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A study on girls' educational progression and the self-empowerment with reference to the Government educational interventions

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ABSTRACT
The key objective of the study is to investigate the long-term results of educational interventions on academic attainment and capacity girls in India. This study is inspired by an interpreting on how educational interventions can represent educational achievement gaps and authorize girls, who often countenance significant socioeconomic and cultural issues. The study adopted a mixed-methods research design that included quantitative and qualitative data collection techniques for offering a comprehensive assessment of the consequences of educational interventions. Actually data was gathered during three-year and four-year bachelor's degree programs, along with senior secondary. One year, three years, and another year are spent collecting data from the sample. This is a research paper prepared as part of longitudinal study sponsored by ICSSR. The target population comprise of girls from Indian groups. The study used stratified random sampling, stratified by socioeconomic status, geographic area, and educational institution, to ensure a delegate sample. Descriptive statistics and correlation were employed in the present data analysis. Because of the study's longitudinal form, development and change may be tracked over time, providing insight into the long-term effects of educational interventions. For the present study, the data gathered from first set of data collection was used, from sample respondents. The required sample size for the study was 600. However, a total of 1,420 responses were collected to compensate for possible sample attrition and loss of contact during subsequent phases of the study. The findings of the study significantly improved the awareness of how educational interventions could enhance academic achievement and their personal growth mainly for girls in India. Educators, social reformers, as well as policy makers can use this study's findings to direct the establishment of successful educational initiatives along with programs which encourage equity and empowerment of girls. By filling the gaps in the literature and providing an extensive evaluation of the factors which show impact towards female empowerment and academic achievement. This study mainly helps equal access to education and the high issue of social justice in India. The project's longitudinal design provides a rare chance to track down and examine the long-term outcomes of educational interventions and offer well-informed recommendations for upcoming educational reforms and initiatives
Keywords: Girl's Education, Educational Interventions, Academic Progression, Women Empowerment

INTRODUCTION:

For Indian girls who still struggle with complex issues caused by financial hardship, social ignorance, and discrimination based on gender, but still educational inequality continues to be a serious major issue. Inequalities in academic achievement and empowerment remain, particularly girls in India, despite numerous legislative initiatives intended at fostering inclusive education. The main goal of the current study is to present a comprehensive, evidence based understanding of how long term educational interventions and empowerment outcomes could affect the academics of girl. As education is a key area for policy intervention, as it has the ability to end the intergenerational cycle of poverty. Yet, much of current research focuses on short term outcomes, sometimes overlooking the cumulative and changing long term affects of treatments.

By applying stratified random sampling technique which examines institutional kinds, geographical spreading, and socioeconomic level which ensures g**eneralizability** and comprehensiveness. The outcomes can be implemented in both the cases of localized and scalable educational solutions as the selected regions were the representatives of the larger national challenges that girls face. The data driven frameworks wide range use of statistical tools provides a comprehensive and in-depth evaluation of respondent's behaviours towards academic and personal development. These frameworks facilitate a

comprehensive evaluation of how educational activities could foster academic advancement and social & emotional independence. The main aim of the study is to access not only academic performance but also broader indicators of empowerment like desire for further education or employment, self-worth, along with decision making skills. The most important implications of the study will help policy makers, teaching professionals, non-government organizations, and social reformers who are committed achieving gender justice and educational parity. Eventually, this study contributes to the broader conversation of social justice, equitable growth, and educational reforms in India by focusing on the opportunity of continuous, context sensitive educational approaches that will enhance girl's lives and help build a society with greater equality.

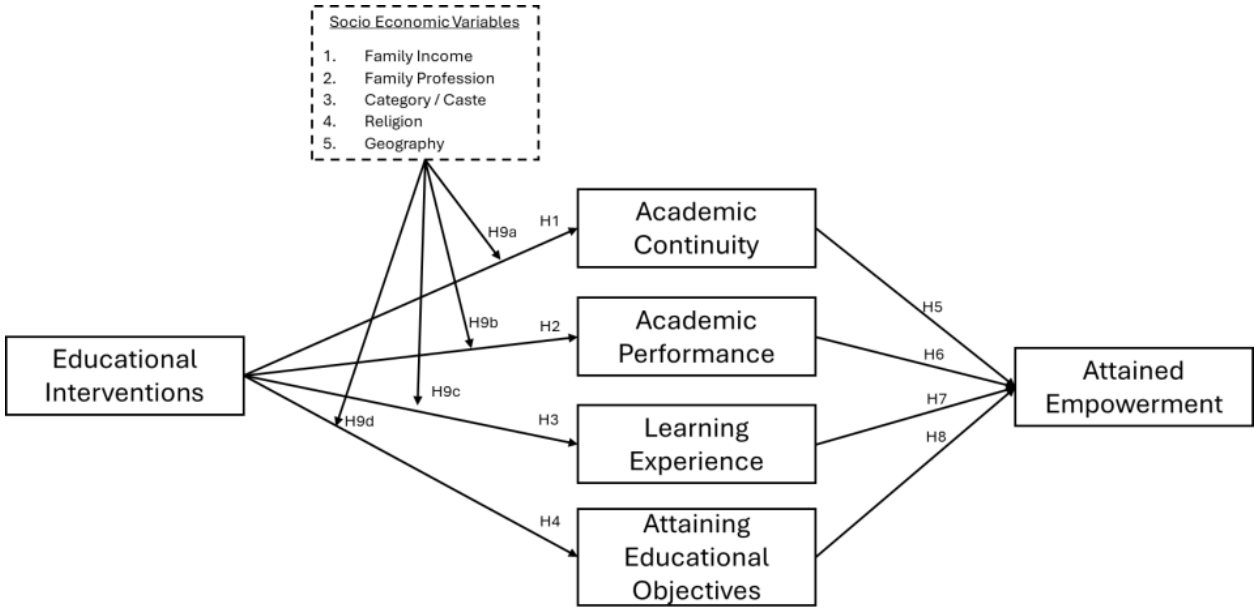
REVIEW OF LITERATURE

By enhancing their critical thinking, decision-making, and self-confidence, women's education is the most effective means of empowering them and promoting social, economic, and political change. Women with higher levels of education are better able to question gender norms, enhance household welfare, lower fertility rates, and boost employment. Educational interventions can be achieved with the help of academic continuity, Academic performance, learning experience, and attaining educational objectives which finally results in achieving empowerment. India is a country where male domination was often seen **Nabanita Bera (2016)** in order to achieve equality with men in the social, economic, and political spheres, women's empowerment entails strengthening their capacity to take charge of their lives. Even though women make up half of India's population, patriarchal systems have historically discriminated against them, giving them less rights and a worse social standing. Since independence, equality has not been successfully attained through government initiatives or constitutional guarantees. Women's literacy is 65.46% as of the 2011 Census, yet there are notable disparities in their access to credit and involvement in the workforce. This essay examines education as a crucial instrument for empowerment, emphasizing how it helps women gain knowledge, financial stability, and self-assurance. In order to effectively empower women, it advocates for extensive educational programs, academic continuity, academic performance and social support. **Hemamalini Bv (2023)** In India, education and learning experience greatly increases women's economic independence, social mobility, health consciousness, and political engagement. This investigation addresses issues like poverty and social discrimination that prevent girls from accessing education while highlighting the benefits of education across a range of socioeconomic levels. In order to advance gender equality and support sustainable development objectives, the report promotes focused educational objectives, such as vocational training and gender-specific curriculum. Finally, education is considered very important for both personal and societal improvement establishing a fair environment for women in India. **Pragya** Bhuwania, **Arnab** Mukherji, and **Hema** Swaminathan (2024) Women's low academic performance shows a negative impact on social and economic conditions. Mahila Samakya (MS) program was created in India to empower women towards gender norms. This study evaluated the long term effects of MS's staggered implementation towards education using a range of processes to control incorrect assumptions. The outcomes represents that women of 0-6 years at the period of MS starting received 1.18 more years of education than males. The analysis evaluated that programs which enhance comprehensive empowerment can effectively reduce gender gaps even in decentralized administration systems. **Nadiya Nazeer and Prof. Farzana Gulzar (2025)** The study evaluates the complex process of women's empowerment, emphasising the key roles that work and for that education play in different cultures and economics. Education is brought out as a key instrument that assures women with self- confidence and ability in making better decisions and to be aware of their rights. Two things like financial stability and social mobility are linked to employment, whereas institutional problems like wage inequality and traditional values regularly restrict these benefits. The study observes on the policy initiatives like workplace gender parity as well as vocational training, and this emphasizes the significance of education and employment in achieving gender equality and sustainable development. The conclusions of the study provides significant path for the development of laws intended to build an inclusive and just society. **Irshad et. all. (2022),** Women empowerment has been considered mostly to be dependent on education, which helps in engagement of social, economic, and political arenas. However, women still are facing major problems for education mainly in developing countries like India. This analysis provides an in-depth examination of the review of literature towards women's access on education and how it impacts their empowerment. This study evaluated various elements that affected women's access to education, which includes cultural norms, poverty, prejudice, and shortage of resources. The advantage of women education towards empowerment was discussed in the study, like improved health results, enhanced economic opportunities, and increased political participation. The challenges that are still faced and need to be focused to ensure women's access to education were discussed in the study.

The current research focused on how supportive is family environments and efficient school systems add to the success of educational interventions. Development is expressed with the help of interaction among processes, with an assumption that changes in one process will have reflection on others. The study took care of on the socioeconomic elements in the learning process with the help of ecological principle. The idea enables for a sophisticated understanding of the methods in which community development, cultural norms, along with socioeconomic status will show impact on girl's likelihood for an easy transition to higher education and employment to continue their education. This broader approach will enable research to identify specific context in which educational interventions were most effective and the barriers must be eliminated. Finally the necessary factors for achieving empowerment were academic continuity, academic performance, learning experience,

and the attainment of educational objectives. To form policies more effective educational policies and interventions more effective educational policies and interventions, research will concentrate on analyzing the intricate social and economic factors that interrelate.

Conceptual Framework



The conceptual framework of the current study clarifies the relationship between educational interventions and women empowerment, highlighting the influence of social and economic situations on academic outcomes. Some examples of educational initiatives that enhance women's exposure to education and are expected to improve various academic aspects are scholarships programs initiating skill development. Academic continuity, academic performance, learning experience, and attainment of educational goals were the key academic results that regulate this relationship. These outcomes promote women's empowerment, which is measured by increased self-confidence and better social and economic engagement.

Study's Objectives

To understand the baseline academic status of girl students in the selected regions.

To examine the perception on their academic progression.

To examine their perception towards attained empowerment.

Methodology

Sources of study

Primary sources:

The study adopts a mixed-methods approach for data collection, integrating both quantitative and qualitative techniques to ensure a comprehensive understanding of the educational experiences of girls. The primary data was gathered using stratified random sampling technique as per socio-economic status from both rural and urban regions and both public and private institutions. The sample design used for the study is longitudinal study, considering First year baseline analysis. The study covers all the districts of Telangana and Andhra Pradesh. The study adopted survey and interviews methods for gathering the data. The required sample size for the study was 600. However, a total of 1,420 responses were collected to compensate for possible sample attrition and loss of contact during subsequent phases of the study. A sample size of 1420 was collected to estimate the probability of dropping out of the study. Based on the expected effect size, desired power, and significance, the sample size was calculated to ensure that the findings of the study are statistically robust. For the current study, statistical tools like descriptive statistics, and correlation were used in the study.

Secondary sources:

The study uses a range of secondary sources to support the contextual analysis and research framework. These include academic publications like Desai and Kulkarni (2008) on regional and cultural educational differences, Kabir (2005) on the interaction of caste and gender in learning environments, and Dreze and Sen (2013) on socioeconomic disparities in Indian education. Creswell and Creswell (2017) for mixed methods research, Singer and Willett (2003) for longitudinal study design, and Podsakoff et al. (2003) for self-reporting biases provide methodological guidelines. These sources offer theoretical and empirical support to improve the study's depth and dependability.

Presentation of Data and Analysis

Table 1: Demographic factors		
Education	Frequency	Percentage
Sr. Secondary (12th/2nd Inter)	1415	99.6
1st UG	0	0
2nd UG	1	0.1
3rd UG	0	0
4th UG	0	0
1st PG	0	0
Others	4	0.3
Total	1420	100
Programme Studying	Frequency	Percentage
MPC	484	34.1
BPC	463	32.6
CEC/ other_____	469	33.0
Engineering _____	4	0.3
Degree _____	0	0
Total	1420	100
Father / Mother Profession	Frequency	Percentage
Govt Employee	78	5.5
Private employee	329	23.2
Farmer	673	47.4
Craftsman /Artisan	117	8.2
Agriculture Labour	223	15.7
Total	1420	100.0
Parent Monthly Income	Frequency	Percentage
< 20000	1035	72.9
20001 – 30000	213	15.0
30001 – 40000	86	6.1
40001 – 50000	42	3.0
>50000	44	3.1
Total	1420	100.0
Family Primary Occupation	Frequency	Percentage
Employment	310	21.8
Business	167	11.8
Farming	641	45.1
Craftsmanship	86	6.1

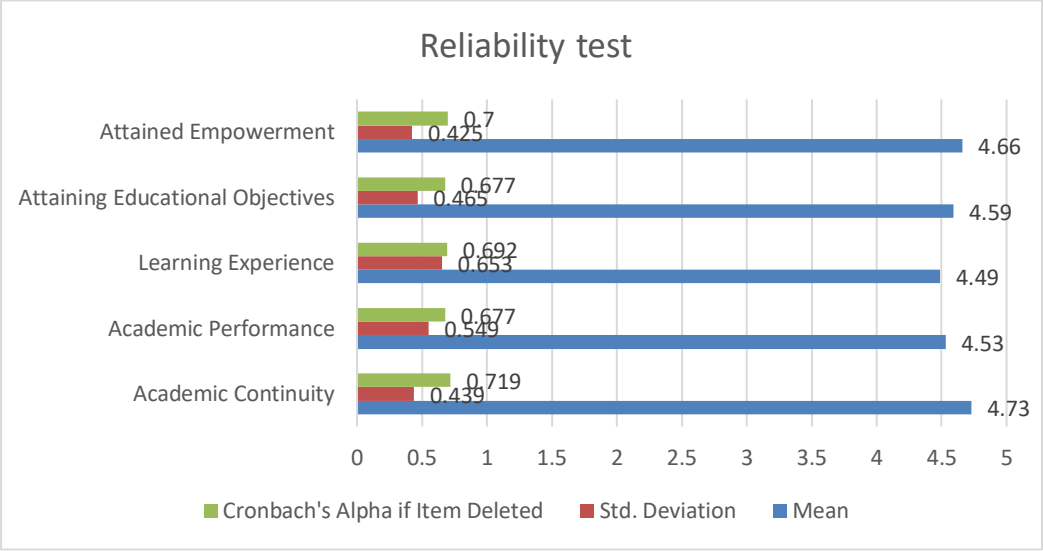
Agri Labour	216	15.2
Total	1420	100.0
Religion	Frequency	Percentage
Hindu	1092	76.9
Muslim	207	14.6
Christian	120	8.5
Other_____	1	0.1
Total	1420	100.0
Category	Frequency	Percentage
OC	216	15.2
BC	614	43.2
ST	269	18.9
SC	313	22.0
Other_____	8	0.6
Total	1420	100.0
Source: Authors gathered data		

Objective 1 was explained in table 1. Maximum respondents have completed their senior secondary education, and only few were pursuing their higher education, as per the demographic factors represented in table 1 of respondents. Only 0.3% of them enrolled in engineering, the distribution of programs of their study were fairly equal among MPC (34%) and BiPC (33%), and CEC/ and others (33%). Almost half of the respondent's parents are farmers (47%), which were followed by private workers (23%). Agricultural labor (16%) and very few were in government jobs (6%) and Craftsmanship/artisan labor (8%), as per parental occupation. As per income levels only 3% of the families earn more than 50000 per month, while the majority (73%) earns less than 20000. Farming (45%) and agricultural labor (15%) were the most of the common family's primary occupations, expressing the agrarian heritage; employment (22%) and business accounted to (12%) were less seen. There is very less representation from other religions, with the maximum respondents from (77%) classifying as Hindu, followed by Muslims (15%) and Christians (9%). On the other hand only (0.6%) falling into other categories like Backward Classes (BC) represents the major share (43%), which was followed by Schedule Castes (22%), Schedule Tribes (19%), and other caste making up (15%). As per the data maximum respondents came from rural, agrarian, and economically disadvantages backgrounds, with majorly representing Hindu and under privileged groups.

Table 2: Reliability test

	Mean	Std. Deviation	Cronbach's Alpha if Item Deleted
Academic Continuity	4.73	0.439	0.719
Academic Performance	4.53	0.549	0.677
Learning Experience	4.49	0.653	0.692
Attaining Educational Objectives	4.59	0.465	0.677

Attained Empowerment	4.66	0.425	0.700
Cronbach's Alpha when items are combined is 0.746			
N is 1420			
Source: Authors gathered data			

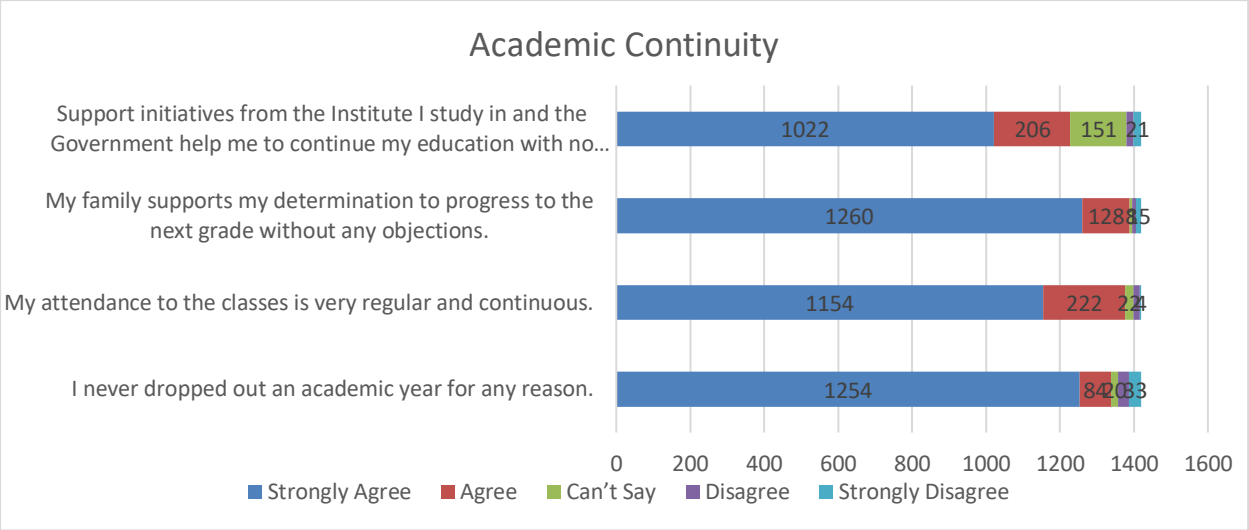


The scale used in the current study showed good internal consistency, as per the reliability test results. Table 2, explains an overall Cronbach's alpha of 0.746 that is greater than the required standard of 0.70 for reliability. All the questions mean values, which ranged from 4.49 to 4.73, were high comparatively, recommending that the respondents normally provided favourable responses to factors like academic continuity, academic performance, learning experience, achievement of educational goals, and standard deviation values, which range from 0.425 to 0.653 with a learning experience representing higher dispersion. The Cronbach's alpha, if any of the items is deleted the values (0.677 to 0.719) represents that removing any single item does not greatly improve the overall dependency, explaining that every dimension contributes considerably to the scale. Therefore, the outcome demonstrates the instruments consistency and dependability in assessing academic and empowerment related findings among 1420 responses.

Table 3: Academic Continuity

	Strongly Agree	Agree	Can't Say	Disagree	Strongly Disagree	Mean	Standard Deviation
I never dropped out an academic year for any reason.	1254	84	20	29	33	4.76	.783
My attendance to the classes is very regular and continuous.	1154	222	22	18	4	4.76	.567
My family supports my determination to progress to the next grade without any objections.	1260	128	8	9	15	4.84	.559
Support initiatives from the Institute I study in and the Government help me to	1022	206	151	20	21	4.54	.851

continue my education with no hindrances of any type.							
Source: Authors gathered data							



Maximum respondents were positively reacted towards every statement regarding academic continuity, which was represented in table 3, explains that respondents were strongly committed towards their education. With a mean score of 4.76, the maximum students (88%) were strongly agreeing that they had never dropped out of school, explaining the continuity in academic progress. In the same way, regular and continuous attendance in class explained disciplined engagement and acknowledged high approval (81.3% strongly agree, mean = 4.76). The high majority (88.7% strongly agree, mean = 4.84) explained that their families encourage their desire to advance to the next grade, representing family support was a significant factor. Government and institutional initiatives were also found to be helpful in providing ongoing education, but responses varied greatly (mean = 4.54, SD =.851), suggesting that although the majority of students gain from these programs, fewer face challenges. Due primarily to individual dedication, family support, and supportive educational systems, the high mean scores and comparatively low standard deviations show that respondents maintain excellent academic continuity.

Table 4: Academic Performance							
	< 4.0 / 40%	4.0-5.5/ 40-55%	5.5-7.5/ 55-75%	7.5-8.9 / 75-89%	9.0 / 90% and above	Mean	Standard Deviation
My grade point average / percentage is	353	601	376	80	10	3.85	.883
	Extremely self-assured	Very self-assured	Moderately self-assured	Somewhat self-assured	Not self-assured at all	Mean	Standard Deviation
I am highly confident and self-assured of my academic abilities	1057	283	49	13	18	4.65	.709
	Strongly Agree	Agree	Can't Say	Disagree	Strongly Disagree	Mean	Standard Deviation
I am engaged in the extracurricular activities that help me achieve overall academic performance	887	354	109	37	33	4.43	.913

I am satisfied with my academic performance	847	498	44	29	2	4.52	.672
Source: Authors gathered data							

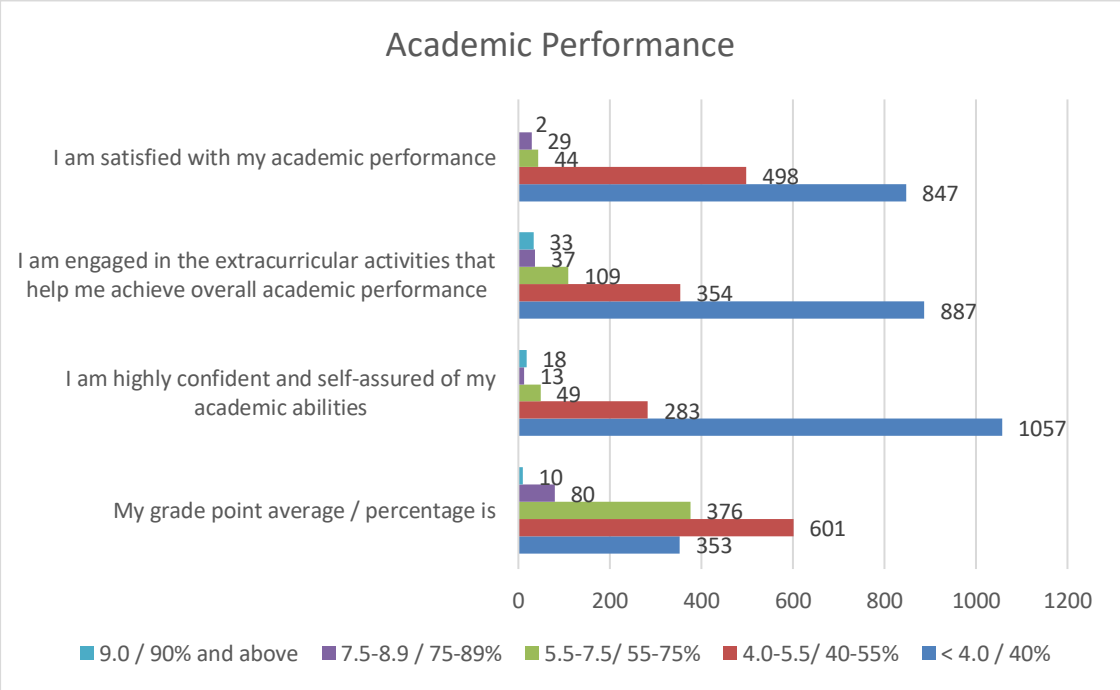
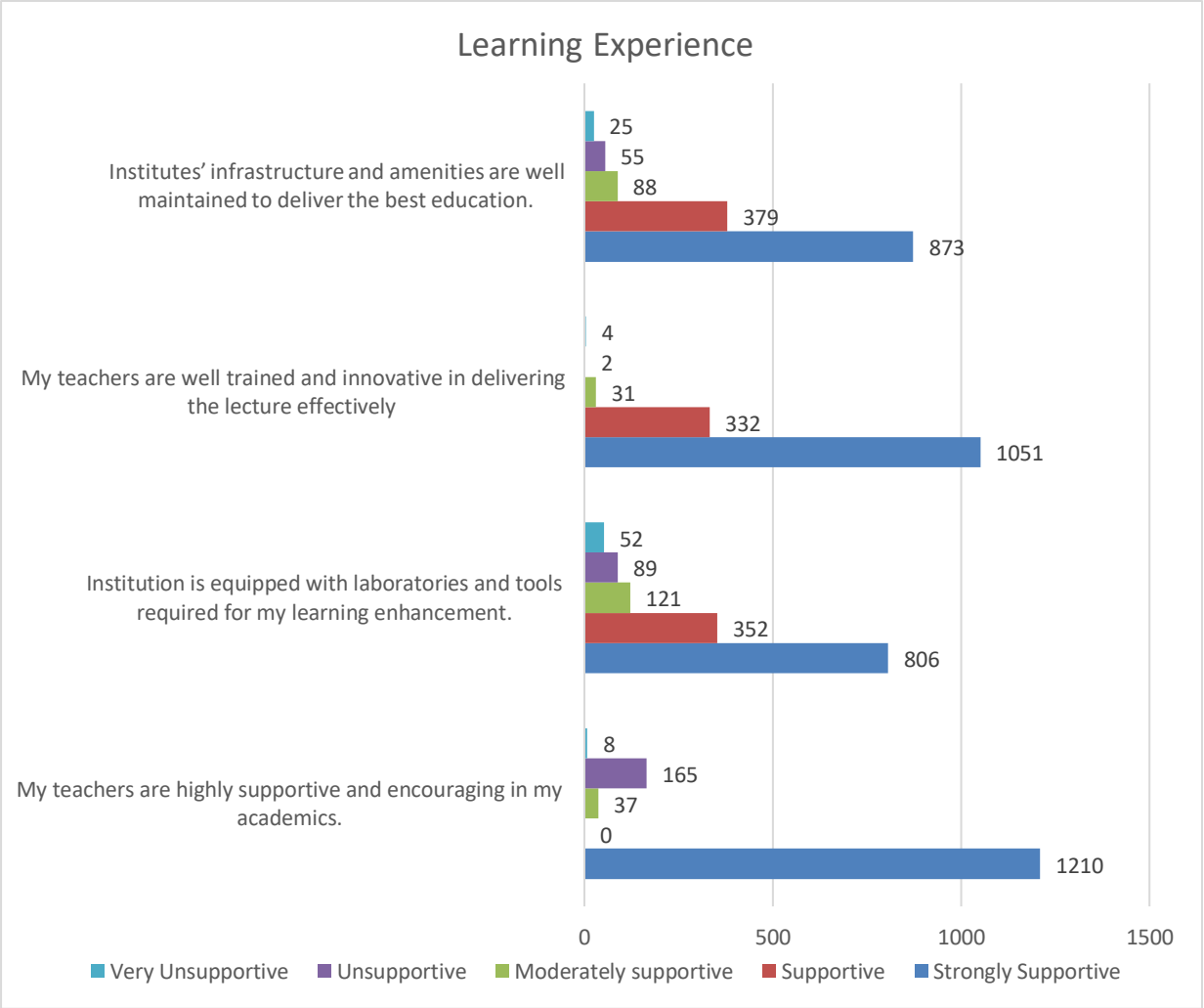


Table 4 explains that although the data on academic performance represents an inconsistent picture of attainment, students showed strong sense of confidence and satisfaction. Only a small percentage (0.7%) of respondents achieve 90% or higher, resulting in a mean score of 3.85, which indicates modest academic achievement with some variation (SD =.883). In terms of grades, a substantial portion of participants fall between the ranges 40-55%, (42.3%) and 55-75% (26.5%). Regardless of this, maximum number of students (74.4% highly self-assured, mean = 4.65) have very high levels of academic self-confidence and firmly believe in their abilities. The maximum number of respondents (62.5% strongly agree, mean = 4.43) also agree that taking part in extracurricular activities helps with overall academic success. However, there is a lot more variation (SD =.913). Most students (94.9% combined, mean = 4.52) say they strongly agree or agree that they are happy with their academic performance. This shows that they are hopeful even though their grades are only average. The results show that even though most students are in regular grade levels, they have high levels of confidence, extracurricular activities, and satisfaction, which shows that they are resilient and have a well-rounded approach to academic growth.

Table 5: Learning Experience

	Strongly Supportive	Supportive	Moderately supportive	Unsupportive	Very Unsupportive	Mean	Standard Deviation
My teachers are highly supportive and encouraging in my academics.	1210	0	37	165	8	4.58	1.030
	Strongly Agree	Agree	Can't Say	Disagree	Strongly Disagree	Mean	Standard Deviation
Institution is equipped with laboratories	806	352	121	89	52	4.25	1.083

and tools required for my learning enhancement.							
My teachers are well trained and innovative in delivering the lecture effectively	1051	332	31	2	4	4.71	.542
Institutes' infrastructure and amenities are well maintained to deliver the best education.	873	379	88	55	25	4.42	.901
Source: Authors gathered data							



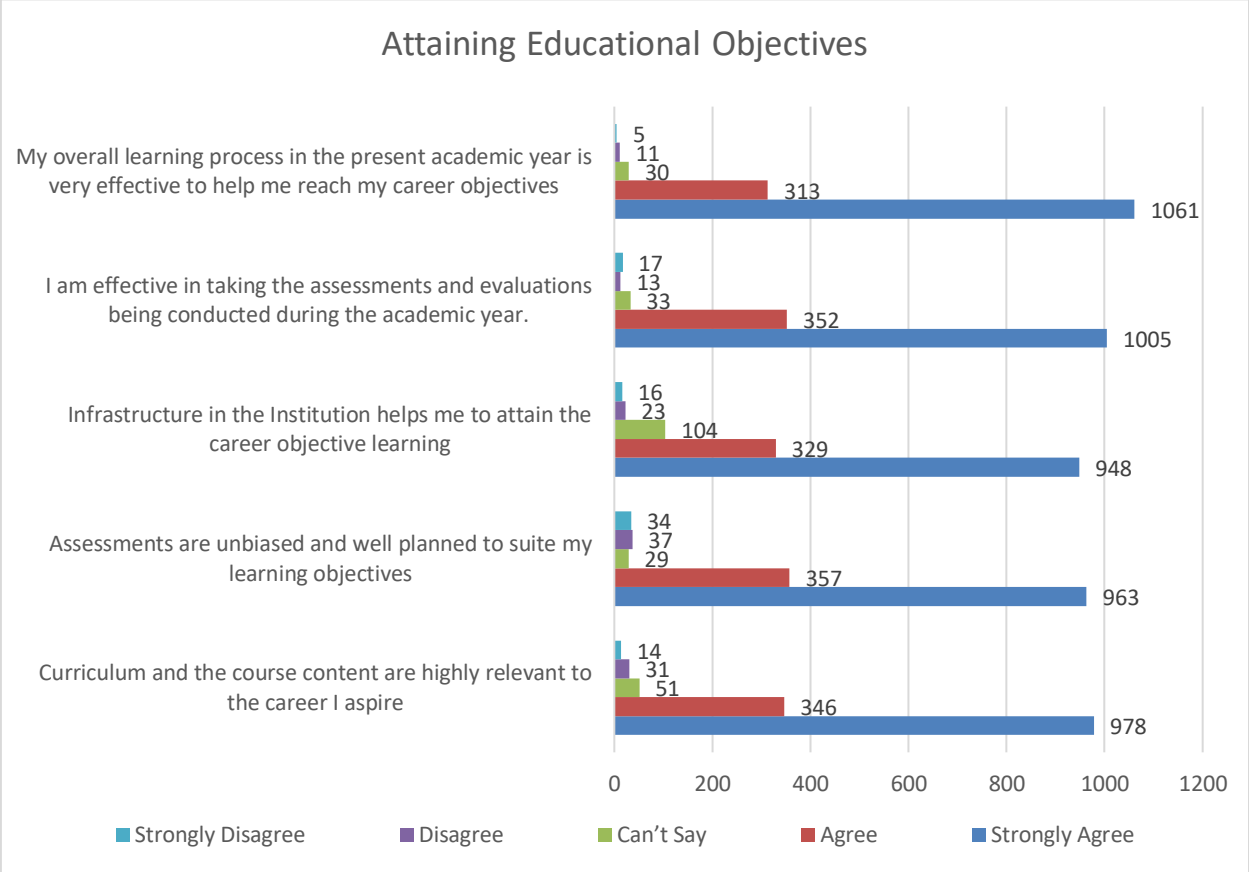
The results of the learning experience survey suggest that students typically report great support and effective teaching procedures within their institutions, with certain areas showing considerable difference, shown in table 5. A great majority of respondents (85.2% strongly supportive, mean = 4.58) agreed that teachers are very supportive and encouraging, however a tiny number expressed discontent, resulting in a slightly higher standard deviation (1.030). Institutional facilities, such as laboratories and learning tools, were similarly positively

assessed (mean = 4.25), with the majority of students agreeing that they are appropriately equipped, albeit responses were more variable (SD = 1.083), indicating that some institutions may have resource limitations.Teacher competency and innovativeness in lecture delivery received the most positive feedback (74.0% strongly agree, mean = 4.71, SD =.542), indicating great teaching efficacy. Similarly, institutional infrastructure and amenities were scored positively (mean = 4.42), with the majority of students satisfied, although a tiny percentage disagreed, indicating room for development. The outcomes represent that girl's benefit from an encouraging and innovative learning environment that is mainly because of teacher commitment and institutional efforts, with infrastructure as well as laboratory resources recognized as areas where reliability may be enhanced.

Table 6: Attaining Educational Objectives

	Strongly Agree	Agree	Can't Say	Disagree	Strongly Disagree	Mean	Standard Deviation
Curriculum and the course content are highly relevant to the career I aspire	978	346	51	31	14	4.58	.752
Assessments are unbiased and well planned to suite my learning objectives	963	357	29	37	34	4.53	.857
Infrastructure in the Institution helps me to attain the career objective learning	948	329	104	23	16	4.53	.793
	Very Effective	Effective	Moderately Effective	Ineffective	Very Ineffective	Mean	Standard Deviation
I am effective in taking the assessments and evaluations being conducted during the academic year.	1005	352	33	13	17	4.63	.692
My overall learning process in the present academic year is very effective to help me reach my career objectives	1061	313	30	11	5	4.70	.584

Source: Authors gathered data



Students primarily see their academic journey as effective and career-oriented, with curriculum, assignments, along with institutional resources helping this view, as per outcomes on attained educational goals. As per the results from the table 6, a significant proportion strongly agreed that the material related to course and curriculum is relevant to their career goals (68.9% strongly agree, mean = 4.58), and assignments were also seen beneficial and well planned (67.8% strongly agree, mean = 4.53), yet with slightly more change (SD =.857). Very less portion of respondents conveyed neutral or negative opinions, with the maximum respondents agreeing that infrastructure of the institution helped them accomplish their career goals (mean=4.53). Moreover, students displayed outstanding academic confidence by evaluating themselves as equally competent in handling tests and evaluations (70.8% very effective, mean = 4.63). Most significantly, the vast majority of the respondents (75%, mean=4.7, SD=0.584) believed that academic year's whole learning process was extremely successful, recommending a strong sense of success towards their career goals. As per the gathered data, student's confidence in attaining their academic and professional goals is significantly enhanced by curriculum relevance, along with infrastructure support, fair evaluations, and effectively conducted learning processes.

Table 7: Attained Empowerment

	Strongly Agree	Agree	Can't Say	Disagree	Strongly Disagree	Mean	Standard Deviation
I feel that I control my career related decisions	980	325	73	19	23	4.56	0.790
I am comfortable interacting with people from different socioeconomic backgrounds	964	372	52	19	13	4.59	0.711
I believe my economic prospects shall improve / have improved with my academic background.	1075	291	46	6	2	4.71	0.559
I am confident of attaining / controlling my economic independence	1089	276	38	14	3	4.71	0.585

My social mobility is apparently progressing as I notice.	958	409	37	5	11	4.62	0.634
I am confident that socioeconomic progression of my family's future is dependent on me	1175	181	55	5	4	4.77	0.555
Source: Authors gathered data							

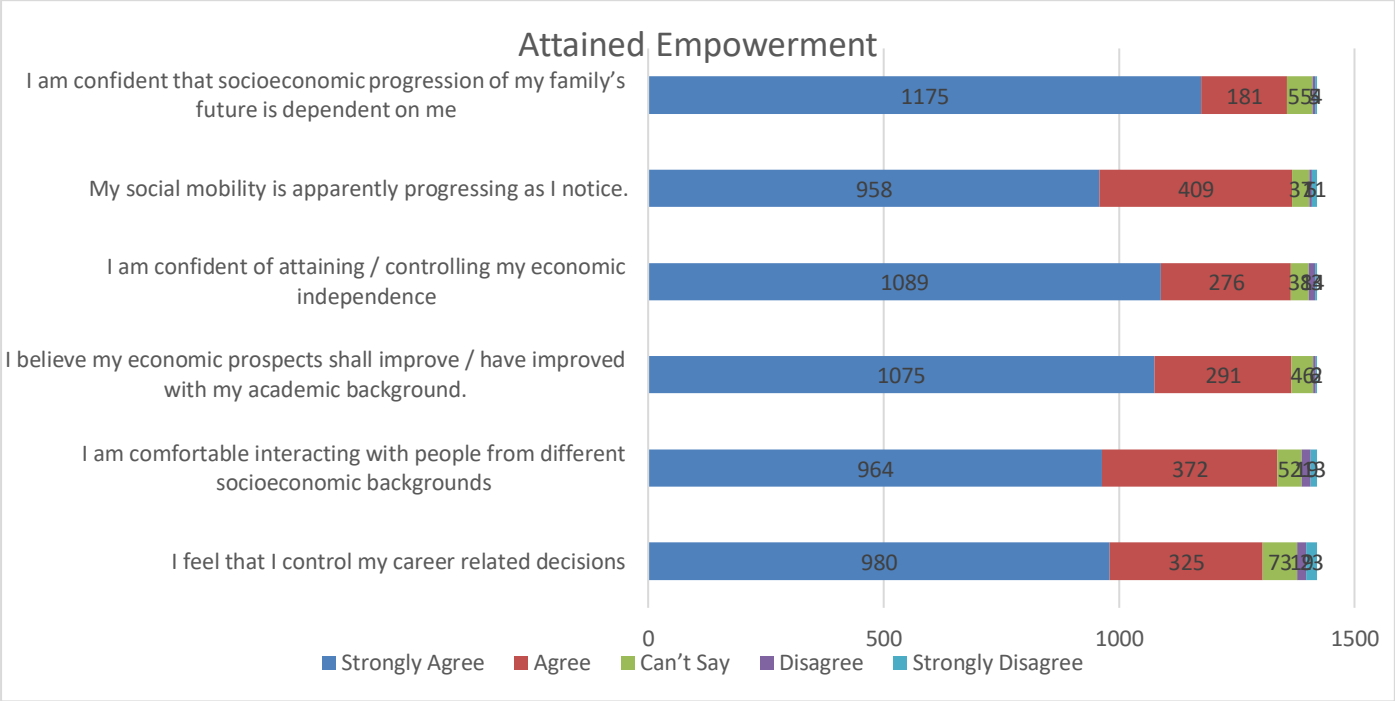


Table 7 outcomes on acquired empowerment explains that students have a intense sense of control, confidence, and optimism about their economic and personal development. Confidence and adaptable, maximum respondents strongly agreed that they have control over their work decisions (69%, Mean=4.56) and were easily communicating with others from different social and economic backgrounds (67.9%, Mean=4.59). With the highest level of agreement (75.7%, strongly agree, mean=4.71) and as well as high confident in attaining economic independence (76.7% strongly agree, mean=4.71), here academic achievement has been identified as a critical driver of greater economic opportunities. Maximum number of students indicates progress in their upward mobility, demonstrating that social mobility is also positively assessed (67.5% strongly agree, mean=4.62). Significantly, the majority of them believe that their family's future social nd economic advancement is wholly dependent on them (82.7% strongly agree, mean=4.77), representing a strong feel of responsibility and empowerment. The outcomes represent that their academic performance does not only enhances student's self-confidence and independence, but also develops a strong feel of determinedness towards personal and family social and economic progress

Baseline findings (Year 1 results)

Maximum respondents were from senior secondary level (99.6%), pursuing their MPC, BiPC, and CEC course were of same proportions.

Majority of the families depend on farming as their main occupation (45%) and agricultural labor (15%), with a less monthly income of below 20000 were 72.9%.

Out of the total respondents, Hindu respondents were high (76.9%) and most of them belong to Backward classes (43%), Followed by SC (22%) and ST (18.9%), representing a social and economic modest backgrounds.

The tool for testing the reliability is Cronbach's alpha, which was 0.746, which represents consistency all over variables such as academic continuity, performance, learning experience, objectives, and empowerment.

Maximum students specify that high academic persistence with a very strong support (mean=4.84).

A majorly positive role was played by institutions and government initiatives, even though the received responses were slightly more differ (mean=4.54, SD=0.851).

Majority of them were within average performance ranges (40-75%), with very few of them reaching 90% and above.

Instead of this, students showed high confidence in their capabilities (mean=4.65) and satisfaction with their performance (mean=4.52).

Engagement in extracurricular activities also positively contributes to holistic academic development.

Teachers are perceived as highly supportive and innovative (mean = 4.71).

Infrastructure and laboratory facilities are generally adequate (mean = 4.25), though some inconsistencies are observed.

Curriculum is considered relevant to career goals (mean = 4.58), and assessments are largely unbiased (mean = 4.53).

Students feel effective in assessments (mean = 4.63) and strongly believe that the learning process contributes to career objectives (mean = 4.70).

Students demonstrate high levels of self-confidence, independence, and responsibility for family progress.

Most believe that education strengthens economic prospects (mean = 4.71), social mobility (mean = 4.62), and their family's future (mean = 4.77).

DISCUSSION

Improve consistency in laboratory resources and institutional facilities to ensure uniform access to quality learning tools.

Since many students fall in the average grade range, remedial classes, mentorship, and skill-based learning programs can raise academic performance.

Encourage structured extracurricular and co-curricular programs to build holistic skills beyond academics.

Awareness programs can further strengthen family support in education, especially in rural and economically weaker households.

Increase scholarships, digital learning infrastructure, and initiatives related to rural education to minimize economic obstacles and improve their academic continuity.

Policy recommendations

The policies need to focus towards strengthening the infrastructure in both rural as well as semi-urban institutions, expecting equity in facilities like access to laboratory, digital classrooms, and few more innovative teaching aids.

For the students in the range of 40-75% performance, there is need to establish state-funded academic excellence centers that offer career guidance, academic coaching, along with soft skills training.

To reduce the risk of dropouts among low-income families, there is a need for increasing the availability of need based scholarships, supportive student loans, and even direct benefit transfers.

Teacher training programs on innovative techniques, digital tools and equitable classroom practices need to be funded by the government.

For the purpose of linking extracurricular activities and programs related to skill towards career readiness, education policies need to be formally integrating them into their curriculum.

To make sure of students academic success develops into a real economic and education opportunities for employment.

CONCLUSION

The study concludes representing those students from the modest, agrarian, and socially backward backgrounds explains identifiable changes, confidence, and desire for the upward movement through education. Regardless levels of moderate academic performance, they represented strong commitment, satisfaction, and positiveness towards their future. With engagement of family, supporting teachers, and institutional initiatives come forward as critical enablers of academic continuity as well as empowerment. The challenges that need to be addressed were gaps in infrastructure, changing access to resources, and income limitedness. The present proposed longitudinal study provides a comprehensive and multidimensional evaluation of the impact of educational interventions on the academic evolution and empowerment of girl's in overall selected districts of Indian states. By considering a mixed-methods approach, the study integrates effectively qualitative as well as quantitative data to discover the issues in accessing education, performance, and even long term outcomes. The study provides a solid foundation for examining the role of education in social transformation as its scope includes geographic, demographic, thematic, time-based as well as methodological dimensions. The study also recognizes key limitations like restricted generalizability, participant attrition, challenges with cultural sensitivity, and reliance on self-reported data. The outcomes of the study may also be affected as well by uncontrollable outside factors like changes in economy and policy. Irrespective of these drawbacks the study is well suited to produce valuable knowledge on how customized educational interventions can close systemic gaps and enhance and promote empowerment among girls. Future policies as well as initiatives targeted at fostering inclusive and sustainable educational development in India can also be benefited by from the findings.

Limitations of the study

The outcomes may not be applied for other parts of India with varied social and economic culture and even educational settings, as the study took place in specific states with populations of girls.

During the course of the study, participants may with draw for varied reasons, which includes personal circumstances, financial difficulties, migration, or even disinterest, which could compromise the validity of the outcomes.

Self-reports through surveys interviews take into account for a large amount of data, which may be effected by memory bias, social desirability bias, or even intentional misreporting.

Research operate the risk of misunderstanding culturally complicated responses or simplifying complex realities as girl's were from different cultural backgrounds can influence how they interpret and respond towards questions asked.

The results of their education may be impacted by outside variables like government policy changes, economic conditions, or even social improvements during their period of study, which is tough to control or even to predict.

The study was limited to a specific region and a few student groups, which restricted the generalizability of the outcomes to other educational contexts or varied demographics across the country.

Few respondents were studying their higher education, with a majority of (99.6%) being from senior secondary (intermediate) level. According to the results, the outcomes mainly represent the point of view of this group and may not correctly reflect the experiences of students at both the UG and PG levels.

The study was not thoroughly evaluating the other key factors like peer influence, psychological stress, technology access, or even rural-urban disparities, yet it cover few important variables like academic continuity, performance, learning experience along with their empowerment..

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