

A Comparative Study Of Girls Empowerment In Secondary Classes Of Govt. Schools Of Delhi With Special Reference To Samagra Shiksha From 2015-16 To 2018-19

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Abstract:

Being a girl is only a biological trait created by the God for the fulfilment of the processes of this universe. Being girl is by no means a matter of shame, rather it is a blessing to be enjoyed. The girls should be properly educated to provide a sane base to the society. This paper intends to study the empowerment of girls in secondary classes of Govt. Schools of Delhi under Samagra Shiksha.

Key Words: Girls Empowerment, Samagra Shiksha, Secondary Classes, Govt. Schools.

Introduction:

Women represent half the resources and half the potential in any society. But, women are restricted by inequality and discrimination. Education is the only means by which this gender equality can be realized. Gender equality in education is a developmental goal in its own right. India is a signatory to 2030 agenda of sustainable development. One of its target, out of 17 goals is 'by 2030, all girls and boys complete free and equitable and quality primary and secondary education with effective learning outcomes.' But, gender parity in school education is far from being satisfactory.

Girls education has become a priority in the policy framework since the early days of the independence. States were directed to promote educational and economic interests of girls. NPE 1968, 1986, 1992 recommended for girls empowerment. Education should be a process and a medium for girls empowerment. Girls should be educated to make informed choices and acquire set of skills to negotiate important life decisions.

In this backdrop, this paper tries to scan girls education from a gender lens under Samagra Shiksha, a recently launched holistic scheme for school education.

Methodology:

This paper is an exploratory analysis of girls education and empowerment at secondary level under the design and strategic interventions of Samagra Shiksha.

A comparative analysis of certain indicators like NER, GER, Retention Rate, Enrolment, Drop out Rate, GPI, PTR, CwSN (Girls) enrolment and Transition Rate, which are very much gender responsive in nature has been made to get up picture above girls education.

The following methodology has been adopted to get the results:

- (i) An indepth analysis of SS to understand the structure of the programme in Delhi.
- (ii) A detailed analysis of different interventions related to secondary education specific to girl child.

- (iii) To draw a comparative picture of the activities undertaken from 2015-16 to 2018-19 for empowerment of girls at secondary classes in the government schools of Delhi.

Discussion:

Overview of Samagra Shiksha (SS)

SS has been envisioned as a holistic approach towards school education. It is an overarching programme for the school education from pre-school to class 12. The main outcomes of the scheme are envisaged as Universal Access, Equity and Quality, promoting vocationalisation of education and strengthening of Teacher Education Institutions (TEIs). The scheme works on 11 pillars of education including administrative reforms, enhanced funding for education, quality of education, digital education, strengthening of schools, girl education, inclusion, skill development, sports and physical education and promotion on regional balance.

Interventions under SS specific to girls education

Girls are not a homogenous category and gender does not operate in isolation but in conjugation with other social categories, resulting in girls’ having to experience multiple forms of disadvantage. The budgeted resources specific to girls education are mostly under a head called ‘Gender and Equity’ component. The interventions under this head include :

- (i) Construction and strengthening of Kasturba Gandhi Balika Vidyalaya (KGBV)
- (ii) Interventions to promote girls empowerment.
- (iii) Monetary and non-monetary incentives to girl child.

Girls specific interventions are broadly classified into 5 categories as depicted in the table below:

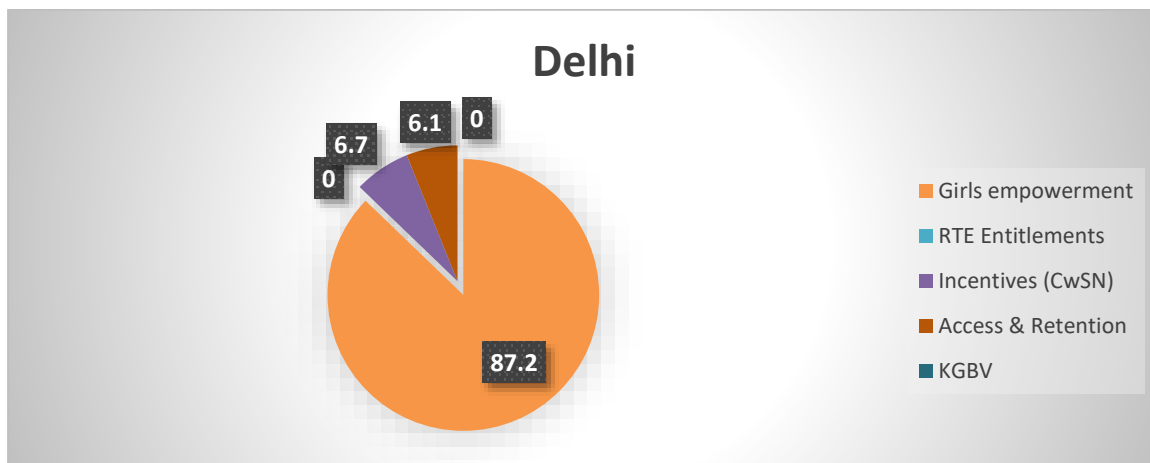
Table: Categorisation of Components of Girls’ Education in SamagraShiksha (SS)

Broad Category	Interventions included
Girls Empowerment	Training in marshal art/self defence, career guidance program for girls, Pade Bharat Badhe Bharat (PBBB), Resource material and behavioural change, KishoriManch, sensitization and special training for strengthening female teacher forum.
RTE Entitlements	Free uniform for girls
Incentives (CwSN)	Stipend for Children with Special Needs (CwSN) girls
Access and Retention	Girls’ toilets, Girls’ hostel, Furniture for girls’ hostel
KGBV	A combination of interventions like infrastructure, meal, scholarship etc.

BUDGET ALLOCATIONS IN DELHI

Delhi has no KGBV schools and the state has its own policy of providing uniform to girl child. The state has not booked any resources under these two heads. The percentage share of budget under girls empowerment, Incentives and Access & Retention components is 87.2%, 6.7% and 6.1% respectively.

Figure: Percent representation of components of girls’ education in Delhi’s Budget



ACTIVITIES UNDERTAKEN BY DELHI GOVT. FOR EMPOWERMENT OF GIRLS UNDER SAMAGRA SHIKSHA

(a) **Self-defence training for girls:**

Self-defence for women is one of those skills all women should have. Self-defence training is imparted at elementary, secondary, senior secondary level in all the govt. schools of DoE, NDMS, DCW & DSW. Training for 3 months is imparted for inculcating self defence skills including life skill for protection and self-development for the girl students of secondary classes. This activity is organised in govt schools of Directorate of Education (DoE) @ 3000/- per month per school for 3 months.

(b) **Special Project for Equity:**

Poster making competition on eminent women writers from India was held under this component. 15 students from Secondary schools participated in the Poster making competition on the theme – ‘Contribution of eminent women writers from India’.

(c) **Meri PehchanBooklet:**

Delhi Govt. published an informative booklet ‘Meri Pehchan’ regarding the different schemes of various departments (Education, Health and Family Welfare, Social Welfare and other central govt. departments) under the scheme of BetiBachao, BetiPadhao (Save girl child, educate girl child), to bring a change in the people mindset towards girl child on and after her birth. This booklet was distributed among the students of class 9 and 10. Various helpline numbers and contact details of various organisations serving the cause of women and various initiatives taken by Delhi Police were also highlighted in the booklet.

(d) **KishoriManch:**

An intervention planned for the girls of classes 6 to 8 to address the issue of bodily changes, onset of menstruation, health and hygiene issues, dispelling myths and taboos related to menstruation. A video related to menstrual health were shown to the students.

(e) **NavyaManch :**

An intervention for girls of secondary and senior secondary level to address the issues related to their career. A talk show was held for this intervention.

(f) **Career Conclave at Zonal Level:**

A career conclave was held for the students of class 9 and 10 to give them guidance related to new career options. Representatives of various organisations, small scale industries, NGOs, vocational branch and Delhi University were called to guide and orient the secondary class students about the different schemes of education department, industry areas and vocational courses.

COMPARISON OF INDICATORS OF GIRLS EMPOWERMENT FROM 2015-16 TO 2018-19:

S.No.	Indicators	2015-16	2017-18	2018-19
1)	NER (Sec. Girls)	70.95	76.56	78.63
2)	GER (Sec. Girls)	111.27	115.64	122.2
3)	Retention Rate at Sec. (in lacs)	81.31	70.47	85.71
4)	Enrolment (IX, X)	321148	330864	346665
5)	Drop out Rate (Sec. Girls)	9.74	16.03	13.69
6)	School with separate girls toilet	100%	100%	100%
7)	Gender Parity Index (GPI)	0.87	1.13	1.14
8)	Pupil Teacher Ratio (Sec.) (PTR)	30	26	23
9)	Percentage of Female Teachers	72.31	74.2	79.01
10)	(i) No. of CwSN (Girls) at Sec. Level	--	3600/16985	2487/24936
	(ii) Percentage of CwSN (Girls) at Sec. Level	--	21.19	9.97
11)	Transition Rate :-			
	a) Elementary to Sec.	97.12	97.44	97.39
	b) Sec. to Hr. Sec.	91.48	95.18	87.23
12)	No. of School :-			
	a) Girls	931	--	880
	b) Co.Ed.	3807	--	3851
		<u>4738</u>	--	<u>4731</u>
13)	Percentage Girls to Total enrolment at Sec. Level	46.40	47.30	47.42

Source :- U-dise data 2015-16, 2017-18 and 2018-19s

RESULTS:

A comparative analysis of indicators of educational outcomes for girl child in Delhi from the above table shows the following results:

- 1) The Net Enrolment Ratio (NER) for Girls at Secondary Level has increased from 70.95 in 2015-16 to 78.63 in 2018-19 in Delhi indicating that more girls are enrolling every year.
- 2) The Gross Enrolment Ratio (GER) for Girls at Secondary Level has shown an upward trend from 122.23 to 115.64 in 2018-19 for Delhi State due to enrolment of students from the neighbouring states.
- 3) The Retention Rate at Secondary Level has increased from 81.31 in 2015-16 to 85.71 in 2018-19 which is a good sign for girls empowerment.
- 4) The Enrolment of Girls at Secondary Level has also increased from 321148 in 2015-16 to 346665 in 2018-19.

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It means that the enrolment of girls is increasing day by day at Secondary Level and more of arrangements are to be made for their proper education at this crucial stage of Secondary Education.

- 5) The drop-out rate has increased from 9.74 in 2015-16 to 13.69 in 2018-19 for girls at Secondary Level due to enrolment of students in class 10 under Modified Patrachar Scheme of Examinations (MPSE), who have failed twice or more in class 9. It is a matter of concern for the authorities.
- 6) All the schools in Delhi have separate toilet block for girls, which is a good sign for girls empowerment.
- 7) The Gender Parity Index (GPI) has also shown an upward trend from 0.87 in 2015-16 to 1.14 in 2018-19 which is a good sign showing the more of participation of girls in Secondary Schools as compared to previous years. This can be attributed to the awareness towards girls education in the society at large. It is also supported by the ratio of girls to the total enrolment of students at Secondary Level in Delhi, which has also increased from 46.4 in 2015-16 to 47.42 in 2018-19 (Point No. – 13)
- 8) The Pupil Teacher Ration (PTR) has decreased from 30 in 2015-16 to 23 in 2018-19 which indicates that more attention is paid to the students enrolled. Even the percentage of female teachers recruited has increased from 72.31 to 79.01 in 2018-19 showing that recruiting female teachers at Secondary Level is also helpful factor for attracting girls towards getting education at Secondary Level. (Point No. 9)
- 9) The enrolment percentage ratio of CwSN girls to total CwSN students has decreased from 21.19 in 2017-18 to 9.97 in 2018-19. It is also a matter of concern related to empowerment of girls at secondary stage.
- 10) The transition rate of girls from Elementary stage to Secondary stage has increased from 97.21 % in 2015-16 to 97.39 % in 2018-19 indicating that stagnation at secondary level is decreasing day by day and girls education status is improving, strengthening their empowerment.
- 11) The total number of girls schools and Co-ed. Schools have decreased marginally from 4738 in 2015-16 to 4731 in 2018-19, merger of some double shifted school to single shift due to less number of students, is the main reason for this.

CONCLUSION:

A girl child has to battle out many challenges at personnel, family and community level to get education in the Indian society. The interventions for girls can help in changing norms around her and creating an enabling environment for her. These aspects can make her journey easier to become a free and self-realized human being.

Delhi spends its maximum budget allocation on girls empowerment category i.e. 87.2%, which shown that Delhi's budget is more gender responsive and directed towards improving girls education. At the same time Delhi govt. needs to take interventions for sensitization and special training for strengthening female teacher forum to enhance girls empowerment.

RECOMMENDATIONS:

- 1.) The development, preparation and appraisal of the policy design should be holistic to promote effective actions for gender equity.
- 2.) Socio cultural and economic barriers challenging the girl's education should be dealt at the policy level.

- 3.) The girls are more vulnerable at secondary and higher secondary stages of school education in terms of access and retention so the scheme should be squarely focussed on secondary and higher secondary levels of education.
- 4.) Safety and security of girls, recruitment of female teachers, gender sensitizing training for teachers should be given preference at the policy level.

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