

A Study on Social and Educational Status of Girls in Anand Taluka

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ABSTRACT

Despite the progress that has been made by India in many areas, it is sad that girls and women still face discrimination in many areas including education which results in their low educational and social status. Education is the key factor for girl's empowerment, prosperity, development and welfare. The researcher in this study found that there are several problems faced by girls- with regard to their education like child marriage, gender bias, dowry, financial constraints, lack of transportation facilities, cultural beliefs, rural environment, traditional thoughts, family responsibilities and parents' lack of awareness. Majority respondents are of the opinion that it is only through education girls can have complete empowerment and this can bring complete transformation in the societies. The status of women is also found below as many respondents reported that they do not participate in the decision makings of families. At work place also they face gender discrimination, verbal, physical and sexual harassments and many other problems.

Keywords :- Girls, Education, Social Problems, Women Empowerment, Rural

I. INTRODUCTION

Education is about teaching, learning skills and knowledge. Education frequently takes place under the guidance of educators and also learners may also educate themselves.⁽¹⁾

In most regions, education is compulsory up to a certain age. Through education, the knowledge of society, country, and of the world is passed on from generation to generation. This may include education in morality, for example learning how to act as loyal, honest and effective citizens.⁽²⁾

Under the Right of Children to free and compulsory education, government has made education free for children of 6-14 year of age. One would expect that with this promise of free education, there would be an equal number of girls enrolling in primary education. However, in reality the picture looks much

different. According to a 2008 government report, educational statistics indicate that the number of girls per 100 boys is around 80% for classes up to the VIII and a little over 70% for secondary higher education that covers classes up to XII.⁽³⁾

Vocational education is a separate stream of higher education aimed at providing opportunities to students to choose programmed study towards gainful employment. Of the 950 training institutes including both government and private, 104 were set up exclusively for women giving training in areas such as receptionists, electronics, book binding and like.⁽⁴⁾

In the present era the problem of raising the status of woman has become a global issue. Regarding the upliftment of women, status is one of the most widely debated issues. It is a well recognized fact that woman, constitute nearly half of the population of the world have never been provided equality, power,

recognition or position with that of the man.⁽⁵⁾ But a vast segment of our woman folk is paying the price of some legacies of history, culture and societal traits. It has done enough harm to the society.

One of the earlier attempts to improve the situation of woman in rural India began with Community Development Programme (COP). The programme was launched in 1952 with a view to bring socioeconomic transformation of village community by mobilizing both governmental and community resources. The programme was aimed at all sided development of the village community with three basic objectives of economic growth, social transformation, and self-reliance to be attained with the help of local people. These workers were trained in home science. This included family resource management and mother and child care. Mahila Mandals were set up to ensure participation. All these efforts were directed at encouraging woman to take up activities that would save the family resources and supplement the food intake of the family. Rekha Mehra (1983), who did a pioneering study on the impact of the programmes, did not address the basic needs and necessities of rural woman. Instead, the government's efforts went into (a) imposing a preconceived organizational structure upon rural woman, and (b) offering a series of development programmes that were totally irrelevant to their needs, or welfare services that were beyond their means. The Central Social Welfare Board (1953) was established as the central official agency to implement the welfare programmes as stated in the various Five year plans. A number of programmers were envisaged in the, Sixth/Seventh plan periods via; Women's Development Corporation, Support to Training and Employment programmes (STEP), Training-Production center for woman, Awareness Generation Camps for Rural and Poor women, Women's Training Centers or Institutes for Rehabilitation of woman in Distress, Short stay Homes for woman and Girls, Voluntary Action Bureau and Family Counseling

centers, Free Legal Aid and Para Legal Training, Working woman's Hostels etc.

II. REVIEW OF LITERATURE

Available literature encompasses studies done on education & social status of girl's education. It is very obvious from these literatures that girls suffer from so many problems in connection with their education such as lack of family support, lack of money, child marriage, gender discrimination, wrong beliefs, cultural constraints and parental negative attitudes. As a result their social status remains low in family as well as community.

Abhijeet Mishra and Kanika Bera (2016) opined, despite constitutional provisions of free education, dropout trend in Government schools still persist on a largest scale among girls students. They cited several socio-economic and institutional reasons behind this situation.

Agarwal. Dr Saraswati and Masant Hems, studied (2003) about the 'Absenteeism among post graduate female students causes and remedies. The major findings of the study were include dissatisfactory economic condition of students and distant location of colleges from home.

Hazarika, Himadri & Devi Runusri,(2011) made a study on 'Problems of girl's education at secondary level under sipajhar block with special resence to Darrang District'. The main findings of the study were- Economic backwardness, illiteracy and ignorance of parents and household work.

Kakati Dr. Kunja Kusum, in 1995 studied about the education of woman and social change- A case study in two villages of Barpeta District. The main findings of the study revealed discrepancy was found between the educated and uneducated respondents in their attitudes towards equality of educational facilities for boys and girls.

Afridi (2010) is of the view that increasing father's and mother's education increases the educational attainment of daughters, more than that of son's, but rising mother's education is associated with significantly greater reduction of difference in attainment between sons and daughters.

III. SIGNIFICANCE OF THE STUDY

Education is about teaching, learning skills and knowledge. In most regions, education is compulsory up to a certain age. Through education, the knowledge of society, country, and of the world is passed on from generation to generation. This may include education in morality, for example learning how to acts as loyal, honest and effective citizens.

Education is the fundamental right of everyone and capable of brining any desire change and aliment in the human mind and society. They can work at banks, hospitals, and government offices and large businesses but first thing is to get proper education for the same.

Objectives

1. To find out the Social & Educational status of rural girls.
2. To know about the level of satisfaction of girls in terms of their social & educational status.
3. To make suggestions for improvement of girls Social & Educational status in community.

Research Methodology

The researcher used descriptive research design as it describes the issues related to girls' education in society and the educational and social status of girls in Anand taluka. The sample for the study is 70 respondents of 4 villages. Simple random sampling is used for the collection of the data from the Anand taluka of Gujarat state. Primary tool for this research study is interview schedule and the secondary tools

include magazines, journals, articles and internet sources.

IV. DISCUSSION

Most of the respondents (48.6percent) belong to the age of less than 20 year; while (20percent) belong to the age group 21-22 year. Majority (91.4percent) respondents belong to Hindu religion and majority (64.3 percent) was unmarried. Most of the respondents (41.4percent) were educated up to higher secondary level followed by 34.2percent graduates and 21.4percent post graduates. Majority (61.4 percent) respondents reported that they participate in decision making at family.

While (70 percent) believe that ignorance & traditional thoughts play negative roles in educating girls. Majority (57.1percent) believed that the girls can be empowered by education. At the same time majority (58.6percent) reported that their families have positive attitude towards girl's education.

TABLE 1. Table showing major social problems girls are facing

Sr. No	Type of Social Problems	Frequency	Percentage
1	Child marriage	46	65.7
2	Gender bias	15	21.4
3	Dowry	3	4.3
4	Other	6	8.6
	Total	70.00	100.00

This table shows majority of respondents (65.7percent) reported child marriage is the major social problem faced by girls; and (21.4percent) respondents reported gender bias is the major social problem faced by girls; and (8.6percent) respondents felt dowry is the major social problem faced by girls; while (4.3percent) respondents are of the opinion that there are other social problems faced by girls.

TABLE 2. Table showing “which rural atmosphere prevents girls from getting education”

Sr. No	what prevent girls from getting education	Frequency	Percentage
1	Ignorance	37	52.9
2	Traditions thoughts	20	28.6
3	Sibling care	3	4.3
4	Poverty	6	8.6
5	Others	4	5.7
Total		70.00	100.00

This table shows that majority of respondents (52.9 percent) believe that ignorance of girls is a rural atmosphere which prevents girls education; while (28.6 percent) reported that traditional thoughts prevailed in rural areas prevents girls from education; and (8.6 percent) reported poverty as an issue which comes in the way of girls education; while (5.7 percent) believe there are other rural reasons which force everyone to think negatively towards educating the girls; a little less than (4.3 percent) respondents think sibling care is the reason why girls are not able to have education.

TABLE 3. Table Showing Interested in Getting More Education

Sr. No	Interested In Getting More Education	Frequency	Percentage
1	Yes	41	58.6
2	No	29	41.4
Total		70.00	100.00

This table shows that majority of the respondents (58.6percent) are interested in getting more education; while 41.4percent respondents are not interested in getting more education.

TABLE 4. Table Showing Reasons for not interested in getting more education?”

Sr. No	Reasons	Frequency	Percentage
1	Family situation	10	14.3
2	Financial problem	16	22.8
3	Early marriage	6	8.5
4	Child laborers	9	12.9
5	Not applicable	29	41.4
Total		70.00	100.00

This table shows that most of respondents (22.8percent) reported that they are not interested in getting more education due to financial problem; while (14.3percent) reported that they are not interested in getting more education due to family situations; and (12.9percent) reported that they cannot continue studies as they are child laborers; and (8.5 percent) are of the opinion that they are not interested in getting more education as they got married at an early age.

TABLE 5. Table Showing Problems faced of Work Place

Sr. No	Problems faced of Work Place	Frequency	Percentage
1	Verbal harassment	19	27.1
2	Sexual and physical harassment	26	37.1
3	Gender discrimination	8	11.4
4	Any other	17	24.3
Total		70.00	100.00

Main problems reported by girls at work place include sexual problems (37.1percent), physical harassment (27.1percent), verbal harassment (24.3percent), and gender discrimination (11.4percent).

V. Conclusion

Findings of this study clearly indicates that girls still face several problems with regard to their education such as lack of family support, lack of money, wrong beliefs, religious restrictions, early marriage, parental negative attitudes, gender discrimination etc although government ensures right to education to all by law. All girls will be educated only when we can ensure complete implementation of law, which is possible when there is a complete change in the attitude of society towards women empowerment through education. Awareness programmes and policies are needed which would focus towards augmentation of social and educational status of women.

VI. Suggestions

Every child must get free and compulsory education as it is the need of contemporary India to ensure women empowerment in terms of their educational and social status. To ensure girls enrolment and retention in schools and colleges, there should be strict monitoring from panchayat, block and district levels so that dropout cases can be reduced. Parents should be properly counselled about their girl's education and its long-term implications on their overall development. Government should be taking all possible measures to stop practices like child laborers, child marriage, dowry etc while strictly implementing certain welfare programmes and policies towards girls' education and empowerment.

VII. REFERENCES

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