

Impact of NPEGEL on Girls' Education at Elementary Level in Tribal District of Odisha

KARTIKESWAR ROUL*

Abstract

A number of affirmative activities are undertaken and also proposed under Sarva Shiksha Abhiyan (SSA) to deepen gender awareness and to enhance girls access, enrolment and retention in the school system. These activities can broadly be classified into some broad heads like creating the right environment, improving the reach, ensuring entry into school, ensuring retention, installing gender equity and towards better learning. National programme for education of girls at elementary level (NPEGEL) is an integral part of SSA specially concentrates on girls education in educationally backward block and SC/ST blocks of India. This article has made an attempt to focus on various interventions of NPEGEL programme for development of girls education and its positive effects/impact in achieving universal elementary education (UEE) specially in tribal district of Odisha.

Introduction

The purpose of providing education to girls is to make them play a positive role in their own development or in the development of the nation. Girls' education in particular has assumed special significance in the context of India's planned development. This is because women constitute nearly half of the nation's population representing valuable human resources of our

country. It has been rightly said that educate a girl, educate several generations. Expanding educational opportunities for girls is desirable for increasing productivity in the farm, greater labour force participation, late marriage, lower fertility, child health and nutrition. Educationally developed women have been shown to be a critical ingredient in breaking the various multi-generational cycles of poor child health,

* Teacher Educator, DIET, Kalahandi, At/PO. Bhawanipatna, Dist. Kalahandi (Odisha)

lower educational performance, low income and high fertility. So effort should be made to link girls education to longer social and economic development. Literacy for poor women is a tool for empowerment in a wider struggle against inequality and injustice in society.

Realising the fact that women's education is an important agent of social change, the makers of the constitution made some vital provisions for the spread of women's education in India. The preamble of the Indian Constitution promises to secure to all citizens four noble ideals of justice, liberty, equality and fraternity. To achieve these national objective, the Constitution guarantees on certain fundamental rights in article 14, article 15 prohibits any discrimination and article 15(3) empowers the state to make a special provision for women and children. Article 45 of the part IV of the Constitution provides free and compulsory education to all the children upto the age of 14. In 1976 through ninety third constitutional amendment act, it made education a fundamental right. The National Policy on Education (NPE) 1986 has given very important recommendation for women's education. It has paid attention to the basic issue of women's equality in the section titled "Education for Women's Equality". The Programme of Action, 1992 gave stress on literacy, UEE and making education an effective way for women's equality. On the basis of this policy the government has taken several educational initiatives such as Operation Black Board, District Primary Education Programme (DPEP), Mid Day Meal Scheme (MDM) and Sarva Shiksha Abhiyan (SSA) etc.

Present Status of Girls Education

Gender Parity Index (GPI) and percentage of girls enrolment in primary and upper primary classes, computed for the period 2004-05 to 2007-08 reveal that there is a consistent improvement in GPI. The average of 35 states and UTs in 2007-08 indicates GPI of 0.93 in primary classes and 0.89 in case of enrolment in upper primary classes. Out of 35 states and UTs, Manipur and Sikkim have the highest GPI of 0.99 and 0.98 respectively and Chandigarh the lowest (0.81). The Gender Parity Index of Andhra Pradesh and Assam (0.94), Maharashtra (0.89), Madhya Pradesh (0.96), Tamil Nadu (0.94) and Utter Pradesh (0.97) has very high in primary level during 2007-08. But the gender parity index of Rajasthan (0.69), Bihar (0.76) and Gujrat (0.83) is very low, which clearly indicates that a large number of girls in these states are still out of school. The highest share of girls enrolment at primary level is noticed in case of Meghalaya (50.36%) followed by West Bengal (49.47%). Girls' enrolment in Government managed schools is found to be higher than private managed schools at primary and upper primary level (NUEPA – 2009). The retention rate of primary level at national level is 73.90. The retention rate of girls in States like Tamil Nadu (100%), Maharashtra (99.35%), Madhya Pradesh (94.91%), Haryana (94.61%) and Himachal Pradesh (93.57%) is more than 93%. But the retention rate of girls in state like West Bengal (51.92%), Bihar (53.63%), Rajasthan (57.32), is very low. The promotion rate, repetition and drop out rate of girls at primary level in national level is 84.3%, 6.6% and 8.1%

respectively. The transition rate of girls from primary to upper primary level of education during 2006-07 at national level is 80.30% which is lower than boys (81.89%). Girls passed with 60% and above marks in primary and upper primary classes at national level is 44.94% and 40.67% respectively. The analysis above DISE data reveals that girl children education at elementary level in India is not satisfactory.

In case of Odisha state the promotion, repetition and drop out rate of girls in primary level is 64.2%, 14.3% and 21.6% respectively. The Gender Parity Index (GPI) of Odisha at primary level is 0.95 during 2007-08. Basing on access, infrastructure facility and teacher status the Educational Development Index (EDI) rank of Odisha state is 25, 26 and 25 respectively. (NUEPA-2010). The educational development index in access, infrastructure and teaching of Odisha for upper primary level during 2008-09 is 23, 27, 28 respectively. The outcome index ranking of Odisha among the 35 states and UTs as per EDI is 31 in India. The composite educational development index ranking of Odisha during 2008-09 is 27 for primary level, 29 for upper primary level and 28 for composite primary and upper primary level. (NUEPA-2010). The above analysis clearly indicates the status of girls' education in Odisha at elementary level is very miserable in composition to other states and UTs of India. So there is an urgent need of special focus on development of girls education in the context of achieving universalisation of elementary education in Odisha.

National Programme for Education of Girls at Elementary Level (NPEGEL)

The government of India has approved a new programme called National Programme for Education of Girls at Elementary Level as an amendment to the scheme of SSA for providing additional components for education of girls at elementary level. NPEGEL launched during November, 2003 to be implemented for progress of girls education in educationally backward blocks and SC/ST blocks. NPEGEL scheme further adds till upto the SSA mission by covering one of the most vulnerable as well as hard to reach target groups for achieving UEE the girls children in 6 to 14 years of age in all their varied categories i.e. never enrolled girls, drop out girls, working girls, adolescent girls, girls from marginalised social group, girls with low attendance & low level of achievement.

Objectives of NPEGEL

- To develop and promote facilities to provide access and to facilitate retention of girls and ensure greater participation of women and girls in the field of education.
- To improve quality of education through various interventions and to stress upon the relevance and quality of girls education for their improvement.

Focus of NPEGEL Under SSA

The focus of NPEGEL under SSA programme are as given below:

- ❖ To strengthen the capacity of district institution and organisation for planning, management and evaluation of girls education at the

elementary level and create a dynamic management structure that will be able to respond to the changes of girls education.

- ❖ To develop innovative gender sensitisation / training programmes with the assistance of concerned organisations and women's group, for teachers and administrators.
- ❖ To gear the entire education system to enhance self-esteem and self confidence of women and girls.
- ❖ To provide co-ordinated efforts, to ensure necessary support services to enhance girls participation and performance in elementary education.
- ❖ To build community support for girls education and a conducive environment for girls education in the school, community and home.
- ❖ To ensure that girls get good quality education at the elementary level.

Implementation Process of NPEGEL

District gender unit is administering the NPEGEL programme in the district. The unit consists of district gender co-ordinator, resource persons and supporting staff. The unit is co-ordinating and supervising all aspects of the components at district level and providing resource and training support. At block level the block resource centre co-ordinator is responsible for co-ordinating and converging with district gender unit and existing programmes. The core group at the block level responsible for community mobilisation, monitoring in the village progress for enrolment, dropout, achievement of girls, facilitating with VEC/MTA and creating an environment of girls education. At

the cluster level the co-ordinators are appointed. The co-ordinators are working along with the model cluster school. A cluster level committee is also formed for monitoring the cluster level activities. The committee is looking after the regular monitoring of girls enrolment, retention, check the drop out and enhance the achievement of level of girls in cognitive and non-cognitive area.

Activities Undertaken Under NPEGEL in Odisha

- Model cluster schools have opened for organising all NPEGEL programme activities.
- District level co-ordination committee, block level co-ordination committee and cluster level co-ordination committee have been formed to plan & organise the NPEGEL activities in all the districts of Odisha covered under NPEGEL.
- Teachers have undergone gender sensitivity teachers training to make school and classrooms girls friendly.
- Additional incentives in the shape of uniforms have been provided to all girls children of primary and upper primary schools.
- Sports equipments have been provided to all the NPEGEL clusters.
- Tele conference held through distance education to orient the field functionaries regarding NPEGEL scheme and programme implementation.
- Extra curricular activities specially for girls children have been conducted in all clusters.
- Remedial teaching centres for girls have been opened in all MCS Centres.

- Workshop has been organised to finalise list of Teaching Learning Elements (TLE) for MCS basing on the curriculum of primary and upper primary level.
- Zonal office is functioning at Rayagada to monitor and provide support for NPEGEL activities.
- Launching of JYOTI Magazine at MCS level, a girl friendly magazine with articles related to female protagonists to encourage girls.
- Residential camps for drop out and non-enrolled adolescent girls have been opened to equip them with four skills – literacy/numeracy, life skills, reproductive health information and vocational training.
- To make the girl children of school going age free from sibling case and enable them to attend school, early child care centres are being opened in unreserved areas and the existing ICDS centres are being strengthened.

Need of the Study

NPEGEL is an integral part of SSA programme specially concentrate on girls education through functioning of Model Cluster Centre School (MCS). This NPEGEL provides opportunities to the girls for achieving UEE. A lot of money is spent for implementing NPEGEL programme at block level in form of construction of MCS building, vocational training, organising awareness programme, talent search programme, organising sports and cultural activities in the schools, cluster level and block level. It is expected that the NPEGEL based educational programme will cater the need of such girls. Thus the study will help to know

the effectiveness of NPEGEL. It will be helpful to planners, educationist researchers, economists to formulate remedial measures for better achievement from the NPEGEL. Last but not least it will help to SSA authorities to know the strength and weakness of NPEGEL.

Objectives

- ❖ To find out the present status of various interventions of NPEGEL programme in tribal area.
- ❖ To critically examine the effects of NPEGEL programme on girls education at elementary level.
- ❖ To identify the strength and weakness of NPEGEL programme with regards to development of girls education.

Methodology

Descriptive survey method was followed for the research study.

Sample

Kalahandi district of Odisha had been taken as the area of the study. Out of 13 ITDA blocks of the district 4 blocks were selected for the study (i.e. 2 blocks were educationally developed and other two were fully tribal block. Out of total Model Cluster Schools (MCS) 40 MCS had been selected on random basis from different directions of the blocks. Besides this 8 feeder schools from 4 sample blocks had been included in the study. Moreover this study included 40 MCS co-ordinator, 40 MCS centre headmaster, 8 feeder school headmasters, 48 teachers, 240 girls students, 88 VEC/MTA members, 20 cluster resource centre co-ordinator (CRCCs) 4 BRCCs. Random sampling method had been used for the selection of the sample of the study.

Tools Used

- ❖ School information schedule.
- ❖ Questionnaire for MCS Head teachers.
- ❖ Interview schedule for MCS centre co-ordinator.
- ❖ Interview schedule for teachers of MCS centre.
- ❖ Interview schedule for girls students.
- ❖ Interview schedule for VEC/MTA members.
- ❖ Interview schedule for BRCCs/CRCCs.
- ❖ Format for Annual Test Result.

Procedure of Data Collection

Necessary data and information was collected in 4 phases. The first phase comprises to organise baseline study to select Block, Model Cluster Centre School (MCS) with the help of gender co-ordinator, BRCCs and CRCCs of the sample district. The second phase includes collection of data and information from headmaster through structured questionnaire and school information schedule. The third phases

refers to collect necessary data and information from MCS co-ordinators, girls students, BRCCs and CRCCs, VEC/MTA members and teachers through using structured interview schedule. The final phases comprises collect annual test result of Class – VI students for last five academic years from examination register. The duration of data collection was from 1st July 2010 to last week of November 2010.

Statistical Techniques Used

The data was tabulated and analysed keeping in view of the objectives of the study spelt out. The statistical technique of percentage, mean and chi-square (X^2) analysis were employed to analyse the collected data.

Result and Discussion

Basing on objectives some selected tabular and graphical representation has been given below.

Findings

Objective wise major findings are given below.

Table 1

**Activities Undertaken under NPEGEL Programme
for Development of Girls' Education**

S. No.	Items	No. of Cluster			
		Satisfactory	Average	Poor	Total
1	Orientation for H.M, teachers and MCS co-ordinator	31 (77.50)	7 (17.50)	2 (5.00)	40 (100.00)
2	Functioning of Model Cluster School Centres	25 (62.50)	12 (30.00)	3 (7.50)	40 (100.00)
3	Utilisation of sports materials library book, cycle & TLE	22 (55.00)	13 (32.50)	5 (12.50)	40 (100.00)
4	Community Mobilisation programme	30 (75.00)	8 (20.00)	2 (5.00)	40 (100.00)

5	Early childhood care education	24 (60.00)	9 (22.50)	7 (17.50)	40 (100.00)
6	Alternative/bridge course	29 (72.50)	8 (20.00)	3 (7.50)	40 (100.00)
7	Remedial teaching	32 (80.00)	6 (15.00)	2 (5.00)	40 (100.00)
8	Additional incentive to girls	34 (85.50)	5 (12.50)	1 (2.50)	40 (100.00)
9	Vocational training	20 (50.00)	16 (40.00)	4 (10.00)	40 (100.00)

The analysis of Table – 1 reveals that under NPEGEL various activities were organised in different ways for qualitative development of girls education. About more than 50% schools were organised activities of NPEGEL satisfactory. It clearly reveals that status of activities of NPEGEL was satisfactory.

Table 2
Functioning Status MCS Centre in Developed and Backward

S. No.	Types of Blocks	Satisfactory	Less Satisfactory	Not at all Satisfactory	Total
1.	Backward Blocks	14 (70.00)	5 (25.00)	1 (5.00)	20 (100.00)
2.	Developed Blocks	11 (55.00)	7 (35.00)	2 (10.00)	20 (100.00)
	Total	25 (62.50)	12 (30.00)	3 (7.50)	40 (100.00)

The analysis of the Table – 2 clearly indicates that 70% MCS Centre of backward Block and 55% of Developed Blocks were functioning satisfactory. It further highlights that Model Cluster School Centres of backward block were functioning better than developed Block due to active initiative and guidance of BRCCs and CRCCs and active role of MCS centre Headmaster.

Table 3
Role of MCS Centres Co-ordinators for Development of Girls Education

S. No.	Item	No. of respondents	Percentage
1	Undertaking survey work	42	9.54
2	Monitoring and co-ordinating the feeder schools of MCS centres	63	14.32
3	Functioning of Meena Club and Meena Mancha in schools	46	10.46
4	Collection of girls for new enrolment and mainstreaming dropout girls	48	10.91

5	Active participation awareness programme on importance of girls education	65	14.77
6	Taking class in absence of teachers in schools	29	6.59
7	Optimum use sports materials, TLM, cycle and library book for girls students	78	17.73
8	Active role in organising talent search, annual sports and cultural programme	69	15.68
	Total	440	100.00

It is revealed from the Table – 3 that MCS Co-ordinators were working satisfactory for success of NPEGEL. It again reflects that MCS Centre Co-ordinators were working for development of girls education in rural area.

The Chi-Square analysis of the table clearly concludes that role of MCS Centres co-ordinator is significant. Because the table value of X^2 for 7 degree of freedom at 5% and 1% level of significance is 14.067 and 18.475 which is less than the calculated value (i.e. 33.886). Thus MCS co-ordinator was significantly working for the development of girls education under NPEGEL.

Table 4

Participation of Girls in Curricular and Co-curricular Activities of NPEGEL

Sl. No.	Types of Participants	No. of respondents	Percentage
1	Fully	174	43.50
2	Average	122	30.50
3	Partially participated	66	16.50
4	Very poor participation	38	9.50
	Total	400	100.00

The analysis of Table — 4 reveals that about 54% girls were fully participated in classroom transaction and different activities of co-curricular activities after organisation of different activities under NPEGEL at elementary school level. The Chi-square (X^2) analysis further clearly states that this type of participation of girls in curricular and co-curricular activities in schools is significant. As the computed value i.e. 109.59 is higher than the table value for 3 degree of freedom at 5% and 1% level.

Table 5

Effects of NPEGEL Programme on Development of Girls Education

Sl. No.	Items	No. of responses	Percentage
1	It removes inequality between boys and girls in academic and non-academic area.	79	17.95
2	It enhanced active participation of girls in educational process.	58	13.19
3	Enhancement of quality of girls education at elementary school level.	69	15.69

4	Enrolment and retention rate of girls has increased.	77	17.50
5	It helps to enhance the community mobilisation and co-operation to MCS Centre.	41	9.32
6	Vocational competency has developed among girls.	33	7.50
7	Performance of girls is higher than boys in cognitive and non-cognitive area.	42	9.54
8	It encouraged the girls to use subject matter in daily life.	45	10.23
	Total	440	100.00

The analysis of the Table—5 clearly reveals that there was a positive effect of NPEGEL programme on girls education in tribal area with regard to quality of girls education, enrolment and retention rate of girls at elementary level, community participation for development of girls education, improvement of content knowledge among girls and bridge the gap of inequality between boys and girls in academic and non-academic activities of schools. The calculated value of X^2 (Chi-square) is 40.23 and which is more than the table value in 7 degree of freedom at both 5% and 1% level. So it clearly shows that all activities of NPEGEL had significant effects on girls education at elementary school level in tribal district.

Table 6

**Strength of NPEGEL with
Regard to Girls Education**

Sl. No.	Items	No. of responses	Percentage
1	Increased enrolment and attendance rate of girls in schools.	102	23.19
2	Drop out rate had reduced to a great extent.	95	21.58
3	Higher achievement of girls in subject competency than boys	105	23.87
4	Active participation of girls in sports, talent search, cultural programme.	93	21.14
5	Develop vocational competency among girls.	45	10.22
	TOTAL	440	100.00

The analysis of Table—6 reveals that increased enrolment and attendance rate of girls, reduced drop out rate, better achievement of girls than boys in content subject, more participation of girls in sports, talent search & cultural programme and develop vocational competency among girls were the major achievement of NPEGEL in Odisha. The computed value of Chi-square is 27.34. It is higher than 5% and 1% level of table value at 4 degree of freedom. Thus all the strength items of NPEGEL are significant.

Table 7

**Strength of NPEGEL with
Regard to Girls Education**

<i>Sl. No.</i>	<i>Items</i>	<i>No. of responses</i>	<i>Percentage</i>
1	Utilisation of NPEGEL funds	107	24.31
2	Poor monitoring and supervision work at state, district and block level.	112	25.45
3	Poor orientation to MCS, Co-ordinator, remedial teacher and part-time teachers on NPEGEL programme.	66	15.00
4	Feeder schools of MCS Centres get less opportunity for NPEGEL programme.	3	21.13
5	Lack of co-ordination and co-operation among MCS Centre Head master, SSA personnel and community members.	62	14.09
	TOTAL	440	100.00

The analysis of the Table—7 reveals that poor monitoring and supervision work at state, district and block level, less utilisation of NPEGEL funds, poor status orientation to MCS Centre Co-ordinator, Head Master on NPEGEL, less opportunities to feeder schools of MCS major Centre and insufficient coordinator MCS Centre, SSA personnel were the weakness factor of NPEGEL in Odisha. The Chi-Square analysis clearly highlights that all these identified factors relating to problems of NPEGEL were significantly affected unfavourable on girls education in tribal area. Because the calculated value of Chi-square is 24.1 which is more than the table value of Chi-square at 5% and 1% level.

Table 8

Inter-related Factors and NPEGEL Affected Girls Education

<i>Sl. No.</i>	<i>Dimensions</i>	<i>Observed range score</i>	<i>Mean value</i>	<i>No. of cluster above the mean</i>	<i>No. of cluster below the mean</i>
1	Organisation of NPEGEL activities	8-40	3.6	26	14
2	Community mobilisation work	6-30	3.5	29	11
3	Utilisation of NPEGEL funds	7-35	3.0	23	17
4	Infrastructure facility	6-30	3.3	28	12
5	Functioning of MCS Centre	8-40	3.8	32	8
6	Monitoring and supervising work	7-35	2.8	27	13

The above Table – 8 is based on the five point rating scale observation schedule. The table reveals that more than 50% interventions of NPEGEL were organised satisfactory. The analysis further clearly point out that effect of NPEGEL was positive on girls education in tribal district of Odisha. For clear understanding about impact of NPEGEL is given in diagrammatical representation as per the mean value and observe value.

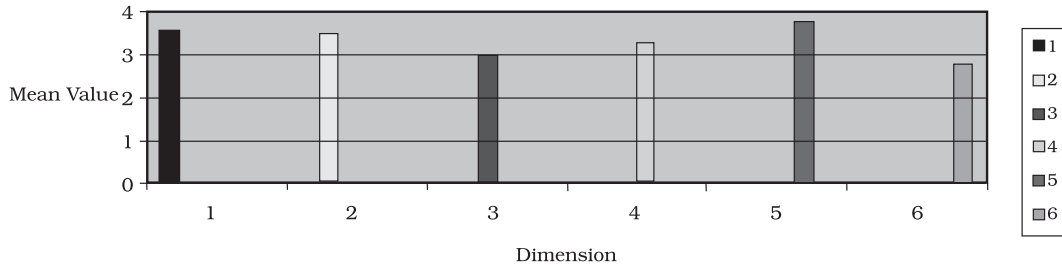


Fig-1: Status of Different Interventions of NPEGEL

Table 9

Steps to be Taken for Higher Achievement from NPEGEL

Sl. No.	Suggested Items	No. of respondents	Percentage
1.	Special orientation should be imparted by competent institution on NPEGEL.	85	19.31
2.	Steps must be taken for 100% utilisation of NPEGEL funds.	112	25.45
3.	Regular monitoring and supervision of NPEGEL activities by monitoring team.	108	22.28
4.	Community mobilisation programme should be organised on regular basis.	67	17.50
5.	Status of MCS coordinator, remedial teachers and part time teachers should be enhanced by better remuneration and term of appointment.	68	15.46
	TOTAL	440	100.00

It is revealed from the Table— 9 that special orientation to MCS co-ordinator, Headmaster, part time and remedial teachers, maximum utilisation of NPEGEL funds, regular monitoring and supervision work, community mobilisation, enhancement of service status of NPEGEL staff of the district are major action orientation strategies for better effectiveness of NPEGEL on girls education in tribal area.

As the computed value of Chi-Square (χ^2) is 29.14 which is more than the table value for 4 degree of freedom at 5% and 1% level of significance. So these factors are significant for better implementation of NPEGEL in tribal district of Odisha.

- Through various activities of NPEGEL (National Programme on Education for Girls at Elementary Level) various programmes such as orientation to Headmaster, MCS Co-ordinator and teachers, functioning MCS centre, use of library book, sports materials, TLE, bicycle etc, mobilisation of community for girls education, early childhood care education, bridge course for girls, remedial teaching, supply of additional initiates to girls and schools and vocational training

were organised satisfactory in more than 50% model cluster school centres with regards to girls education.

- About 70% model cluster school centre of backward block and 55% of developed block were functioning satisfactory. So MCS centres, of backward blocks were functioning better than developed blocks of Kalahandi district of Odisha due to active initiatives and guidance of BRCCs, CRCCs and active role of Headmaster of MCS Centres.
- Role of MCS Centre co-ordinator was significant with respect to for development girls education in tribal area of Odisha.
- More than 43% girls were fully participated in both curricular and co-curricular activities of the NPEGEL.
- There was a positive impact of NPEGEL programme on girls education at elementary level with regards to increasing enrolment, retention rate, improvement of achievement rate in academic and non academic activities of schools.
- Increased attendance and retention rate, reduced drop out rate, acquired better achievement of girls than boys in content knowledge, active participation of girls in sports, talent search and cultural activities and develop vocational competency among girls were major strength of NPEGEL.
- Poor monitoring and supervision of NPEGEL activities at state, district and block level, less utilisation of NPEGEL funds, poor status of

orientation programme, less opportunities to feeder schools of MCS centre, insufficient coordination among MCS centres, BRCCs, CRCCs, gender coordinator and VEC/MTA members were the major weaknesses of NPEGEL programmes in tribal district of Odisha.

- Interventions for NPEGEL was significant effect on development of girls education at elementary level in tribal area.
- Special orientation programme on NPEGEL, steps for 100% utilisation of NPEGEL funds, regular monitoring and supervision of NPEGEL related activities, mobilisation of community members and capacity building of MCS coordinator part time teacher remedial teachers and community members were urgently needed for systematic organisation of NPEGEL for development of girls' education in tribal area.

Conclusion

In the light of the findings of the study it concludes that status of various interventions of National Programme for Education of Girls at Elementary Level (NPEGEL) was satisfactory with respect to functioning of Model Cluster School Centres (MCS), providing additional incentives to girls students, remedial teaching, programme of orientation, work of MCS co-ordinator, part time teachers, organised cultural programme, community mobilisation programme, bridge course, imparting vocational training and utilisation of sports materials, library book, cycle and TLE. There were a positive effects/impact of

NPEGEL on development of education among girls at elementary level in tribal district of Odisha. But monitoring and supervision work and maximum utilisation of NPEGEL funds should be prior objective of SSA authorities of Odisha for getting higher achievement from NPEGEL in tribal area, of Odisha.

Suggestion

- Awareness programme on NPEGEL should be organised at village, block and district level on regular basis.
- Resourceful monitoring team should be constituted under the leadership of principal of DIET for effective monitoring and supervision work of NPEGEL activities.
- Special orientation should be given to headmasters of MCS centre, BRCCs, CRCCs, MCS Centre co-

ordinator and teachers for maximum utilisation of NPEGEL funds in fruitful way.

- Higher remuneration and full time engagement should be given to MCS centre co-ordinator for better success of NPEGEL in tribal area.

Educational Implication

- The study will helpful to authorities like DPC, gender co-ordinator, BRCCs, CRCCs and Headmaster of MCS centre to take appropriate steps for effective implementation of NPEGEL programme.
- The findings of the study will also helpful to the planner, researcher, educationist, NGOs to work actively for development of education among girls at elementary stage in tribal area.

REFERENCE

- AGRAWAL, G. 2000. *Girls and Women Education, Development and Planning of Modern Education*, New Delhi, Vishwa Prakashan.
- BEHERA, G.G. 2006. *Women Education in KBK Region*, UGC Sponsored Seminar on Women Education in KBK District of Odisha, Govt. Women's College, Bhawanipatna.
- DAS, M.K. 2008. *Evaluation of Participation of Model Cluster School Co-ordinators for Promotion of Girls Education in Nuapada District*, SSA, OPEPA, Bhubaneswar.
- GOVERNMENT OF INDIA. 1997. *Improving Girls Access to a Better Life through Primary Education*, DPEP calling, MHRD, New Delhi.
- GOVERNMENT OF ODISHA. 2003. *Vision 2020, An Agenda for School and Mass Education, Report of the Task Force*, Department of School and Mass Education, Bhubaneswar.
- KRISHNAMACHARYULU, V. 2006. *Elementary Education, Volume-I & II*. Neelakamal Publication Pvt. Ltd., New Delhi.
- NCERT. 2002. *Issues of Primary Education*, Educational Consultants India Ltd. MHRD, Government of India, New Delhi.
- NCERT. 2005. *National Curriculum Framework- 2005*, NCERT, New Delhi.

- NUEPA. 2010. *Elementary Education in India, Progress Towards UEE*. NUEPA, New Delhi.
- OPEPA. 2006. *Guideline for NPEGEL Programme, Department of Girls Education, State Project Office, SSA, Bhubaneswar*.
- RAO, B.K. 2007. *Women and Education*, Kalpaz Publication, Delhi.
- RAO, D.B. 1998. *District Primary Education Programme*, Discovery Publishing House, New Delhi.
- ROUL, K. 2010. *An Evaluation of Functioning of Model Cluster school centres for development of Girls Education in Kalahandi District*, State Project Office, SSA, OPEPA, Bhubaneswar.
- RUSTAGI, P. 2009. *Concerns, Conflicts and Cohesions, Universalisation of Elementary Education in India*, Institute of Human Development, New Delhi.
- SRIVASTAVA, G. 1996. *Parents and Teacher's Perceptions of Gender-related Issues for Improving Access, Enrollment, Retention and Achievement of Girls at Primary Stage*. NCERT, New Delhi.
- UNESCO. 2008. *Education for All by 2015 : Will We Make It ? EFA Global Monitoring Report*, Paris.