



Promoting Education and Welfare of the Girl Child

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Abstract- This paper examines the current state of girl child education and welfare in India through a field-based research internship with Let's Give Foundation. Using a mixed-methods approach—surveys, interviews, and community engagement—the study identifies key barriers such as early marriage, infrastructure gaps, low awareness, and cultural norms. It also reviews the effectiveness of government initiatives like Beti Bachao Beti Padhao, RTE Act, and Sukanya Samridhi Yojana. Recommendations emphasize gender-sensitive facilities, parental awareness, legal protection, and improved access to health and education for girls. The paper concludes by advocating for public-NGO partnerships and integrated policy frameworks.

Keywords- girl child, education, empowerment, gender justice, community outreach, India.

I. Introduction

Despite constitutional guarantees, the girl child in India continues to face systemic challenges rooted in patriarchal norms, poverty, and lack of access to resources. This paper is based on an internship from May 13 to June 30, 2025, conducted in collaboration with Let's Give Foundation, aiming to assess the reach and impact of education and welfare programs for girls in rural and urban communities. It highlights the transformative potential of educating girls—reducing child marriage, improving health, and boosting economic development.

II. Methodology

The study employed a mixed-methods approach, including surveys with 100+ households, FGDs with parents, interviews with school officials, and observational visits. Key indicators studied were dropout rates, enrollment, awareness of schemes, and availability of infrastructure. Participatory Rural Appraisal (PRA) techniques ensured community engagement in both planning and execution phases.

III. Findings



- 78% of girls aged 6–14 were enrolled in schools, but 22% dropped out by age 15 due to family pressure or work.
- Only 54% of surveyed schools had functioning toilets for girls.
- Awareness of schemes like BBBP or RTE among parents was just 36%.
- NGO models led to improved retention and awareness through mentorship and lifeskills training.

IV. Recommendations

1. Strengthen RTE implementation with girl-focused interventions.
2. Provide sanitary hygiene products and toilets in all government schools.
3. Recruit more female teachers, especially in rural/tribal regions.
4. Link school attendance to welfare benefits (e.g., Jan Dhan Yojana).
5. Promote public-NGO partnerships for monitoring and outreach.
6. Create data-sharing systems to track program success across states.

V. Conclusion

Investing in the education and welfare of the girl child is not only a social imperative but a strategic necessity. The internship findings reaffirm that multi-stakeholder engagement—families, schools, NGOs, and government—must converge to create a supportive ecosystem. Only then can India truly empower its daughters and ensure equitable growth.

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