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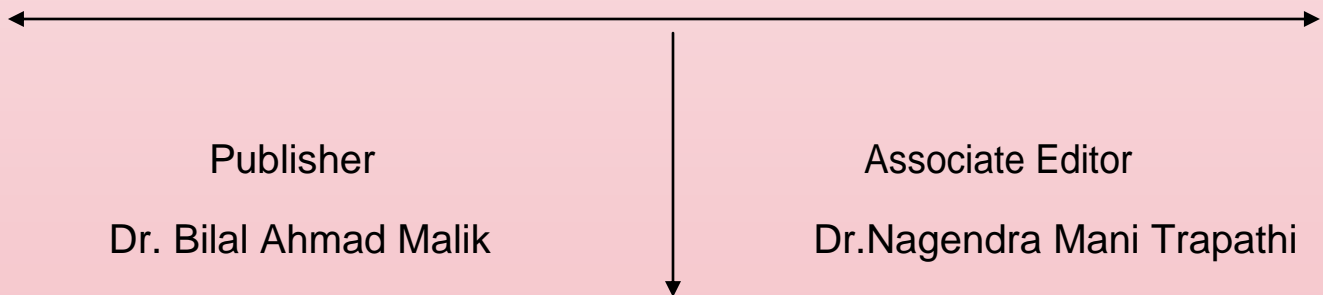
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# A STUDY OF THE AWARENESS TOWARDS GIRL EDUCATION SCHEMES

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## **ABSTRACT:**

*Schemes of the Ministry of Human Resource Development and the Ministry of Women and Child Development deal with the empowerment of girls and women through education. Present research work is related to find out the awareness of female B.Ed. students towards the schemes running under MHRD and Indian government. Under this research only some schemes has been taken to find out the awareness of the female students. The study is experimental in nature. Sample for the proposed study were female students of 2 year B.Ed. course and 4 year B.Sc. B.Ed. and B.A. B.Ed. integrated course of Regional Institute of Education, NCERT, Bhopal. To test the awareness of B.Ed. female students of RIE, Bhopal, investigator has developed a test that is "Awareness test towards Girl Education schemes of Indian Government". After teaching these policies researcher observed that with the help of different strategies, their level of awareness were raised up to some extent, which shows the significant difference in them towards the awareness of the schemes.*

**Key Words:** Government schemes for Girls Education, Girl Students, Awareness towards Girls Education Schemes.

## **INTRODUCTION**

The principle of gender equality is enshrined in the Indian Constitution in its Preamble, Fundamental Rights, Fundamental Duties and Directive Principles. The Constitution not only grants equality to women, but also empowers the State to adopt measures of positive discrimination in favour of women. The goal of this Policy is to bring about the advancement, development and empowerment of women. The Ninth Five Year Plan was ambitious. It took up 'empowering women as agents of socio-economic change and development' as a major

commitment. It adopted the 'National Policy for Empowerment of Women', which among other objectives, sought to organize women into self-help Groups to work for their own empowerment, accorded a high priority to schemes for maternal and child welfare and most importantly, made a bid at easy and equal access to Education through the Special Action Plan of 1998, plans for the free Education of Girl up to the college level (inclusive of professional courses) and vocational training. Centrally Sponsored Schemes (CSS) for the empowerment of Girl and women can be classified into 1) livelihood generation, 2) Education, 3) health, 4) food security and nutrition, 5) housing, and 6) protection and the generation of Awareness etc.

Schemes of the Ministry of Human Resource Development and the Ministry of Women and Child Development that deal with the Empowerment of Girl and women through Education. The Department of Elementary Education and Literacy is in charge of the MHRD's schooling project- The Sarva Shiksha Abhiyan (SSA). The SSA serves some schemes directly and indirectly beneficial to the girl child- the National Programme for the Education of Girl at an Elementary Level (NPEGEL) and the Early Childhood Care and Education(ECCE) Programme. The Education Guarantee Scheme under SSA also aims to provide vocational and non-formal Education to out of school children. Other MHRD schemes include the Kasturba Gandhi Ballika Vidyalayas (KGBVs), the Mahila Samakhya Programme, the Mid-Day Meal Scheme and schemes for adult literacy. The NPEGEL provides free uniforms and textbooks, which causes a reduction in the costs of schooling. The Department of Women and Child Development is funding and designing several schemes - like the Balika Samriddhi Yojana, the Integrated Child Development Services and the Kishori Shakti Yojana.

## **RATIONALE**

MHRD has launched so many schemes for the women welfare or women empowerment. These schemes are running in all over India but to get the best result from these policies, there is need to propagate it up to the interior areas or villages. Otherwise all of the schemes, programs will not give the correct result. For this we should know the Awareness of the people towards these schemes, so that it can be useful for women empowerment. Teacher trainers are the upcoming pillars for teaching – learning process, and they are future Educationist. After completing the course, they will be recruited at different schools in rural and urban areas in all over India. Specially, female teacher can help up to some extent for the success of these programs, by giving Awareness to the people of rural, urban areas and Societies. Researcher wants to find the Awareness of B.Ed. students towards the schemes runs under MHRD and Indian Government, So that they can also avail the facilities provided through this women empowerment program.

## STATEMENT OF THE PROBLEM

The problem of the present research is worded as follows:

“A STUDY OF THE AWARENESS TOWARDS GIRLEDUCATION SCHEMES”

## OBJECTIVES

1. To compare the mean pre and post Girl Education schemes Awareness scores of experimental group of B.Ed. Girl Students.
2. To compare mean post Girl Education schemes Awareness scores of experimental and control group of B.Ed. Girl Student.

## HYPOTHESIS

1. There is no significant difference in mean pre and post Girl Education schemes Awareness scores of experimental group of B.Ed. Girl Students.
2. There is no significant difference in mean post Girl Education Schemes Awareness scores of experimental and control group of B.Ed. Girl Students.

## SAMPLE

The study was experimental in nature. Sample for the proposed study was consisted of about 72 Girl students of 2 year B.Ed. course, 4 year B.Sc. B.Ed. and B.A. B.Ed. integrated course of Regional Institute of Education, NCERT Bhopal. 36 students were selected for experimental treatment and 36 were belongs to control group. For treatment assigning to the students the class was selected randomly.

## TOOL

“*Awareness test towards Girl Education schemes of Indian Government*” developed by the researcher based on the following MHRD and Indian Government schemes - The Sarva Shiksha Abhiyan (SSA), The National Programme for the Education of Girl at an Elementary Level (NPEGEL), The Early Childhood Care and Education (ECCE) Programme, The Education Guarantee Scheme, The Kasturba Gandhi Ballika Vidyalayas (KGBVs), The Mahila Samakhya Programme, The Mid-Day Meal Scheme, The Balika Samriddhi Yojana(BSY), The Integrated Child Development Services(ICDS) and The Kishori Shakti Yojana(KSY).

## EXPERIMENTAL DESIGN

For the study, pre-test post-test control group design was used. The layout of the experiment symbolically is as follows:

<b>Experimental group</b>	<b>O</b>	<b>x</b>	<b>O</b>
	-----		
<b>Control group</b>	<b>O</b>	<b>-</b>	<b>O</b>

Where × indicates Treatment (i.e. treatment based on classroom instructions for schemes running under Indian Government for women empowerment) and O stands for observation in both experimental and control group assessed as pre testing and post testing. In the experimental group Treatment were given to the students. In the control group, data of Awareness towards different Girls Education schemes of B.Ed. Girl students were collected by the investigator.

## PROCEDURE OF DATA COLLECTION

First of all, permission was taken from the Principal of the Institute. Then objectives of present research were clarified in front of Girl B.Ed. students with a purpose to establish rapport with them. To test the Awareness of B.Ed. Girl Students of RIE, Bhopal, investigator has developed one test that is *“Awareness test towards Girl Education schemes of Indian Government”*. Before giving the treatment investigator administered pre-test. Thereafter treatment had given to them through different strategies as lecture method, discussion method, computer aided instruction etc. For treatment, different schemes of MHRD and Indian Government for women empowerment and Girl Education had been taught. After the treatment post-test administered on experimental and control group both, and got the scores. After getting the pre and post test scores t-value were calculated.

## DATA ANALYSIS

Data for objective 1 was analyzed with the help of paired sample t-test and data for objective 2 was analyzed with the help of independent sample t-test.

**INTERPRETATION AND DISCUSSION**

**Table 1: Groupwise M, SD, N and t-values of Girl Education schemes Awareness**

	<b>M</b>	<b>SD</b>	<b>N</b>	<b>t-value</b>
Pre	17.92	4.76	36	22.58
Post	32.61	2.37	36	

\*\* Significant at 0.01 level of significance

From the table it can be seen that the t-value is 22.58, which is significant at 0.01 level of significance with df = 35. It indicates that the mean pre and post Girl Education schemes Awareness scores of experimental group do differs significantly. In this context, the null hypothesis that there is no significant difference in mean pre and post Girl Education schemes Awareness scores of experimental group of B.Ed. Girl Students is rejected. It can be seen that the mean post Girl Education schemes Awareness scores of experimental group is 32.61, which is significantly higher than the mean pre Girl Education schemes Awareness score of experimental group which is 17.92. It may therefore be said that experimental group were found to have significantly higher Girl Education schemes Awareness scores in post-test in comparison to pre-test.

So, it seems that before giving the treatment, experimental group have only some Awareness about the Girl Education schemes, but when the treatment has given to them there level of Awareness were raised which can be seen in post test scores, hence we can say that the treatment given for awareness of Girl Education schemes was effective to raise the Awareness towards Girls Education Schemes of the B.Ed. Girl Students of RIE, Bhopal.

**Table 2: Groupwise M, SD, N and t-values of Girl Education schemes Awareness**

<b>1= Exp. 2= Control</b>	<b>M</b>	<b>SD</b>	<b>N</b>	<b>t-value</b>
Scores 1	32.61	2.37	36	21.24
2	16.03	4.04	36	

\*\* Significant at 0.01 level of significance

From the table 2 it can be seen that the t-value is 21.24, which is significant at 0.01 level of significance with df = 70. It indicates that mean post Girl Education schemes Awareness scores of experimental group and control group do differs significantly. In this context, the null hypothesis that there is no significant difference in mean post Girl Education Schemes Awareness scores of experimental and control group of B.Ed. Girl Students is rejected. It can be seen that the mean post Girl Education schemes Awareness scores of experimental group is 32.61, which is significantly higher than the mean post Girl Education schemes Awareness scores of control group, which is

16.03. It may therefore be said that experimental group were found to have significantly higher Girl Education schemes Awareness in comparison to control group. So it seems treatment given for awareness of Girl Education schemes was effective to raise the Awareness of experimental group of B.Ed. Girl Students of RIE, Bhopal.

## CONCLUSION

‘Educate a woman and you educate the whole generation’ should be adopted as a national slogan. The Government should undertake a special propaganda to build a climate in the country in favour of girl’s Education. A well-integrated, concentrated and holistic approach to the girl’s Education is an essential requisite for generating an environment conducive to promote the condition of women empowerment. Women empowerment is possible with Education as it helps her to become socially, economically, politically and morally strong. Education is a milestone for women empowerment because it enables them to respond to opportunities, to challenges their traditional roles and to change their lives. Education provides financial and economic security to a woman and with that she can prove her worthiness. The need is to propagate the Government policies, raise the Awareness, and initiate schemes and programs for promoting women empowerment.

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