



GIRL CHILD EDUCATION IS A STRATEGY FOR SOCIO-ECONOMIC DEVELOPMENT OF TELANGANA STATE – A STUDY

Dr.B.Sridevi* **Dr.V.Maheshwar****

**Asst. Professor, Department of Commerce, Govt. Degree College (W), Khammam,India.*

***Manager, LPG Centre, TSCSCL, Kothagudem, Khammam,India.*

Introduction

Literacy and Level of education are basic indicators of the level of development achieved by society. Spread of literacy generally associated with the important traits of modern civilization such as Modernization, Urbanization, Industrialization, and Communication & Commerce. Literacy lead greater awareness and also contribute improvement of economic and social conditions. It acts for social upliftment enhancing the return on investment made in almost every aspect of development effort, population control, health, hygienic, environmental degradation control, employment of weaker sections of the society.

Education as perceived by many scholars is indeed a significant instrument in the improvement of the status of girl child and women in India. Proper accessibility of education provides the fairer sex with sufficient knowledge to come on par with the more privileged gender the “male”.

The policy makers have time and again stressed the point that apart from the political structure, corrective legislations and economic transformation, the Formal education system has to be made more democratic and change oriented. The fast modernizing country like ours has pinned high hopes on education as the only significant determinant of high aspirations, better technology, sufficient productivity and proper mobility. All the above, education is in fact, a fundamental pre-requisite for participation in various development activities of the society.

This paper focuses on the change in literacy rate of girl child, since 1971 and the gender specific changes, factors hindering the literacy with regard to rural areas and gives an insight in to the need for special intervention to raise their literacy level.

Plight of the Girl Child

All over the World especially in the developing countries one can experience a distinct tendency among grown up people to treat a girl child quite differently from a boy child.

In India, this tendency is explained by saying that this is due to the age old prejudices and stereo typing, we have grown with. These prejudices are result of our socio-cultural heritage and religious traditions. Our treatment of girl child is conditioned by the society’s expectations of the woman she will ultimately become. She is considered a “Parayadhan” and is a liability for parents. So the concept is “Why spend money for her education”?

Social conditioning has made the girl child a second class member in her own family, an extra pair of hands, a burden, destined for early marriage and therefore not worth the trouble for providing education. This attitude, especially in rural areas has to be overcome in order to improve the enrolment of girls in schools and reduce dropout rates.

This study aims at understanding the hindrances of girl child education and suggests measures to overcome these hindrances in order to achieve improvement of economic and social conditions in Indian environment. For the purpose of the study 150 respondents of Khammam District of Telangana State were chosen.

Level of Literacy 1971 To 2011:

Table 1 presents gender specific literacy rate (ages 7 and above). For India and Telangana in 1971, 1981, 1991, 2001 & 2011. Table 2 presents gender specific increases between 2010 & 2015. While male literacy rates continue to be higher than Female, the sex specific pattern suggests that the pace of improvement is more rapid for Females. For the First time, during the decade 2001 to 2011, female literacy rate have generally risen faster than the male’s. This is a notable departure from earlier trends and suggests that the gender gap has now begun to become narrow.



Table-1, Literacy Rates 1971 To 2011, India & Telangana

	1971		1981		1991		2001		2011	
	M	F	M	F	M	F	M	F	M	F
India	48.52	22.94	56.37	29.75	63.85	39.42	75.3	53.70	82.14	65.46
Telangana	40.53	19.15	46.83	24.16	56.24	33.71	65.95	42.92	74.95	57.92

Note: M-Male; F-Female, Source: Registrar General (1974 to 2011).

Sex Wise Literacy Rate in India

Table-2, Sex wise literacy rate in India

Gender	2010(March)	2015(March)
Male	75.3%	82.14
Female	53.7%	65.46%
General (Overall)	64.80%	74.04

Source: Registrar General (1974 to 2015).

Objectives of the Study

In the above backdrop, an attempt is made in this present study, to examine the hindrances of the girl child education in India in general and particularly related to the State of Telangana and suggest measures to overcome these hindrances in order to achieve improvement of economic and social conditions in Indian Environment. The specific objectives of study as follows:

1. To investigate into the major Hindrances encountered by the sample respondents of the girl child in general in the state of Telangana particularly in the Khammam District.
2. To suggest measure to overcome these hindrances so that the girl child in Telangana in general and in Khammam in particular ins promoted and strengthened effectively to achieve improvement of economic and social conditions in Indian environment.

Hindrance's For Girl Child

In rural areas girls education does not get much attention because of the traditional bias against girls going to school. Tables 3, 4,5 and 6 present the Family, Income, Occupation and Educational levels of the parents and their reasons for educational backwardness of the girl child.

Table-3, Type of Family and Reasons for Educational Backwardness

Sl. No.	Reasons	Joint	Type of Family	
			Extended	Nuclear
1.	Extend of Poverty	12 (22.2)	12 (31.6)	6 (10.3)
2.	Absence of Schools	2(3.7)	-	6(10.3)
3.	Early Marriage	16(29.6)	12(31.6)	24(41.4)
4.	Household Work	12(22.2)	6(15.8)	2(3.4)
5.	Social Prejudice	10(18.5)	8(21.1)	18(31.0)
6.	Any Other	2(3.7)	-	2(3.4)
	Total 150 (100.00)	54(36.0)	38(25.3)	58(38.7)

Source: Compiled from questionnaire data.

Note: Parenthesis indicates percentage.

Table-4, Income and Reasons for Educational Backwardness of Girl Child

Reasons	Below 1000	Income Level			
		1001-2001	2001-3001	3001-4001	4001-5001
Extent of Poverty	14(21.9)	8(44.4)	-	4(20.0)	4(10.5)
Absence of Schools	4(6.3)	2(11.1)	-	-	2(5.3)
Early Marriage	24(37.5)	8(44.4)	8(80.0)	-	12(31.6)
Household Work	6(9.4)	-	-	8(40.0)	6(15.8)
Social Prejudice	16(2.50)	-	2(20.0)	6(30.0)	12(31.6)
Any Other	-	-	-	-(10.0)	22(5.3)
Total 150 (100.00)	64(42.7)	18(12.8)	10(6.7)	20(13.3)	38(25.3)

Source: Compiled from questionnaire data.

Note: Parenthesis indicates percentage.



Table-5, Occupation and Reasons for Educational Backwardness of Girl Child

Reasons Any	Govt/ Others	Business	Occupation Agril. School	Labour	Pvt.	St.
Extent of Poverty	-	-	14(35.0)	12(30.0)	4(33.3)	-
Absence of Schools	2(10.0)	2(14.3)	2(15.0)	-	2(16.7)	-
Early Marriage	6(30.)	6(42.9)	16(40.0)	12(30.0)	4(33.3)	8(33.3)
Household Work	8(40.0)	-(5.0)	2(10.0)	4(25.0)	-	-
Social Prejudice	4(20.0)	6(42.9)	6(15.0)	8(20.0)	2(16.7)	10(41.7)
Any Other	-	-	-	4(10.0)	-	-
Total 150(100.00)	20 (13.3)	14(9.3)	40(26.7)	40(26.7)	12(8.0)	24(16)

Source: Compiled from questionnaire data.

Note: Parenthesis indicates percentage.

Table-6, Educational Level and Reasons for Educational Backwardness of Girl Child

Reasons	Illiterate	Literate	Primary	H.Sc.	Inter	Degree & Above
Extent of Poverty	10(16.1)	-	2(25.0)	-	16(34.8)	2(100.0)
Absence of Schools	2(3.2)	2(15.4)	-	-	2(4.3)	+
Early Marriage	26(41.9)	8(30.8)	2(25.0)	2(33.3)	14(30.4)	-
Household Work	12(19.4)	2(7.7)	-	2(33.3)	4(8.7)	-
Social Prejudice	10(16.1)	12(46.2)	4(50.0)	2(33.3)	8(11.4)	-
Any Other	2(3.2)	-	-(4.3)	-	2	-
Total 150(100.00)	62(41.3)	26(17.3)	8(5.3)	6(4.0)	46(30.7)	2(1.3)

Source: Compiled from questionnaire data.

Note: Parenthesis indicates percentage.

The above tables clearly show that parents of girl children in rural areas feel that educationally backwardness in due to early marriage, high cost of education and burden of household work.

Education for girls is given the least priority due to the following factors:

1. Early marriage.
2. The concept of elder girls looking after her young siblings.
3. A girl child has to take care of the domestic chores and cattle grazing.
4. No relevance seen in educating a girl child.
5. Absence of female teachers because of which parents not send their girls to school.

It is because of the factors that even after four decades of educational planning in India, the female literacy rate of is marginally above 50%.

Causes for Low Female Literacy

The main reasons attributed to the low female literacy rate are the, general poverty of the people and the traditional prejudice among the rural population against sending girls to school. The vacations in the schools also do not synchronize with the heavy agricultural seasons of sowing and harvesting. Therefore the girls are generally withdrawn from the school in the middle of the terms to help in cultivation and to assist the overburdened mothers at home. Moreover, the school hours in the rural areas are not convenient to children from cultivation households. Sometimes due to a single teacher school or located very far away, parents do not like to send their daughters for education. Some parents may not like to send their daughters to a co-educational school.

Another major problem of our educational system is the problem of non-enrolment and dropouts. According to the 2011 Census 80 percent of the non-enrolled children in the 6-14 age groups were girls. In 2013-2014 the dropout rate for girls at the primary stage was 55.5 and 77.7 percent at the middle stage. Since majority of the rural girls either do not go to the school or dropout in the early years of schooling, they are generally engaged in household chores or agricultural operations. In order to supplement family income, the rural girls are also engaged in bidi making, weaving, matmaking, bamboo work, leather work and other arts and crafts.



It is because of these factors that even faster four decades of educational planning, only 39.42 per cent of the girls are literates in India. There are regional variations and women in certain stages are far behind men.

Suggestions for female literacy improving

1. The Kothari Commission in its report said that literacy campaigns must be conducted intensively, especially in the age group of 15-35 years. A literate woman ensures a literate family.
2. A common curriculum needs to be evolved for both boys and girls.
3. Girls must be trained to do vocational and skilled jobs and freed from the responsibility of only looking after the house. They should be educated to achieve ultimate economic independence.
4. Co-educational should be promoted, wherever possible, to enable a girl to start on an equal footing with the boy child.
5. The electronic media should be used to launch and campaign for education inputs, to depict the girls child in a positive light. This will help to erode the social prejudices against the girl child.
6. Text books should be written with a view to remove all the bias and typical roles assigned to boys and girls.
7. Teachers should be appointed in primary schools to break the social barrier that hinders girls education.
8. Providing of Book bank facility for especially girl child.

CONCLUSION

There is an encouraging trend but the issue of accelerating improvement in female literacy continues to be of great concern. The pace at which female literacy is increasing continues to be very slow. Factors hindering the educational growth of girl child have to be taken into consideration seriously by the policy makers, government agencies and other such organizations. By educating the girl child, society and the nation as a whole will reap rich rewards. Socio-economic and educational status are so closely inter-linked that a boost in the educational status could as well reflect in a better deal for women in nation building.

Thus the convergence of the twin processes of socialization and educational has to be understood in order to bring a change in the prevailing position of girls to contribute to the development of our society.

REFERENCES

1. C.Karuna – “Education of girls – A sociological Perspective” – Kurukshetra, Vol. XXXVII September '90 pp 23-25.
2. Chatterji, Jyotsna, “Education and Training of Girl Child, some suggestions”, Kurukshetra, September, 1990 pp 26-31.
3. Dhillon D.S. and Hansra, B.S. – “On making DWCRA Effective”. Kurukshetra, September 1991 pp 24-27.
4. Markandan, N, “A new Approach to Rural Development”, Kurukshetra July 1993, pp 15-19.
5. Reddy, Eshwar – “Project on the Girl Education in Mahaboobnagar District”, Anatomy of Girl Child, Madras, pp 100-113.
6. Mohsini S.R. “The Status of Education of the girl child”, quoted in Girls child in India by Leelamma, Devasia, V.V.Ashish Publications, New Delhi, pp 85.95.
7. Shireeh, J.Jeebhoy, “Female literacy in India – The situation in 191, the Journal of Family Welfare Vol.XXXVII, September 1991, pp 23-35.