



PROBLEMS AND PROSPECTS OF GIRL CHILD EDUCATION THROUGH SARVA SIKSHA ABHIYAN -A STUDY

Dr.Sonia Dovari

Trained Graduate Teacher (TGT), Social, Dr.B.R.Ambedkar Gurukulam, APSWREIS, Kadapa, Andhra Pradesh.

ABSTRACT

DOI No: 10.36713/epra14158

Article DOI: <https://doi.org/10.36713/epra14158>

This study analyzed the Problems and Prospects of Girl Child Education Through Sarva Siksha Abhiyan. A descriptive research design was used, with a sample size of 184 girl students. A stratified random sampling technique was used, and data was collected through an interview schedule method with a structured questionnaire. The study found a significant difference in girl children's opinions towards Deterring Factors, infrastructural facilities in schools under the Sarva Siksha Abhiyan.

KEY WORDS: *Girl child education, Problems and Prospects, Krishna district.*

1. STATEMENT OF THE PROBLEM

Education is considered to be the most effective tool for the socio-economic development of the nation. It acts as the means of indispensable nature for the women empowerment and the upliftment for girl children. The United Nations Convention on the Rights of the Child (UNCRC) had clearly emphasized that every child in this world has the right to education. In India, since independence, there is a remarkable progress in terms of access to education especially in the case of girls. It is nearly universal in terms of girl children enrollment but there rate of dropout factor is said to be marginally higher than that of boys. The steps to maximize the retention of girl children at the school level have also attained some remarkable success with the achievement in terms of gender clarity at both primary and secondary level of school education. Though education offered in the government schools is said to be officially free, still there exists the gender

disparity and the aspect of girl child education remains a challenging problem especially in rural areas.

The recent statistical data at the national level shows them the drop out rate among the girls at the primary level of education is 4.12 percent which increases to 16.86 percent at the secondary level of education and this is particularly high among the scheduled caste and scheduled tribe girl children in the society. There are several negative attitudes in the society towards the element of girl child education and several social and economic factors contribute to this notion like low socio-economic profile, lack of poor infra structure at the school, concerns of safety and security, health and hygiene problems, ill-equipped schools, inadequate school infrastructure, remoteness of government schools and attitudes of parents towards girl child education. It is very alarming to learnt that only one in every three girls complete the school education in India. Hence, in the present day contest there is every

need to study the existing problems and prospects in the girl child education particularly at the high school level and thus this research study was carried out under the title PROBLEMS AND PROSPECTS OF GIRL CHILD EDUCATION THROUGH SARVA SIKSHA ABHIYAN --- A STUDY.

2. REVIEW OF LITERATURE

Duraisamy (2006) in the study “Enrolment and Retention of Girls in Elementary Education in Tamil Nadu” studied the drop out, retention of girls at primary and elementary level, economic and demographic factors that affect enrolment of children and parental aspirations regarding schooling, community’s perception on school education system. The major findings were mother’s education seemed to matter over father’s education in enrolment of girl child, parents and girls aspired for higher education but express the need for relevant education, employable skills and fluency in English.

Banghad (2012) carried out a study titled, “prevalence of anemia in rural and urban pre-adolescent girls (12 to 16 years) of Beeds district”. The study attempted to assess the nutritional and socio-economic status of rural and urban adolescent girls. The study found that the hygienic, sanitary and economic conditions of rural sample were not good. The nutritional level was found very low amongst the adolescent girls. The consumption of vegetables, milk and meat was low. The girls from rural areas were more undernourished than their compare to their urban counterpart. Girls in the rural areas were found working in the fields, fetching water and tendering livestock.

Lucy (2013) did a research on Societal Attitude towards Education of the Girl-Child in Manipur State. The objectives of the study were (i) to analyse the opinion of the policy makers towards education of the girl child. (ii) to analyse the opinion of the teachers towards education of the girl child. (iii) to analyse the opinion of the parents towards education of the girl child. (iv) to suggest suitable ways and means towards the upliftment of the girl child.

Balbir Kumar (2014) had concluded that eliminating the gender disparities is the biggest challenges for the today’s world. In the modern era new efforts are being made in the form of the programmes and schemes by the GOI to improve the girl’s education because there is no effective tool for development than the education of girls but there is lot of work to be done to achieve the targets of girl’s education in the country. The Centre and State Governments must act to make education not only available but also accessible for the girls, then and only then, girls can receive primary,

elementary, secondary and higher education in a safe environment.

Nisha Nair (2016) in her study had concluded that neglecting the education of women, who constitute nearly half of the population, does not auger well for the development of any nation. Beyond the obvious imbalance in the labour pool, education for women is an important determinant of their enhanced self-esteem and self-confidence, helping to build a positive image, developing their ability to think critically, fostering better decision making and helping them make more informed choices about health, employment and even the education of their children.

Bhushan Kumar(2018) had observed that provision of Right to Education Act are being implemented through Sarva Shiksha Abhiyan (SSA), accordingly norms have been revised / modified to align them with the requirement of RTE Act, 2009. Under Sarva Shiksha Abhiyan (SSA), India has not only been able to improve access to 99% of primary level, but has also been able to reduce out of school children to 3-4% of age of 6-14 years. Under this programme, special focus is on girls children belonging to Scheduled Castes / Schedule Tribes Communities, other weaker sections, minorities and under deprived children of rural people in general. Hence, Govt. must launch various schemes and programmes like SSA for the welfare of the individuals as well as for the Nation or Country.

Atul Mahajan (2019) in his study had observed that the enrolment of students at upper primary level in private sector increased to 15% and constitutently enrolment in government schools decreased to 85% in 2014-15. It is a disturbing trend, so to increase the enrolment in government schools special focus should be on the quality education. So that the wards of the students may re-think and send their children back to government schools. Enrolment trends also shows that there is almost equal number of boys and girls in government schools. It is also pertinent to mention that girls enrolment in government schools is more that boys which is again a healthy sign.

3. OBJECTIVES

1. To probe the problems and prospects of girl child education under sarva siksha abhiyan in the study area.
2. To intimate certain policy measures for improving the girl child education under sarva siksha abhiyan.

4. RESEARCH METHODOLOGY

This empirical study uses a descriptive research design and collects primary and secondary data from

government high schools in the Krishna district of Andhra Pradesh. The sample includes 184 girl students. The study uses a stratified random sampling method to select the sampling units and respondents. Primary data was collected through interviews, structured questionnaires, and focus groups. Variables identified include barriers to girl child education, enrollment trends, dropout factors, girl child involvement, facilities and support.

5. FINDINGS OF THE STUDY PROBLEMS AND PROSPECTS OF GIRL CHILD EDUCATION

Deterring Factors For Girl Child Education

1. The result shows that 53.4% of the girl child respondents are participating in their household activities.
2. The result shows that 75.8% of the girl child respondents are not attending their agricultural farm activities.
3. The result shows that 54.7% of the girl child respondents had opined that the educational tours are very costly and they are not able to afford those costs.
4. The result shows that 52.9% of the girl child respondents had opined that their schools are very far away from their place of stay.
5. The result shows that 56.5% of the girl child respondents had opined that their economic condition is very poor and it acts as the barrier for their study.
6. The result shows that 91.7% of the girl child respondents had opined that there is no need and burden for them to take care of their siblings.

Enrollment and Retention

1. The result shows that 87.5% of the girl child respondents had no dropout history from their schools in earlier period.
2. The result shows that 54.1% of the girl child respondents with dropout history had confessed that the main reason for their
3. Dropping out from the school is that they have to assist their parents at home.

Involvement of Girl Child in School Activities

1. The result shows that 52.3% of the girl child respondents had stated that they are coming to school for the purpose of learning.
2. The result shows that 63.8% of the girl child respondents are aspiring to study up to degree and above level of education.

3. The result shows that 82.5% of the girl child respondents are willing to go out of their village for further studies.
4. The result shows that majority of the girl child respondents secured Grade-A and Grade-B in their examinations.
5. The result shows that 74.5% of the girl child respondents are participating in games and sporting activities at their schools.

Facilities and support available for Girl Children in School Education

1. The result shows that 96.1% of the girl child respondents had agreed that their teachers are very helpful in their studies.
2. The result shows that 62.9% of the girl child respondents had expressed that their teachers explain in the manner in which they understand when they approach for help.
3. The result shows that 53.6 % of the girl child respondents are not receiving any assistance from other than school in their studies.
4. The result shows that majority of the girl child respondents are receiving assistance in their studies from sources like private tuitions other than schools.

6. SUGGESTIONS

Based on the findings of this study, the following suggestions are made for the betterment of girl child education under sarva siksha abhiyan.

- Awareness programs to girl children and parent community on the importance of girl child education.
- Provision for better infra structural facilities
- Enhancement of financial support to girl children
- Promotional activities on woman health and hygiene
- Vocational training programs and skills development courses to girl children
- Betterment of teaching faculty
- Special focus by the teaching community on linguistic, mathematics and science subjects.
- Provision for better transport and communication facilities.
- Effective measures to promote enrollment of girl children
- Preventive measures to control the dropout rate among the girl children

- Motivation and counseling sessions for the girl children on the need and significance of education in the society.
- Creation of special provisions by the legislative authorities in order to provide and promote safety and security measures for the school going girl children.

7. CONCLUSION

The study analysed the various problems and prospects of girl child education under the Sarva Siksha Abhiyan. It found that the enrollment process is balanced, but the main issue is the retention phase of enrolled girls and the dropout rate. Factors contributing to this problem include social, cultural, political, and economic factors. Education universalization should be interpreted as a means for social change, empowering girls to understand themselves, develop skills, and enjoy privileges and rights. The study concludes that a change in society's mindset towards girl child education is needed, and social mechanisms must provide the best possible means for girls. Modern Indian society is positively contributing to the promotion of girl child education, but efforts must be made to emphasise economic needs and social status. Addressing gender disparities and establishing equality for girls will empower women and society.

8. REFERENCES

1. Atul Mahajan (2019). *Impact of Sarva Shiksha Abhiyan (SSA) On Girls Education in Chamba District, (H.P.), SRJIS, Sept-Oct 2019, Vol-4/26.*
2. Balbir Kumar (2014). *Girls Education at School level in India: Opportunities and Challenges, Gian Jyoti E-Journal, Volume 3, Issue 4 (Oct-Dec 2014).*
3. Banghad, M. (2012). *Prevalence of anemia in rural and urban preadolescent girls (12 to 16 years) of Beed district”, A Ph.D. Thesis, Beed: Mrs. KSK College.*
4. Bhushan Kumar(2018). *Role of Sarva Shiksha Abhiyan (Ssa) Towards Women Empowerment: A Study of District Udhampur, IOSR Journal of Humanities and Social Science (IOSR-JHSS) Volume 22, Issue 10, Ver. IV. (October. 2018) PP 01-06.*
5. Duraisamy, M. (2006). *Enrolment and Retention of Girls in Primary Education in Tamil Nadu. SSA, Chennai: NCERT.*
6. Lucy, S. (2013). *“Societal Attitude towards Education of the Girl-Child in Manipur State”. A Ph.D. Thesis: Meriema : Nagaland University.*
7. Nisha Nair (2016). *Women's education in India: A situational analysis, IMJ, Volume I Issue 4, Jan-Mar 2016.*