



Evaluation of “Ladli Yojana”



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Evaluation of “LADLI YOJANA”

Submitted To:

Dr. Aditya Bhattacharjea

Professor

Delhi School of Economics

Submitted By:

Apoorva Gupta

M.A. Economics

Delhi School of Economics



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Abstract

Capital of the country, Delhi, going higher in economic indicators is far behind the social indicators. This city has witnessed dwindling female-male sex ratio considerably from one census to another. Both the Central as well as different State Governments, have launched various schemes, yet the results are not satisfactory. Apart from son preference, economic compulsions in raising a girl child, including her education, training, and marriage with a heavy dowry demand coupled with lifelong support in the form of presents and gifts necessary to satisfy the ever-increasing demands of her in-laws; pressure parents to abort a female foetus.

Looking into all these problems, Ladli Scheme introduced by Delhi Government on March 7, 2008, aims at enhancing the social and economic status of the girl child, by depositing ₹100,000 in her bank account by the time she attains the age of 18. Aim was to achieve a positive sex ratio in favour of females in Delhi.

This paper analyzes the success of this scheme from various angles, by collecting primary data from schools (teachers) and parents from some selective areas of New Delhi and Old Delhi. The survey reveals that the Drop out ratio has decreased and literacy rates for the girls have increased. Parents are now more aware about making the documents like birth and death certificates. The benefits are more at micro level, than at macro level. Problems are comparatively more in sampled areas of New Delhi. However, the scheme is tedious and confusing, which lead the most vulnerable and deserving to remain out of the loop (due to lack of information and illiteracy). Clarifications are needed on various grounds and at different levels; and Dynamic Implementation Strategy is necessary, which ensures continues monitoring and feedback. The results presented in the paper have been statistically verified and tested for the significance.

Keywords: Ladli Yojana, Benefits, Problems, Success, Bias



SECTION 1

INTRODUCTION

“Naari Tum Shraddha Ho”

“Naari Tum Samskaar Ho”

“Naari Tum Shakti Ho”

“Shraddha”, “samskaar” and “shakti” — these three words capture some of the greatest attributes of women in general, and Indian women in particular.

International Women’s Day is welcomed all over the world with great owner and respect and in India too. Nevertheless, it pains the heart when we look at the statistics about the development status of women in India.

- Female life expectancy: 64.6 years.
- Infant mortality: 57 per 1000 live births.
- 53% women give birth without the help of skilled health personnel.
- Maternal mortality: 301 (per 100,000 births).
- 100,000 women turned out of their home due to stigma of TB.
- Female literacy: 47.8% (bottom fifth in the world).
- 6crore undernourished children and 80lakh suffering from severe malnutrition (more girls than boys among them).
- Nearly 10 million female foetuses have been aborted in the country over the past two decades.¹

Declining Gender Ratio indicates that a girl is still considered to be a burden in the Indian Society. Thus, the concept of saving the girl child takes a stand alone position in the social development of the country.

Background

Girls have not vanished overnight. It’s the practise undertaken in India over the decades (even existed during the British Period), which lead to the neglect of

¹ Prasoon Joshi Website, exact reference given in the Bibliography.



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women. The entire period of Indian History can be divided into two Regimes, based on the sex ratio trends.² The Old Regime was characterized by archaic and crude discriminatory methods against women, such as neglect or infanticide. This old regime was further strengthened by the upcoming New Regime during 1970s, when India was facing population explosion and the average annual growth rate was around 2.2%p.a. Large population size and also large growth rate of population were creating much of diseconomies of scale, rather than providing valuable human resource. Malthusian Theory of population growth being greater than food supply was working, which feared the Indian government.³ As a result, various policies were undertaken to achieve some time bound demographic targets like “Hum Do Humare Do”.

However, urgency was created around mid 1970’s and National Population Policy (1976) was declared. Quotes from this policy say:

“The wait for education and economic development to bring about a drop in fertility is not a practical solution. The very increase in population makes economic development slow and more difficult of achievement. The time factor is so pressing, and the population growth so formidable, that we have to get out of this vicious circle through a direct assault upon this problem as a national commitment.”

Thus, there was a massive increase in vasectomies, use of contraceptives, sterilisation, etc. As a result of this, and given that Indian society is still male dominated, people started killing the girl child either immediately after birth or before the birth (in the wombs). Expectations are more form a boy child (carrier of family’s name), rather than a girl child leading to the dismal situation of girls in the country, which aggravated year after year,⁴ leading to skewed Gender Ratio in India and also in Delhi.^{5,6} This scenario is depicted in the following diagram.

² UNFPA Report, October 2007, Annaul Plan 2010-11, Women and Child Development.

³ Economic Development of India, Uma Kapila.

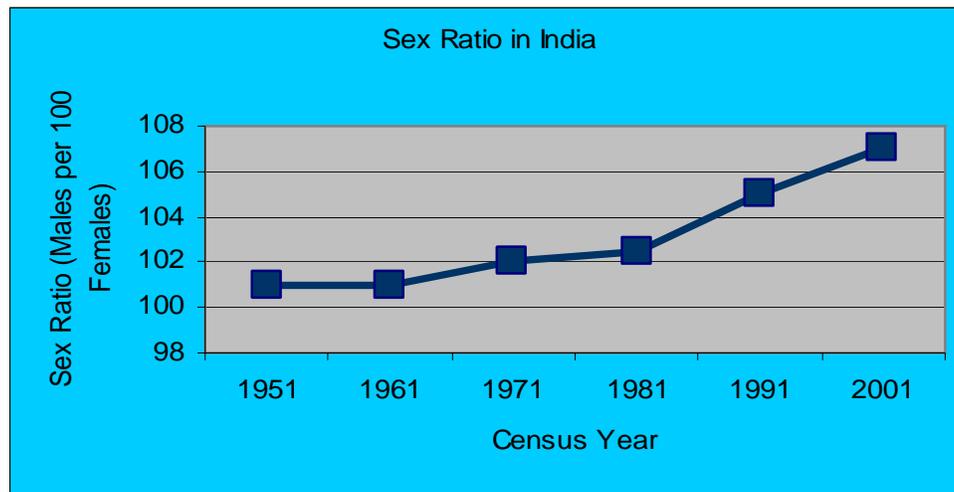
⁴ Although compulsory sterilisation lasted for two years, but the after effects of the two regimes together were seen over the years and not immediately. Sex-selective abortions continued and girls were killed in the wombs.

⁵ Haryana has the lowest sex ratio among all the states. Its is 861 females to 1000 males in 2001.

⁶ Also, there is one more concept which is implicit in this entire scenario. The concept is that due to adverse gender ratio, men are not finding a suitable match for them, so the number of marriages in a particular year is decreasing. Proportion of girls being single above the age of 30 years very almost



Figure 1:



Source: UNFPA Report, October 2009

Nevertheless, it's true that dark clouds do not last long. Given the past unethical attitude towards the girls, the authorities realize that there is a need to save the girl child and improve the above statistics in favour of the girls. Owing to this background, many schemes were launched, such as, “Beti Bachao Andolan” , “Kanya Kelavani Abhiyan”, “Genesis of Stree Shakti (GRC), Power of Woman Program”, “Swayamsidha”, “Balika Samridhi Yojana”, and many others. This paper picks the scheme called “LADLI YOJANA”, introduced by Delhi Government in 2008; and analyses the scheme from various directions.

LADLI YOJANA

Poverty is one of the main reasons for the discrimination against the girl child at home. This has resulted in lower literacy rates and higher dropout rates among girl children. It is the moral duty as well as the democratic responsibility of both Central and State Governments to strive their utmost to remove gender imbalance and promote gender justice in every area of development. In this context, I must

nil, while that for men is positive and significant. This would definitely have neagtive impact on the economic gains the economy gets from the expenditure incurred in a marriage. Not only this, the social and psychological impact of this phenomenon is huge (as explained in UNFPA Report). Also, experts warn that the demographic crisis will lead to increasing sexual violence and abuse against women and female children, increasing number of child marriages, increasing maternal deaths due to abortions and early marriages and increase in practices like polyandry.



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commend a scheme called the “Ladli Laxmi Yojana” started by the Government of Madhya Pradesh in 2006. In a very short time, it has proved to be one of the most successful social welfare schemes in the history of the state. A newspaper article highlights this scheme as follows:

“Madhya Pradesh Government has said that its ‘Ladli Laxmi Yojana’ has brought about sea change in the society's attitude towards the girl child and improving sex ratio in the state. Following implementation of this scheme, the negative tendency in the society towards girls has started to undergo change. Now, birth of a girl fills a family with happiness and joy. The achievement amounts to 136% as against the target in the number of girls taking the benefits of the scheme.”⁷

Thus, looking into its success, Delhi Chief Minister Smt. Sheila Dikshit launched the ‘Ladli’ scheme on the eve of International Women’s Day, i.e., on March 7, 2008. Under the Ladli scheme, the state government intends to deposit ₹100, 000 in the account of every girl child by the time she attains the age of 18. The scheme is aimed at imparting education to every poor girl child by putting a good amount of money, by the time she is 18.

Smt. Dixit said:

“The Ladli scheme ensures that no girl child is a burden on her parents. It will help us in overcoming the menace of female foeticide. Every girl child is now a symbol of prosperity of her family.”

We have chosen “Ladli Yojana” for our analysis as it is a new scheme and citizens want to know about the success rate of this scheme. However, this paper does not measure only its success but also presents the future prospects of the scheme. The concept of Ladli Scheme is a “very timely issue”, as appreciated by one of the respondents.

The paper is organized in the following manner: in Section 2, we will make us understand the Ladli Scheme, specifically its terms and conditions. Section 3 will

⁷ Saturday, April12, 2008, Indiainfo.com



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give the data collection methods. Section 4 presents the area of research, the match and/ or mismatch between the data collected and the scheme and presents the interpretation of the research. Section 5 gives some results and suggestions, while Section 6 concludes.



SECTION 2

UNDERSTANDING THE LADLI SCHEME

Ladli Yojana is the scheme, which is quite difficult to understand and digest. There are various clauses and conditions, which need to be fulfilled before a girl child, can be called as “Ladli”.⁸ Here is a brief description of the scheme and the characteristics of the financial assistance, which a girl is going to get:⁹

The competent Authority¹⁰ is subject to the provisions of the rules on the release of the grant, in the form of a long-term Fixed Deposit in the following manner:

- Payment of ₹ 11000/- if the girl child is born in a Hospital/ Nursing Home in the NCT of Delhi.
- Payment of ₹10000/- if the girl child is born outside the above mentioned Hospitals/ Nursing Homes/institutions.
- Payment of ₹5000/- on admission of the child in Class I.
- Payment of ₹5000/- on admission of the child in Class VI.
- Payment of ₹5000/- on admission of the child in Class IX.
- Payment of ₹5000/- on the child’s passing the Class X.
- Payment of ₹5000/- on admission of the child in Class XII.

- ❖ The long term fixed deposit receipts granted under the above mentioned rules shall be made in the name of the girl child, encashable only after the said girl child has attained the age of eighteen years, has passed Class X as a regular student or has taken admission in Class XII.
- ❖ The onus for getting the subsequent periodical fixed deposits will be on the parents/ guardians of the child and shall be made only when

⁸ Many of the respondents don’t understand the scheme well and they enquire every detail about the scheme.

⁹ This is the scheme given by the government in its circular. No change has been made in the language or in words, to avoid controversies with the actual scheme.

¹⁰ Explained later.



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the parents/guardians produce the report card and attendance/admission certificate from a Govt./MCD/NDMC or Govt. recognized school.

- ❖ The financial assistance shall be restricted up to two girl children in a family.
- ❖ In case of the death of girl child before attaining the age of eighteen years, the long term fixed deposit receipt shall be forfeited and deposited back in the treasury of the Government.
- ❖ In case the girl child fails in any class, after availing the benefits, the long term fixed deposit receipt shall be forfeited and deposited back in the treasury of the Government. This girl, if eligible, has to fill the form again in her next class and will be eligible for the benefits accruing from the new class, again if she is eligible.
- ❖ No loan or other credit facility can be extended on the long term fixed deposit receipt.
- ❖ The long term fixed deposit receipt shall be non- transferable/ non-refundable and ineligible for pre-mature encashment.
- ❖ The scheme is in association with State Bank of India, which will serve as an authorised agency for secure maintenance of deposit money. The name which SBI has given to the Bank Account under this scheme is “SBI Life Insurance”.

Eligibility Conditions for the Financial Assistance

A. For girl children born on or after 01.01.08

- The applicant must be a bonafide resident of the National Capital Territory of Delhi for at least three years preceding the date of application;
- The girl child must have been born in Delhi as shown by the birth certificate issued by Registrar (Births & Death);
- The annual income of the parents of the child should not exceed ₹1,00,000/-;

B. For all other girl children in Delhi



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- Who are currently studying in a Govt./MCD/NDMC or Govt. recognized school in Delhi,
- Who were born in Delhi as shown by the birth certificate issued by Registrar (Births & Deaths),
- Who have been admitted in Classes I, VI, IX, or XII or passed Class X in the academic year 2008-09 onwards,
- Whose parents have been residing in Delhi for at least 3 years prior to the date of application,
- Whose parents’ income is less than ₹1,00,000/- per annum,
- All such girl children shall receive payments of ₹5,000/- in the form of long-term fixed deposits.
- The above-mentioned deposits shall be encashable only after the child attains 18 years and has at least passed Class X and has taken admission in Class XII.

Competent Authority

- A. The District Social Welfare Officer of the concerned District shall be the Competent Authority for verification of the content of the application and initial sanction. The Competent Authority may satisfy himself about the contents of the application by conducting spot verification or otherwise through the departmental investigator or other official or ASHA (Accredited Social Health Activist) employed by the Health Department or Anganwadi worker specially deputed for the said purpose.
- B. For the subsequent sanctions when the child is admitted in Class I, VI, IX, and XII and also passes Class X, the District Social Welfare Officer shall be the competent and sanctioning authority, after the names of eligible children is provided by the Department of Education by means of a certified list by Head of School.

Application for the Financial Assistance

- A. An application for the financial assistance under these rules shall be submitted to the Competent Authority, which may be obtained from the office of the Competent Authority or from the office of the Deputy Director



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(FAS), Department of Social Welfare, G.L.N.S. Complex, Delhi Gate, New Delhi or electronically downloaded from official website.

- B. The parents of the girl child shall submit the application within one year from the date of birth of the child or 90 days from the date of admission, as applicable. However, District Social Welfare Officer shall be the competent authority to relax the above time limit depending on the merits of the individual cases.
- C. The following documents shall be attached with the application: -
- A copy of ration card or voter identity card or any other document as a proof of residence, which clearly shows at least 3 years of residence in Delhi;
 - The birth certificate of the girl child issued by the Registrar (Births and Deaths) of National Capital Territory of Delhi;
 - A joint photograph of the parents and the girl child should be pasted on the application form;
 - A self-declaration by the parents regarding their annual income.
 - Admission certificate from Govt./MCD/NDMC or Govt. recognized school.

Procedure for release of Financial Assistance

- A. The Department of Education will provide a district-wise list of all the girls who are admitted in Class I, VI, IX & XII or passed Class X in schools run by Department. Of Education/MCD/NDMC schools and recognized schools in Delhi to the Department. Of Social Welfare or Department. Of Women and Child Development.
- B. The Competent Authority shall forward a copy of the sanction order issued by it under these rules, along with a copy of the application to the bank authorized for this purpose for issuing a long term fixed deposit receipt of rupees ten/ five thousand or subsequent payments, as the case may be, in the name of the girl child.
- C. The long term fixed deposit receipt shall be given to the applicant and a scanned copy of the long term fixed deposit receipt shall be maintained in



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an electronic depository by the Competent Authority or any agency designated by the Government for this purpose.

- D. The authorized bank shall provide a copy of the long-term fixed deposit receipt to the Competent Authority.
- E. On the maturity of the long term fixed deposit receipt, that is, on attaining the age of eighteen years and having attended the school up to Class XII as a regular student and passed Class X, the accumulated amount will be paid to the girl child through an account payee cheque in her name.
- F. The Competent Authority shall reconcile the expenditure with the concerned authorized banks after every six months.

Tenure and Renewal of Long Term Fixed Deposit Receipt

- A. The long term fixed deposit receipts shall be renewable at every subsequent stage of deposit.
- B. At the time of renewal, a certificate of the beneficiary girl being alive and studying in a regular school as above shall be obtained from the school authorities of the girl child duly attested by the Principal/Head of the school.
- C. The onus of producing such certificate will be on the parents/ guardian of the child.
- D. The Competent Authority will issue sanction order on the renewal slip and submit the list of beneficiaries to authorized bank along with the cheque.

Change of Address

The applicant shall intimate any change of address along with proof to the Competent Authority within one month of such change.

Other Stipulations

If a girl child born on or after 01.01.08 applies to the Department. at a later stage, within the prescribed time and she fulfils the eligibility criteria, she shall be entitled only to release of those payments which are due to her from the stage she joins the scheme.



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Appellate Authority

In case of grievances, the applicant may appeal to the Director, Department of Social Welfare for redressal of his/ her grievance in this regard and the decision of the Director shall be final.

Recent Changes made in the Scheme¹¹

- A. The scheme is now open for the girls completing their studies from the School of Open Learning.
- B. No proof of income is required from this year, i.e., 2010-11.

Having understanding the scheme fully well, we should know the Aims and Objectives of this scheme, as well as the desired Benefits of the Scheme.

Aims and Objectives:

- A. To enhance the social status of a girl child in the society as well as in the family;
- B. To ensure proper education and to make the girl child self-reliant;
- C. To ensure economic security for the child;
- D. To protect the child from discrimination and deprivation.

Benefits:

- A. The scheme will ensure a reduction in the Drop Out rates and consequently, an increase in the Gross Enrolment ratio.
- B. There would a reduction in the number of child marriages and female foeticides.
- C. Problems for the parents relating to the arrangement of funds for the higher education and/ or for the marriage of the girl would be reduced.
- D. The scheme may have some positive impact on the school attendance as well.

¹¹ These changes are published in the newspaper, however, there is no departmental notice yet, and nothing is there on the website as well.



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Table 1:

Stages	Amount	Deposited in	
1.	After Birth	Bank Account Opened in the name of the beneficiary girl.	
	₹ 10,000 (if delivered at home)		
₹ 11,000 (if delivered institutionally)			
2.	Admission in Class-1		₹ 5,000
3.	Admission in Class-6		₹ 5000
4.	Admission in Class-9		₹ 5000
5.	Passing Class-10	₹ 5,000	
By failing in any class, the beneficiary will forfeit all the deposits.			
6.	Admission in Class-12	₹ 5000	

Table 2:

	Conditions	Proof
1.	Total Annual income should be below ₹10,000	Certificate from employer/ Notarized affidavit
2.	Girls should be born in Delhi	Any one of the following: <ul style="list-style-type: none"> ➤ Birth Certificate from the registrar of Births and Deaths. ➤ Affidavit (only for girls born after 2008-09).
3.	Family should be staying in Delhi for the last Three Years	Ration Card/ Voter ID Card/ or any other valid proof.
4.	Only two girl children from a family to be covered under the scheme (any two girls).	Affidavit



SECTION 3

DATA COLLECTION METHODS

The data is collected by conducting a primary survey of both teachers and parents. The teachers’ survey was done during the school days by personally visiting every school in a particular area. Some schools’ administration gives the telephone number of the teachers and so, we contact them on phone. We covered all the schools in a particular area; however, we didn’t get positive response from all. So, whatever results we present based on teachers’ responses include only those who have responded to our questionnaire.

The Parents’ survey was done primarily on telephone. We collect the telephone numbers of the parents from the students and contact them on phone. Students were selected randomly from a particular class and to our surprise; all the students selected for the survey have the telephone numbers.¹² In all, we have responses of 81 teachers (schools) and 132 parents (students).¹³

As far as formal data about the scheme like number of forms collected, submitted, or rejected (if any), were not given by many schools.¹⁴ We have also referred to various newspaper articles for further information.

Two areas in Delhi: **Chandni Chowk** (includes Sadar Bazaar, Azad Market, FatehPuri, Chandni Chowk, Darya Ganj, Civil Lines) and **Shakti Nagar** (includes Malka Ganj, Shakti Nagar, Roop Nagar, Vijay Nagar, Camp, Ashok Vihar, Pratap Bagh, Aadarsh Nagar) are being fully covered. We call these areas as **OLD DELHI** and **NEW DELHI** and our further analysis will be based accordingly. The other schools in other areas are randomly covered.

¹² Some even have two mobile numbers.

¹³ We will use the word ‘teachers’ and ‘schools’ interchangeably as from each school, one teacher was interviewed, who is the incharge of the scheme. Similarly, we will use the word ‘parents’ and ‘students’ interchangeably as one girl per parents is covered. If there are two sisters in a family who have filled the form, we have considered them as one single entry.

¹⁴ For this kind of data, we need the permission from the Directorate of Education and/ or the School Management. Even the department of Women and Child Development didn’t entertain our request.



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The schools were also selected such that we have a complete mix of Municipal Corporation of Delhi (MCD) schools, Sarvodaya Kanya Vidyalaya (SKV), Government Girls Sr. Sec. School (GGSSS), Government Girls Secondary Schools (GGSS), Government Coed Sr. Sec. Schools (GCSSS), Government Aided Schools, etc. In addition, we selected schools such that we have schools of minority groups as well, like Muslims, Jains, Christians, and even Sikhs.¹⁵ So, we also divide these schools in three categories: **Government Schools**, **Government- Aided Schools**, and **MCD schools** and the analysis are based accordingly.¹⁶

¹⁵ However, their number is very less for applying any statistical tool and hence we ignore this part in our analysis. But looking at individual responses, we can say that they are not different across the schools when divided on the basis of religion.

¹⁶ We have also referred to Government and Government-Aided Schools as ‘Big Schools’ when compared to MCD schools (primary/ small schools).



SECTION 4

ANALYSIS of the SCHEME

“ ...Delhi is celebrating new figures that show for the first time in decades the number of baby girls being born is more than the total of baby boys.”¹⁷

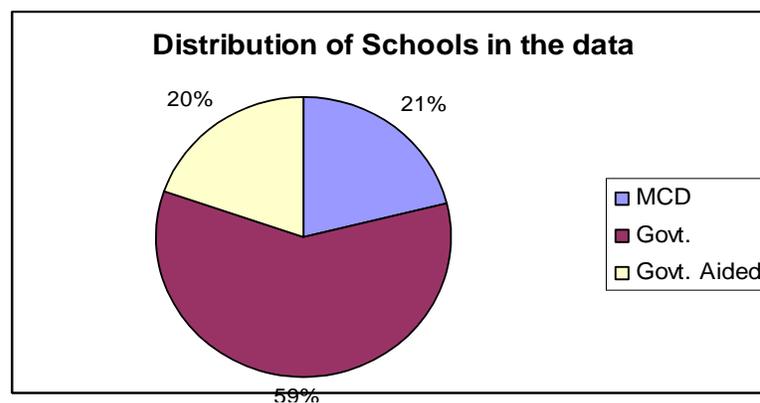
This is the story of one of the leading national dailies, depicting the success story of the schemes taken in favour of girls. The article also gives some credit to the Ladli Yojana. This paper critically analyzes the achievements of the Ladli Scheme.

Firstly, we analyze the results from the teachers’ side and then, we will notice the parents’ perspective. Interrelationships have also been created among the responses of the two categories. Results have been presented after looking at their statistical significance, by using the test of proportions.¹⁸

We have surveyed 81 teachers in Delhi and have categorized them in three categories:

- MCD School Teachers 17
- Government School Teachers 48
- Government-Aided School Teachers¹⁹ 16

Figure 2:



¹⁷ TOI, Saturday, 15 August 2009

¹⁸ Level of significance is taken to be 5% across the board to have consistency in the results. All calculations have been done in MS Excel and Stata.

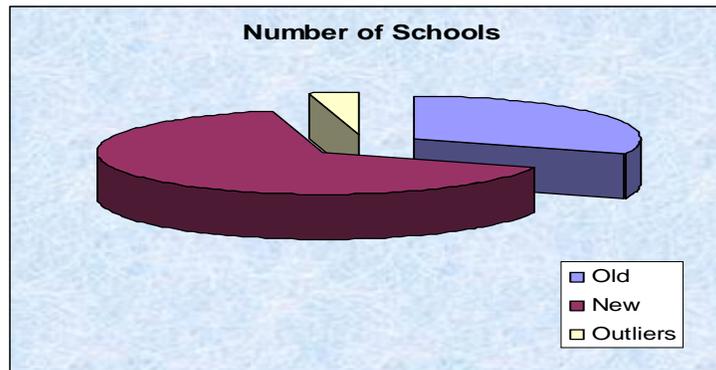
¹⁹ From now onwards, we will call Govt. and Govt. Aided School Teachers as big school teachers.



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We have also divided schools according to the area in which they are located, i.e., Old Delhi, New Delhi and some Outliers. The distribution of schools is as follows:

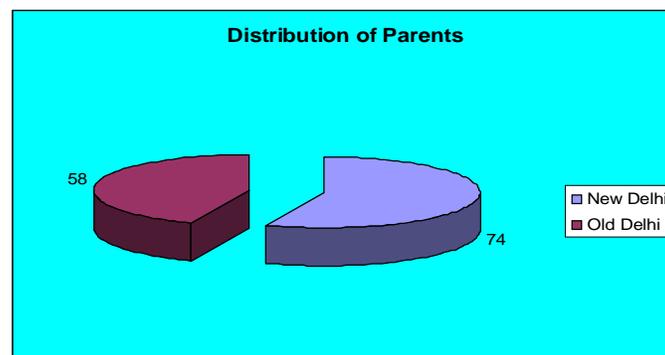
Figure 3:



The responses of the teachers are scaled on the Likert Index²⁰.

As far as parents are concerned, we have surveyed them on personal basis in some areas and on telephone in others. In all, 132 households have been covered. Again we have divided them among the students living in New Delhi and students living in Old Delhi. The following graph gives the distribution.

Figure 4:



We will start by the analysis of the teachers first and then look at the parents' results. Also note that whatever results we present are on the basis of the sampled

²⁰ Likert Scales are popularly known as Hedonic Scales. It's a psychometric response scale primarily used in questionnaires to obtain participant's preferences or degree of agreement with a statement or set of statements. Likert scales are a non-comparative scaling technique and are one-dimensional (only measure a single trait) in nature. Respondents are asked to indicate their level of agreement with a given statement by way of an ordinal scale. Most commonly seen is a 5-point scale ranging from “Strongly Disagree” on one end to “Strongly Agree” on the other, with “neither Agree nor Disagree” in the middle.



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survey and hence, extreme caution has to be undertaken when the reader generalize them.

Firstly, we will consider the problems faced by the teachers and try to relate it with the parents’ responses, wherever necessary.

Problems faced by the teachers

The major problem which teachers’ encounter is the **Documentation Work**. Filling up the forms, checking the forms and documents, collecting original and (attested Xeroxed) copies of various documents, etc. are the major works that a teacher has to do. Almost all the sampled teachers responded that it is very difficult to “collect the correct form and documents from the illiterate people”.

In this, teachers’ feel that among other documents, arrangement of the **Birth Certificate** is the foremost hurdle. Nearly 60% of the parents do not have the Birth Certificates. Those who have (or get it made by hook or by crook), a majority are not accepted. Reason being, Date of Birth of the child and/ or parents’ name (mother/ father/ or both), do not tally with the school records.

Second problem is of **Address Proof**. People do not have Ration Cards²¹ or Voter ID cards, or any other document to prove that they are living in Delhi for past three years.²² Parents living in rented houses or in Jhuggi-Jhopris, do not have any residence proof. Parents get other proofs like electricity bill, etc. which were not accepted.²³ Because of the problems of wrong/ incorrect documents, lot of eligible girls are left out from the benefits and in turn, their parents create problems for the teachers, by creating nuisances for her.

So, if we analyze the **attitude of the parents**, the results show that they want money, rather than education of their girl child. This is clear from the fact that more

²¹ A ration card is issued to any Indian who is Permanent resident. Ration stamps or ration card is a card issued by a government allowing the holder to obtain certain rations. They are also used to provide goods to the poor sections of the society at highly subsidized prices.

²² This problem mainly came in the first year of the scheme, because people gave the voter ID cards as Residence Proof, but they were renewed two years back and do not give the “Three Years Residence Proof”. Same was the case with the Ration Cards.

²³ On the website, it is written that electricity, telephone or water bill is accepted as three year residence proof. Teachers have accepted the forms, but the department rejected them.



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than 70% of the teachers said that it is 100% true that parents send their girl child to school because they will get some money out of it. This percentage is even higher among the MCD schoolteachers. This result is also supported by another question we asked the teachers, i.e., “Are parents enthusiastic about the scheme?” The answer is in positive and 92% responded that they are very much enthusiastic about the scheme (about the money).

The above point is also proved by the fact that when we asked teachers, “Do parents irritate you and/ or do you find difficulty in dealing with the parents and are you getting the parents cooperation?”, nearly 50% teachers responded that parents come aggressively and misbehave with the teachers.²⁴ The above point is also justified by the fact that parents do ask about the eligibility of the non-eligible girl child and it is true for all the school categories. Moreover, in MCD schools, parents enquire if there is any scheme called “LADLA”.

After studying all these, a question arise, what is the result of the above infuriation? And the most evident by-product is the *deterioration in the quality of education*. Nearly 60% teachers in each category responded that the documentation work in Ladli scheme is huge which consumes most of their teaching time. As a result, there is corrosion of quality of education. The teachers are not able to give quality time and knowledge to the students.

The very obvious impact of this is that the *interest in studies* is decreasing among the students. They are more concerned about the Ladli scheme even in the class, than the topic being discussed. To enquire about this, we asked teachers if they find an increase in the interest in studies among the girls, after the Ladli scheme. The answer to this question is quite astonishing. Nearly 90% of MCD school teachers believe that the interest in studies is as it is as it was.²⁵ However, only 40% of the big school Teachers believe that there is no effect on the interest in studies. This result is statistically significantly different from each other²⁶, i.e., big school

²⁴ “Parents were even ready to bribe the teachers to lure them to do the work of their daughter, even if she is not eligible.”, responded by a teacher.

²⁵ That is, there is no interest in studies among the students.

²⁶ When responses of big schools are tested against the MCD schools at 5% level of significance.



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teachers find some kind of positive effect of the scheme on literacy of the girl child, if not immediately, then surely the future is bright.

This result can be seen in conjunction to the question we asked about the *literacy of the girl child*. Nearly 45% of the teachers believe that the effect of Ladli scheme on the literacy of the girl child is very much and will show some positive impact in the future. However, MCD schoolteachers still not believe that its true and maximum percentage said there would be no increase in literacy level. But to our surprise, when the responses of these two categories were tested against each other for significance, they come out not to be.

Therefore, we find some contradiction in our own results and we try to identify the reasons for this.

The problems are different for the MCD schools as compared to the secondary or senior secondary schools. Students in MCD schools (the sampled MCD schools) come from the families who live in jhuggi-jhopris. They do not have any interest in studies and mainly work on daily basis. They go from one place to another, registering their child in different schools. These people do not even have the required documents. Teachers in MCD schools (again sampled schools) even doubt the capability of the students that they could ever pass until XII, without failing. Attendance level is very low among these students. The poverty is so much that they think it's better to go for work and not to school. The children don't go to schools, even if the teachers call them again and again.²⁷ There is no gain in interest in studies, but interest in money has increased. Thus, MCD schoolteachers do not see any positive effect of the scheme in the field of education.

While, the big schoolteachers believe that if the girl child has come to IX²⁸, then she will definitely continue its studies. Even parents want their children to study till XII (may be because of money). Govt. Aided schools carry a more positive response for this question, as compared to Govt. schools; however, there is no statistical validation for this.

²⁷ As soon as the teachers say that some money is to be received by the child, the parents come immediately

²⁸ Passed VIII, without the scheme of “No Detention”.



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In addition, if we compare the results of the teachers when we divide the schools into area wise, we find that the sampled schoolteachers of Old Delhi carries a more positive response towards the scheme, in above questions, as compared to the sampled schoolteachers of New Delhi, and this result is significant.²⁹ Sampled teachers from New Delhi responded that parents send their children to school just to get money. The percentage of sampled Old Delhi Schoolteachers, who stated the above answer, is statistically less. Again, the reason to this could be the community difference. Sampled Parents in Old Delhi are quite old in Delhi, and put efforts to make their children study. They are more aware about the benefits of educating the girl child and other evils of not doing so, and thus, are more optimistic towards studies, as compared to their counterpart in the sample from New Delhi. They have all their documents made beforehand and keep them safely.

Majority of the Sampled People of New Delhi are migrant labourers and hence, a large number of girls are not eligible in the Ladli Scheme. Those girls who are eligible, their parents do not want to take the pains as most of them earn on daily basis and are not sure to make their children study until XII. They have very low-income levels and literacy levels and have transitory lifestyles. Hence, the problems of getting the documents made are much higher in these areas as compared to Old Delhi area.

Summary

Thus, making an allowance for all the roadblocks to the successful implementation of the scheme, we find a kind of an upturned triangle, presenting the ranking and the extensions of the problems faced by the teachers. These problems lead to the deterioration in the quality of education, rather than increasing the interest of girl child in studies.

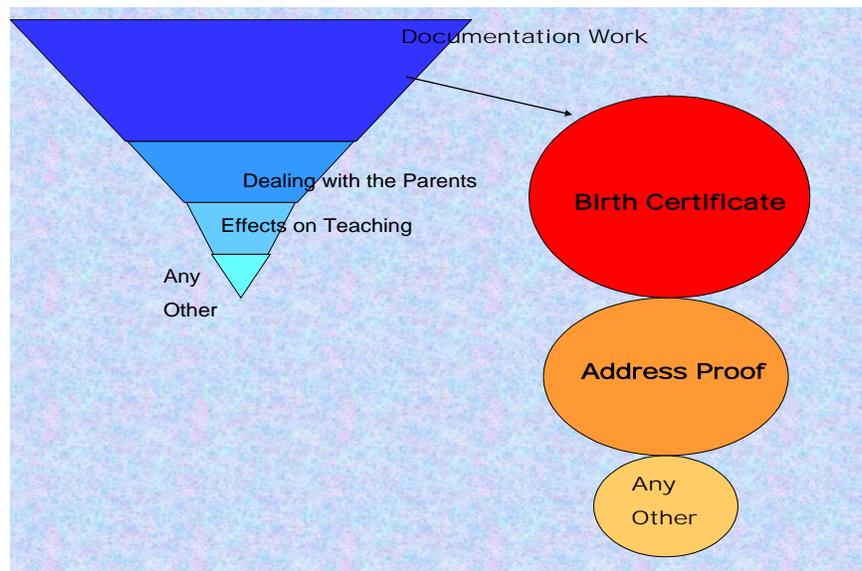
²⁹ We compare Govt. and Govt.-Aided Schools of New Delhi and Old Delhi, keeping the MCD schools out from this analysis, reasons are mentioned later.



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Figure 5:



Positive Effects of the Scheme

Since we are discussing the responses of the teachers, it is necessary to discuss, what teachers think could be positive effects of the scheme.

As far as the effect of the Ladli Scheme on the **birth of the girl child** is concerned, teachers' believe that now the law has created enough awareness that nobody engage themselves in cases of female feticides. They cannot say that it is mainly because of Ladli.^{30,31} The same consent teachers have for the **reduction in child marriages**. Child Marriages are not happening in Delhi. Its there in very extreme cases, where there are some problems in the family, which cannot be overcome.³² Reduction in Child Marriages is related to legal laws developed in India and we do not see any connection of this with the Ladli scheme.

³⁰ However, nearly 60% of the teachers believe that Ladli scheme would be helpful for the girls as they would be happily accepted in the family and in the society.

³¹ Delhi showed a positive sex ratio in the year 2008, 1004 girls per 1000 boys, and Mrs. Dixit attributed it to the Ladli Scheme. (The Hindu, Sept.15, 2010).

³² An instance is mentioned in the case studies.



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Nevertheless, positive impacts of the scheme can be seen on the **literacy of the girl child**. Majority of the teachers believe that the effect of the Ladli scheme on the literacy or the studies of the girl child are not much. However, in the future, it will definitely have the positive effect and overall literacy may increase. Nonetheless, quality of education has been reduced with Ladli.

On the other hand, there is a sure shot decline in the **drop out ratios**. The teachers have a positive response on the school enrolment ratio.³³ The results on this go with the convention. We find teachers, across the board, believing that drop out from the school has reduced. Girls who have left studies, due to any reason, are coming back and taking the admission. We enquire the reason for this, whether it is due to Ladli or due to other educational schemes? We do not have any data or statistical test to verify it, but majority of the responses reveal that it could be due to Ladli.³⁴

Coming to the other benefits of the scheme, consider **Reduction in Child Labour**. Approximately, 60% of the teachers feel that the child labour would not be reducing. Girls continue to work at the places where their parents work. In this case, the area where the school is located is much of a concern. The teachers in big schools (sampled) of Old Delhi were in favour that the child labour would reduce.³⁵ The teachers from schools (sampled) in New Delhi believe that there would be hardly any effect in the child labour, even in the long run. I myself have seen a girl of class IX, selling flowers outside the temple and she had filled the Ladli form.³⁶

To see this difference in the opinions, we test the significance of this answer between the teachers of Old Delhi schools and New Delhi schools. There is actually

³³ We have to accept it with a pinch of a salt as we need to take into account the population growth as level. This becomes quite complicated, so we look at the Drop out ratio, rather than the school enrolment ratio.

³⁴ Because when the girl child, who has left the studies, comes back to school, her father, on the first day enquires about the Ladli scheme. I also talked to many household maids from different areas and I find that they are making their girl child study till XII, when before Ladli; they had decided not to do so.

³⁵ Some even said that girls do not work at all, even in their own houses, so we can't expect them to work outside.

³⁶ Some of the points on child labour, which I observed during my survey, are mentioned in the Appendix.



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significance in the two types of responses. Reason could be again the community differences from where the children come.

The chief benefit of the scheme, which the teachers say, is the “**Awareness among the parents to make the documents**”. Ladli scheme involves a huge documentation work, not only on the part of the teachers, but also on the part of the parents as well.

People were unaware about the importance of getting the Births and Deaths registered. After the scheme, there is some positive attitude towards this. To test this claim, we again ask teachers about this question. The result is again quite surprising for the MCD schools.

Govt. and Govt. Aided schools believe that awareness has increased and people are themselves going and getting all the documents made, even if not required for the scheme.³⁷ However, MCD schools teachers seem to have a doubt on it. The test also shows highly statistically significant difference in the answers of the two groups, meaning thereby, Govt and Govt Aided schoolteachers again see some positive effect of the scheme, which is not observable in MCD schools. The reasons could be again the same of the community difference, or parents could be ignorant.³⁸ (Note that these are the results for the sampled school teachers).

After studying the benefits of the Ladli scheme, we must analyse its **overall impact on the society or the nation** as a whole. To the response of this question, teachers say, the benefits of Ladli scheme is at the micro level and we do not see major positive effect on the nation. Nearly 70% of the teachers believe that it is just a waste of govt money. It is all vote banks. Even the test of proportions is statistical insignificant, for different scale level and for different categories of schools. Nevertheless, it is statistically significant across the board, when it come to the benefits to the family. Thus, it seems that teachers do not see much of the positive impact of the scheme on the nation as a whole, but on family yes. "It's just a

³⁷ Even keeping the documents safely so that they don't get lost.

³⁸ It could be that since MCD school students parents are daily earners and have to sacrifice their one day wage to go and make those documents.



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transfer of funds from the pockets of tax payers to the pockets of the drinkers.”,
responded by one of the teachers.

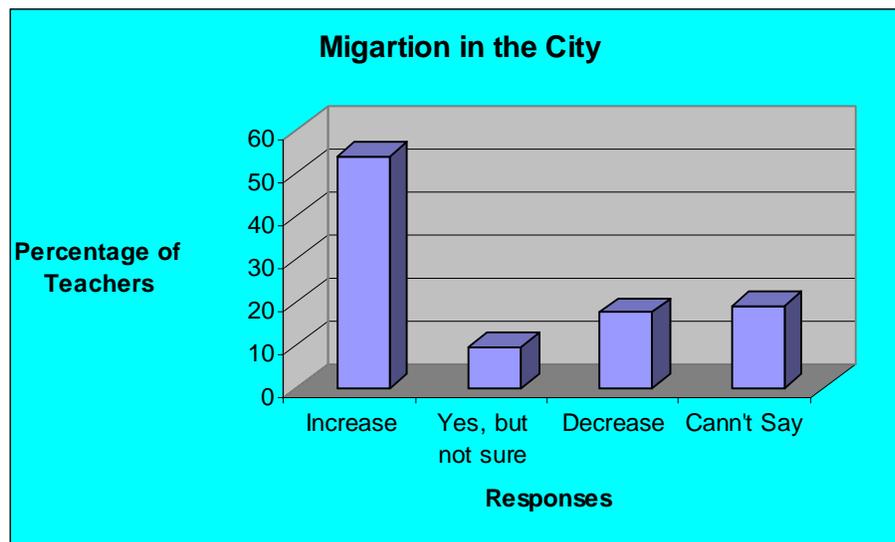
Consequently, we can see added optimistic effects of the scheme at the micro level
in comparison to the macro level.

Negatives of the Ladli Scheme

Would there be any negative effect of this scheme? Well every rose has a thorn, so
this scheme is not without the thorns.

The Ladli Yojana is for Delhi Girls only, so it might have some positive effects in
reducing the migration from other states. But to our surprise, the diagram below
shows something completely different. The teachers believe that the migration will
actually increase, rather than decreasing.

Figure 6:



To see this effect more clearly, we have to link it with making up of fake
certificates. Teachers say that the parents can produce the certificates, which they
cannot refuse and they can't say no to them to give the benefit of the scheme, even
if the teachers know that the girl is not eligible. Thus, the above result can be
acceptable. This result is also reasonable by looking into the following chart.



Figure 7:



Fake certificates are made on a large scale. All the teachers have the same view point on this. There are various intermediaries and middlemen, who take ₹100 to ₹10000, to make one fake Birth Certificate. Bureaucratic, Redtapism and unruly practices are increasing.³⁹

Exclusion and Inclusion Errors

Since Ladli Scheme is a government scheme, so like any other schemes, there are exclusion and inclusion errors, both. We cannot find the exact percentage of these errors, but we can analyze them by teachers' responses. Besides this, we will look into the reasons for it.

Inclusion error is the one where non-eligible girl child gets the benefits of the scheme, as opposed to exclusion error, which is one where eligible girl child is left out of the benefits of the scheme. The following four tables present the exclusion error and inclusion error, across schools and across the area, which are sampled. The tables are interpreted as follows.

For example: the figure in Red box in the table4 reflects that among the sampled MCD teachers, 62.5% says that exclusion error in their school is above 40%.

³⁹ NBT article says that for the promotion of the scheme, ₹80lakh have been sanctioned twice, but the boards for promotion are put up once. 27 May, 2010, Nav Bharat Times.



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Comparing column 2 in both table4 and table5 reflects that inclusion error in the scheme for the sampled MCD Schools is nil, while the exclusion error is maximum.

Table 4: Exclusion Error for different school categories

Category/ Responses	MCD Schools	Govt. Schools	Govt. Aided Schools	Total
(1)	(2)	(3)	(4)	(5)
0%	6.25	8.69	18.75	10.25
0-10%	0	4.37	37.5	10.25
10-20%	0	13.04	6.25	8.97
20-30%	0	19.56	6.25	12.82
30-40%	31.25	13.04	18.75	17.97
Above 40%	62.5	30.44	12.5	33.33
Can't Say	0	10.86	0	6.41
Total	100	100	100	100

Table 5: Inclusion Error for different school categories

Category/ Responses	MCD Schools	Govt. Schools	Govt. Aided Schools	Total
(1)	(2)	(3)	(4)	(5)
0%	87.5	15.21	18.75	30.76
0-10%	12.5	39.13	50	35.89
10-20%	0	6.52	12.5	6.44
20-30%	0	13.04	0	7.69
30-40%	0	2.17	0	1.28
Above 40%	0	4.37	18.75	6.41
Can't Say	0	19.56	0	11.53
Total	100	100	100	100

The responses for the government and government school teachers are tested against each other for the statistical difference from each other, but we reject the



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hypothesis, i.e., figures given in column (3) and (4) in respective tables, depict the same story. Analysing the above two tables, we can conclude that the implementation of the scheme is good by having low inclusion error, but not much recommending as exclusion error is also very high.

Consider the exclusion and inclusion error area-wise, i.e., Old Delhi and New Delhi. The figures should be interpreted in the same way as before.

Table 6: Exclusion Error for Area Wise Distribution

Area/ Responses	Old Delhi	New Delhi	Total
(1)	(2)	(3)	(4)
0%	25	9.09	14.70
0-10%	20.84	4.53	10.29
10-20%	8.33	9.09	8.83
20-30%	12.5	13.67	13.24
30-40%	8.33	22.72	17.65
Above 40%	25	40.90	35.29
Can't Say	0	0	0
Total	100	100	100

Table 7: Inclusion Error for Area Wise Distribution

Area/ Responses	Old Delhi	New Delhi	Total
(1)	(2)	(3)	(4)
0%	16.67	36.37	29.41
0-10%	45.83	34.10	38.23
10-20%	4.17	11.37	8.83
20-30%	8.33	6.81	7.35
30-40%	0	2.27	1.47
Above 40%	12.5	2.27	5.88
Can't Say	12.5	6.81	8.83
Total	100	100	100



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The two tables depict that while the exclusion error is more in New Delhi, inclusion error is higher in Old Delhi. Reasons for this could be again the community difference which we have mentioned earlier, but more are there to come.

Reasons for exclusion:

- **Non-Availability of DOB certificate**, even if the girl is born in Delhi. Birth Certificate is submitted to the school during admission in Class I and no photocopy of it is there and the school cannot give their records to anybody.⁴⁰ This reason is the most prominent and statistically significant across the board. Nearly 80% teachers responded that this is the most prominent problem. Birth Certificate problems include DOB and/ or parents’ name not tallying with the school records, non-availability of Birth Certificate, etc.
- **Address Proof.** As mentioned earlier, majority of the forms got rejected in the first year of the scheme. Many eligible girls should get the benefits, but are excluded because they are living in the rented house as tenant, even if they are living for more than three years, and there is no proof of it.
- **Main Reasons:** DOB (1), Address (2), Parents are careless and ignorant and do not want to take the pains (3).⁴¹

Reasons for Inclusion:

- **Income Proof:** Those having incomes above ₹1 lakh are also applying. There is no proof of it, but just an Affidavit.⁴² However, in some schools, the teachers ask for the Pay Slip of the Parents (mostly father), and without it, they were not giving the form of the Ladli. Because of this, there was (little) inclusion in these schools. Note that, from this year, even this proof is not required and so we can expect the inclusion to increase.⁴³
- **DOB Certificate:** Many girls who are born outside Delhi, especially in West Bengal, Bihar, and UP, Bangladesh; get their Birth Certificate of Delhi

⁴⁰ According to the rules of the education department, they cannot do so. This problem was even mentioned in NBT, September 2010.

⁴¹ Numbers in the brackets show the ranking.

⁴² In one school, an advocate of Delhi High Court was insisting the teachers to fill the form of his daughter.

⁴³ There is no notification for this on the website, but schools have got the notice.



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born from the MCD Office or from some middlemen by just giving money (₹ 100 to 1000). One woman was even ready to give ₹10000 for being made the Birth Certificate for her daughter.

Households Results

The survey for households is being conducted in two areas, Old Delhi and New Delhi. However, the results from Old Delhi and New Delhi are not much different.

The following table the details of the girls whom I surveyed and their responses, whether they have filled the Ladli Scheme Form or not. The coloured box is interpreted as follows: 37.87% of the sampled girls in Old Delhi have filled the form.

Table 8:

Category/ Response	Filled the form	Not Filled the Form ⁴⁴	Not Eligible	Total
Old Delhi	37.87	3.78*	1.53	43.18
New Delhi	37.13	13.64*	6.05	56.82
Total	75	17.42	7.58	100

Out of the total surveyed girls, proportion of girls, not filling the form in New Delhi area is statistically more than the Old Delhi area.⁴⁵ The reason for this difference could be yet again the same as mentioned earlier that the sampled people of Old Delhi are relatively more aware and more likely to see the positive effects of the scheme, as compared to New Delhi sampled people. They have all the documents ready and face fewer problems. The families of sampled girls from Old Delhi are living in this area for quite a long time, nearly hundred year old, and thus, are more aware and face fewer problems as weighed against their counterpart in New Delhi, who have established in Delhi recently.

⁴⁴ * denotes that the two figures are tested for their difference and it found to be statistically significantly different from each other at 5% level of significance.

⁴⁵ The Old Delhi and New Delhi areas are the ones which I have defined above. They should not be meant as geographically/ or officially separated Old Delhi and New Delhi areas.



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In New Delhi, people have **problems** related to the **Birth Certificate** or in getting an **Affidavit** or **MLA attestation**. Those who have contacts faced fewer problems. However, compared to Old Delhi (sampled), problems are more in New Delhi. Old Delhi people either do not face any problem, or if face, then only in MLA Attestation. However, problems people faced, does not depend on the place they live, whether Old Delhi or New Delhi. Type of problems may be different. In addition, the test is significant at 5% level of significance among the categories of people facing the problem and people not facing the problem, in a particular area. Thus, people do face problems and those who do not, must have contacts.

Girls who have not filled the Ladli Form, among Old Delhi people, only factor is **ignorance**. However, people from New Delhi, being ignorant face problems related to the Birth Certificates. Thus, more number and percentage of people did not fill form in sampled New Delhi area.

Another point of interest is **the percentage of girls got rejected**, due to any reason is same in both the areas. Nearly, 35% of the girls who have filled the form have got rejected from the scheme. Some know the reasons for it, and some don't. Forms are rejected due to the non-fulfilment of the documents. Moreover, it does not matter to the area or the department where the form is submitted, the probability of being rejected is the same.

When we asked the parents about the **documents**, they have submitted, only 32% were able to give us the required answer. Rest, have either forgotten or they do not know, or have given us the partial list. This is true for all the households, irrespective of where they live.

The parents are unaware about the **expected amount of money** they (their daughters) are going to receive. Only 15% of the respondents gave the correct answer. 85% of the people were such, who do not know the exact amount, have misconception about the amount, or have no idea at all. Out of these 85% of parents, nearly 90% were such who think that they will get ₹ 1 lakh. These results are true for both the areas. This means that in reality, people do not understand the



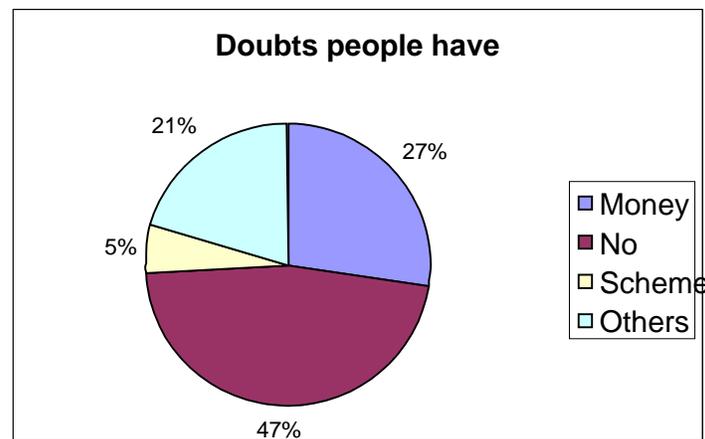
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scheme and all have false assessment about the money they are going to receive.⁴⁶

Therefore, there is need for the clarification on this angle for the parents.⁴⁷

To understand whether the parents are clear on each and every aspect of the scheme or not, we enquire this by asking, if they have any **doubts relating to the scheme**. If you see the diagram below, it represents the doubts people have in their minds relating to the scheme. 47% people have no doubts, while 27% people have scepticism about the money they are going to receive.

Figure 8:



To our surprise, the above percentages of 47 and 27 are not statistically different from each other at 5% level of significance, meaning thereby, people who have no doubts, may have some confusion about the money, which they are going to receive. Alternatively, we can say that people do not care how much money they will receive. Nevertheless, if we test the hypothesis that the percentage of people who want money (i.e. 27%) is different from zero, we will reject the hypothesis at 5% level of significance. Similar is the case with other percentages mentioned in the graph.

⁴⁶ We can say this with confidence as this is what our data says. The proportion of parents who know the correct amount they are going to receive and those who don't, are different from each other and are statistically significant at 5% level of significance.

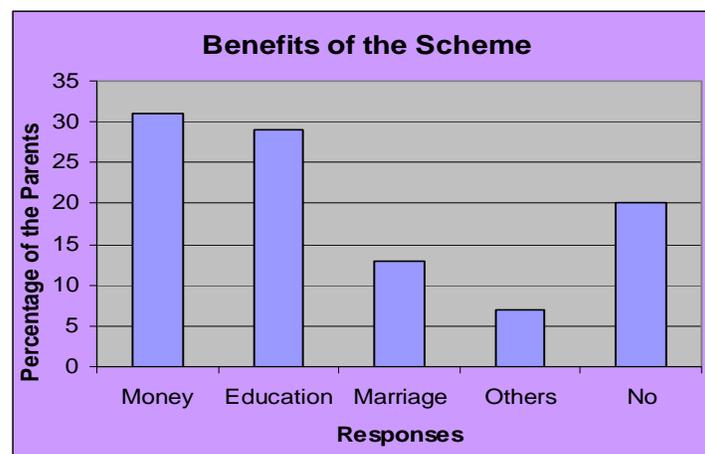
⁴⁷ Those who know the amount they are going to receive were very annoyed as the govt. promised to give ₹ 1 lakh and they are getting just ₹ 5000.



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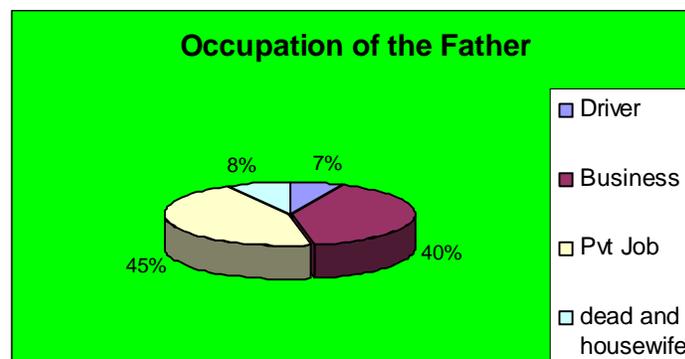
However, if we compare this result with the results of the teachers, it is completely different. Teachers responded that people have lot of doubt about the money and always enquire about the money, and the results were significant there, across the board. To rectify this dilemma, we analyse another question asked to the parents, "Do they see any benefits of the scheme?" And our problem resolves, as nearly 50% responded that until something concrete is not received (in monetary terms), they can't tell the benefits of the scheme. This statement will be clearer if one looks at the following graph.

Figure 9:



Occupation of the person does not effect the enrolment of their daughter in the Ladli Scheme, whether it is in Old Delhi or New Delhi.

Figure 10:



Note that we haven't considered the occupation of the mother in this case. It was found in the survey that women are either housewives or do some little work, like



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stitching, gardening, etc., which could supplement their livelihood. But these small household works are considered as non-economic activities and so we are ignoring them.

Thus, the entire analyses of the scheme can be summarized in the following table which presents the main results.

Table 9:

Heads and Tails of the Scheme	
<u>Optimistic</u>	<u>Pessimistic</u>
<ul style="list-style-type: none">• Drop Out Ratio will Decrease.• Literacy Ratio may increase in the future.• Parents are now more aware about the importance of the documents like Birth Certificate, Death Certificate, etc.• More benefits at micro level than at macro level.	<ul style="list-style-type: none">• Bureaucratic, Redtapism and unruly practices.• Increase in immigration.• A College Degree v/s A Dress.• Confusing scheme leading the most needy out of the pool• Economics at work: Money is buying love for the girl child.

Some General Observations

1. MCD Schools of Old Delhi have not got any Department or Government Notice of Ladli Yojana. So, teachers cannot do any work of it.⁴⁸ One of the Government Aided School of Old Delhi, refuse to do the work, saying it is a private school.
2. No one has received any money until date, even the people who have filled the form in the first year of the scheme have not received any amount. It has come forward from various respondents, that the money will be received only after the CWGs or from December 2010. Thus, the full-fledged

⁴⁸ Note that whatever results we have presented above take care of this fact, otherwise the results would not have been correct. Thanks to Dr. Bhattacharjea for highlighting this mistake.



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awareness and success of the scheme has not been seen so far. It will be observed only in 2011.⁴⁹

3. Some schools have done the entire work themselves and hence, parents face fewer problems. However, when the letter is received by the parents about the registration of the girl under the scheme, the work of the school is over and the parents have to go themselves to bank and the department. The parents are now facing the problems.
4. Participation in the scheme is more for the Muslim category in all the classes (may be because the survey is done in some particular area). For other categories, the participation is highest for the IX class and less for senior or junior classes. For senior classes, the reason could be that the parents are not willing to take the pains as their daughters is going to be of 18 years of age within few months or are already above 18 years.⁵⁰ For the junior classes, the girls are not eligible or the documents are not complete or are lost. Thus, students of Class XI and above have comparatively less problems as compared to the junior classes.
5. One thing to notice is that much of the sampled households in Delhi are migrant labourers, migrated from Bangladesh, Bihar and UP. They are living in Delhi for more then ten years. Now, the women in this community go back to their villages⁵¹, during the period of lactation and hence, the girl child is said to be born outside Delhi. Most of the girls in MCD schools become non-eligible because of this reason only.
6. Parents consider Birth Certificate to be the astrologer’s Janmpatri.
7. MCD schools were reluctant in answering as there is some NGO⁵², which files suit against these schools every now and then. In addition, there must be some problems going on between MCD schools and Media people as whatever they said is on general basis, very less actually fill the questionnaire or give something in writing.

⁴⁹ Around 6900 beneficiararies have been detected and they are going to get the money this year. The Hindu September 17, 2010.

⁵⁰ or may be due to the fact that they know their daughters are going to get only ₹5000(plus interest) and not complete ₹1 lakh.

⁵¹ Ladies go to their mothers’ place.

⁵² Not to mention the name.



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8. Some people, who have not filled the form, consider it to be a kind of begging from the govt.
9. Teachers have two contradictory viewpoints. One is that the scheme is good while the other is that through this scheme, the govt. is increasing its vote bank.
10. Whatever data we got on forms filled in different schools, it is clear that not more than 50% of the forms got finally selected. Either forms are not filled, or not get selected by the teachers, or are rejected by the department, due to the reasons already mentioned.

Special Case Studies⁵³

1. MCD Schools- Teachers go to the respective areas and call the children to school. In one school, there was a 2.5 years old girl. The teacher said, “The mother of the girl was ready to send her daughter to school condition on the fact that the school is also ready to take care of the younger daughter of just 6 months old.” Since then, both the girls are coming to school. The lady is a widow and has to go out for work to get the living and there is nobody else at home to take care of the infant.
2. Bhawna from Sangam Park, got 90% marks in X boards, and has filled the Ladli form. She wants commerce in XI and the school has only Arts. Dates for admission to different schools were out, and now she has left studies, without knowing that Ladli will also leave her.
3. Priya’s mother from Gurmandi, asked about schemes for boys and how to take loans for boy child, as the girl get everything from school. Son is studying in the private school, while two elder sisters have left studies. Thus, bias cannot be reduced easily.
4. A parent enquire about the scheme, and when he get to know that money is going to receive after the girl is 18 years of age, he said, “No use of the scheme”.

⁵³ These are just few of the numerous cases we encountered during the survey.



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5. Jyoti’s father from Gupta Colony said that the scheme is good as now our burden of the daughter has reduced.
6. SangamPark, Rajpura Gaon, Khilona Bagh and DTC Colony- Bias won’t reduce in the short run. Girls study in government schools, boys study in private schools. Girls mostly leave studies after primary level done form MCD schools, while boys continue their college level.
7. Contrary to above point, a presswala, from DTC Colony, send his children to a private primary school and not to MCD School, as he believes that quality studies are not done in MCD schools.
8. A X class girl of Old Delhi has a boyfriend, and her parents, considering reputation, have made the girl to sit at home. Her parents have now fixed her marriage.
9. Ifrah’s father from Old Delhi said that after this scheme, he believes that he is a part of this country.



SECTION-5

Recommendations

Suggestions made

General Suggestions by **Government Aided school teachers**

- 1) The scheme is very tedious, time consuming and involves huge documentation work. The scheme is not fully clear, neither to the department, nor to the teachers, and with this, could they not expect that the parents would understand anything. So, simplify the scheme.
- 2) There should be some other person for this scheme, who is not involved in the teaching process, so that the studies of the students are not affected. Because of Ladli Scheme, teachers are not able to give quality time to the students.
- 3) Parents should think/ understand the objectives of the scheme. Its not about giving money to them, its about making a girl child study and empower her, by giving financial aid. Parents should concentrate more on the studies and not on how much money is to be received and when.
- 4) People in the department should be more educated and should know how to speak to the ladies.
- 5) Benefits should be given to all. Numerous restrictions make eligible girls out of the scheme.

General Suggestions by **MCD school Teachers**

- 1) Passing till XII is very difficult for the girls of these schools. Neither parents nor students are interested in studies. Teachers organize fairs, trips to JJ colonies, etc., to make people aware about education and its benefits and different schemes. The positive response towards studies from parents’ side is very less.
- 2) Financial compensation should be given to the teachers.
- 3) Simplify the scheme. Huge documentation work.



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General Suggestions by **Govt. Schools Teachers.**

- 1) Same as above of aided schools.
- 2) Parents are illiterate and think teachers don't want to do the work of the student because of their personal prejudices. In one school, teacher said that parents even try to bribe the teacher to do their work, even if the girl is not eligible.

General Suggestions by the **parents**

- 1) All should get ₹ 1 lakh and there should not be any distinctions among classes. If XII class girl has to get less, then at least college fees should be covered.
- 2) School people and department should be more active and should clear the scheme very well to the parents.
- 3) Scheme is unclear, confusing and parents don't know the exact scheme, with all its terms and conditions.

Suggestions from my side

- 1) **Clarification** is need from various grounds⁵⁴:
 - What if parents are separated, not legally, or if the case is in court?
 - What if a girl is having step mother/father?
 - What about the students having no parents and/ or living in the orphanages?
 - What if any of the two parents die after filling the form and/ or receiving the confirmation letter?
 - What is the process of renewal of the scheme?
 - What to do with the cases where the form is submitted but the confirmation letter is not received?
 - What if a student has got the confirmation letter, but the details are wrong?
 - What if the person is living on the rented house for past three years at place A, but has the address proof of their permanent house at place B, both A and B are in Delhi?

⁵⁴ “The govt. has realized that the scheme is very tedious and so it is planning to ease it down.”, Nav Bharat Times, September 18, 2010. A notice came to the schools on September 20, 2010, regarding the same.



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- 2) Some training/ seminars should be there for the teachers to solve their problems which they faced during the entire process.
- 3) The work of the scheme⁵⁵ should be given to some third person who is not involved in the teaching process. If nothing else, unemployment will get reduced.
- 4) Govt. should conduct the surveys or some kind of feedback should be taken from both the parents and the teachers and even from the department personal, on the scheme. Govt. should analyze the scheme at the ground level, rather than just sitting in an Air Conditioner room and making the policies.
- 5) Surveys should be there on other scheme as well and schools should be made confident that information provided by them would be taken into consideration for policy formation and evaluation and not for giving RTI or making the school name bad.
- 6) All the suggestions made by the teachers and parents should be taken into account while revisiting on this policy.
- 7) There is need to launch a sustained nationwide campaign, combining both government and non-government efforts, to promote the actual objectives of the scheme among the public. Involvement of school and college students should be encouraged. NGOs should be helpful, rather being offensive. Awareness has to be created among the public by innovative methods like Nukkad Natak, rallies, etc.

Limitations of the survey:

The survey is done only in limited area and is done for one period only. If we could extend the survey to entire Delhi and on inter-temporal basis, we could get better comparison on cross-sectional and time-series basis.

Parents’ survey is done on telephone and not personally, and hence, their attitude is not studied properly. No departmental office is covered; otherwise, we could have a complete picture of the entire process of the Ladli Scheme.

⁵⁵ And the work of other shemes related to it.



SECTION 6

Conclusion

To sum up, it is important for all of us to understand that schemes are not bad and full-fledged implementation of any scheme requires time and effort on the part of various departments and at various levels. Ladli scheme is a good scheme and can be successful if it is implemented efficiently and people understand its true objective. The objective of the scheme is to make girl child economically strong and hence reduce the gender bias, rather than just having a transfer payments from the government accounts to the hands of the drinkers.

Thus, there is a need for dynamic implementation strategy which ensures continues monitoring and feedback from the people involved in this work, to make the scheme a success. Exploitation of three decades cannot be reduced within three years. Bias cannot be reduced immediately, but we need to be optimistic and look forward for some positive responses.



SECTION 7

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**SECTION 8****APPENDIX****Appendix A: Some Data****Table 1:** Outlay on Ladli Scheme.

Financial (Rs. in Lakh)			Physical (No. of beneficiaries)					
Actual Exp. 2008-09	Annual Plan 2009-10		Outlay 2010-11	Annual Plan 2008-09		Annual Plan 2009-10		Proposed target 2010-11
	Approved Outlay	Exp.		Target	Anticipated Achievement	Target	Antici. Achiv.	
8644.40	9160.00	8700.00	10300.00	100000	135562	160000	163000	165000

Source: Notification on the Department website.

Table 2: Number of Beneficiaries

District	Beneficiaries
Central	14377
Northern	8899
North-Eastern	22385
Eastern	11668
Southern	17009
South-Western	16986
Western	22174
North-Western 1	26647
North-Western 2	13937
New Delhi	1384
Total	155,466

Source: 28th May 2010, Dainik Jagran

Some Data and Facts

- In 2008-09, there were 135,659 girls in all classes I, VI, IX, and XII in the schools which had Ladli Scheme. Out of them, 131,953 took the advantage of the scheme.



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- Till 31st March 2010, 55,466 girls actually got the benefits and 12,252 are the pending cases.
- Till July 2010, 290655 girls have got the benefits, i.e., got the recommendation letter.
- 6900 beneficiaries are going to get the desired amount this year.
- For the first time after 2008, when the Capital recorded 1,004 births of girls for every 1,000 boys, the figure fell to 915 in 2009, according to the Annual Report on Registration of Birth and Death Events in Delhi-2009. The report says that the female-male sex ratio was in favour of girls in 2008 was due to Ladli Scheme, and the decline in the sex ratio is because women are not becoming more educated and literate and thus are having fewer number of kids. Again, due to son preference, number of girls is decreasing.

Appendix B

Child Labour in Delhi

According to ILO definition, the term “child labour” is often defined as work that deprives children of their childhood, their potential and their dignity, and that is harmful to physical and mental development.

In Delhi⁵⁶, as I mentioned above, child labour is not going to reduce. The definition of child labour is different in reality what we study in textbooks. If a child is assisting his/ her parents in the family business, and is going to the school as well, will it be regarded as child labour? There is no harm in dignity of the child or he/ she is not missing his/ her school, and there is no physical/ mental harm to the child, but actually, the child is becoming more aware and practical to handle real life situations, these activities are regarded as more productive and not distorting and hence, are not considered as child labour.

So, there is a need to change the definition of child labour in the present context.

⁵⁶ I am considering only the sampled areas.



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Appendix D

This appendix contains the specimen of the official documents.

FORMAT OF CERTIFICATE

(To be issued only to those girls who do not have Birth Certificate issued by Registrar MCD/NDMC and are admitted in Class VI, IX and XII in the academic year 2008-09)

This is to certify that Km _____ daughter of Sh./Smt. _____ is studying in this school for the last _____ years. Her date of birth as per school records is _____. She got admitted in class _____ on _____ in the academic year _____. Her ID No./ Admission No. is _____.

This certificate is being issued on the request of the parents of the student Km _____ for applying in the Ladli Scheme.

**Signature of Head of the school
(Stamp)**

Note:

1. This Certificate is applicable only for academic year 2008-09.
2. In case the girl is studying in the said school for less than three years applicant has to obtain the same certificate in the same format from the Head of the school where the girl studied previously. The girl must study in a recognized school only.



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The format of Affidavit:

शपथ पत्र का प्रारूप

मैं पुत्र श्री निवासी..

..... घोषणा करता हूँ कि :

1. कुमारी जिसकी जन्म तिथि है मैं उसका पिता/उसकी माता हूँ । मेरी पुत्री का जन्म दिल्ली में (नर्सिंग होम/घर)..... स्थान पर हुआ है ।

2. कुमारी..... का रजिस्ट्रार जन्म एवं मृत्यु द्वारा जारी प्रमाण पत्र संख्या एवं तिथि..... है ।

3. मेरी स्वयं और मेरी पत्नी की अन्य सभी स्रोतों से वार्षिक आय रूपए(अंकों में) (शब्दों में) है, जो कि एक लाख रूपए से कम है ।

4. मेरी पुत्रियों की संख्या है तथा जिस पुत्री के नाम से आवेदन कर रहा हूँ वह क्रम में (पहली/ दूसरी/तीसरी/) है ।

5. मैं पिछले तीन वर्षों से या अधिक से दिल्ली में रहता हूँ गत पिछले तीन वर्षों में मेरा पता निम्न प्रकार है (तिथि सहित) :

i.

ii.

iii.

(क) वर्तमान पता (दिनांक से).....

(ख) मेरा स्थायी पता (गाँव अथवा जिस राज्य से संबंधित है)

(ग) दूरभाष संख्या..... मोबाइल नं०.....

6. मेरी पुत्री

(विद्यालय का नाम एवं पता) की छात्रा है तथा इसका प्रवेश प्रमाण पत्र संख्या/ID No.....

..... है ।

शपथकर्ता के हस्ताक्षर



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लाडली बटिया आंखों का तारा
भविष्य में भर देती जगियाली



बेटियां तो बुलबुल सी रानीयां है,
सीधी सादी भोली भाली कहानियां है।

