Pradesh**

Education is a key component of human development and has been accepted as a right of every person. It is needed both as an end in itself to enable people to lead a cultured and more satisfying life as well as for developing human capabilities for earning higher incomes. Educational levels are also closely related with other indicators of human development like fertility rate, mortality rates, etc. This part of the chapter discusses the progress of female education through different public policies in the state and the various state initiatives taken in this direction and identifies critical areas for future development. Along with that, it examines the female educational status at the state level, progress in female educational infrastructure, recent government initiatives in the field of female's primary and secondary education, expansion of higher and technical education and public expenditure on female education in the state. In Uttar Pradesh, the female education has been playing a very important role as far as development is concerned. There are different types of educational policies aimed at improving the quality of female education and its expenditure level. If we see from the development point of view, the expenditure towards the women education is very important in Uttar Pradesh because the double digit growth would be realised only through the participation of women in every type of economic activities and will also fulfil the target of inclusive growth in the state as well as in the Indian economy. The development of education sector is very crucial for women to participate in the economic activities because almost half of the state population is female and according to the survey the female education in Uttar Pradesh seems to be quite low, if the state government with central assistance would increase the expenditure through different policies towards women education, automatically the multiple process will start to achieve the double digit growth rate in the country. There are some major

policies related to women education which has performed well during the last decade like *Sarva Shiksha Abhiyan*, *Kasturba Gandhi Balika Vidyalaya Yojana*, *Kanya Vidya Dhan Yojana*, *Pre Matric and Post Matric Scholarship*, etc., which have been analysed in the following section.

In Table 1, we have included only 12 major policies according to their expenditure and consistency during 2004–2005 to 2014–2015, which can be easily seen from the above charts. Due to the variation in the nature of the data, we are unable to depict all the policies in one chart, which is why we have divided all the policies into four parts and arranged their expenditure into log form, which shows the difference between the policies in the charts. Now from part 1 of the chart, we can compare the pattern of the *KGBVY*, *KVDY* and *NRGMOGS*. Focusing on the charts and the table, we may notice that the expenditure level of *KGBVY* is highest among the policies and has increased consistently over the years except year 2011–2012. This is the only policy which has performed exceptionally well among all the policies because the expenditure on the *KGBVY* comes under the primary needs of the country which will give long term return to the economy and this is the basic requirement of the country's education that's why we cannot ignore it. Similarly, the *NRGMOGS* also performed well but is quite inconsistent in the nature and its pattern also shows decreasing trend as compared to the *KGBVY*. An important point is that their expenditure level seems to be very low. If we look at the expenditure under *KVD*, it can be seen that there is an increasing trend in the initial years but later on, it faced discontinuity in its expenditure for five years due to the change in the government. In part 2 of the chart, the expenditure on the *GOGHSMNP* among the three schemes was second highest during the period of study but with the declining trend. The important thing about this policy is that it has seen consistency in its expenditure. *ENGP* is the only policy in part 2 which has shown an increasing trend and its expenditure level has also been satisfactory over the years. Likewise, *SSCI-X*'s expenditure level somehow has been constant in mid years of the period. Part 3 of the above chart included *SSPBPL-PRE*, *SSPBPL-POST* and *Pre-MSS*. All the policies have shown similar kind of pattern during the years but the expenditure towards *SSPBPL-PRE* from 2010 was almost nil, because the concern of the policy makers might shift towards the other policies like *Pre-MSS* and other pre-matric scholarship schemes. One thing we have noticed is that at the end of five years of the ruling government, the expenditure level of most of the policies has declined which means that they diverted the resources from plan expenditure to non-plan expenditure. In part 4 of the chart, the magnitude of the policies has been irregular. The pattern of expenditure of the *post-MSS* in the initial years was very good but it has declined over the years. After 2011, this scheme was discontinued for four years and then in 2015, *SP* government spend ten times of the past expenditure on this scheme reason being the political issues or mismanagement of the expenditure allocation in the educational policies. *SBPBSM* has also shown the high magnitude of expenditure. This policy was implemented by the *BSP* government in 2009 that's why their expenditure started from 2009 in Table 1. This is all about the pattern of the major policies on women education. The trend of the expenditure has been rising as we can see from the chart, the area that is below the trend line shows the downfall in the expenditure from 2007 to 2012 only because of the change in the government.

**Table 1** Total expenditure on women education in Uttar Pradesh from 2004–2005 to 2014–2015

Policies	(Rupees in lakhs)												
	2004–2005	2005–2006	2006–2007	2007–2008	2008–2009	2009–2010	2010–2011	2011–2012	2012–2013	2013–2014	2014–2015		
1 Kasturba Gandhi Balika Vidyalay Yojna/Sarva Shiksha Abhiyan	225.35	125.00	1,216.50	3,311.39	6,680.53	9,035.65	5,564.59	NA	62,578.43	75,389.56	196,996.68		
2 Kanya Vidya Dhan Yojna	20,001.00	29,653.60	67,773.66	NA	NA	NA	NA	NA	86,455.96	85,289.13	NA	NA	NA
3 Non-recurring grant to Pvt. Management for opening girls schools in unserved blocks	320.00	270.00	64.00	40.00	105.00	90.00	100.00	100.00	105.00	80.00	50.00		
4 Grant to opening of girls H.S./Inter by Pvt. management in unserved areas in Nyaya Panchayats	2,990.00	20.00	640.00	370.00	200.00	160.00	165.00	100.00	370.00	290.00	290.00		
5 Special facilities for girls studying in boys high school in rural areas	21.00	42.00	42.00	39.60	36.60	41.40	42.00	NA	NA	NA	NA	NA	NA
6 Establishment of new girls polytechnics	NA	46.03	NA	401.76	475.00	564.00	880.00	890.00	2,963	3,700.80	2,580.00		
7 Upgradation of basic amenities in Universities	NA	NA	360.00	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
8 Scholarship to the students of class I to X	860.36	1,794.50	2,878.52	360.25	1,500.00	1,410.00	1,410.00	1,410.00	600.00	567.82	NA	NA	NA
9 Scholarship to the students whose parents are engaged in unclean profession in premetric classes (DS/CSS)	1.90	3.92	20.65	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
10 Hostel for girls	NA	112.51	NA	150.00	NA	NA	NA	NA	NA	NA	NA	NA	NA
11 Scholarship to the students reading in class I to X	12.00	16.50	21.72	NA	NA	NA	4.80	4.80	NA	NA	NA	NA	NA
12 Grant of scholarship to the Scheduled Tribes students of class I to V (DS)	13.60	8.30	45.60	NA	NA	6.58	8.75	8.75	NA	NA	NA	NA	NA
13 Grant of scholarship to the Scheduled Tribes students of class VI to VIII (DS)	7.50	9.40	24.60	NA	NA	6.29	2.25	2.25	NA	NA	NA	NA	NA
14 Grant of scholarship to the Scheduled Tribes students of class IX and X (DS)	NA	NA	NA	NA	NA	1.11	2.25	2.25	NA	NA	NA	NA	NA

Note: NA: not available.

Source: Women Component of Annual Plan, Planning Department, Uttar Pradesh, GOI



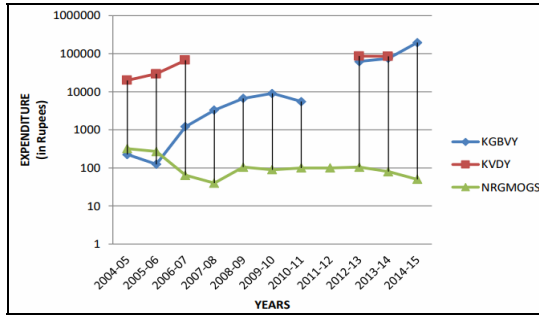
**Table 1** Total expenditure on women education in Uttar Pradesh from 2004–2005 to 2014–2015 (continued)

	(Rupees in lakhs)													
	2004–2005	2005–2006	2006–2007	2007–2008	2008–2009	2009–2010	2010–2011	2011–2012	2012–2013	2013–2014	2014–2015			
15 Hostel for girls	NA	NA	NA	7.77	0.92	NA	NA	NA	NA	NA	NA	NA	NA	NA
16 Ashram type schools	NA	NA	NA	14.70	6.12	13.42	1076.92	1076.92	NA	NA	NA	NA	NA	45.00
17 Grant to ST girls students for school uniform/bicycle	1.98	14.78	15.00	14.28	NA	48.30	50.00	50.00	NA	NA	12.27	NA	NA	34.22
18 Scholarship to the students whose parent are living BPL in pre-matric	3,010.00	3,099.40	4,032.82	1,418.00	2,078.00	2,990.00	0.40	0.40	NA	NA	NA	NA	NA	NA
19 Scholarship to the students whose parent are living BPL in post-matric	1,108.80	2,035.02	2,570.90	2,000.00	2,600.00	2,600.00	3,200.00	3,130.00	2,080.00	11,915.63	8,224.65	NA	NA	NA
20 Pre-matric scholarship scheme	17,143.56	17,193.18	17,714.98	10,311.77	10,932.70	8,360.97	3,840.00	4,147.40	1,498.58	1,809.00	NA	NA	NA	NA
21 Post-matric scholarship scheme	4,623.39	4,388.37	2,640.00	2,251.51	2,361.60	2,683.20	NA	NA	NA	NA	23,608.34	NA	NA	NA
22 Construction of hostels	148.00	35.54	162.56	214.13	64.10	279.60	234.30	242.59	146.89	NA	NA	NA	NA	NA
23 Reimbursement of admission fee	NA	NA	NA	NA	8,731.60	9,336.00	NA	NA	NA	NA	NA	NA	NA	NA
24 Pre-matric scholarship for students of Minority	132.34	218.66	237.00	25.13	NA	26.00	26.00	26.00	107.61	30.00	1,604.20	NA	NA	NA
25 Post-matric scholarship (minority)	143.33	196.83	221.00	32.16	33.00	33.00	33.00	33.00	32.50	51.40	450.37	NA	NA	NA
26 Savitri bai phule balika shiksha madad/construction of hostel in KSBGY for HS and intermediate students	NA	NA	NA	NA	5,388.59	43,242.60	42,060.00	32,360.00	1,540.80	NA	8,057.82	NA	NA	NA
27 Establishment of book bank for girls students of class IX–X	NA	NA	NA	NA	NA	NA	400.00	400.00	NA	NA	NA	NA	NA	NA
28 Special scholarship for student of Gautam Buddha University and in BPL for higher studies in foreign countries	NA	NA	NA	NA	NA	26.44	75.60	75.60	NA	NA	NA	NA	NA	NA
29 Pre-examination coaching to the student of general category living below the poverty line	NA	NA	NA	30.00	NA	7.76	22.00	22.00	30.90	19.94	10.78	NA	NA	NA
30 Padhey Betti Badhe Betiyan	NA	NA	NA	NA	NA	NA	NA	NA	9,573.47	NA	NA	NA	NA	NA
31 Total	50,764.11	59,283.54	100,681.51	20,992.45	41,193.76	80,962.32	59,197.86	44,081.96	168,083.14	179,155.55	241,952.06	NA	NA	NA

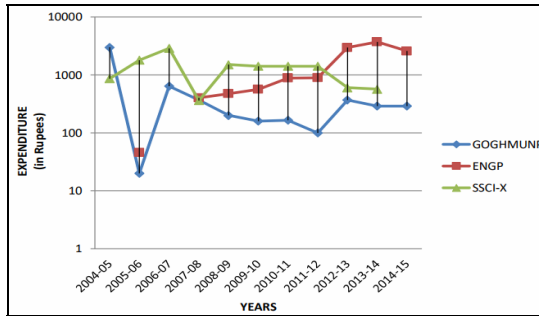
Note: NA: not available.

Source: Women Component of Annual Plan, Planning Department, Uttar Pradesh, GOI

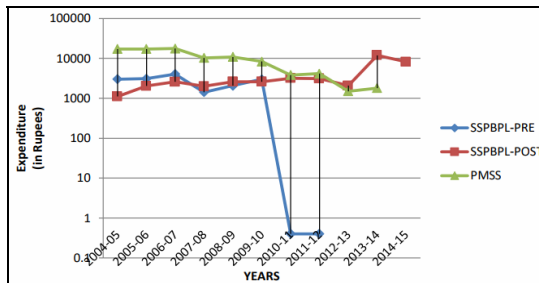
**Figure 1** Pattern of expenditure on major women educational policies, (a) part 1, (b) part 2 (c) part 3 (d) part 4 (see online version for colours)



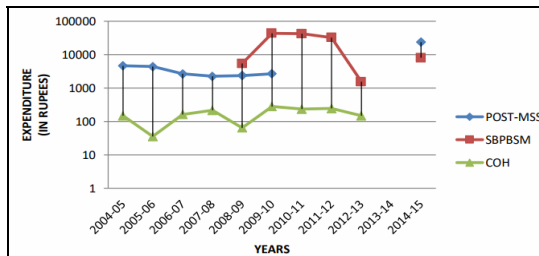
(a)



(b)



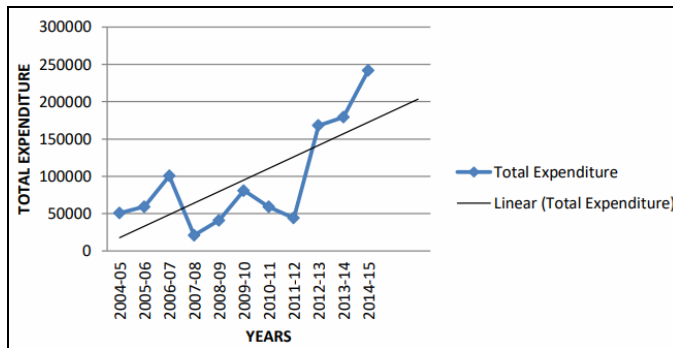
(c)



(d)

Source: Women Component of Annual Plan, Planning Department, Uttar Pradesh, GOI

**Figure 2** Trend in total public expenditure on women educational policies in UP (see online version for colours)



Source: Women Component of Annual Plan, Planning Department, Uttar Pradesh, GOI

### 6.1 Comparison between and within the public policies on education in UP

On the basis of the nature of the data, we have made a comparison among the policies to find out the performance and effectiveness of the policies with the help of the Games Howell test of non-homogeneous variance.

The descriptive analysis (see in Appendix) shows that there are some major policies that are statistically significant. If we talk about the KGBVY, no doubt its mean value is very impressive and highest among all the other major policies but its standard deviation is more than the mean value and it is even more than the group standard deviation which implies that in spite of attaining highest mean value, this policy's expenditure has not been consistent over the years. Similarly, KVD's performance may also be seen as unsatisfactory because of the discontinuity in the expenditure incurred by BSP government. According to the statistical values, the NRGMOGS has been performing impressively in spite of having comparatively low level of expenditure, the policy has performed very well but due to the low level expenditure it is not effective enough on the lower section of the society. The policies like ENGP, SSPBPL-PRE, post-MSS and SBPBMS are having the mean value but their performance according to the descriptive statistics seems to be irregular due to which women education in Uttar Pradesh has suffered extensively. On the other hand, the policies like SSCI-X, SSPBPL-POST, pre-MSS and COH are performing very well with impressive statistical values and consistent results. According to the descriptive statistics, pre-MSS can be said to have performed well in every aspect like mean value, standard deviation, standard error and the mean value lies in between the confidence interval. Now coming to the Levene statistics, it is mainly meant to show the homogeneity of variances but our data shows the non-homogeneity in the variances because the p-value is less than 0.05. So, here we will use the Games Howell test for the non-homogeneous variance. We are discussing only those policies which are having some sort of significant value, however, some policies which are doing tremendous amount of efforts with quite a high level of expenditure but found insignificant due to some or the other reason also needs to be discussed. One of the most important results of our statistics is the ANOVA test that explores the significance against the f-statistics within and between the policies.

### *6.1.1 NRGMOGS to others*

There are only three policies which have shown a significant outcome. Therefore, we are evaluating only these policies. From the descriptive statistics, we come to know the nature and magnitude of the data. According to that, the mean difference of this policy in comparison with all other policies seems to have negative values which means that the level of expenditure on women education in UP is inadequate thus there is a need to give more emphasis towards the expenditure pattern of these policies. If we compare it with SSCI-X, we must notice that its standard error came out to be low with the significant p-value with 5% level of significance. Similarly, the pre-MSS and SSPBPL-post matric also seems to have the significant value under the 10% level. Overall, this policy has performed well in comparison to others with significant results.

### *6.1.2 Pre-matric scholarship scheme to others*

This policy when compared with other significant policies is having the negative mean difference as against KGBVY, KVD and SBPBSM, which reflects an adverse impact upon the women education statistically. The reason for the negative mean difference is quite visible from the descriptive statistics that the magnitudes of these policies are more than the pre-MSS or we can also say that the nature of expenditure on these policies is quite similar which is why the result of those policies in comparisons turns out to be insignificant. This policy can be said to have performed well when compared with other policies and got significant result with 10% level of significance. According to our result, this policy is the most impressive policy because its mean difference and the standard error values shows the superiority among all policies under study.

### *6.1.3 Construction of hostels to others*

This policy may also be said to have performed well but because of the low level of expenditure, its significant mean difference with other policies come out to be negative. However, the policy, no doubt, has performed well during the years with consistent results. Thus, we feel that if UP government allocates more resources towards it, it might give better results for the women education in Uttar Pradesh as well as for the Indian economy. Thus, according to our result, these three policies that we have discussed above may be said to have effective results in the concerned field and out of them the pre-MSS is the most effective policy in every aspect when compared with others. The trend of the policies like KGBVY and KVD as can be seen in the charts is quite impressive but according to the comparison table these policies are less effective.

## *6.2 Indicator of the women education*

### *6.2.1 Gross enrolment in Uttar Pradesh*

The analysis presented in the preceding sections reveals that schooling facilities have been made widely available across the country. The infrastructure in schools imparting elementary education across the country has also impressively improved over a period of time, especially after the SSA was launched in 2001. Still there is no guarantee that they are being optimally utilised by the respective clientele. One-fourth out of 200 million populations is between 5 and 14 years of age in Uttar Pradesh. This state cover India's

largest child population but the state has the fewest teachers per student, the poorest transition rate from primary to upper primary school and amongst the lowest learning outcomes in the country. In Uttar Pradesh, the state of education is a subject that should be on the top of the agenda for any party coming to power. As researcher observed, literacy rates and learning outcomes are the lowest in the BIMARU (Bihar, Madhya Pradesh, Rajasthan and Uttar Pradesh) states. Literacy rate rose 13.45 percentage points in UP over a decade from 2001, but there are wide regional disparities: India’s largest state by population has the worst pupil-teacher ratio (PTR) in India, with a teacher for every 39 students at the primary level, according to the Unified-District Information System for Education (U-DISE) Flash Statistics 2015–2016. The all India average is 23:1. UP recorded an enrolment of 25.3 million primary students (including both private and government schools) in 2015–2016, taught by 665,779 teachers (even including schools where primary, upper primary and secondary co-existed), according to government education data. At 30 students per teacher – as prescribed by the Right to Education Act (RTE) – at the primary level, the state should have 840,000 teachers but is short by 21%, or 176,000. About 23% of all elementary teacher posts in government schools in Uttar Pradesh are vacant, according to an answer given in the Lok Sabha (lower house of Parliament).

### 6.3 *Regression analysis of public policies on women education in Uttar Pradesh*

In order to analyse the regression result of public expenditure policies on women’s education, we have to choose the best indicator of the women education and the gross enrolment, we felt, would have best served the purpose. Accordingly, we have prepared the regression model for analysis as under

Model,

$$LNGENR = \alpha + \beta LNPEXP + \mu$$

where

LNGENR natural log of girls enrolment

LNPEXP natural log of public expenditure.

$\alpha$  and  $\beta$  are the coefficients of estimate where  $\mu$  is the error term.

**Table 2** Result of regression coefficients

Model	Unstandardised coefficients		Standardised coefficients	T	Sig.
	B	Std. error	Beta		
(Constant)	15.805	0.769	20.548	0.000	
LNEXP	0.098	0.068	0.432	1.438	0.184

Note: R square 0.187.

The result of the model explores the relationship between the variables and according to the result; there is a positive relationship in between the variables. In this model, our null hypothesis is accepted because p-value is greater than 0.05. The result says that if there is an increase in the public expenditure by 1%, then it will lead to increase in the gross

enrolment of female by 0.098. Thus, we can say that the 9.8% variation in the dependent variable is explained by the public spending. We know that this variation is very low, but we cannot ignore it. At this place, there might be some other variables that can affect the gross enrolment of females, but there is the positive impact of public spending on women's education which we are trying to express in our analysis through the regression result. However, as we have seen that the p-value of the above table is 0.184 which means that our result comes under the 20% level of significance which leads to accept the null hypothesis as far as this model is concerned. Thus, we may conclude that there is no significant impact of public policies on women education in Uttar Pradesh on the basis of our result.

## 7 Conclusions

In this paper, we have set two main objectives:

- 1 to find out the effectiveness of public policies on women empowerment in Uttar Pradesh
- 2 to detect the impact of these policies on women development.

To fulfil these objectives, two main hypotheses has been set accordingly:

- 1 there is no significant difference between and within the major policies of women empowerment in UP
- 2 there is no significant impact of the major public policies on women empowerment

Moving forward, we have selected major education policies from women component of annual plan of UP which are Kanya Vidya Dhan Yojana, pre-matric scholarship, post-Matric Scholarship, Kasturba Gandhi Balika Vidyalaya, non-recurring grant to private management for opening girls' schools in unreserved blocks (NRGMOGS), etc. To fulfill these two objectives, we have used ANOVA and simple linear regression analysis. The p-value under ANOVA which came out to be 0.002 under 5% level of significance shows that our first null hypothesis got rejected and we may say that there is a significant difference between the women education policies in UP. Further, the significant Levene test helped us to conduct Games Howell Test to make multiple comparisons and got to know that NRGMOGS, pre-matric scholarship and construction of hostels are the most effective policies for women education in UP. Next, we have regressed expenditure on women education policies on gross enrolment ratio of Uttar Pradesh in order to find out the impact of public policies on women education in the state. The result of simple linear regression model was quite shocking for us as it proved that there is no significant impact of public policies on women education in UP thus we accepted the null hypothesis. Since we have considered only gross enrolment ratio as an indicator of education, it is possible that the expenditure being done under education policies in not focused on gross enrolment but this doesn't proves that it has not left any impact on overall women education. Thus, we leave the other variables to be studied by the future researchers.

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## Notes

- 1 The Convention on the Elimination of All Forms of Discrimination against Women (CEDAW) 'United Nation entity for gender equality and the empowerment of women' [online] <http://www.un.org/womenwatch/daw/cedaw/> (accessed 22 December 2019).
- 2 'Idea to make India a superpower in 2020' [online] <http://www.studyfreak.com/gdHome.php?gd=48> (accessed 22 December 2019).

## Appendix

Table A1 Result of descriptive statistics

<i>Policies</i>	<i>N</i>	<i>Mean</i>	<i>Std. deviation</i>	<i>Std. error</i>	<i>95% confidence interval for mean</i>		<i>Minimum</i>	<i>Maximum</i>
					<i>Lower bound</i>	<i>Upper bound</i>		
1 Kasturba Gandhi Balika Vidyalay Yojna/Sarva Shiksha Abhiyan	11	32,829.4	60,598.35	18,271.09	-7,881.1017	73,539.95	0.00	196,996.68
2 Kanya Vidya Dhan Yojna	11	26,288.4	36,082.66	10,879.33	2,047.8251	50,529.14	0.00	86,455.96
3 Non-recurring grant to Pvt. management for opening girls schools in unserved blocks	11	120,3636	89,82458	27,08313	60,0187	180,7086	40.00	320,00
4 Grant to opening of girls H.S./Inter by Pvt. management in unserved areas in Nyaya Panchayats	11	508,6364	839,58946	253,14575	-55,4075	1,072,6802	20.00	2,990.00
5 Establishment of new girls polytechnics	11	1,136.41	1,311,470	395,4233	255,3593	2,017,475	0.00	3,700.80
6 Scholarship to the students of class I to X	11	1,162.85	799,8857	241,1746	625,4885	1,700,229	0.00	2,878.52
7 Scholarship to the students for whose parent are living BPL in prematric	11	1,511.72	1,583,046	477,3063	448,2242	2,575,234	0.00	4,032.82
8 Scholarship to the students whose parent are living BPL in Post matric	11	3,769.54	3,273,934	987,1284	1,570,0863	5,969,004	1108.80	11,915.63
9 Pre matric scholarship scheme	11	8,450.19	6,716,331	2,025,050	3,938,1019	12,962,28	0.00	17,714.98
10 Post matric scholarship scheme	11	3,868.76	6,768,767	2,040,860	-678,5553	8,416,084	0.00	23,608.34
11 Savitri bai phule balika shiksha madaad/construction of hostel in KSBGV for HS and intermediate students	11	12,059.0	17,840.51	5,379,118	73,6497	24,044.49	0.00	43,242.60
12 Construction of hostels	11	138,882	100,4390	30,28351	71,4069	206,3586	0.00	279,60
Total	132	7,653.69	22,864.48	1,990.09	3,716.8092	11,590.58	0.00	196,996.68



**Table A2** Test of homogeneity of variances

<i>Levene statistic</i>	<i>df1</i>	<i>df2</i>	<i>Sig.</i>
12.240	11	120	0.000

**Table A3** Result of ANOVA

<i>Policies</i>	<i>Sum of squares</i>	<i>df</i>	<i>Mean square</i>	<i>F</i>	<i>Sig.</i>
Between policies	14,488,450,840.889	11	1,317,131,894.626	2.927	0.002
Within policies	53,996,357,031.078	120	449,969,641.926		
Total	68,484,807,871.966	131			

Table A4 Result of multiple comparisons

		<i>Games-Howell</i>			
		<i>(j) Policies</i>		<i>95% confidence interval</i>	
<i>(i) Policies</i>		<i>Mean difference (I-J)</i>	<i>Std. error</i>	<i>Sig.</i>	<i>Upper bound</i>
					<i>Lower bound</i>
1	Kasturba Gandhi Balika Vidyalay Yojna/Sarva Shiksha Abhiyan	6,540.93909	21,264.821	1.00	-73,717.00
2	Non-recurring grant to pvt. management for opening girls schools in unserved blocks	32,709.0618	18,271.110	0.794	-42,652.03
3	Grant to opening of girls H/S/inter by Pvt. management in unserved areas in Nyaya Panchayats	32,320.7890	18,272.844	0.804	-43,040.92
4	Establishment of new girls polytechnics	31,693.0081	18,275.369	0.820	-43,669.61
5	Scholarship to the students of class I to X	31,666.5663	18,272.682	0.820	-43,695.09
6	Scholarship to the students whose parent are living BPL in prematric	31,317.6963	18,277.324	0.829	-44,045.62
7	Scholarship to the students whose parent are living BPL in Post matric	29,059.8800	18,297.737	0.880	-46,311.06
8	Pre matric scholarship scheme	24,379.2309	18,382.969	0.956	-51,028.85
9	Post matric scholarship scheme	28,960.6609	18,384.718	0.886	-46,448.27
10	Savitri bai phule balika shiksha maddad/construction of hostel in KSBGV for HS and intermediate students	20,770.3518	19,046.461	0.989	-55,192.48
11	Construction of hostels	32,690.5427	18,271.115	0.794	-42,670.56
2	Kanya Vidya Dhan Yojna	-6,540.93909	21,264.821	1.00	-86,798.88
3	Non-recurring grant to pvt. management for opening girls schools in unserved blocks	26,168.1227	10,879.365	0.474	-18,704.87
4	Grant to opening of girls H/S/inter by Pvt. management in unserved areas in Nyaya Panchayats	25,779.8500	10,882.276	0.492	-19,094.18
5	Establishment of new girls polytechnics	25,125.0690	10,886.515	0.522	-19,723.50
6	Scholarship to the students of class I to X	24,776.7572	10,889.796	0.540	-20,100.03
7	Scholarship to the students whose parent are living BPL in prematric	22,518.9409	10,924.022	0.654	-22,371.84
8	Pre matric scholarship scheme	17,838.2918	11,066.195	0.873	-27,134.64
9	Post matric scholarship scheme	22,419.7218	11,069.099	0.674	-22,555.27
10	Savitri bai phule balika shiksha maddad/construction of hostel in KSBGV for HS and intermediate students	14,229.4127	12,136.505	0.983	-32,330.75
11	Construction of hostels	26,149.6036	10,879.373	0.475	-18,723.39
3	Non-recurring grant to pvt. management for opening girls schools in unserved areas in Nyaya Panchayats	-32,709.0618	18,271.110	0.794	-1,0807E5
4	Grant to opening of girls H/S/inter by Pvt. management in unserved areas in Nyaya Panchayats	-26,168.1227	10,879.365	0.474	-71,041.11
5	Establishment of new girls polytechnics	-388.27273	254.59039	0.903	-14,330.000
6	Scholarship to the students of class I to X	-1,016.05364	396.34969	0.398	-2,647.371
7	Scholarship to the students whose parent are living BPL in prematric	-1,042.4945*	242.69055	0.038**	-2,037.885
8	Pre matric scholarship scheme	-1,391.36545	478.07414	0.262	-3,360.352
9	Post matric scholarship scheme	-3,649.18182	987.49987	0.091*	-7,720.832
10	Savitri bai phule balika shiksha maddad/construction of hostel in KSBGV for HS and intermediate students	-3,748.40091	2,025.2311	0.051*	-16,682.43
11	Construction of hostels	-11,938.7100	5,379.1871	0.772	-12,166.21
		-18,519.909	40,627.42	1.00	-168,089.6

Note: \*\*\*, \*\*, \* refers to significance level 1%, 5%, and 10%, respectively.

Source: Output by SPS

**Table A4** Result of multiple comparisons (continued)

		<i>Games-Howell</i>				
		<i>(J) Policies</i>				
<i>(I) Policies</i>		Mean difference ( <i>t</i> - <i>J</i> )	Std. error	Sig.	95% confidence interval Lower bound Upper bound	
4	Grant to opening of girls H.S/Inter by Pvt. management in unserved areas in Nyaya Panchayats	1	18.272.844	0.804	-1.0768E5 43,040.92	
		2	10.882.276	0.492	-70.653.88 19,094.18	
		3	388.27273	254.59039	0.903	-656.4547 1,433.000
		4	-627.78091	469.51289	0.961	-2,389.232 1,133.670
		5	-654.22273	349.63978	0.763	-1,939.929 631.4839
		6	-1,003.09273	540.28155	0.767	-3,062.959 1,056.773
		7	-3,260.90909	1,019.0707	0.168	-7,354.250 832.4318
		8	-7,941.55818	2,040.8112	0.067*	-16,300.99 417.8783
		9	-3,360.12818	2,056.5001	0.863	-11,784.70 5,064.446
		10	-11,550.4372	5,385.0722	0.610	-33,739.37 10,638.49
		11	369.75364	254.95070	0.926	-675.1509 1,414.658
5	Establishment of new girls polytechnics	1	18.275.369	0.820	-1.0706E5 43,669.61	
		2	10.886.515	0.522	-70.027.64 19,723.50	
		3	1,016.05364	396.34969	0.398	-615.2640 2,647.371
		4	627.78091	469.51289	0.961	-1,133.670 2,389.232
		5	-26.44182	463.16821	1.000	-1,770.995 1,718.112
		6	-375.31182	619.82334	1.000	-2,663.096 1,912.472
		7	-2,633.12818	1,063.3823	0.424	-6,786.008 1,519.752
		8	-7,313.77727	2,063.2952	0.106	-15,687.43 1,059.877
		9	-2,732.34727	2,078.8145	0.959	-11,170.94 5,706.247
		10	-10,922.6563	5,393.6332	0.674	-33,114.97 11,269.66
		11	997.53455	396.58123	0.420	-633.8783 2,628.947
6	Scholarship to the students of class I to X	1	18.272.682	0.820	-1.0703E5 43,695.09	
		2	10.882.004	0.523	-69.999.56 19,748.30	
		3	1,042.49545*	242.69055	0.038**	47.1052 2,037.885
		4	654.22273	349.63978	0.763	-631.4839 1,939.924
		5	26.44182	463.16821	1.000	-1,718.112 1,770.995
		6	-3,488.7000	534.77714	1.000	-2,396.536 1,698.796
		7	-2,606.68636	1,016.1632	0.390	-6,697.229 1,483.856
		8	-7,287.33545	2,039.3608	0.106	-15,646.02 1,071.357
		9	-2,705.90545	2,055.0609	0.958	-11,129.74 5,717.934
		10	-1,0896.2145	5,384.5228	0.675	-33,084.94 11,292.51
		11	1,023.97636*	243.06850	0.042**	28.3952 2,019.557

Note: \*\*\*, \*\*, \* refers to significance level 1%, 5%, and 10%, respectively.

Source: Output by SPS

Table A4 Result of multiple comparisons (continued)

		<i>Games-Howell</i>			
		<i>(J) Policies</i>			
<i>(I) Policies</i>		Mean difference ( <i>t</i> - <i>J</i> )	Std. error	Sig.	95% confidence interval
					Lower bound Upper bound
7	Scholarship to the students for whose parent are living BPL in prematric	-31.317.6963	18.277.324	0.829	-1.0668E5 44,045.62
	1 Kasturba Gandhi Balika Vidyalay Yojna/Sarva Shiksha Abhiyan				
	2 Kanya Vidya Dhan Yojna	-24,776.7572	10,889.796	0.540	-69,653.55 20,100.03
	3 Non-recurring grant to pvt. Management for opening girls schools in unserved blocks	1,391.36545	478.07414	0.262	-577.6215 3,660.352
	4 Grant to opening of girls H/S/inter by Pvt. management in unserved areas in Nyaya Panchayats	1,003.09273	540.28155	0.767	-1,056.773 3,062.959
	5 Establishment of new girls polytechnics	375.31182	619.82334	1.000	-1,912.472 2,663.096
	6 Scholarship to the students of class I to X	348.87000	534.77714	1.000	-1,698.796 2,396.536
	7 Scholarship to the students whose parent are living BPL in Post matric	-2,257.81636	1,096.4688	0.654	-6,472.559 1,956.926
	8 Pre matric scholarship scheme	-6,938.46545	2,080.5405	0.140	-15,326.29 1,449.360
	9 Post matric scholarship scheme	-2,357.03545	2,095.9321	0.986	-10,809.58 6,095.513
	10 Savitri bai phule balika shiksha madad/construction of hostel in KSBGV for HS and intermediate students	-10,547.3445	5,400.2538	0.712	-32,742.48 1,1647.79
11 Construction of hostels	1,372.84636	478.26612	0.275	-596.2161 3,341.908	
8	Scholarship to the students whose parent are living BPL in Post matric	-29,059.8800	18,297.737	0.880	-1,0443E5 46,311.06
	1 Kasturba Gandhi Balika Vidyalay Yojna/Sarva Shiksha Abhiyan				
	2 Kanya Vidya Dhan Yojna	-22,518.9409	10,924.022	0.654	-67,409.72 22,371.84
	3 Non-recurring grant to pvt. management for opening girls schools in unserved blocks	3,649.18182	987.49987	0.091*	-422.4692 77,20.832
	4 Grant to opening of girls H/S/inter by Pvt. management in unserved areas in Nyaya Panchayats	3,260.90909	1,019.0707	0.168	-832.4318 7,354.250
	5 Establishment of new girls polytechnics	2,633.12818	1,063.3823	0.424	-1,519.752 6,786.008
	6 Scholarship to the students of class I to X	2,606.68636	1,016.1632	0.390	-1,483.856 6,697.229
	7 Scholarship to the students for whose parent are living BPL in prematric	2,257.81636	1,096.4688	0.654	-1,956.926 6,472.559
	8 Pre matric scholarship scheme	-4,680.64909	2,252.8315	0.643	-13,334.19 3,972.898
	9 Post matric scholarship scheme	-99.21909	2,267.0537	1.000	-8,813.360 8,614.921
	10 Savitri bai phule balika shiksha madad/construction of hostel in KSBGV for HS and intermediate students	-8,289.52818	5,468.9435	0.907	-30,523.89 13,944.84
11 Construction of hostels	3,630.66273	987.59282	0.094*	-441.0221 7,702.347	
9	Pre matric scholarship scheme	-24,379.2309	18,382.969	0.956	-99,787.31 51,028.85
	1 Kasturba Gandhi Balika Vidyalay Yojna/Sarva Shiksha Abhiyan				
	2 Kanya Vidya Dhan Yojna	-17,838.2918	11,066.195	0.873	-62,811.22 27,134.64
	3 Non-recurring grant to pvt. management for opening girls schools in unserved blocks	8,329.83091	2,025.2311	0.051*	-22,771.7 16,682.43
	4 Grant to opening of girls H/S/inter by Pvt. management in unserved areas in Nyaya Panchayats	7,941.581818	2,040.8112	0.067*	-417.8783 16,300.99
	5 Establishment of new girls polytechnics	2,063.2952	2,063.2952	0.106	-1,059.877 5,687.43
	6 Scholarship to the students of class I to X	7,287.33545	2,039.3608	0.106	-1,071.357 15,646.02
	7 Scholarship to the students for whose parent are living BPL in prematric	6,938.46545	2,080.5405	0.140	-1,449.360 15,326.29
	8 Scholarship to the students whose parent are living BPL in Post matric	4,680.64909	2,252.8315	0.643	-3,972.898 13,334.19
	9 Post matric scholarship scheme	2,875.0544	2,875.0544	0.892	-5,988.010 15,150.87
	10 Savitri bai phule balika shiksha madad/construction of hostel in KSBGV for HS and intermediate students	-3,608.87909	5,747.6732	1.000	-26,163.47 18,945.71
11 Construction of hostels	8,311.31182	2,025.2764	0.051*	-41,3069 16,663.93	

Note: \*\*\*, \*\*, \* refers to significance level 1%, 5%, and 10%, respectively.

Source: Output by SPSS

**Table A4** Result of multiple comparisons (continued)

		<i>Games-Howell</i>			
		<i>(J) Policies</i>			
		<i>Mean difference (I-J)</i>	<i>Std. error</i>	<i>Sig.</i>	<i>95% confidence interval</i>
					<i>Lower bound</i>
					<i>Upper bound</i>
10	Post matric scholarship scheme				
	1 Kasturba Gandhi Balika Vidyalay Yojna/Sarva Shiksha Abhiyan	-28,960.6609	18,384.718	0.886	-1,0437E5
	2 Kanya Vidya Dhan Yojna	-22,419.7218	11,069.099	0.674	-67,394.72
	3 Non-recurring grant to pvt. management for opening girls schools in unserved blocks	3,748.40091	2,041.0398	0.772	-4,669.411
	4 Grant to opening of girls H.S./inter by Pvt.management in unserved areas in Nyaya Panchayats	3,360.12818	2,056.5001	0.863	-5,064.446
	5 Establishment of new girls polytechnics	2,732.34727	2,078.8145	0.959	-5,706.247
	6 Scholarship to the students of class I to X	2,705.90545	2,055.0609	0.958	-5,717.934
	7 Scholarship to the students whose parent are living BPL in prematric	2,357.03545	2,095.9321	0.986	-6,095.513
	8 Scholarship to the students whose parent are living BPL in Post matric	99.21909	2,267.0537	1.000	-8,614.921
	9 Pre matric scholarship scheme	-4,581.43000	2,875.0544	0.892	-15,150.87
	10 Savitri bai phule balika shiksha madad/construction of hostel in KSBGV for HS and intermediate students	-8,190.30909	5,753.2626	0.938	-30,753.59
	11 Construction of hostels	3,729.88182	2,041.0848	0.776	-4,687.946
11	Savitri bai phule balika shiksha madad/construction of hostel in KSBGV for HS and intermediate students				
	1 Kasturba Gandhi Balika Vidyalay Yojna/Sarva Shiksha Abhiyan	-20,770.3518	19,046.461	0.989	-96,733.19
	2 Kanya Vidya Dhan Yojna	-14,229.4127	12,136.505	0.983	-60,789.57
	3 Non-recurring grant to pvt. management for opening girls schools in unserved blocks	11,938.7100	5,379.1871	0.570	-10,248.07
	4 Grant to opening of girls H.S./inter by Pvt.management in unserved areas in Nyaya Panchayats	11,550.4372	5,385.0722	0.610	-10,638.49
	5 Establishment of new girls polytechnics	10,922.6563	5,393.6332	0.674	-11,269.66
	6 Scholarship to the students of class I to X	10,896.2145	5,384.5228	0.675	-11,292.51
	7 Scholarship to the students whose parent are living BPL in prematric	10,547.3445	5,400.2538	0.712	-11,647.79
	8 Scholarship to the students whose parent are living BPL in Post matric	8,289.52818	5,468.9435	0.907	-13,944.84
	9 Pre matric scholarship scheme	3,608.87909	5,747.6732	1.000	-18,945.71
	10 Post matric scholarship scheme	8,190.30909	5,753.2626	0.938	-14,372.98
	11 Construction of hostels	11,920.1909	5,379.2041	0.572	-10,266.59
12	Construction of hostels				
	1 Kasturba Gandhi Balika Vidyalay Yojna/Sarva Shiksha Abhiyan	-32,690.5427	18,271.115	0.794	-1,0805E5
	2 Kanya Vidya Dhan Yojna	-26,149.6036	10,879.373	0.475	-71,022.60
	3 Non-Recurring grant to pvt.Management for opening girls schools in unserved blocks	18.51909	40,627.42	1.000	-131,0514
	4 Grant to opening of girls H.S./inter by Pvt.management in unserved areas in Nyaya Panchayats	-369.75364	254,95070	0.926	-1,414,658
	5 Establishment of new girls polytechnics	-997.55455	396,58123	0.420	-2,628,947
	6 Scholarship to the students of class I to X	-1,023.9763*	243,06830	0.042**	-2,019,557
	7 Scholarship to the students whose parent are living BPL in prematric	-1,372.84636	478,26612	0.275	-3,341,908
	8 Scholarship to the students whose parent are living BPL in Post matric	-3,630.66273	987,59282	0.094*	-7,702,347
	9 Pre matric scholarship scheme	-8,311.31182	2,025.2764	0.051*	-16,663.93
	10 Post matric scholarship scheme	-3,729.88182	2,041.0848	0.776	-12,147.71
	11 Savitri bai phule balika shiksha madad/construction of hostel in KSBGV for HS and intermediate students	-11,920.1909	5,379.2041	0.572	-34,106.98

Note: \*\*\*, \*\*, \* refers to significance level 1%, 5%, and 10%, respectively.

Source: Output by SPSS