



Cover Page



BRIDGING EDUCATIONAL INEQUALITIES IN HIMACHAL PRADESH: THE ROLE OF CONSTITUTIONAL VALUES IN SUPPORTING SOCIO-ECONOMICALLY DISADVANTAGED GROUPS

¹Abhishek Chauhan and ²Dr. Ritika Sharma

¹Research Scholar, Department of Education, Himachal Pradesh University, Summerhill, Shimla

²Associate Professor, Department of Education, CDOE, Himachal Pradesh University, Summerhill, Shimla

Abstract:

Education is the base of any society as it nourish minds of people, help to harness opportunities, and contribute to the social and personal development. In India, the diversity is a consequence of landforms, region, religion, caste, class, gender and other factors. Due to this complex nature of demography, inequality is common. In Himachal Pradesh, there are differences in terms of caste, class, development, locality, and other socio-economic indicators. The cumulative category of such people is called Socio-Economically Disadvantaged Groups (SEDGs). The difference is visible in education too where inequalities are interconnected to the previously stated issues. This research paper has explored the current status of educational inequality in India and Himachal Pradesh, constitutional provisions for education and ways to curb educational inequality, along with the necessary recommendations for further educational advances. The data is taken through secondary sources like government reports, research papers and websites. The data is then analysed and interpreted to fulfil the objectives. The paper reveals that Indian constitution is comprehensive and has many provisions to deal with educational inequalities. To make sound educational policies for the upliftment of SEDGs, the constitutional values work as cornerstone by guiding government and other agencies. The paper suggests that to fight educational inequality, efforts must be comprehensive, interlinked and multiple perspectives should be dealt with while looking for solutions. In this regard, the role of all the stakeholders becomes crucial for inculcating constitutional values in true sense.

Keywords: Education, Educational Inequalities, Constitutional Values, Socio-Economically Disadvantaged Groups (SEDGs)

Introduction:

Imagine a civilisation where excellence and development are key indicators of progress. In such a society, resources are being equally distributed and as per the needs. There happens no discrimination on the basis of class, caste, gender, background and any other form. Empathy is one of the guiding principle in this society. Here, everyone is free to pursue their interests and contribute to the society accordingly. There exists a social cohesion and the feeling of “we” is prominent along with giving due consideration to diversity. People feel safe and valuable in this society. The society and its sub - system are in great harmony with each other and are close to the deviation or revolt in the society. This scenario seems idealistic and utopian but the ground reality is different. In India disputes are associated with almost all the matters. To show distrust, people use RTIs, FIRs and all other methods. The common reason of such issues comes out to be inequality. Education too is suffering from this illness of inequality and this situation becomes worrisome for socio-economically disadvantaged groups (SEDG). According to NEP 2020, “SEDGs are the social groups who face issues and challenges in accessing education. It includes gender groups (female, transgender), groups based on socio-cultural identity (SCs, STs, OBCs and other minorities), geographical identities, people with disabilities and people with vulnerable socio-economic conditions (migrants, victims of trafficking, orphans, and other vulnerabilities)”. Policies and other provisions have been made time and again to support SEDGs. But, there remain gaps and limitations in these endeavours as these could not address each issue and every marginalised section of the society. Our constitution makers were very well aware of this complex nature of inequality and related issues. That’s why they formed a live constitution which is subjected to change with basic structure remaining fixed. Thus, we have witnessed some of the remarkable steps in bridging educational inequalities like Right to Education Act (2009), Sarva Shiksha Abhiyan (2001), Mid-Day Meal (1995), Beti Bachao Beti Padhao (2015) and others. If we look at our constitution, the basic underlying philosophy is of social welfare. To fulfil the



Cover Page



2 2 7 7 - 7 8 8 1



purpose of social welfare, education is a basic tool which has cascading effects in society. Promotion of quality education helps in every sector i.e. social, cultural, economic, political, administrative and others. Even after 75 years of independence, providing quality education free from inequality issues is a challenge. Educational inequality is a condition where people don't have the opportunity to study at par with other members of society and feels deprived in terms of access, opportunity, resources and others. We have witnessed educational inequality in India mainly in terms of region, class, caste, religion and access.

Inequality is a major issue prevailing in our society which is a basic element of stratification. Inequality is a kind of difference in value, status, rewards and punishments attached to different social categories and a hierarchy is established. Pierre Bourdieu, a conflict theorist believes that schools themselves are promoting discrimination in the form of assessment which is favourable for few classes while unfavourable for people having low socioeconomic backgrounds. Additionally, the hidden curriculum is said to promote inequality among students. For instance, many a times students from wealthier backgrounds are encouraged to achieve high. The concept of uniform in schools is there to promote uniformity and remove differences. However, different uniforms for boys and girls is itself promoting differences unknowingly. Sachar committee stated that muslim community is the most disadvantaged group in India in terms of education. 1/3rd of eighth class students face difficulties in reading what is expected from a second class student (Annual Status of Education Report, 2024). 31percent of rural people of India uses internet as compared to 67percent urban population (Oxfam India, 2022). In terms of smartphone access, males are more likely to own one as compared to females (Annual Status of Education Report, 2024). Children belonging to disadvantaged groups were the worst sufferers during pandemic as the education turned to be online and they didn't have access facilities resulted in drop out of the schools. There is shortage of teachers and other school infrastructure is not maintained (Annual Status of Educational Report, 2024) Supreme Court has called digital divide as something that will defeat the right of children to education (Oxfam India, 2022). Average Years of Schooling (AYS) is an important indicator to look for educational status in any country. Maximum people in India have attained primary education (Garg et al., 2022). Although, AYS has improved even in states like Rajasthan, Madhya Pradesh, Odisha, Jharkhand and others, the educational disparities are still huge. The reasons come out to be poor health and nutrition, lack of access to education and basic infrastructural facilities (Agarwal, 2014; Chatterjee et al., 2018). COVID-19 pandemic has also posed and even intensified "learning poverty" which means that a child is not able enough to read and understand a simple line or text by the age of 10 (World Economic Forum, 2022). Such kind of happenings are more prevalent among deprived sections of the society. Inequalities are being faced by SEDGs in every sphere of life. For example, a Dalit employer in Mumbai due to his caste had to quit the job (HRWORLD, 2024). In Madhya Pradesh, a case of harassment of an elderly man occurred for not greeting dominant caste people (The New Indian Express, 2023).

Historical, geographical, social and cultural factors are responsible for educational inequality in Himachal Pradesh. At the time of independence, State had a literacy rate of only 8 percent. It is a matter of concern for the state that men look literate in a higher proportion than women. Gender inequality hampers the development in economic and social sphere. In Chamba district, Tisa and Saluni blocks had high gender inequality in 2001, which in 2011 improved due to government's push to infrastructural development and increased literacy (Sambhar et al., 2024). One of the key issues in the state is geographical diversity. Bara Bhangl in Kangra, Tisses region in Chamba and many others are located in extreme regions while Shimla, Solan and Dharmashala are the major cities in state. This leads to huge rural-urban divide. The socio-economic disparities are significant in the state, which is evident from the fact that Kangra scored the highest (C.I. =32.51) in the composite index of development, and Chamba scored the least (C.I. =7.24) (Ram et al., 2021). This shows that the level of development is different, which directly results in inequality. In terms of literacy rate, the state shows a gender gap with males having a literacy rate of 89.5 percent and females at 75.9 percent (Health Dossier 2021). U-DISE 2021-22 highlighted the percentage enrolment of girls, SCs, STs, and OBCs as 47.32 percent, 26.95 percent, 5.95 percent, and 14 percent, respectively, with a gender gap of 5.36 percent in secondary schools of Himachal Pradesh. In secondary schools, there are 933 teachers, with a stark difference having 10 teachers in Lahaul & Spiti and 186 teachers in Kangra. Educational demands are influenced by social, political, economic, and geographic factors. In Kinnaur, a decentralised approach has



Cover Page



favoured educational demands where the community plays the part by engaging people to think about and take action regarding education (Santhakumar et al., 2018). The learning environment of students plays a pivotal role in shaping one's behaviour and formation of attitude, which is the primary purpose of education. Here, a social learning environment is important as children spend a large amount of time in a social setup. In the state, there is a prevalence of caste hierarchies, which is manifested in various incidents. Social boycott by the whole village in the case of an intercaste marriage is a quite common phenomenon in rural areas. On certain occasions like the traditional "Dhaam", which is a kind of dining system in Himachal Pradesh, the people from marginalised sections are called at the end to take the food remaining after serving the dominant caste people. This kind of social environment is discriminatory, and children of growing age are developing a sense of superiority/inferiority unconsciously.

From the above, we have got to know the present status of educational inequality which is a consequence of many social, economic, cultural and regional factors. To escape educational inequality and ensure fairness, our constitution has provided us with rights, duties, and values which acts as the basis for making programs and policies. In our study, we have discussed about constitutional provisions, rights, policies, programs and other initiatives aimed at bridging educational inequalities.

Objectives:

- To examine constitutional provisions and values aimed at supporting educational rights and curb educational inequality.
- To examine existing programs and policies aimed at bridging educational inequality in Himachal Pradesh.
- To make recommendations to ensure equal access to education for SEDGs.

The data for this study has been taken from secondary sources and appropriate interpretations have been made accordingly. The study is based on concepts and their applications in context to Indian education system and related policies and provisions. A due consideration is given to ensure fairness and objectivity while making recommendations for educational access for SEDGs.

Constitutional Provisions and Values Aimed at Supporting Educational Rights and Curb Educational Inequality:

Education is the basic need of humans to grow and develop in personal as well as social sphere. Education is a tool of empowerment which enhance our knowledge, develop skills and make us competent enough to take decisions effectively. Further, education is seen as a tool to promote fraternity, accept diversity and provide opportunities. For uplifting people in a society, education is an important tool. To further the societal goal of equality and non-discrimination, our Constitution has provided educational rights and other provisions which gets update time to time. Constitution serves as the base for the administration and governance any country. Constitution determines levels of hierarchy and power within a country. The Constitution guides people and other agencies to work for the fulfillment of societal goals. The Indian Constitution is the longest written constitution in the world and reflects the values and vision of Indian society. Our Constitution takes care of public welfare From preamble to fundamental rights and duties, our constitution is taking care of social welfare. In social welfare, government has to work for the entire society including diverse sections. It lies its base on the concept of "sarvodaya" which means welfare of all the people. Thus, every program, policy and initiative of government base itself on the philosophy of social welfare which includes justice, liberty, equality, fraternity, human dignity, unity and diversity.

In our constitution, preamble is called the "identity card of constitution" as it lets us understand the basic values and structure of constitution. It says that India favours the values of justice, liberty, equality and fraternity. Article 14 favours equality and states that all are equally protected by law. Article 15 makes sure that all get admissions in educational institutions without any discrimination on the basis of caste, class, sex, religion, etc. It allows state to make special provisions for depressed and disadvantaged sections of society. Due to this provision, many communities and sections are getting reservations for their upliftment in society. Due to 86th amendment act, 2002, right to education was introduced which guarantees "education" as a fundamental right where state is bound to provide education to all in the age group of 6-



Cover Page



14 years. To preserve the identities of minorities, article 30 has provided to establish educational institutions. Directive Principles of State Policy (DPSP) are non enforceable provisions but they guide the state and the governments to look for certain things while making policies. Enhancement of socio-economic conditions of people has got the place under article 41. Article 46 deals with the weaker sections of society and says that weaker sections must be prioritised by state. Promotion of mother tongue has been dealt under article 350-A. Thus, our constitution is far reaching and is full of provisions to support all the sections of society.

Programs and Policies to bridge Educational Inequality in Himachal Pradesh:

Educational access in Himachal Pradesh has always been a challenge for the administration. To make education accessible to all, one type of scheme or program is not absolute for the entire population as one size doesn't fit all. People have different needs and demands depending on locality, level of development and aspirations. Thus, the state is having multiple educational schemes and initiatives along with the national level schemes which are interlinked to each other to ensure educational access.

People in Himachal Pradesh come from different classes, regions and backgrounds. At national level and state level too, the persecuted and discriminated communities have bagged the burden of inequality. "Dr. Ambedkar Medhavi Chattervriti Yojana" for SC and OBC students is there in the state where meritorious students of the communities are provided with scholarships. "Swami Vivekanand Utkrisht Chattervriti Yojana" for general category students, "Thakur Sen Negi Utkrisht Chattervriti Yojana" for tribal students of the state, "Mukhya Mantri Protsahan Yojana" for students getting selected for IITs, IIMs, IISc, AIMS and ISM like institutes, "Mukhya Mantri Gyandeeep Yojana" for providing financial assistance to pursue professional/technical courses and others. One common thing in all these initiatives is that financial aid is emphasised as a medium to empower people from different communities and having different problems. The question arises here is that whether the financial support is enough to remove inequalities and disparities. Unequal income distribution may lead to wastage of potential in terms of human capital and there will be inefficient resource distribution along with increase in socioeconomic disparities. Financial inequality can lead to loss of efforts being made to fight global poverty (Effects of Income Inequality, 2021). Financial aid helps to maintain affordability of basic things which is required to live a life with dignity. Although finances are important to ensure access to resources, it is not enough to combat social inequality. Financial support does not solve the root cause which lies in the social structure. Our social structure is rigid and vertical social mobility (caste) is practically not possible even though there is a change in class structure (rich-poor). For instance, Jeetan Ram Manjhi, the then Chief Minister of Bihar in 2014 claimed that a temple in Madhubani was purified after his visit to that temple (The Hindu, 2021). A comprehensive plan of action should include provisions related to finance, diversity, caste, class and others. The approach should be integrated as inequality is not limited to a single dimension. Sarva Shiksha Abhiyan launched in 2001 aimed to ensure access to resources, increase child enrolment & retention, and other improvements. community engagement was a major focus under this scheme. School Management Committees (SMCs) and other bodies has provided local people to participate in education matters. Mid day meal scheme focuses on the nutritional aspect of students and retention in school along with community dining. The National Education Policy (NEP) 2020 has suggested many reforms to fight educational inequality which should be integrated target the rigid structures like assessment, curriculum, pedagogy and others. For quality education, NEP has focused on optimal learning environment which has based itself on four pillars - curriculum, pedagogy, assessment and student support system. The curriculum should have engagement, learner centredness, non discrimination along with care and respect. 21st century skills among students must also be developed. Student engagement, participation, collaboration, critical thing and creativity must be a part of core curriculum. There should not be use of discriminatory words by teachers. A positive student-teacher relationship must be built. ICT must be well integrated with other pillars of learning environment too. The nature of assessment should be formative as it supports learning during the course and does not discriminate students as bright and poor which is the case with grades/marks. The focus of exams should be on developing critical thinking. The focus of examination should be on the process of learning, not on the product (grades). We also need to understand that the ultimate goal of providing education is to make good citizens and nation builders. To achieve this goal, a sound support system to students is required through



Cover Page



the contribution of all the stakeholders. At the same time, we also need to understand the support system should not carry the burden of the child but through scaffolding helps them to become better individuals.

Recommendations to ensure Equal Access to Education for SEDGs:

Access to education is a basic right of people to ensure a life with dignity. Education has always empowered people which is the same with SEDGs. Social mobility is easy to achieve with education. It is a huge gap in the society that the educational opportunities and access has not been ensured for all people. Himachal Pradesh is a state having diversity in landforms, regions, cultures and social exposure. Therefore, the approach of “one size fits all” is not suitable for solving the problems of all sections of society. In a state like Himachal Pradesh, connectivity is an issue which must be addressed to ensure that all the regions are connected. There must be schools in all the regions of human habitation to ensure basic level of education. It must be ensured that schools are getting all the basic infrastructural facilities along with human resource and management. Community engagement is an important part which ensures decentralisation in terms of management. In Indian democracy, participation of people in decision making is emphasised always. Even if we look at the most successful schemes in Indian democracy, decentralised approach is used there. In education too participation of all stakeholders should be emphasised as it helps in understanding local issues, needs and challenges. The curriculum has a key role to play in the process as it directly affects the students. Curriculum needs to be non-discriminatory, gender sensitive and must give due consideration to all the sections of society. Curriculum should not just fulfill the aspirations of superior section of society which has been often seen. There must be targeted programs for the disadvantaged sections like conditional cash transfers which has been appreciated in NEP 2020. Use of technology must be emphasised as it can reduce disparities to a great extent. Technology is like a double edged sword which if used in part or in few aspects may lead to even more inequalities. COVID-19 is a classic example where increased but inequitable use of technology has resulted in multiple inequalities based on digital divide. ICT is a very effective ways to reduce disparities based on region by providing online classes to the far flung areas. For this, the class of teachers need to be competent enough to use digital tools which has been seen as a problem. The educational institutions need to be transformed as centres for social cohesion and consonance where all the students irrespective of their background show mutual respect, collaborate with each other, share their cultural experiences and react empathetically towards each other. All these values need to be incorporated in the curriculum of school education so that it can naturally become part of their personality. Teachers as role models have to play very important role to inculcate constitutional values of justice, liberty, fraternity, welfare, equality, unity and diversity through scholastic and co-scholastic activities. Also, all these values which we are expecting to be the part of student’s personality need to be first reflected in teachers. These values should not only be part of actions but also reflects through pedagogical approaches of teachers. It is the responsibility of the teachers to become co-learners, co-knowledge constructors with their students. For this, teacher training programs must be sensitised enough to develop and inculcate constitutional values among prospective teachers. Training related top innovative pedagogical approaches, gender responsive pedagogy can help in civic engagement and development of moral and ethical perspectives of teachers and learners. Teachers need to play the part by ensuring effective pedagogy where they won’t label students as bright, poor, dull or any other nomenclature (National Curriculum Framework for School Education, 2024). Along with the provisions discussed above, one major element that should be there in all programs is “care” which is emphasised heavily in NEP 2020. The care should be both at physical and mental level. There must be provisions for people with disabilities in the institutes so that their physical and mental limitations do not act as a barrier in their learning. Thus, every marginalised section of the society requires targeted actions from government and a sensitive behaviour from society.

Conclusion:

Indian constitution is quite comprehensive and follows the philosophy of social welfare. Welfare of all is not at all possible in situation of educational inequality which is ingrained in society as well as the education system. Indian constitution has a basic structure which can’t be changed, the superstructures upon which can be modified as per the needs of time and society. Educational inequality is not a fair sign for a just society, it should be curbed at the earliest. Illiteracy, dropout rates, retention, quality education, digital divide etc. are the issues which are being faced by SEDGs. Sarva Shiksha Abhiyan (later



Samagra Shiksha), Mid day meal, National Education Policy 2020, reservation, and financial support are some initiatives that has been taken by government to reduce inequality. Same trend goes with Himachal Pradesh where disparities, differences and divides are prevalent. In such scenario, integrated approach is the one to rely upon. All the stakeholders of society are responsible for inequality as it is being promoted in one way or the other. Thus, we need to bring appropriate reforms and abolish discriminatory practices. There are lot of fair provisions in the Indian constitution which guide us to move towards a just and fair society. To implement the constitutional values in totality, the society and its major subsystems like economic, political, administrative and judicial, must be fair and objective enough to bring reforms, thereby curbing educational inequality.

References

- Agrawal, T. (2014). Educational inequality in rural and urban India. *International Journal of Educational Development*, 34, 11–19. <https://doi.org/10.1016/j.ijedudev.2013.05.002>
- *Annual Status of Education Report 2023*. (2024). https://asercentre.org/wp-content/uploads/2022/12/ASER-2023-press-release1_English_16-Jan.pdf
- Chatterjee, I., Li, I., & Robitaille, M.-C. (2018). An overview of India’s primary school education policies and outcomes 2005–2011. *World Development*, 106, 99–110. <https://doi.org/10.1016/j.worlddev.2018.01.016>
- *DIGITAL DIVIDE INDIA INEQUALITY REPORT 2022*. (2022). Oxfam India. https://d1ns4ht6ytuzzo.cloudfront.net/oxfamdata/oxfamdatapublic/2022-12/Digitalpercent20Divide_Indiappercent20Inequalitypercent20Reportpercent202022_PRINTpercent20withpercent20cropmarks.pdf?31.73PGQrpQfYrnwWeoXV3BFjhETfA_p
- *Dr. Ambedkar Medhavi Chhatravriti Yojna to Other Backward Classes Students*. (2024). MyScheme - One-Stop Search and Discovery Platform of the Government Schemes. <https://www.myscheme.gov.in/schemes/damcyobcs>
- *Dr. Ambedkar Medhavi Chhatravriti Yojna to Scheduled Caste Students*. (2018). MyScheme - One-Stop Search and Discovery Platform of the Government Schemes. <https://www.myscheme.gov.in/schemes/damcyscs>
- *Effects of economic inequality*. (2021, February 26). Wikipedia. https://en.wikipedia.org/wiki/Effects_of_economic_inequality#Economic_growth
- Garg, M. K., Chowdhury, P., & SK, M. I. K. (2022). An overview of educational inequality in India: The role of social and demographic factors. *Frontiers in Education*, 7. <https://doi.org/10.3389/feduc.2022.871043>
- *Health Dossier 2021: Reflections on Key Health Indicators*. (n.d.). National Health Systems Resource Centre. https://nhsrcindia.org/sites/default/files/practice_image/HealthDossier2021/Himachalpercent20Pradesh.pdf
- *Himachal Pradesh Mukhyamantri Gyandeeep Yojana | Popular Govt Schemes India*. (2024). Govtschemes.in. <https://govtschemes.in/himachal-pradesh-mukhyamantri-gyandeeep-yojana>
- *Himachal Sarva Shiksha Abhiyan & Rashtriya Madhyamik Shiksha Abhiyan*. (n.d.). Hp.gov.in. Retrieved November 13, 2024, from <http://samagrashiksha.hp.gov.in/homeContent/73/20>
- HRWorld. (2024, April 22). *Employer booked as Dalit man from Mumbai claims caste discrimination at workplace*. ETHRWorld.com; PTI. <https://hr.economicstimes.indiatimes.com/news/workplace-4-0/employer-booked-as-dalit-man-from-mumbai-claims-caste-discrimination-at-workplace/109495435>
- *Madhya Pradesh: Elderly Dalit man tortured for not greeting dominant caste men properly*. (2023, December 19). The New Indian Express. <https://www.newindianexpress.com/nation/2023/Dec/19/madhya-pradesh-elderly-dalit-man-torturedfor-not-greeting-dominant-caste-menproperly-2642954.html>
- *Midday Meal Scheme*. (2022, March 30). Wikipedia. https://en.wikipedia.org/wiki/Midday_Meal_Scheme
- Ministry Of Human Resource Development. (2004). *SARVA SHIKSHA ABHIYAN A PROGRAMME FOR UNIVERSAL ELEMENTARY EDUCATION MANUAL FOR PLANNING AND APPRAISAL MINISTRY OF HUMAN RESOURCE DEVELOPMENT DEPARTMENT OF ELEMENTARY EDUCATION & LITERACY*. https://dsel.education.gov.in/sites/default/files/2019-05/Manual_Planning_and_Appraisal.pdf



Cover Page



- Ministry of Human Resource Development. (2020). *National Education Policy 2020 Ministry of Human Resource Development Government of India*.
https://www.education.gov.in/sites/upload_files/mhrd/files/NEP_Final_English_0.pdf
- National Curriculum Framework for School Education 2023. (2024). National Council of Educational Research and Training. https://ncert.nic.in/pdf/NCFSE-2023-August_2023.pdf
- Overview. (n.d.). World Bank. Retrieved October 15, 2024, from <https://www.worldbank.org/en/topic/isp/overview>
- *Prime Minister's High Level Committee Cabinet Secretariat Government of India A Report*. (2006).
<https://www.minorityaffairs.gov.in/WriteReadData/RTF1984/7830578798.pdf>
- Ram, A., Tiwari, D., & Sharma, P. (2021). Socio-Economic Development in Himachal Pradesh: A Disaggregated Study. *INTERNATIONAL JOURNAL of CREATIVE RESEARCH THOUGHTS*, 9(12), 2320–2882.
<https://ijcrt.org/papers/IJCRT2112481.pdf>
- Read, S. (2022, July 21). COVID-19 pushed millions into “learning poverty” - report. World Economic Forum.
<https://www.weforum.org/stories/2022/07/education-schools-pandemic-learning-poverty/>
- Sambher, N., Kumari, S., & Sharma, D. D. (2024, June 1). *Gender Disparity in Literacy in Chamba District of Himachal Pradesh: A Geographical Analysis*. <https://doi.org/10.48001/978-81-966500-4-9-8>
- Santhakumar, V., Singh, I., & Kumar, N. (2018, May). The Inter-Linkages between Education and Development: Lessons from Himachal Pradesh. https://www.researchgate.net/publication/325059846_The_Inter-Linkages_between_Education_and_Development_Lessons_from_Himachal_Pradesh
- Singh, M. (2024, October 29). Mukhyamantri Protsahan Yojana Himachal Pradesh 2024. Scholarship Learn.
<https://scholarshiplearn.com/mukhyamantri-protsahan-yojana-himachal-pradesh/>
- Swami Vivekananda Utkrisht Chhatravriti Yojna. (2024). MyScheme - One-Stop Search and Discovery Platform of the Government Schemes. <https://www.myscheme.gov.in/schemes/svucy>
- Tewary, A. (2021, November 16). *Bihar Chief Minister claims temple was “purified” after his visit*.
- Thakur Sen Negi Utkrisht Chatravriti Yojana. (2024). MyScheme - One-Stop Search and Discovery Platform of the Government Schemes. <https://www.myscheme.gov.in/schemes/tsnucy>