

Impact Assessment of Intervention on General Education among Out of School Rural Adolescent Girls of Rajasthan

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Abstract

In the complex socio-cultural scenario where a majority of adolescent girls find themselves confined within closed boundaries as they grow up, educational opportunities get further limited for them. The present study is being undertaken with the **objective** to assess the impact of general education through the intervention of 4 months residential camp on the quality of life of under privileged adolescent girls. **Methodology:** The study was conducted in four blocks of Rajasthan. The sample of the study was 200 adolescent girls (illiterate and drop out) was purposively selected. A pre and post test was held for assessment of gain in knowledge. For analysis of data t-test, Mean and SD were used. **Results:** after receiving education in 4 months residential camp adolescent girls showed drastic changes in their educational level and also in quality of life. Most of girls were enrolled in Kasturba Gandhi Balika Vidyalaya for continuation of education.

Keywords: Mainstreaming, Education and Adolescent Girls.

Introduction

In the advanced socio-cultural situation wherever a majority of adolescent women realize themselves confined inside closed boundaries as they become old, academic opportunities get more restricted for them. Compelled to require up bigger responsibilities inside the family, of taking care of younger siblings or maybe rearing their own young kids, women are hurriedly drawn into adulthood, with no time to explore or develop their own individuality. Conditioned by social norms that outline service, subservience, sacrifice, tolerance, and uncritical obedience because the virtues to be emulated by ladies, these adolescent girls get very little likelihood to permit their own spontaneousness, freedom and criticality to seek out expression. Growing up usually solely enhances their feelings of dependence, inhibition, insecurity, anxiety and even inferiority. Therefore, adolescent girls want special academic interventions that are double-gearred not simply to increase or substitute primary schooling, however to handle their basic must discover their own potential and become empowered citizens.

Need for Residential Camp for Adolescent Girls

Looking upon above all the factors behind for the development of adolescent girls' educational interventions must be sensitive to their special needs, to deal with their problems, desires, insecurities and doubts in a friendly environment. The authoritarian, highly judgmental and even discriminating environment of the formal school and the inhibiting and restrictive atmosphere at home usually result in the marginalisation of adolescent girls from formal studies. For girls at this stage of life, the shame of learning with younger children, the uncertainty in their own ability to study, and the fear of ridicule and criticism are often difficult barriers to transcend, for which they need extra sensitive support.

In order to wean adolescent girls away from their household responsibilities and to provide a supportive learning environment, Foundation for Education and Development (Doosra Dashak project) has found Residential Education Camps or Centres to be an extremely effective mechanism. These evolved as an accelerated strategy to make education available to adolescent girls and young women, and also to prepare a cadre of trained women leaders for specific programs, in areas where female literacy levels were very low. The Centres provide intensive courses for several months or even a couple of years while the Camps run for

shorter periods. The focus is on integrating formal instruction with life skills, vocational skills, and social awareness, to develop a model for holistic education for girls. The camps provide a learner-friendly environment, with multi-level teaching through a flexible curriculum, and also an opportunity for adolescents have time and space for reflection, to individually and collectively understand themselves and their social conditions better. An attempt is also made to involve the girls in the decision-making and management of the camps and centers. Teachers have to be specially chosen and trained to provide nurturing guidance and emotional support to the girls, who stay away from their families and attempt to study for the first time, despite tremendous odds. The majority of our deprived adolescents today are those who have either dropped out of school or have never enrolled. Therefore, the greatest challenge is to provide meaningful educational opportunities for them through many possible avenues that link the formal school with arenas of non-formal and vocational education.

Therefore, the present study is being undertaken to explain the unmet need of adolescent with the **following objective**

1. To assess the impact of general education through the intervention of 4 months residential camp on the quality of life of under privileged adolescent girls.

Methodology

The locale of the study was four blocks i.e. Pindwara block of Sirohi district, Pisangan block of Ajmer district, Baap block of Jodhpur district and Kishanganj Block of Baran district of Rajasthan (India). The sample of the study was purposively selected. 200 adolescent girls who joined 4 months residential camp were selected for the study. During this camp the adolescent girls received an intervention of general education training. For the assessment of general education pre and post knowledge test were held. Mean and t-test were used for statistical analysis of data.

Review of Literature

Present research also shows the importance of education in woman's life. Review by Bhandari (2014) a paper entitled "An Analysis of Women's Education in India" in "Education Confab", also reflect the same result of the study. Education has been regarded both as an end and a means of realizing other desirable goals. It develops the personality and rationality of the individual, qualifies them to fulfill certain economic and political and cultural functions and thereby improves socio economics status. It has been recognized as major instrument, which societies can use to direct the process of change and development toward goals. The movement for improving the women status all over the world has also emphasized impact of education. Education is considered as most significant instrument for changing women's subjugated position in society. Education has been recognizing as one of the most important powerful tool of empowerment. But in spite of various policies and program imitated by

government for girl's education and education to all, still India has a population of illiterate females.

Kakoli and Sayeed (2013) in their paper, "Educational progress in India the Context of Out of School Children" published in 'International Research Journal of Social Science', examined the level of out of school children in India from the most recent nationally representative household survey. The study aims to answer two key question; first, what is the level of out of school children in India and second, what are the factors that keep children out of school. The analysis suggested that although there had been a decline in out-of-school children but significant proportions still could not attend school. The study also suggested that the urban poor had the highest probability to be out-of-school, but the presence of adult literate female in the household increased likelihood of enrolment. The study further suggested that the economic condition of the household had highest contribution to out-of-school children. The study also observed that the reasons for never attended school or dropout differ for female and male while boys had to provide financial assistance to the family, girls performed household activities.

Result and Discussion

Education is one of the most precious means of achieving gender equity and empowerment of women. Education is one of the basic activities of people in all human societies. The continued existence of society depends on the transmission of the culture to the young generation. It is essential that every new generation must be given training in the way of the group so that the same tradition may be continuous. Every society has its own way and means of fulfilling this need. Thus, continuous education is a fundamental requirement of any modern society. The main challenge confronting the society in Rajasthan is the education of the girl child, especially among Muslims, Scheduled Castes, and Scheduled Tribes communities.

In the present study general education achieved by adolescent girls during 4 months residential camp, of all four blocks, i.e. Bhanwargarh (Kishanganj block), Pisangan block, Pindwara block and Baap block has been depicted in Table 4.1. The table shows that the Kishanganj block had the highest mean and standard deviation scores in Hindi pre and post test i.e. 7.64 ± 5.93 and 93.4 ± 34.33 respectively. The Pisangan block had the lowest mean and standard deviation scores in Hindi pre and post test i.e. 1.40 ± 2.83 and 37.58 ± 15.06 respectively. The higher mean scores of post test clearly depicted that training and knowledge given in residential camp were very fruitful. The table further speaks that Pindwara block had the highest significant difference between the mean scores of pre and post test of Hindi, $t = 44.33$ at $p < .05$. Pisangan block had the lowest significant difference between the mean scores of pre and post test of Hindi, $t = 17.94$ at $p < .05$. The Hindi language included the learning of use of *Swara* and *Vyanjana*, reading of Hindi, adding two or more words in making sentences, making words by letters, etc. By observing the results it can be stated that now the respondents were able to speak and

write the Hindi language properly. They were able to use adjectives in their letter writing and essay writing skills. The adolescent girls got mastery over writing and verbal skills of Hindi language in their daily life.

The expression of Hindi speaking was very clear and improved drastically after the 4 months residential camp.

Table -1 The Mean, S.D. and't' test scores of general education achieved by adolescent girls of all four blocks.

Blocks		Mean	S.D.	t-test	
Kishanganj	Hindi (pre)	7.64	5.93	20.47	
	Hindi (post)	93.4	34.33		
	Gain in knowledge	85.76	29.58		
	Mathematics (pre)	8.18	5.27	21.433	
		Mathematics (post)	98.48		33.84
		Gain in knowledge	90.86		29.97
Baap	Hindi (pre)	5.14	8.096	30.461	
	Hindi (post)	60.96	9.333		
	Gain in knowledge	55.94	12.986		
	Mathematics (pre)	6.64	6.933	32.941	
		Mathematics (post)	68.14		12.362
		Gain in knowledge	61.02		13.099
Pindwara	Hindi (pre)	5.62	7.211	44.335	
	Hindi (post)	51.78	10.988		
	Gain in knowledge	46.24	7.375		
	Mathematics (pre)	8.28	6.630	35.475	
		Mathematics (post)	54.64		11.119
		Gain in knowledge	47.14		9.396
Pisangan	Hindi (pre)	1.40	2.836	17.941	
	Hindi (post)	37.58	15.067		
	Gain in knowledge	36.16	14.252		
	Mathematics (pre)	1.12	1.698	19.115	
		Mathematics (post)	43.24		16.097
		Gain in knowledge	42.12		15.581

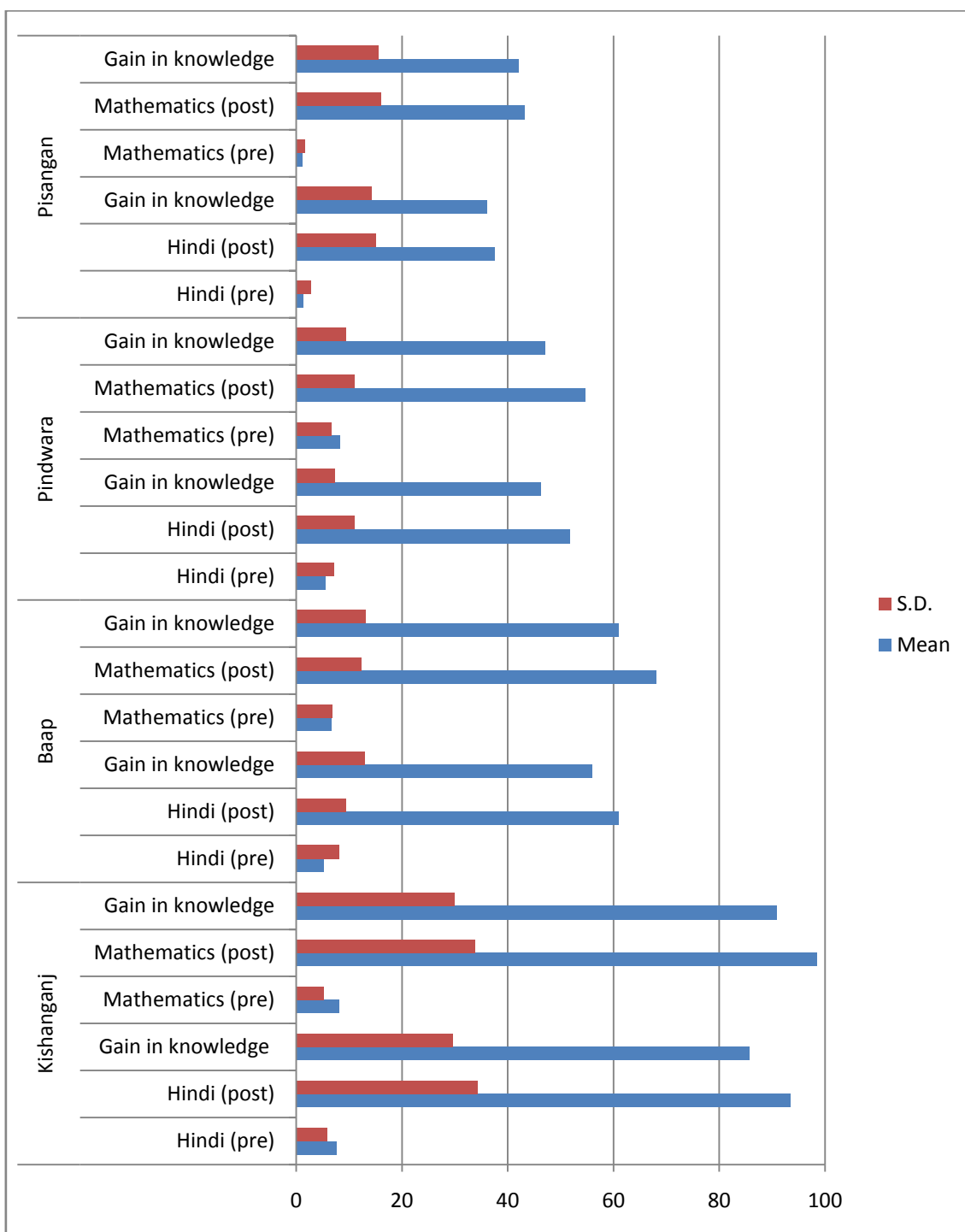


Figure 1- The Mean, S.D. and 't' test scores of general education achieved by adolescent girls of all four blocks.

Further, table 1 indicates the improvement in Mathematics skills of respondents during 4 months residential camp. Among all the blocks the Pindwara block scored highest in the mean and S.D. in pre test of Mathematics, i.e. 8.28 and ±6.63 and followed by Kisangani block i.e. 8.18 and ± 5.27 respectively. The mean and S.D. scores of post test of Mathematics were highest in Kishanganj block, i.e. 98.48 and ± 33.84 followed by Baap Block i.e. 68.14 and ± 12.36 respectively. The analyzed data shows that Pindwara

block had the highest significant difference between pre and post mean scores in Mathematics, i.e. $t = 35.47$ at $< .05$, followed by Baap block i.e. $t = 32.94$ $< .05$ respectively. Mathematic skills included the learning of addition, subtraction, division and multiplication of easy to moderate level, knowing the time by watching the clock, conversion of words to digit and vice-versa, etc. It can be concluded that after completion of four months residential camp respondents were able to identify missing numbers,

solving the easy level descriptive puzzles of addition and subtraction. Questions of multiplication and division of two units could be solved to some extents by the respondents.

It was also concluded after the analyses of gain in knowledge of mean, S.D. and t-test scores of

both skills i.e. Hindi and Mathematics the adolescent girls of 4 months residential camp were more interested and active in learning and gaining of Mathematics than Hindi language in all four blocks.

Table 2- Educational Status of adolescent girls of all four blocks before and after completing 4 months residential camp.

Blocks		Class							Total N (%)
		Illiterate N (%)	Know reading and writing N (%)	From 2 nd -4 th class drop out N (%)	5 th Class N (%)	6 th Class N (%)	7 th -8 th Class N (%)	9 th Class N (%)	
Kishanganj	Pre	6 (12%)	1 (2%)	14 (28%)	28 (56%)	1 (2%)			50 (100%)
	Post	-	-	-	-	50 (100%)	-	-	50 (100%)
Baap	Pre	19 (38%)	3 (6%)	28 (56%)	-	-	-	-	50 (100%)
	Post	-	-	6* (12%)	13 (26%)	30 (60%)	1** (2%)	-	50 (100%)
Pindwara	Pre	22 (44%)	2 (4%)	16 (32%)	3 (6%)	2 (4%)	5 (10%)	-	50 (100%)
	Post	-	-	8* (16%)	14 (28%)	14 (28%)	12 (24%)	2 (4%)	50 (100%)
Pisangan	Pre	22 (44%)	5 (10%)	23 (46%)	-	-	-	-	50 (100%)
	Post	-	-	1* (2%)	23 (46%)	26 (52%)	-	-	50 (100%)
Total	Pre	69 (34.5%)	11 (5.5%)	81 (40.5%)	31 (15.5%)	5 (2.5%)	-	-	200 (100%)
	Post	-	-	15 (7.5%)	50 (25%)	120 (60%)	26 (13%)	2 (1%)	200 (100%)

* enrolled in class 4th.

** enrolled in class 7th.

The educational status of adolescent girls before and after attending the 4 months residential camp is depicted in Table No 2. It reflect that before joining the camp 56% girls were 5th class drop-out highest from the Kishanganj block and lowest in Pindwara block i.e. only 6% respectively. 56% of respondents were 2nd -4th class drop out, highest in Baap block and lowest in Kishanganj block i.e. 28% of respondents respectively. Illiterate were equal in Pindwara and Pisangan block i.e. 44% and lowest illiterate were found in Kishanganj block i.e. 12 percent. Only reading and writing ability were found highest in Pisangan block i.e. 10% and lowest in Kishanganj block i.e. only 2% respectively.

The table, fuether shows that after getting 4 months intensive training in residential camp all the adolescent girls i.e. 100% got enrolled in the 6th class of Kasturba Gandhi Balika Vidyalaya in Kishanganj block followed by Baap block with 60% of respondents respectively.

Kasturba Gandhi Balika vidyalaya is a scheme that was launched in July 2004, for setting up residential schools at higher primary level for girls belongings preponderantly to the SC, ST, OBC and minority communities. The scheme is being enforced in educationally backward blocks of the country wherever the feminine rural attainment is below the national average and gender gap in attainment is

higher than the national average. The scheme provides for a minimum reservation of seventy fifth of the seats for girls belongings to SC, ST, OBC or minority communities and priority for the remaining twenty five %, is accorded to girls from families below the poverty line.

In Pisangan block, 46 % of adolescent girls have admitted in class 5th of Government school followed with Pindwara block i.e. 28% respondents respectively. Few of the adolescent girls who were not found eligible for enrollment in class 6th on the basis of their post test scores, were also enrolled in class. All the adolescent girls were enrolled according to their age as per the Right to Education Act 2009. From the results of the table, it can also be inferred that adolescent girls who attended 4 months residential camp showed their keen interest in learning and mainstreaming education.

The present study has the similar finding to the study conducted by Ministry of Human Resource Development, Dept of Elementary Education and Literacy, New Delhi (2001) on " Educating adolescent girls : opening windows" which shows that Adolescents need specific attention, education, and information. In Rajasthan, to understand the necessary and sufficient conditions for girls' enrolment and education, Balika Shikshan Vihars were organized between 1996 and 1999, and data was

collected and analyzed. Focused discussions and interviews revealed enthusiasm and commitment of the girls, which was enhanced by the perception of education as relevant, meaningful and empowering. The sensitivity of the programme played a role in ensuring enrolment and retention in the camps. The flexible curriculum and camp approach relieved girls from daily duties and helped them to learn faster. Social consciousness and gender sensitivity were generated. The retention of girls from varying social backgrounds in the camp was made possible and girls who passed Class VIII were working in most difficult areas under Lok Jumbish Programme. There is a need to acknowledge, support and nurture alternative visions of education, which could impact on the marginalized segments of society.

Conclusion

From the above results and discussion it can be concluded that if proper training and environment is given to the marginalized adolescent girls, they can prove themselves best at learning. Education is a key indicator of socioeconomic development. It increases the knowledge and vision of a person. Equally, it is considered as an essential element in bringing change in social, political, economic fields in a society. Emancipation and upliftment of people can be achieved only through education. Indeed, the country's progress and development largely depend on the educational attainment of its people.

Despite considerable progress, sharp disparities continue to exist between male and female literacy levels. This requires an urgent need to bridge the gender gap in education in the state of Rajasthan because no society and civilization can move forward without the education of its half population. It is well said by Swami Vivekanand also, "There is no chance of the welfare of the world unless the condition of women is improved". An educated and authorized woman will have abundant to feature to the socioeconomic development of the country. If the education of the women and girls stay unheeded in an exceedingly country, regarding half the human resource would stay unprepared and unutilized. Therefore, education of woman and girls holds crest priority amongst numerous measures to enhance the

standing of the feminine voters of the country, in order that they'll conjointly participate and avail the advantages of the development.

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