



ANALYSIS OF DISBURSEMENT ON WOMEN EDUCATION UNDER GENDER BUDGET IN INDIA: A STUDY OF EDUCATION AND LITERACY DEPARTMENT

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ABSTRACT

Education for all is one of the major tasks being carried out by the Indian government but still we have the lowest female literacy rate in Asia. India is working but the pace is slow as we haven't achieved what we should have been so far. At the start of British Raj till independence just 2-6% of females were literate. The percentage went up to 15.3% in 1961 and 28.5% in 1981. Literacy rate crossed 50% in 2001. By 2011 female literacy rate in India stood at 65.46%. So there is an obvious increase in the female literacy rate but India is far behind as compared to other countries at global level. Female illiteracy rate varies with the state. In Kerala 86% of women are literate whereas literacy rate in Bihar and Uttar Pradesh is just between 55-60%. Shockingly the rural areas of India have the lowest female literacy rate. Rural Rajasthan has less than 12% female literacy rate. We must understand the consequences of not educating our girl child. When a woman is not educated then it not only affects her but the entire family as well as the nation. In many studies it has been found out that illiterate women have high fertility as well as mortality rate. It has been seen that infant mortality rate reduces to half in case women have received primary education as compared to illiterate female. Apart from this children, of illiterate woman are malnourished. Illiteracy also reduces the overall earning potential of the family. An educated woman can be a better human being, successful mother and a responsible citizen. Educating women will definitely increase the living standard both at and outside home. An educated woman will force her kids to study further and wish them to live a better life than hers. Educating women results in promoting self-respect and also helps in raising the status of women. An educated woman will be aware of her rights. She can fight against social evils such as domestic violence, dowry demand, low wages etc.

KEYWORDS: female literacy, Educating women, economic growth, female education

INTRODUCTION

Expenditure on women education is very important for the proper social and economic growth of the country. Both men and women are like two sides of the coin and run equally like two wheels of the society. So both are important element of the growth and development in the country thus requires equal opportunity in the education. If anyone of both goes downside, social progress is not possible. The female education in India is highly necessary for the future of the country as women are the first teachers of their children which ultimately decide the future of the nation. If education of the women is getting ignored, it would be the ignorance of bright future of the nation. An uneducated woman cannot actively participate in handling the family, proper care of the children and thus weak future generation. We cannot count all the advantages of the women education. An educated woman may easily handle her family, make each family member responsible, infuse good qualities in children, participate in the social works and all would lead towards the socially and economically healthy nation. Lack of women education weakens the powerful part of the society. So, women should have full rights for the education and should not be treated inferior to men. After independence, the University Education Commission was created with an aim to improve the quality of education through suggestions. But it was against female education and considered educating women irrelevant. (I must say that it forgot that managing home is a full time job in itself and needs mind). The commission regarded female education as the waste of time. However numbers of educated females were increasing in number and created a need of a body to work towards this. Therefore, in 1958 government appointed a national committee on women's education. In one of its recommendations it said that female education must be brought to the level of boys' education. Such talks resulted in many such committees and ultimately led to the formation of the Education Commission in 1964. Education for all is one of the major tasks being carried out by the Indian government but still we have the lowest female literacy rate in Asia. India is working but the pace is slow as we haven't achieved what we should have been so far. At the start of British Raj till independence just 2-6% of females were literate. The percentage went up to 15.3% in 1961 and 28.5% in 1981. Literacy rate crossed 50% in 2001. By 2011 female literacy rate in India stood at 65.46%. So there is an obvious increase in the female literacy rate but India is far behind as compared to other countries at global level. Female illiteracy

rate varies with the state. In Kerala 86% of women are literate whereas literacy rate in Bihar and Uttar Pradesh is just between 55-60%. Shockingly the rural areas of India have the lowest female literacy rate. Rural Rajasthan has less than 12% female literacy rate. We must understand the consequences of not educating our girl child. When a woman is not educated then it not only affects her but the entire family as well as the nation. In many studies it has been found out that illiterate women have high fertility as well as mortality rate. It has been seen that infant mortality rate reduces to half in case women have received primary education as compared to illiterate female. Apart from this children, of illiterate woman are malnourished. Illiteracy also reduces the overall earning potential of the family. An educated woman can be a better human being, successful mother and a responsible citizen. Educating women will definitely increase the living standard both at and outside home. An educated woman will force her kids to study further and wish them to live a better life than hers. Educating women results in promoting self-respect and also helps in raising the status of women. An educated woman will be aware of her rights. She can fight against social evils such as domestic violence, dowry demand, low wages etc.

BENEFITS OF WOMEN EDUCATION

There are numerous benefits of women education. Here are few of them:

- ◆ Women who are educated are able to take charge of their future
- ◆ They earn and contribute to their family income
- ◆ Women who are educated help reduce child and maternal mortality
- ◆ Educated women are better equipped to take care of their children
- ◆ They are less likely to be taken advantage of and lowers exposure to domestic abuse
- ◆ Have great confidence and takes right decisions
- ◆ Contributes in a positive way to the society and the nation at large
- ◆ When women are included in key decision-making positions, they take holistic decisions for the development of the society
- ◆ Including women in politics tend to have different growth dimensions

Now, we can say that government expenditure on women education has a positive impact. If the government expenditure increases the women education will also increase. So there is a need to study the government expenditure on women education and for this we have the government gender budget statements.

In the gender budget statements the expenditure on women education is given by the department of education and literacy and Department of Higher education. There are different types of policies expenditure on women education undertaken by the government of India. So here we discuss the government expenditure on women education from 2005 to 2015 with the help of table given below

OBJECTIVE OF THE STUDY

- ✧ To find out the the pattern and trend of the public expenditure on women education under gender budget

- ✧ To analyse the effectiveness of the educational policies
- ✧ To explore the impact of the public policies on women education

HYPOTHESIS

- ▲ H₀: There is no difference in the major educational public policies under the gender budget
- ▲ H₀: There is no impact of public expenditure on women education under the department of education and literacy

Total Expenditure on Department of Education and Literacy of part A and B on women education

(In crores of Rupees)

S. No	Policies	Years										
		2004 -05	2005 -06	2006 -07	2007 -08	2008 -09	2009 -10	2010 -11	2011-12	2012-13	2013-14	2014-15
1	Support for Educational development Including Teacher Training & Adult Education	----	----	----	----	----	----	----	----	----	35.40	336.40
2	Kendriya Vidyalayas Sangathan	----	----	257.27	510.20	435.30	727.63	664.43	670.50	736.30	776.75	972.94
3	Navodaya Vidyalayas Samiti	----	----	222.05	464.11	681.94	737.52	728.37	571.88	578.92	521.39	598.48
4	Sarva Shiksha Abhiyan	----	3593.00	5060.00	----	6026.00	6026.00	8393.00	10143.00	11444.18	7982.40	7299.00
5	Kasturba Gandhi Balika Vidyalaya Scheme (for women SC/ST & OBC)	90.00	225.00	128.00	----	----	----	----	----	----	----	----
6	National Programme of Nutritional Support to Primary Education (Mid-Day Meal Scheme)	----	1572.00	2044.00	----	3040.00	2796.42	3587.20	4359.60	4830.00	3656.74	3315.27
7	Rashtriya Madhyamik Shiksha Abhiyan	----	----	----	----	----	165.00	450.00	1066.51	1395.96	936.90	1044.03
8	Scheme for Providing Quality Education in Madrassas	----	----	----	----	----	15.00	31.20	45.00	58.50	60.00	43.13
9	Scheme for setting up of 6,000 Model Schools at Block level as Bench Mark of Excellence	----	----	----	----	----	84.00	146.70	540.00	337.50	298.35	----
10	National Scheme for Incentive to the Girl Child for Secondary Education	----	----	----	----	----	----	80.00	163.50	100.00	100.00	----
11	Mahila Samakhya for women	15.00	24.00	26.00	34.00	38.00	42.00	46.00	50.00	60.00	60.00	----
12	Scheme for construction and running of Girls Hostels for students of Secondary and Higher Secondary schools	----	----	----	----	----	----	66.88	249.95	327.00	376.25	----
13	Strengthening of Teachers Training Institution	----	----	72.00	99.84	98.35	104.00	120.00	120.48	93.44	157.50	----
14	Support to NGOs/Institutes/SRCs for Adult Education and Skill Development	----	13.20	15.00	21.90	26.91	27.64	62.17	62.17	49.87	----	----
15	Adult Education and Skill Development Scheme	----	----	----	49.20	30.00	103.50	333.00	418.09	360.74	106.20	----

16	Vocationalization of Education	----	----	----	----	2.10	0.30	7.50	7.50	24.00	16.20	----
17	Information & Communication Technologyin Schools	----	----	----	75.00	90.00	60.00	120.00	150.00	105.00	167.74	----
18	Access & Equity	----	----	----	----	0.27	0.10	0.18	0.04	0.01	----	----
19	National Institute of Open Schooling	----	----	----	----	4.50	4.50	4.50	4.50	0.01	0.10	----
20	Central Tibetan School Society Administration	----	----	----	----	9.21	12.09	11.95	14.06	14.28	15.20	----
21	Joint Indo Mongolian School (Mongolia)	----	----	----	----	0.30	0.15	0.30	0.30	0.25	----	----
22	National Means cum Merit Scholarship Scheme	----	----	----	----	228.46	75.90	18.15	21.00	21.00	17.13	----
23	Centrally Sponsored Scheme of appointment of Language Teachers	----	----	----	----	----	4.80	4.50	1.50	0.57	31.17	----
24	Scheme for Infrastructure Development in Minority Institutions	----	----	----	----	----	1.50	7.73	15.00	8.52	7.50	----
25	National BalBhawan	----	3.01	2.40	----	6.42	4.96	6.17	6.19	3.69	3.56	----
26	Inclusive Education for the Disabled at Secondary School	----	----	----	----	----	18.00	28.50	30.00	8.42	11.24	----
27	Directorate of Adult Education	----	----	----	2.94	4.14	4.53	3.80	4.03	2.03	3.45	----
28	National Literacy Mission Authority	----	----	----	2.00	----	0.73	0.62	0.44	0.22	0.20	----
29	Scheme for Universal Access & Quality Education at Secondary Stage (SUCESS)	----	----	----	----	78.00	----	----	----	----	----	----
30	New Model Schools	----	----	----	----	45.00	----	----	----	----	----	----
31	District Primary Education Programme (EAP)	----	282.00	94.00	----	4.70	----	----	----	----	----	----
32	Integrated Education for Disabled Children	----	----	----	----	21.00	----	----	----	----	----	----
33	Literacy Programmes for 35+ age group	----	----	----	----	----	----	----	----	----	----	----
34	Literacy Campaigns & Operation Restoration	----	24.00	27.00	----	----	----	----	----	----	----	----
35	Continuing Education	----	100.59	128.00	----	----	----	----	----	----	----	----
36	Teacher Education	----	80.00	----	----	----	----	----	----	----	----	----
37	Jan ShikshanSansthan	----	26.61	30.00	----	----	----	----	----	----	----	----
38	ShikshaKarmi	----	2.99	----	----	----	----	----	----	----	----	----
39	National Council of Educational Research & Training (NCERT)	----	----	----	----	29.80	36.72	47.75	66.97	56.47	60.96	----
40	National Council for teacher Education	----	0.10	0.20	----	----	----	----	----	----	----	----
Total		105.00	5946.50	8105.92	1259.19	10900.40	11052.99	14970.60	18782.21	20616.88	15402.73	13609.25

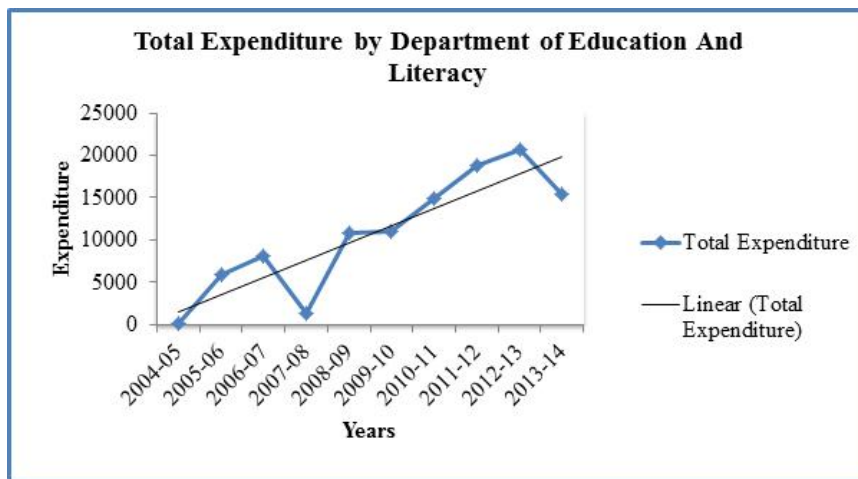
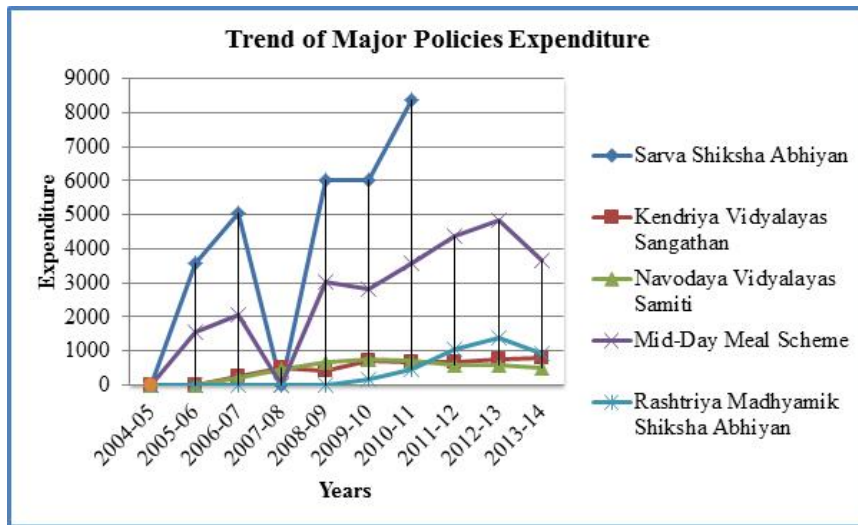
Source: Gender Budget Statements, National Mission for Empowerment of Women and compiled by Author.

From the above table we can easily analyse the picture of government expenditure separately on women education through department of school education and literacy. There are different type of policies running since a decade, in which the government of India had been expanded the budgetary allocation from the woman's educational point of view. The above table shows that how the government of India has increases their allocation towards the women's education in the form of different kinds of policies. Few policies have lacked governmental interest whereas some has seen constant expenditure. One of the reason for this inconsistent nature of Indian educational policies has been the change in the Indian Political structure over a period of time which lead to improper behaviour of government expenditure on women education, In fact some of the policies were launched by the previous ruled government and the expenditure on that has suddenly been reduced by the present ruling government, that's why the impact of different public policies on women's education has been lowered from the last few years. Above expenditure also shows that, initially some policies has not received effective expenditure but later the steps taken by the government has increased the expenditure in an effective way. In addition to this, there have been some policies that had a positive impact on women's education throughout the period like Sarva

Shiksha abhiyan, Mid day meal, Kendriya Vidyalayas Sangathan, Navodaya Vidyalayas Samiti, Rashtriya Madhyamik Shiksha Abhiyan etc, the trend from last ten year's clearly showed the whole picture of these policies. Before 2004, there was no availability of data on different policies with this department, that's why our study is confined to the limited period of time. In 2004, the overall expenditure on women's education is almost nil but there has been a sudden increment on women expenditure by the government of India through different policies which realised after 2005 under the department of school education and literacy. This was the time, when the government realised that this is the most important sector of our economy because this is the sector that creates the double digit growth in the Indian Economy. However, the growth through this sector will be realised after a long period of time. Out of all policies, some policies have merged with other policies over a period of time. The above data is based on the revised budget estimates not from the budget estimates. Actually, if we consider the gender budget statements then we find that there are two columns of expenditure, one for the revised and other for the budget estimates. Our analysis is based on the revised estimate because there is a wide gap in between the revised and budget estimate and the reason is that

every time government of India tries to spend more but ultimately end up lacking behind the budget estimate. Now, we can say that from 2004 there has been a continuous increase in the government expenditure on women's

education through the department of education and literacy. The clear picture of the government expenditure on women's education comes out by the diagrams and charts.



From the above chart we can analyse that there is positive nature of government expenditure on women education throughout the decade by the department of education and literacy. If we see from the above chart that the year 2007-08 was not good from the expenditure point of view by both total and policies expenditure. The expenditure on the Sarva Shiksha Abhiyan and Mid-day meal was almost nil that's why this year has witnessed declining trend in the policies as well as in total expenditure. So, this proves that the major portion of the expenditure is flowing towards these two policies. As a result they play a major role in women education.

Comparisons between policies and within the Policies under the department of education and Literacy:-

In this part of the study we are trying to explore the statistical relationship between the policies and within the policies under the department of education and literacy. Out of the all policies, we are here only choosing eight policies on the basis of the magnitude or volume of the expenditure during the years. By the use of the ANOVA with Post Hoc test we can also be able to find out that which policy is more effective with the help of Games Howell test.

Descriptives								
Policies	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
1. Kendriya Vidyalayas Sangathan	11	522.85	319.607	96.365	308.13	737.56	0	973
2. Navodaya Vidyalayas Samiti	11	464.06	269.733	81.327	282.85	645.27	0	738
3. Sarva Shiksha Abhiyan	11	5996.96	3698.997	1115.290	3511.94	8481.98	0	11444
4. National Programme of Nutritional Support to Primary Education	11	2654.66	1604.905	483.897	1576.47	3732.85	0	4830
5. Rashtriya Madhyaik Shiksha Abhiyan	11	459.85	543.831	163.971	94.50	825.21	0	1396
6. Mahila Samkhya for Women	11	35.91	18.636	5.619	23.39	48.43	0	60
7. Support toNGO/Institution/ SRCs for Adult Education and Skill	11	25.35	23.484	7.081	9.57	41.13	0	62
8. Adult Education and Skill Development Scheme	11	127.34	162.100	48.875	18.44	236.24	0	418
Total	88	1285.87	2404.680	256.340	776.37	1795.38	0	11444

Test of Homogeneity of Variances			
Levene Statistic	df1	df2	Sig.
30.332	7	80	.000

ANOVA					
Policies	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	1.825E8	7	2.607E7	15.477	.000
Within Groups	1.347E8	80	1684361.616		
Total	3.172E8	87			

Multiple Comparisons						
Games-Howell						
(I) groups	(J) groups	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Kendriya Vidyalayas Sangathan	Navodaya Vidyalayas Samiti	58.8182	125.9844	1.000	-367.181	484.817
	Sarva Shiksha Abhiyan	-3708.1818	977.2149	.046	-7358.343	-58.021
	National Programme of Nutritional support to Primary Education	-2132.0000	493.3433	.019	-3953.599	-310.401
	Rashtriya Madhyamik Shiksha Abhiyan	62.8182	190.0724	1.000	-594.326	719.962
	Mahila Samkhya for Women	486.5455*	96.4498	.008	125.318	847.773
	Support to NGO/Institution/SRCs for Adult Education and Skill Development Scheme	497.1273*	96.5453	.007	135.844	858.410
Navodaya Vidyalayas Samiti	Kendriya Vidyalayas Sangathan	-58.8182	125.9844	1.000	-484.817	367.181
	Sarva Shiksha Abhiyan	-3767.0000*	975.8479	.042	-7416.314	-117.686
	National Programme of Nutritional support to Primary Education	-2190.8182*	490.6299	.016	-4010.135	-371.501
	Rashtriya Madhyamik Shiksha Abhiyan	4.0000	182.9142	1.000	-637.188	645.188
	Mahila Samkhya for Women	427.7273*	81.4411	.006	122.888	732.567
	Support to NGO/Institution/SRCs for Adult Education and Skill Development Scheme	438.3091*	81.5542	.005	133.402	743.216
	Adult Education and Skill Development Scheme	336.4364*	94.7973	.042	9.279	663.594
Sarva Shiksha Abhiyan	Kendriya Vidyalayas Sangathan	3708.1818*	977.2149	.046	58.021	7358.343
	Navodaya Vidyalayas Samiti	3767.0000*	975.8479	.042	117.686	7416.314
	National Programme of Nutritional support to Primary Education	1576.1818	1.0862E3	.820	-2230.211	5382.575
	Rashtriya Madhyamik Shiksha Abhiyan	3771.0000*	986.1717	.042	114.436	7427.564
	Mahila Samkhya for Women	4194.7273*	972.4760	.022	547.350	7842.105
	Support to NGO/Institution/SRCs for Adult Education and Skill Development Scheme	4205.3091*	972.4855	.022	557.927	7852.692
	Adult Education and Skill Development Scheme	4103.4364*	973.6855	.025	455.389	7751.483
	Adult Education and Skill Development Scheme	4103.4364*	973.6855	.025	455.389	7751.483
National Programme of Nutritional support to Primary Education	Kendriya Vidyalayas Sangathan	2132.0000*	493.3433	.019	310.401	3953.599
	Navodaya Vidyalayas Samiti	2190.8182*	490.6299	.016	371.501	4010.135
	Sarva Shiksha Abhiyan	-1576.1818	1.0862E3	.820	-5382.575	2230.211
	Rashtriya Madhyamik Shiksha Abhiyan	2194.8182*	510.8553	.016	352.888	4036.748
	Mahila Samkhya for Women	2618.5455*	483.8886	.005	803.747	4433.344
	Support to NGO/Institution/SRCs for Adult Education and Skill Development Scheme	2629.1273*	483.9077	.005	814.319	4443.936
	Adult Education and Skill Development Scheme	2527.2545*	486.3148	.006	711.026	4343.484
Rashtriya Madhyamik Shiksha Abhiyan	Kendriya Vidyalayas Sangathan	-62.8182	190.0724	1.000	-719.962	594.326
	Navodaya Vidyalayas Samiti	-4.0000	182.9142	1.000	-645.188	637.188
	Sarva Shiksha Abhiyan	-3771.0000*	986.1717	.042	-7427.564	-114.436

	National Programme of Nutritional support to Primary Education	-2194.8182*	510.8553	.016	-	-352.888
	Mahila Samkhya for Women	423.7273	163.9759	.263	-190.982	1038.437
	Support to NGO/Institution/SRCs for Adult Education and Skill Development Scheme	434.3091	164.0321	.242	-180.432	1049.050
		332.4364	171.0028	.550	-288.725	953.598
Mahila Samkhya for Women	Kendriya Vidyalayas Sangathan	-486.5455*	96.4498	.008	-847.773	-125.318
	Navodaya Vidyalayas Samiti	-427.7273*	81.4411	.006	-732.567	-122.888
	Sarva Shiksha Abhiyan	-4194.7273	972.4760	.022	-	-547.350
					7842.105	
	National Programme of Nutritional support to Primary Education	-2618.5455*	483.8886	.005	-	-803.747
					4433.344	
	Rashtriya Madhyamik Shiksha Abhiyan	-423.7273	163.9759	.263	-	190.982
					1038.437	
	Support to NGO/Institution/SRCs for Adult Education and Skill Development Scheme	10.5818	9.0322	.931	-20.033	41.197
		-91.2909	49.1633	.602	-274.672	92.090
Support to NGO/Institution/SRCs for Adult Education and Skill	Kendriya Vidyalayas Sangathan	-497.1273*	96.5453	.007	-858.410	-135.844
	Navodaya Vidyalayas Samiti	-438.3091*	81.5542	.005	-743.216	-133.402
	Sarva Shiksha Abhiyan	-4205.3091*	972.4855	.022	-	-557.927
					7852.692	
	National Programme of Nutritional support to Primary Education	-2629.1273*	483.9077	.005	-	-814.319
					4443.936	
	Rashtriya Madhyamik Shiksha Abhiyan	-434.3091	164.0321	.242	-	180.432
					1049.050	
	Mahila Samkhya for Women	-10.5818	9.0322	.931	-41.197	20.033
	Adult Education and Skill Development Scheme	-101.8727	49.3504	.489	-285.384	81.639
Adult Education and Skill Development Scheme	Kendriya Vidyalayas Sangathan	-395.2545*	107.9650	.037	-773.007	-17.502
	Navodaya Vidyalayas Samiti	-336.4364*	94.7973	.042	-663.594	-9.279
	Sarva Shiksha Abhiyan	-4103.4364*	973.6855	.025	-	-455.389
					7751.483	
	National Programme of Nutritional support to Primary Education	-2527.2545*	486.3148	.006	-	-711.026
					4343.484	
	Rashtriya Madhyamik Shiksha Abhiyan	-332.4364	171.0028	.550	-953.598	288.725
	Mahila Samkhya for Women	91.2909	49.1633	.602	-92.090	274.672
	Support to NGO/Institution/SRCs for Adult Education and Skill	101.8727	49.3504	.489	-81.639	285.384
*. The mean difference is significant at the 0.05 level.						

In the descriptive statistics we can easily analyse the major policies within the group from the Education and literacy department. Now with the help of the mean, standard deviation, standard error and other statistics, we can analyse the nature of the data as well as the performance of the policy itself. If we see from the table the mean of Kendriya vidyalayas Sangathan is around 522 which clearly indicate that how much this policy is effective during the period. Infact if we see from the data table, it's their consistency also shows the effectiveness of the policy while ignoring two initial years of the period, instead of that their standard error is low if we compare it with the

mean value. Although if we compare it with the other policies that have greater mean value then the mean value of Kendriya vidyalayas Sangathan seems to be quite low but according to their trend we can say that the expenditure level continuously increased throughout the period which means their performance is quite well but the expenditure level is not so well. The mean value of Sarva Shiksha Abhiyan is highest among the major policies and this policy is most effective among all the other policies under the department of education and literacy. In spite of that the mean value lies in between the lower and upper value exactly, this implies that these policies are most

effective in nature as far as women education are concerned. One thing to be mentioned here about Sarva Shiksha Abhiyan is that the mean value of total major policies seems to be quite low in the table while the mean value of SSA is very high which also make it special within the group. However, the standard deviation from the mean value also happens to be low with the low standard error value in the table statistics. After the performance of the SSA, the Mid Day Meal Programme shows the second highest mean value within the group. The national Programme of Nutritional Support to Primary Education emerges out to be consistent policy among the group except two years and the nature of data also indicate the good pattern during the period. The standard deviation happens to be near to the mean value with the low standard error value. However if we compare it with the total mean value then this policy also show the mean value high but not as much as the SSA but the standard deviation from mean of total group is greater than the standard deviation of Mid Day Meal Scheme which leads to the good result of that policy itself. However in case of the RMSA the mean value is quite well but if we see from the table the standard deviation from the mean is very high or we can say that it is greater than mean value, this leads to bad impact as far as policy is concerned. The reason for this high deviation from the mean is that the data during the period available only from the 2008-09 that's why their deviation emerge as the high from the mean value after that their consistency seems to be fine. There are also other policies but their mean value comparatively very low which we can see from the table so there is no need to elaborate it. In the ANOVA table, our result comes out to be significant within the groups and between the groups with five percent level of significance. It means that our above descriptive from the major policies under the department of education and literacy where as the Levene test of homogeneity of variance also seem to be significant with 1 percent level of significance. It means that we cannot assume the variance constant and that why we are using Games Howell test for the comparisons which is used when our variance assumed to not constant.

Sarva Shiksha Abhiyan to Others:-

As we see from the above descriptive statistics, the SSA comes out to be most effective policy as far as women education is concerned. Now, when we compare it with the other policies by using the multiple comparisons with the help of some statistic values, it again seems to be most effective because most of the P-values emerge significant. It means this policy differs from other on the basis of the result and why we are considering it as the

most effective policy, the reason is that most of the mean difference of this policy with others comes out to be positive with the significant value under the 5 percent level of significance. Almost the mean difference between the SSA with others are more than 3000 with 5 percent level of significance and hence proved that this policy is most effective in comparison to other also. It means that SSA is most effective policy among the all policies in accordance with above comparison tables. However the reason for insignificant value with mid day meal is that both the policy data are same in nature and does not make them different. The analysis is under taking to find out the difference in the policies that's why SSA is not different from mid day meal programme.

Mid Day Meal Programme to Others:-

This programme is basically meant for the nutritional support for primary education and according to the above result their performance in comparison with others a good but if we compare it with the SSA then we can say that SSA perform best among the all the policies because the mean difference of SSA with others are very high. However, if we compare it with KVS, NVS, and RMSA then their mean difference almost same with equal level of significance level. It means that mid day meal programme is effectively different from them whereas Support to NGO/Institute/SRCs for Adult education and skill Development scheme is higher from the above three with 1 percent level of significance. From the above result we are able to say that after the SSA, this policy worked effectively during the years.

Kendriya Vyalayas Sangathan to Others:-

This is the one of the important policy by the government of India included under the gender budget statement. Most of the difference seems to be significant but the two mean difference came out to be negative in case of SSA and Mid Day Meal but remaining three mean difference appear to be good under the 5 percent significance level. The most important thing is that the most of the lower values under the KVS are negative that's why this policy is not effective as compare to the above two.

There are certain policies which are there in the above table but their result shows that although their impact can be seen in the sphere of women education but are not effective enough to leave an imprint. So in the end we can say that by the use of ANOVA with post hoc test we can interpret these results.

IMPACT ON GIRLS ENROLMENT IN INDIA

Model:

$$LN_{GEASL} = \mu_0 + \beta_1 LN_{EBDEL} + \mu_0$$

Where,
 GEASL= Girls Enrolment at School Level
 EBDE= Expenditure by Department of Education and Literacy
 μ_0 = Autonomous term
 β_1 = Coefficient of Independent Variable
 μ_0 = Error term

In this part we are using the regression model to find out the impact of the women expenditure through public policies on women education. The girl’s enrolment is one of the most important variable by which we can show the impact of the public expenditure on women education. The girl’s enrolment comprises of primary, upper primary, secondary and senior secondary education.

RESULT

Impact of LNEBDEL on LN_{GEASL}

Variable	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
LNEBDEL	.036	.012	.711	3.031	.014

Constant value= 6.710
 R square= .505
 Significance at 5%

By the use of regression model, we can easily find the relationship between the two variables and can show how much the impact of independent variable is there on dependent variable. The result of our model shows the positive impact with 5 per cent level of significance. Our result also shows that if there is 1 per cent increase in expenditure by department of education and literacy then there will be .036 percent increase in girl’s enrolment at school level, 10 per cent increase in EBDEL leads to .36 per cent change in GEASL. The R-square value also measures the goodness-of-fit of the estimated model in terms of the proportion of the variation in the dependent variables that is explained by the fitted regression equation. The value of R square is 0.505 which means that nearly 50.5 percent of the variation in adjustment is explained by the estimated model. This result implies that the policies under the department of education and literacy have positive impact upon the girls enrolment at school level, the result also shows that there are many factors that affect the girl’s enrolment other than public expenditure. The public expenditure on women education is one of the factor that have the positive impact upon the girl’s enrolment but is not realised that much as we expected. So here we can say that the department of education and literacy have a positive impact on GEASL.

CONCLUSION

In the study, our main aim is to analyse the role of the Government policies under the department of education and literacy for women education. This paper tries to find out the effectiveness of the educational policies

and find which one performed best among the various related policies. Our paper is divided into three parts; first part is to explore the trend of Public expenditure for women education through different policies under the department of Education and Literacy. The second part of the paper analyse the expenditure on women education policies under the department of education and literacy and at the end to find out the impact of the public expenditure on women education. In this analysis, our main objective is to know the effectiveness of the public policies within the policies and between the policies. From the first part, we can say that there is the positive trend during the years but we cannot say that this trend is effectively realised or not as far as women education is concerned. However, we also try to show trend of the major educational policies during the years and find that there is inconsistency in the educational policies. The analysis of the second part shows effectiveness of the various policies under the Department of education and literacy. In the end part we can say that on the basis of the result the department of education and literacy under gender budget have positive impact on women education during the years.

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