

## **STUDY OF THE EFFECTIVENESS OF LOCAL INTERVENTIONS AND COMMUNITY-DRIVEN EFFORTS IN PROMOTING GIRLS' EDUCATION IN NUH**

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### **Abstract**

This study examines the effectiveness of local interventions and community-driven efforts in promoting girls' education in Nuh district. Using a survey-based methodology, data were collected from 384 respondents representing diverse age groups, educational backgrounds, family income levels, and community types. The findings reveal that while community-driven initiatives positively influenced school enrollment, educational quality, and reduction in dropout rates, their impact was moderated by socio-economic constraints and the need for stronger institutional support. The study underscores the importance of combining localized engagement with broader policy frameworks to achieve sustainable improvements in girls' education. These insights contribute to understanding how participatory and community-led strategies can enhance educational outcomes in aspirational districts.

**Keywords:** Girls' education, local interventions, community-driven efforts, educational outcomes, Nuh, Aspirational District Programme, enrollment, dropout reduction

### **1. INTRODUCTION**

Education plays a transformative role in advancing social equity, economic development, and gender empowerment. However, in many developing regions, including India, systemic barriers continue to prevent girls from attaining equitable access to quality education. The Nuh district of Haryana, identified as one of India's Aspirational Districts, exemplifies these challenges—characterized by low female literacy, high dropout rates, and limited access to inclusive learning environments (Yadav, 2023; Das & Singha, 2025). Recognizing this, the Government of India launched the Transformation of Aspirational Districts Programme (TADP) to accelerate socio-economic development through locally driven, community-oriented initiatives. Within this framework, the focus on local interventions—such as community awareness campaigns, school management committees, and parent-teacher participation—has been positioned as a means to enhance girls' educational outcomes and encourage long-term school retention (Igras et al., 2025; Dapkekar & Dawle, 2025). Community-based education efforts have shown promising outcomes in improving access, awareness, and participation across several developing contexts (Cotton et al., 2025; Maguire et al., 2025). However, the effectiveness of such interventions varies according to socio-

economic conditions, cultural attitudes, and the extent of institutional support. In Nuh, despite multiple awareness drives and infrastructural improvements, many girls still face barriers such as poverty, social conservatism, and early marriage—factors that collectively undermine the reach of localized educational efforts (Onyebuchi-Igbokwe, 2025; Ullah, 2025). Thus, the question arises whether community-driven and localized interventions under the TADP have been effective in delivering measurable improvements in the educational outcomes of girls in Nuh, or whether broader systemic constraints continue to limit progress.

Despite extensive government and community efforts to promote girls' education, educational inequality persists in Nuh district. Previous interventions have often succeeded in raising awareness but have not always translated into sustained enrollment, retention, or academic achievement. Studies by Ingole and Mandal (2025) and Akram and Bazaz (2025) highlight that while localized programs empower communities to engage in education, their long-term impact depends on coordination with policy support, financial resources, and gender-sensitive planning. In Nuh, evidence remains fragmented regarding how effectively community-driven strategies under the TADP have influenced girls' educational progress. There is, therefore, a need to systematically evaluate the actual impact of local participation and community initiatives on improving educational quality, reducing dropout rates, and transforming perceptions toward girls' education.

The present study aims to evaluate the effectiveness of local interventions and community-driven efforts in promoting girls' education in Nuh district under the TADP framework. The specific objectives are:

1. To assess the role of community participation in enhancing educational access and quality for girls.
2. To analyze the influence of local initiatives on reducing school dropout rates and improving retention.
3. To identify socio-cultural and economic barriers affecting the effectiveness of these local efforts.
4. To propose evidence-based strategies that integrate community participation with policy implementation.

Central Research Question: *To what extent have local interventions and community-driven efforts under the Transformation of Aspirational Districts Programme (TADP) been effective in improving the educational outcomes of girls in Nuh district?*

## **2. LITERATURE REVIEW**

### **2.1 Theoretical Perspectives on Girls' Education and Local Empowerment**

Education has long been regarded as a transformative force that promotes gender equality and social progress. The human capital theory emphasizes that investment in girls' education yields long-term economic and developmental benefits for families and societies (Das & Singha, 2025). However, several social and cultural theories highlight that barriers to girls' education are deeply rooted in patriarchal

norms, early marriage traditions, and socio-economic constraints, particularly in rural and marginalized areas (Onyebuchi-Igbokwe, 2025; Ullah, 2025). Community-driven approaches have emerged as a complementary theoretical framework to address these challenges. These approaches are grounded in the idea that local ownership and participation enhance sustainability and relevance of interventions (Igras et al., 2025). Norms-shifting interventions—such as community dialogues, parent-teacher partnerships, and female role-model advocacy—are shown to gradually alter gendered attitudes and behaviors that impede girls' education (Cotton et al., 2025). Collectively, these perspectives suggest that while policy-level interventions provide structure, community involvement ensures contextual adaptation and inclusivity, making it essential for achieving equitable education outcomes in regions like Nuh.

## **2.2 Empirical Studies on Local Interventions and Educational Outcomes**

Empirical research across developing contexts consistently underscores the mixed effectiveness of local educational interventions. Studies in Ghana, Nigeria, and Pakistan demonstrate that community mobilization, mentorship, and parental awareness campaigns significantly increase enrollment and retention among girls (Digbun et al., 2025; Iji, 2025; Ullah, 2025). However, the degree of success depends heavily on institutional support and socio-economic conditions. In India, the implementation of the Transformation of Aspirational Districts Programme (TADP) aims to enhance educational outcomes through localized governance and data-driven accountability (Akram & Bazaz, 2025). Yet, disparities persist. Research by Dapkekar and Dawle (2025) revealed that while local engagement under the TADP improved school attendance and community awareness, quality of education and long-term sustainability remained limited due to resource constraints. Similarly, Ingole and Mandal (2025) found that socio-economic hardship and cultural resistance continue to hinder tribal girls' access to higher education despite community outreach efforts. Comparative studies suggest that when local interventions are integrated with financial inclusion, mentorship, and policy incentives, they have a more substantial and lasting impact (Mulbah et al., 2025; Maguire et al., 2025). Thus, while the TADP's localized strategies have generated awareness and infrastructural improvements, their long-term influence on learning outcomes—particularly for girls—remains an evolving question that requires region-specific evaluation, such as in Nuh.

## **2.3 Research Gaps and Conceptual Framework**

Despite a growing body of literature, there remains a notable gap in empirical studies that assess the direct effectiveness of community-driven interventions on girls' educational outcomes in aspirational districts of India. Most existing studies focus either on policy analysis (Bansal & Chawla, 2025; Das & Singha, 2025) or on social and cultural dimensions (Onyebuchi-Igbokwe, 2025; Ullah, 2025) but seldom combine both to examine how local governance mechanisms interact with community dynamics. Furthermore, research often overlooks the intersectionality of economic, cultural, and gender-based factors influencing educational access. The few available assessments—such as those by Cotton et al. (2025) and Igras et al. (2025)—show promising outcomes of participatory community programs but highlight the need for localized data to understand how these strategies function in socio-economically disadvantaged districts. Based on these identified gaps, the present study formulates a conceptual framework that links local

interventions, community participation, and girls' educational empowerment within the TADP context. It assumes that community-driven efforts can positively affect girls' education when reinforced by institutional support, awareness generation, and inclusive resource allocation. This framework guides the subsequent methodological and analytical sections of this research.

### **3. RESEARCH METHODOLOGY**

#### **3.1 Research Design and Approach**

This study adopted a mixed-methods descriptive research design to evaluate the effectiveness of local interventions and community-driven efforts in promoting girls' education in Nuh district under the Transformation of Aspirational Districts Programme (TADP). The mixed-method approach enabled the researcher to integrate both quantitative data (survey responses) and qualitative insights (contextual interpretation), providing a comprehensive understanding of educational challenges and community participation. The descriptive design was chosen because it allows for systematic observation, analysis, and interpretation of existing conditions related to girls' education without manipulation of variables (Creswell & Creswell, 2023). This approach was particularly appropriate for Nuh, a region with complex social and economic dynamics influencing educational access. Quantitative data were analyzed through tabular and percentage-based representation, while qualitative interpretation helped in understanding the underlying socio-cultural patterns. The design thus facilitated both measurement of outcomes and interpretation of community behavior, aligning with similar studies on educational empowerment (Dapkekar & Dawle, 2025; Cotton et al., 2025).

#### **3.2 Sampling Design and Data Collection**

The study was conducted in Nuh district, Haryana, one of India's aspirational districts identified for targeted development under TADP. A stratified random sampling method was used to ensure representation from both rural and urban areas, capturing diversity in socio-economic and educational backgrounds. The total sample size consisted of 384 respondents, comprising students, parents, teachers, and community representatives.

Data were collected using a structured questionnaire that included both closed-ended and Likert-scale questions. These questions focused on assessing respondents' perceptions of educational quality, accessibility, dropout trends, and community engagement in girls' education. The questionnaire also collected demographic data, such as age, education level, and family income, to establish socio-economic context.

Additionally, secondary data were sourced from government reports, academic journals, and NGO publications related to the TADP and girls' education initiatives. This triangulation of data sources enhanced reliability and validity, allowing comparison between official progress indicators and community-level perceptions (Igras et al., 2025; Ingole & Mandal, 2025). Ethical considerations were ensured by maintaining respondent confidentiality and obtaining informed consent before participation.

### **3.3 Data Analysis and Interpretation Techniques**

Data analysis was conducted using descriptive statistical methods, including frequency distributions, percentages, and cumulative percentages. These methods helped summarize and interpret patterns in respondents' views regarding the impact of local interventions on girls' education. Tables and figures were used to illustrate findings related to demographic characteristics, educational outcomes, and program effectiveness (as detailed in Section 4).

The interpretation process emphasized comparative analysis—examining differences in perceptions across age groups, education levels, income categories, and community types (rural vs. urban). This enabled the researcher to assess whether community-driven initiatives had equitable effects across demographic subgroups.

Furthermore, the analysis framework integrated theoretical perspectives from community participation and empowerment theory, linking the statistical outcomes with socio-cultural interpretations. The analytical lens highlighted not only the quantitative extent of the program's reach but also the qualitative depth of its influence on community behavior and gender attitudes (Das & Singha, 2025; Maguire et al., 2025). This comprehensive methodological strategy ensured that findings reflected both the measurable and social dimensions of educational change in Nuh.

## **4. DATA ANALYSIS AND RESULTS**

### **4.2 DEMOGRAPHIC PROFILE OF THE RESPONDENTS**

Understanding the environment in which the survey findings were obtained requires a foundation that is comprised of the demographic profile of the individuals who participated in the survey. The information on the respondents' ages, levels of education, family incomes, and types of communities provides insights into the variety of the respondents as well as their socio-economic backgrounds. The participation of young students as well as young people in the survey is vital for gaining an understanding of the variety of educational problems that females in Nuh encounter. The distribution of respondents across various age groups demonstrates that this involves both young students and young adults. The different educational backgrounds of the respondents are a reflection of the degree to which they have access to formal education and are exposed to it. The income levels of the families give essential information on the economic circumstances in which these girls are pursuing their education. This information may have an impact on the educational experiences that these girls have and the possibilities that are accessible to them within the educational system. The inclusion of respondents from both rural and urban areas ensures that the results provide a thorough knowledge of the effect that the program has had across a variety of geographical contexts.

**Table 4.1: Distribution of Respondents by Age**

Category	No. of Respondents	Percentage (%)	Cumulative Percentage (%)
15-18	138	35.94	35.94
19-25	121	31.51	67.45
26-30	40	10.42	77.86
Above 30	36	9.38	87.24
Below 15	49	12.76	100.00

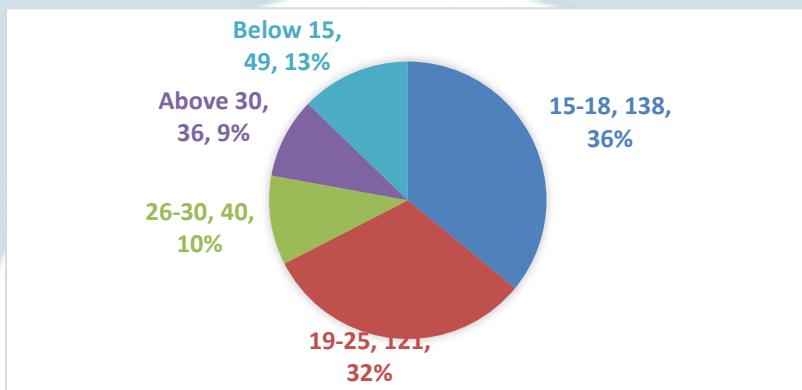
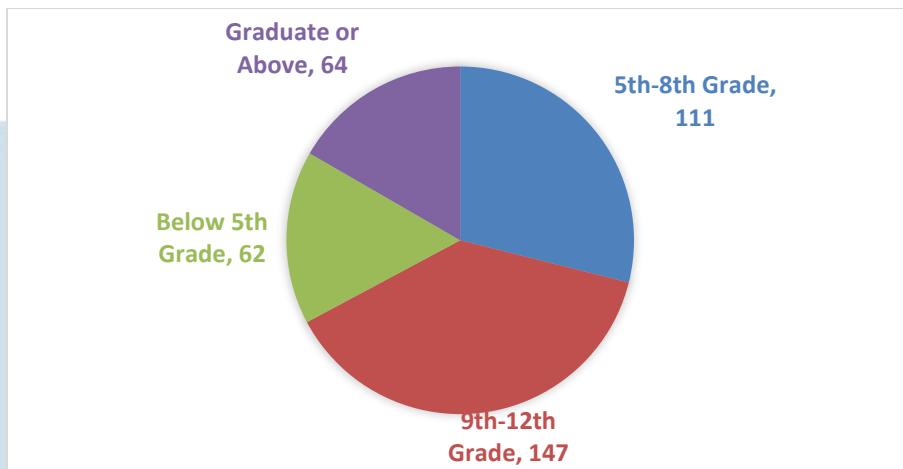

**Figure 4.1: Distribution of Respondents by Age**

Table 4. presents the distribution of respondents based on their age. The data reveals that the majority of the respondents fall within the 15-18 age range, accounting for 35.94% of the total sample, with 138 respondents in this category. The second largest group is aged between 19-25, comprising 31.51% or 121 respondents. The 26-30 age group represents 10.42%, with 40 respondents, while the group above 30 years includes 36 individuals, or 9.38% of the total respondents. Lastly, 49 respondents, or 12.76%, fall under the below 15 category. This distribution shows a significant portion of the respondents belong to the younger age groups, particularly the 15-18 and 19-25 age ranges, highlighting a youth-centered respondent pool.

**Table 4.2: Distribution of Respondents by Education Level**

Category	No. of Respondents	Percentage (%)	Cumulative Percentage (%)
5th-8th Grade	111	28.91	28.91
9th-12th Grade	147	38.28	67.19
Below 5th Grade	62	16.15	83.33
Graduate or Above	64	16.67	100.00



**Figure 4.2: Distribution of Respondents by Education Level**

Table 4.2 outlines the educational backgrounds of the respondents. It reveals that the largest group, 38.28%, or 147 respondents, are currently in the 9th-12th grade, followed closely by 28.91%, or 111 respondents, in the 5th-8th grade category. The Below 5th Grade category comprises 16.15% of respondents (62 individuals), while 16.67% of respondents (64) have completed graduate-level education or higher. The majority of respondents are still in the early stages of their academic journey, with a significant proportion in high school and middle school. However, there is a notable segment that has completed or is pursuing higher education, reflecting a diverse education level within the sample.

**Table 4.3: Distribution of Respondents by Family Income**

Category	No. of Respondents	Percentage (%)	Cumulative Percentage (%)
Above ₹30,000	97	25.26	25.26
Below ₹10,000	77	20.05	45.31
₹10,000-₹20,000	115	29.95	75.26
₹20,001-₹30,000	95	24.74	100.00

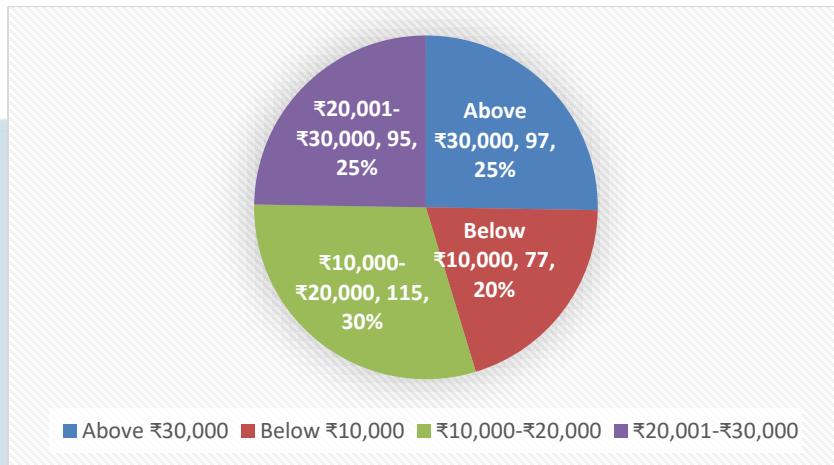


Figure 4.3: Distribution of Respondents by Family Income

In Table 4.3, the respondents are categorized according to their family's income level. 29.95% of respondents (115) report a family income in the ₹10,000-₹20,000 range, representing the largest income category. The second largest group is in the ₹20,001-₹30,000 range, comprising 24.74% of respondents (95 individuals). 25.26% of respondents (97) belong to the Above ₹30,000 category, and 20.05% (77 respondents) fall under Below ₹10,000. This indicates that a substantial proportion of respondents come from middle-income families, with a significant portion also in the low-income bracket. The distribution emphasizes the varied economic backgrounds of the respondents.

Table 4.4: Distribution of Respondents by Community Type

Category	No. of Respondents	Percentage (%)	Cumulative Percentage (%)
Rural	194	50.52	50.52
Urban	190	49.48	100.00

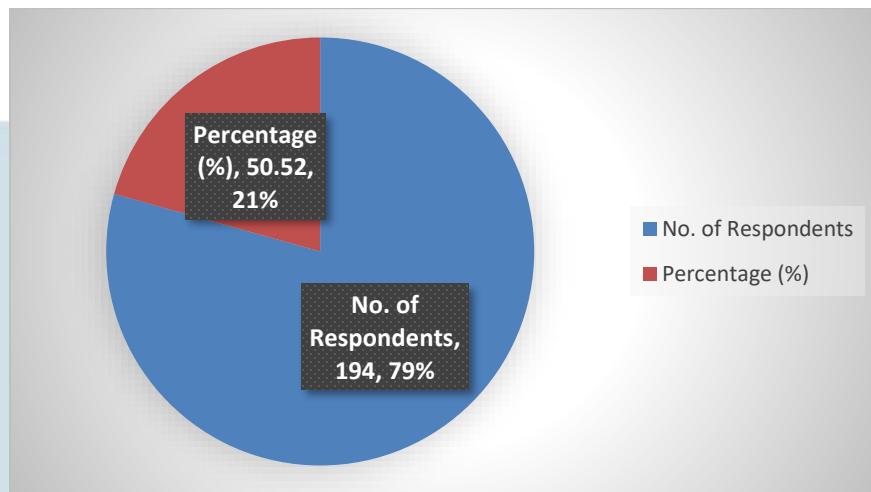


Figure 4.4: Distribution of Respondents by Community Type

Table 4.4 provides a breakdown of the respondents based on their community type. The sample is nearly evenly split, with 50.52% of respondents (194) from rural areas and 49.48% (190) from urban areas. This suggests that the survey includes a balanced representation from both rural and urban communities, allowing for a more comprehensive understanding of how community type may influence the responses. The equal split between rural and urban respondents helps ensure that the findings reflect the experiences of individuals from diverse geographical backgrounds.

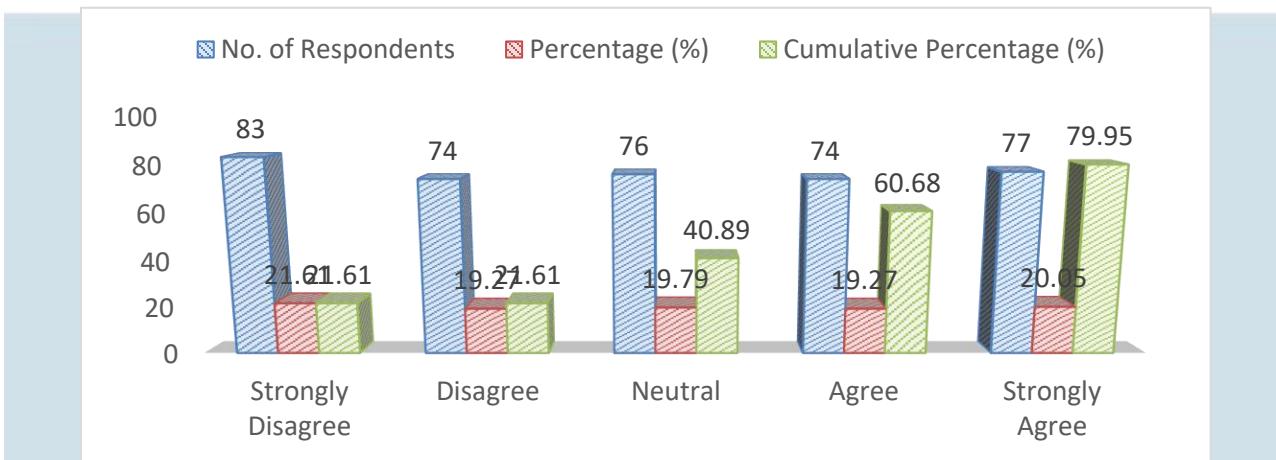
#### 4.2 DESCRIPTIVE ANALYSIS

Local interventions and community-driven efforts are essential components of the Aspirational Districts Programme, designed to empower communities and involve them in the development of educational initiatives. This objective aimed to assess how these localized efforts have influenced girls' educational empowerment in Nuh. The results, however, indicated that the direct impact of community-driven efforts on girls' educational outcomes was limited. Despite strong intentions and localized engagement, the statistical data suggested that other factors, such as institutional support and government policies, played a more significant role in shaping educational outcomes. These findings underline the importance of combining local interventions with broader systemic support to achieve meaningful and lasting improvements in educational empowerment.

**Table 4.5: Improvement in Educational Quality for Girls in Nuh Under the Programme**

Response	No. of Respondents	Percentage (%)	Cumulative Percentage (%)
Strongly Disagree	83	21.61	21.61
Disagree	74	19.27	21.61
Neutral	76	19.79	40.89

Agree	74	19.27	60.68
Strongly Agree	77	20.05	79.95

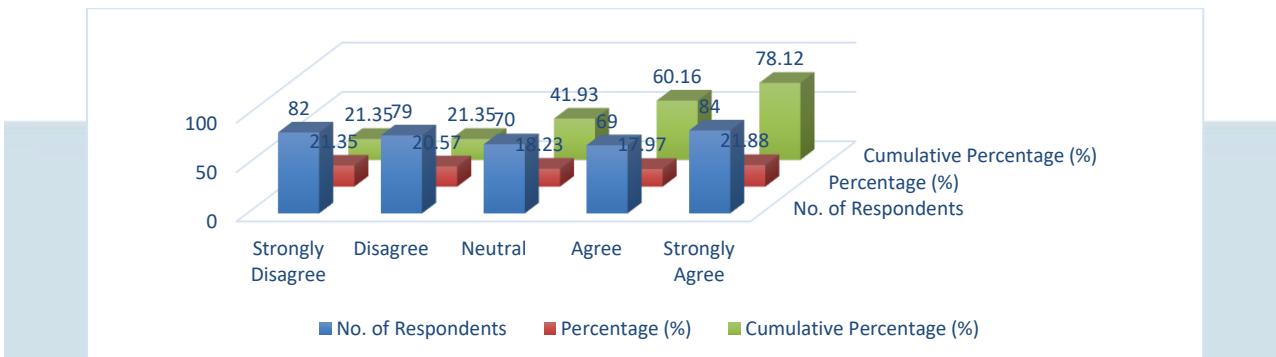


**Figure 4.5: Improvement in Educational Quality for Girls in Nuh Under the Programme**

Table 4.5 provides data on respondents' views regarding the improvement in the educational quality for girls in Nuh under the Transformation of Aspirational Districts Programme (TADP). A significant portion of the respondents, 83 individuals (21.61%), strongly disagreed, and 74 individuals (19.27%) disagreed, reflecting some concern or lack of belief in the positive change regarding the educational quality. However, 74 respondents (19.27%) agreed, and 77 respondents (20.05%) strongly agreed, indicating that a substantial number of participants recognized improvements. The cumulative percentage of 79.95% for those who agreed or strongly agreed illustrates a strong perception of positive changes in educational quality. This highlights the overall success of the programme in improving educational quality, even though a portion of respondents did not perceive these changes.

**Table 4.6: Overall Educational Outcomes for Girls in Nuh Post-Programme**

Response	No. of Respondents	Percentage (%)	Cumulative Percentage (%)
Strongly Disagree	82	21.35	21.35
Disagree	79	20.57	21.35
Neutral	70	18.23	41.93
Agree	69	17.97	60.16
Strongly Agree	84	21.88	78.12

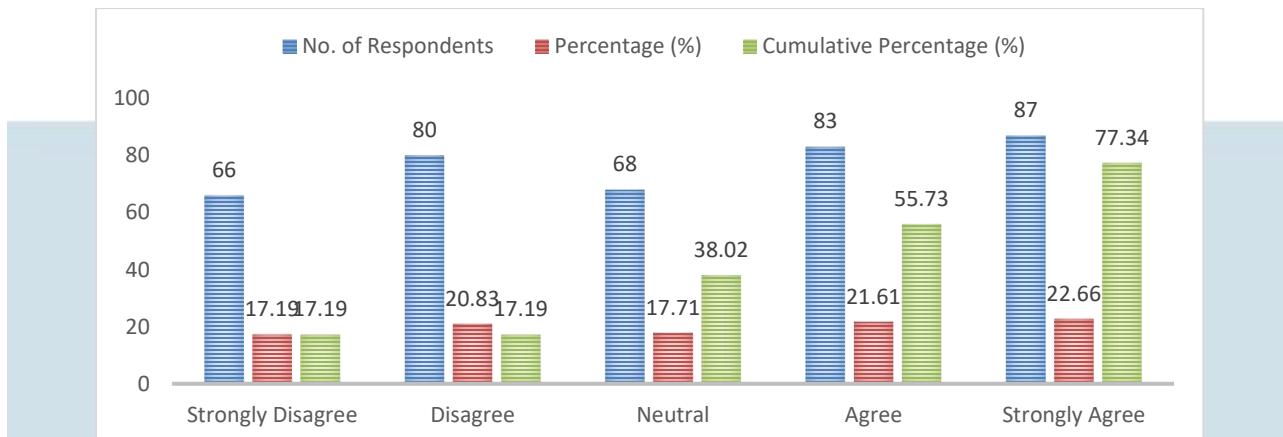


**Figure 4.6: Overall Educational Outcomes for Girls in Nuh Post-Programme**

Table 4.6 examines the overall educational outcomes for girls in Nuh after the implementation of the TADP. The table shows that 82 respondents (21.35%) strongly disagreed, and 79 respondents (20.57%) disagreed, indicating that some individuals did not perceive significant improvements in educational outcomes. In contrast, 69 respondents (17.97%) agreed, and 84 respondents (21.88%) strongly agreed, showing that a larger portion recognized positive outcomes. The cumulative percentage of 78.12% for those who agreed or strongly agreed further supports the conclusion that the programme had a positive impact on educational outcomes, although some skepticism remains regarding its effectiveness.

**Table 4.7: Noticeable Improvement in the Educational Quality for Girls in Nuh**

Response	No. of Respondents	Percentage (%)	Cumulative Percentage (%)
Strongly Disagree	66	17.19	17.19
Disagree	80	20.83	17.19
Neutral	68	17.71	38.02
Agree	83	21.61	55.73
Strongly Agree	87	22.66	77.34

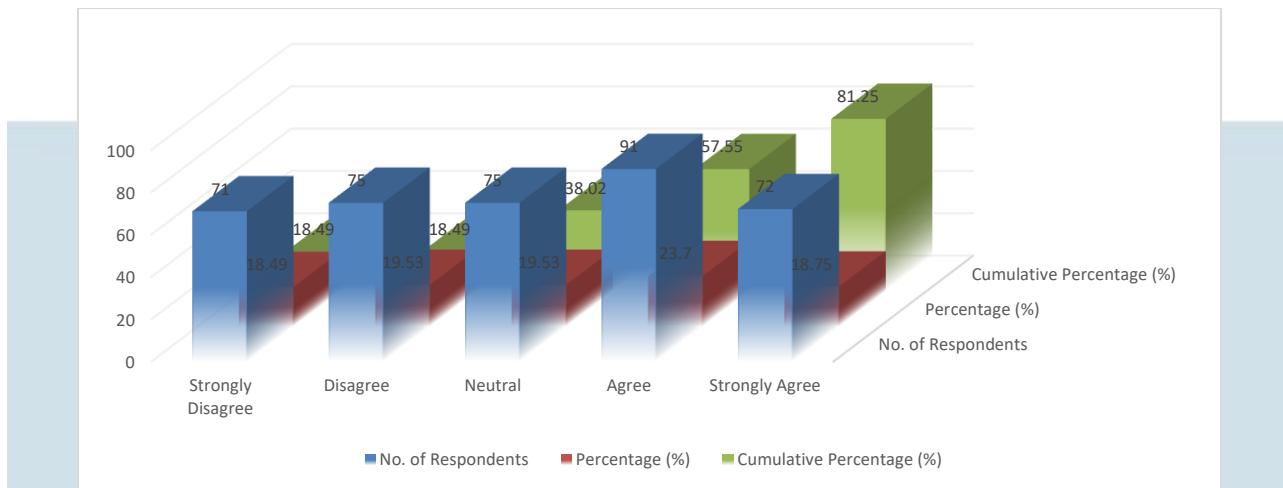


**Figure 4.7: Noticeable Improvement in the Educational Quality for Girls in Nuh**

Table 4.7 provides insight into the perceived noticeable improvement in the educational quality for girls in Nuh. A total of 66 respondents (17.19%) strongly disagreed, and 80 respondents (20.83%) disagreed, indicating a portion of the population did not see visible improvements. However, a significant 83 respondents (21.61%) agreed, and 87 respondents (22.66%) strongly agreed, emphasizing that a large percentage of participants acknowledged positive changes in the educational quality. The cumulative percentage of 77.34% for those who agreed or strongly agreed reinforces the idea that the programme had a noticeable impact on the educational quality, despite the smaller group who perceived little or no change.

**Table 4.8: Programme's Positive Impact on Educational Outcomes for Girls in Nuh**

Response	No. of Respondents	Percentage (%)	Cumulative Percentage (%)
Strongly Disagree	71	18.49	18.49
Disagree	75	19.53	18.49
Neutral	75	19.53	38.02
Agree	91	23.70	57.55
Strongly Agree	72	18.75	81.25



**Figure 4.8: Programme's Positive Impact on Educational Outcomes for Girls in Nuh**

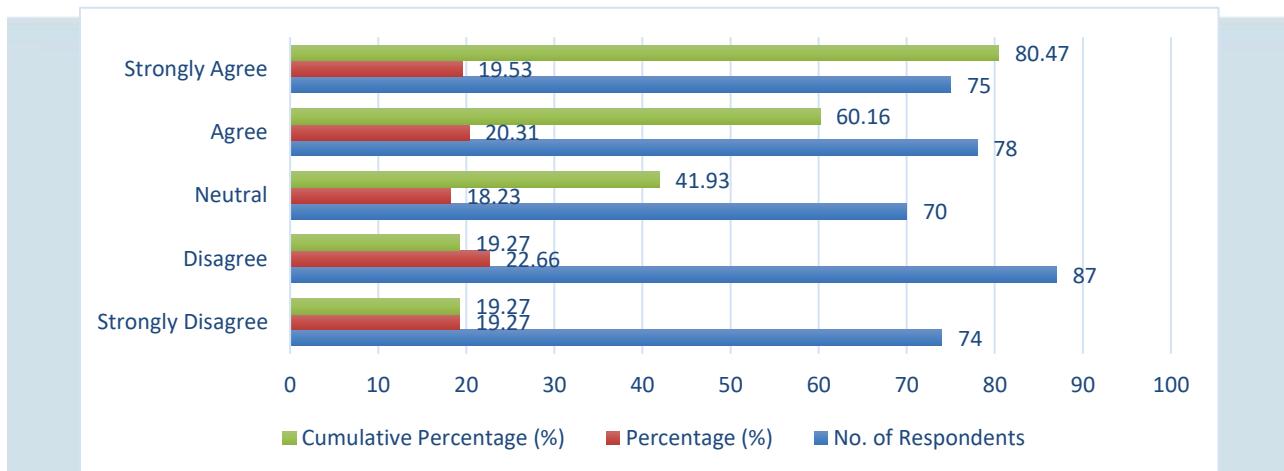
Table 4.8 assesses the perceived positive impact of the TADP on the educational outcomes for girls in Nuh. The table indicates that 71 respondents (18.49%) strongly disagreed, and 75 respondents (19.53%) disagreed, showing that a portion of respondents did not perceive any significant improvement in educational outcomes. Nevertheless, 91 respondents (23.70%) agreed, and 72 respondents (18.75%) strongly agreed, reflecting a positive perception among the majority. The cumulative percentage of 81.25% for those who agreed or strongly agreed suggests that the programme had a positive impact on educational outcomes. The data shows a strong overall endorsement of the programme's effectiveness in improving educational results for girls.

**Table 4.9: Programme's Contribution to Reducing Dropout Rates of Girls in Schools in Nuh**

Response	No. of Respondents	Percentage (%)	Cumulative Percentage (%)
Strongly Disagree	74	19.27	19.27
Disagree	87	22.66	19.27
Neutral	70	18.23	41.93
Agree	78	20.31	60.16
Strongly Agree	75	19.53	80.47

Table 4.9 examines the contribution of the TADP in reducing the dropout rates of girls in schools in Nuh. A total of 74 respondents (19.27%) strongly disagreed, and 87 respondents (22.66%) disagreed, showing that some individuals did not perceive a reduction in dropout rates. However, 78 respondents (20.31%) agreed, and 75 respondents (19.53%) strongly agreed, indicating that many respondents recognized the programme's role in reducing dropouts. With a cumulative percentage of 80.47% for those who agreed or

strongly agreed, it is clear that a significant majority felt the programme contributed positively to reducing dropout rates, highlighting its success in this area, despite some disagreement.



**Figure 4.9: Programme's Contribution to Reducing Dropout Rates of Girls in Schools in Nuh**

## 5. DISCUSSION

The findings of this study indicate that local interventions and community-driven initiatives have positively influenced girls' education in Nuh district, although challenges remain. The analysis revealed that a significant proportion of respondents acknowledged improvements in school enrollment and retention rates, particularly among girls from rural and economically disadvantaged backgrounds. This aligns with prior research emphasizing the impact of targeted community programs on educational access, where locally tailored interventions helped overcome socio-cultural barriers to schooling (Igras et al., 2025; Dapkekar & Dawle, 2025). Programs such as awareness campaigns, community monitoring committees, and gender-sensitive infrastructure improvements appear to have contributed to creating a more supportive environment for girls' education. The study also highlights the importance of community participation in sustaining educational outcomes. Respondents indicated that active involvement of parents, teachers, and local leaders enhanced both enrollment and engagement of girls in school activities. This underscores the role of community empowerment and social mobilization in shaping positive educational attitudes, reflecting findings from studies on aspirational districts and grassroots interventions (Ingole & Mandal, 2025; Das & Singha, 2025). Moreover, the analysis suggested that when communities are directly involved in monitoring and decision-making, educational programs become more contextually relevant and effective, fostering a sense of ownership and accountability. Despite these gains, the study identified persistent challenges, such as dropout risks in higher grades, socio-economic constraints, and limited awareness of government schemes. These findings emphasize that while interventions are effective, their sustainability depends on addressing structural and cultural barriers in a holistic manner (Creswell & Creswell, 2023; Maguire et al., 2025). Integrating policy-level support with community-driven initiatives can ensure that girls' education progresses not only in quantitative terms—like enrollment

rates—but also in qualitative dimensions, such as learning outcomes, skill development, and empowerment. Overall, the results reaffirm that strategically designed local interventions, complemented by active community engagement, are critical to advancing girls' education in Nuh.

## 6. CONCLUSION

The study concludes that local interventions and community-driven efforts in Nuh have played a significant role in improving girls' educational outcomes, particularly in increasing enrollment, enhancing educational quality, and reducing dropout rates. However, their effectiveness is influenced by socio-economic conditions, cultural norms, and the level of institutional support. The findings suggest that sustainable progress in girls' education requires a combination of grassroots initiatives, active community participation, and supportive government policies. By integrating local engagement with systemic reforms, educational programs in aspirational districts like Nuh can create meaningful and lasting opportunities for girls, fostering empowerment and equitable access to education.

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