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## **Impact of Social Problems on Girl Child Education in Mayurbhanj District, Odisha**

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### **Abstract**

*Art 45 of the Indian constitution our country has made provision for free and compulsory education for all children up to the age 14 years. India has provided good quality education to all 6 to 14 years children. Systematic and planned efforts were made by government/NGO to achieve and fulfil this commitment. After 67 years of independence, the goal of universal elementary education has not been achieved so far. Generally, girl's education is more affected than boy's education in family, society and nation. In India nearly about more than fifty million girls enrolled in the eight lakhs schools around the country but it is a doubt that half of the population women of the country hardly complete their education because of many reasons. This paper discusses the primary and secondary education of girl child of Mayurbhanj district is accumulated from different sources like secondary sources and different census data include educational parameter at the district level and for achieving the target of universal elementary education discussed and analysed to draw the attention of researchers, policy maker, administration and educationist*

**Keywords:** Education, Girl child, Problem, development, school, Literacy, Mayurbhanj

### **Introduction**

Education is an essential tool for all development. It is systematic process through which a child acquires knowledge, social attitude, growth and development, skill and experience. Education built human capacity for to do everything in development. It is a real eye-opener to the society and the empowerment rural, urban, socially, economically, and political development. Education eradicates poverty from the society and eradicates ill conception about the girl's education in mind of many parents in the society. Through the quality education girls and women empowerment and bring gender equality about the society. It is widely acknowledged that the empowerment of women must begin with the empowerment of girls through education in financing and gender equality. In India has an arduous task ahead to provide good quality education to all six to fourteen years old children. India is the largest populous country in the world and its education system is also too. The status of girls and women in any society can be gauged with the help of indicators that include demography, educational, economic and socio-cultural aspects. Nearly about more than fifty million girls enrolled in eight lakhs schools around the country but it is a doubt that half population women of the country hardly completed their school education because of

many reasons. After Independence, India witnessed mixed and paradoxical scenario regarding the status of girls and women which was also highlighted by some indicators. Education is the catalyst factor which leads to Human Resource Development (HRD) comprising better health, nutrition, improved socio-economic opportunities and more congenial and beneficial nature environmental for all.

Primary and secondary education is very important, to analyse the steps to be taken to achieve the goal of universalisation of education. In view of the current scenario, the planners should make vigorous efforts to spread education in the rural area such as children of poor, disability, dropout child desired goal of universalising primary and secondary education could be achieved. Constitution of India, Article 21A provided free and compulsory education to all children up to the age of 6-14 years but is a sad commentary on the progress to primary education in rural India that even a lapse of 50 years of independence there does not to be any hopes of fulfilling of this constitutional directive. Every third illiterate in the world is in India, half of the primary school going children in the group of six to fourteen years in our country is out of schools. According to estimates, of the 142 crore eligible children in the age group of fourteen years, only 9.8 are actually enrolled, of them only 6.3 crores remained in the school of which nearly 70 percent girls are out of schools.

### **Literature review**

The tribal had almost no access to modern or school education as late as up to the twentieth century this is partly because of their high ethnocentric attitude and partly because of the fact that it was not possible on the part of the contemporary administration to have effective access into their habitats for certain inherent reasons. After independence as a welfare state, India ensured education for all including tribals vide article 45 of its constitution and proclaimed upon the state to promote with special care the educational and other interests of the weaker sections of the whole populace and in particular that of the Scheduled Tribes and other such communities usual initiatives were taken to spread education uniformly throughout the country with the establishment of educational institutions at the grassroots level under the ministry of human resource development department, Government of India. But it was not feasible for this ministry to look after the educational problems of the tribal people with special care that they required because of their high backwardness. As a result vibrant action plans were formulated and implemented at the field level through some specially developed primary schools having the thrust of boosting education among these people under the ministry of tribal affairs, which is mandated to look after the prosperity of the tribals and bring them to the mainstream as per the directive principles of state policies and other constitutional mandates. Moreover, various gender-specific programmes took their birth at different points of time with a view to uplifting girl's education including that of the ST

communities, as in simple or indigenous societies girls were not allowed to get educated for various societal constraints and cultural moorings.

At present there are a number of schools functioning under the ministry of human resource development (MHRD) as well as the Ministry of Tribal Affairs (MoTA) in T S P areas of the country and the local tribal are free to accommodate their children in schools of either ministries depending upon their choice and field situations. In Orissa, while a number of ordinary schools function under school and mass education department, special schools are running under the ST and SC development department in tribal-dominated areas of different of districts. But the people generally prefer schools of St and SC development department since these schools are more equipped with various educational and other facilities that attract the tribal. Still, then the education of tribal children, especially among the tribal girls, faces a number of challenges and as such these children are often derailed from their studies and finally at a point of time they drop themselves out from their schools.

### **Problems**

It is widely acknowledged the empowerment of women must begin with the empowerment of girls through education in financing and gender equality. India has an arduous task ahead to provide good quality education to all six to fourteen years old children. India is the largest populous country in the world and its education system is also too. Nearly about more than fifty million girls enrolled in eight lakh schools around the country but it is doubtful that half of the half population women of the country hardly complete their school education because of many reasons such the government policies programme are not reaching properly, the funding for the girls education is also irregular and sometimes it siphoned off by the middlemen, there are also ill conception about the girl education in the mind of many parents, early marriage system in our society, neglect the girl child with disabilities, due to over protection towards children, poverty and child labour system, less awareness about the benefit of education and problems of teachers and infrastructures. Though numbers of girls are increasing in getting the education a greater section of that society shows their apathy towards getting the education. Government and non-government organization direct and indirect costs are a school uniform, transportation, textbooks, the reliance of parents on their daughters to help with family chores, contribute to the household income, or child care in order for parents to work.

In our country traditionally women enjoyed pivotal position both in the family and society. Especially during the Vedic period, women in India were entitled to a very privileged status. They were suffering many social superstitions like Sati custom, child marriage, dowry system etc. In the survey it was found

that women are restricted to home and do household work, the restriction pervades in almost all aspects of economic and social life such as education of girls, overall conditions and vulnerability. It has also been observed that girls are treated as burden and marriage is more on priority. The conditions of poverty structural constraints imposed due to caste and religion degrade their condition further. We have any numbers of role moderns of women who have excelled as able rulers or administrations. In the modern era too, we can come across several examples where powered women have even surpassed their male counterparts in their area of excellence. It can be aptly stated that empowering the girl child leads to further empowerment of women.

However, escalating violence and crimes against women girl child in recent time is a matter of serious concern that many states are confronting today. Still, then now female foeticide continues unabated in many states. Even print and visual media are replete with stories of violence against the girl child and women. Kerala is highest literacy progressive state in India but the unfortunate matter that reported the number of cases of violence against women and girl child are high. Kerala is the highest sex ratio state is 1084. Through the number of girls are increasing in getting education but a greater section of that society show their apathy towards getting education such as the government policies and programmes not reaching properly, the funding for the girls education is also irregular, sometimes the funding is also siphoned off by the middlemen, there also ill conception about the girls education in the mind of many parents, neglect the girl child with disabilities, over protection towards girl child, early marriage system in our society, poverty and child labour system, less awareness about the benefit of education and problems of teachers and infrastructures.

#### **Some of the major problems of the study**

- Majority of the girls' students facing problem relating to the gauge of family situation. In the rural area, most of the parents want to help with family chores, contribute to the household income and other situation towards the girl child.
- They face problem to understand the 'Odia' language and follow unable to understand teaching because still now MLE Teaching has not implemented as satisfactory. There has seen text materials and teachers problems (Although mother based multilingual programme since 2007 at the primary level).
- The students feel a huge gap between their cultural life and school curriculum and also with school environment where there are only a few of teachers reported in tribal or local language.

- Some of the students didn't get parental support in their study at home because of parents illiterate and not serious regarding the study of their children.
- The parents and the teacher's communication is a huge gap in some areas which is very important towards students education.
- The numbers of the provision of government is working on development for education but in reality in things are quite a difference and fund of the government sanction for the education is not able to reach properly in the target area.

### Gender Bias

Gender bias is a serious matter in the society. The girl child is the pride and dignity of our society and nation. The right and opportunity have launched to save and secure environment for the development girl child own full potential are some of the major issues concerning the girl children in India. There are many problems that a girl child undergoes in her life which subsequently hinder her empowerment. Gender bias has become a very disgracing phenomenon in the society, where a girl is denied the very basic thing called "Education" as this should not be the case at all.

Women should be given equal opportunity in every field and as it will be given to them, they will definitely surpass their male counterparts in the society. Women are considered the vulnerable section of the society this is just because of the very patriarchal nations existing in the society, especially in the Indian society. The roots need to be identified and eradicated so that women are given equal rights in everything that is related to education, the need of the hour is to change the mindset of the people in the society, the very masculine ideologies need to suppress if women understand their own rights. She has to recognize her identity and realise her potential which will identity make her outstanding in every field.

Sex ratio and child sex ratio in India (According to 2011 census)

**Table-1**

| YEAR | SEX RATIO | CHILD SEX RATIO |
|------|-----------|-----------------|
| 1991 | 927       | 945             |
| 2001 | 933       | 927             |
| 2011 | 940       | 914             |

Sources: Census of India, 2011

Sex ratio and child sex ratio in Odisha

**Table - 2** Sex Ratio of Total Population and child population in the age group 0-6 Years and 7 Years Above, 1991-2011.

| YEAR | SEX RATIO | CHILD SEX RATIO |
|------|-----------|-----------------|
| 1991 | 976       | 967             |
| 2001 | 985       | 953             |
| 2011 | 985       | 934             |

*Source-India, Registrar General and Census Commissioner (2001).Provisional Population Totals: Paper 1 of 2001: Census of India 2001. New Delhi. P.92 & India, Registrar General and census Commissioner (2011).Provisional population Totals: Paper 1 of 2011: Census of India 2011. New Delhi.*

### Literacy

The literacy level is not same all over the country. Female literacy rates are increasing in almost all states which will provide a further fillip to comparing them. Census 2011 shows that total literacy rate stands close to 70 percent and that to women is 65.45 percent. Kerala is the tops list with the literacy rate of 90 percent includes female literacy rate 86 percent and the male literacy rate 94 percent.

On the other hand, Bihar with the literacy rate of 39 percent is the bottom, where 61 percent females are literate. The female education emphasized that wherever female education has improved, the overall literacy level has also shown improvement.

**Table-3** Literacy rate in Odisha (2011)

| Total | Male | Female | ST   | SC   | Rural | Urban |
|-------|------|--------|------|------|-------|-------|
| 72.9  | 81.6 | 64.0   | 52.2 | 69.0 | 70.2  | 85.7  |

Source-District profile of Odisha

**Table - 4** Students Enrolment in Odisha (2013-14)

| Category               | All category | Girls     | SC       | ST        |
|------------------------|--------------|-----------|----------|-----------|
| Primary(I-V)           | 42,77,710    | 20,65,810 | 8,07,634 | 14,00,139 |
| Upper primary(VI-VIII) | 21,10,347    | 10,29,207 | 4,18,954 | 5,07,442  |
| Secondary              | 12,05,999    | 5,99,312  | 2,32,628 | 2,47,304  |

Source- District profile of Odisha

### **Provision of government**

Education is an essential tool for all development. It is systematic process through which a child requires knowledge, experience, skill and social attitude. Education enhanced the human capacity to do everything for development. It is a real eye-opener for rural and urban society for social, economic and political empowerment. It is the backbone of all-rounder development. Education eradicates poverty, ill conception about the mind of many parents from society. The government launched many schemes, policy and programmes for backward classes and particularly girl child development. Education is the key to empowering girls and women which bring about social equality. Girl's education programmes works on improving lives and providing opportunities for girls and women through increased participation in formal and alternative education systems.

19<sup>th</sup> century makes beginning a new era for the girls and women. The government took up the cause of emancipation and improvement in the condition of girls and women. As a consequence, a number of programmes, constitutional provisions, Reservation policies, certain laws were enacted and implemented in the post-independence era with a view to bring equal treatment, as well as to give them rights, privileges and chances to develop their status in society. Majority of women are still deprived of their rights and opportunities guaranteed to them, the women as a category in bracketed more among deprived section due to attitude and perception in society about their role and contribution to society.

Government and Non- Government organization (NGOs) played important role in girl child tremendous transition from a rigidly caste divided society into one India's most egalitarian states. The school system has challenged the traditions of the post-women and girls were encouraged to get educated and become independent. The social fabric and work both emphasized the importance of education for all. A major

step was taken in 2002 when by virtue of the 86<sup>th</sup> amendment to the constitution article 21A was inserted making free and compulsory education to all children in the age group of six to fourteen years as a fundamental right. The right of children to free and compulsory education (RTE) act 2009 which represents the consequential legislation envisaged under article 21A means that every child has to right to full-time elementary education to satisfactory and equitable quality in a formal and school which satisfies certain essential norms and standards the RTE act 2009 passed by the parliament in 2009 and come into effect in Odisha on April 01, 2010. It empowers the poor and gives them suitable education through awareness programme including every person's dignity and liberty in society.

### **Mayurbhanj Geography**

The Mayurbhanj was a free state in the medieval period is indicates that the two medieval ruling families, Mayurs and Bhanjas. The Mayur and Bhanjas as known from records, they were ruling over Bonai mandala contemporaneous with the Bhanjs of Bhijjinga mandala. The kingdom was named Mayurbhanj from two aspects is two ruling close families. In 1508 and 1751 the state comes under the Moghul rule and Maratha rule respectively and subsequently it came under British occupation in 1803. Finally, with the transfer of power from the hands of British on the 15<sup>th</sup> August 1947, the state of Mayurbhanj became an independent unit. On 1<sup>st</sup> January 1949, Mayurbhanj was merged with Orissa as the last state. It has four subdivisions, Baripada city is it's headquarter. As of 2011, it is the third- most – populous district of Odisha (out of 30), after Ganjam and Cuttack. Mayurbhanj is land-locked with a geographical area of 10,418 km<sup>2</sup> (4,022sqmi) and is in the northern boundary of the state. Covering a total geographical area of lying at a longitude of 85 degree 40ERE and 87 degree 11EE East and a Latitude of 21 degree 16EE and 22 degree 34EE North, the Mayurbhanj district is bordered by the Keonjhar district in the East, Midnapore district in the North, Singbhum district in South and the the Balasore district in the west. The topography of Mayurbhanj district is marked by hills and undulating plains. The most dominant feature of the topography of the Mayurbhanj district is the Similipal Range which covers the very centre of the district. The geography of Mayurbhanj can be divided into three natural divisions. The hill ranges that are located at very centre of the district divide the region into halves, Western and Eastern. The Eastern part is made up of fertile slopes that stretch from the foothills to the sea. The Western part is mainly made up of plain lands with gentle slopes and rocky hills.

### **Population of Mayurbhanj**

According to the 2011 census, Mayurbhanj District has a population of 2,513,895, roughly equal to the nation of Kuwait or the US state of Nevada. This gives it a ranking of 171<sup>st</sup> in India. In 2011, Mayurbhanj



had population of 2,519,738 of which male and female were 1,256,213 and 1,263,525 respectively. Mayurbhanj District population constituted 6.00 percent of total Maharashtra population. In 2011 census, this figure for Mayurbhanj District was at 6.04 percent of Maharashtra population. There was a change of 13.33 percent in the population compared to population as per 2001. In the previous census of India 2001, Mayurbhanj District recorded increase of 17.98 percent to its population compared to 1991.

Level of literacy in Mayurbhanj district:

The literacy rate in Mayurbhanj was very low in the post-independence era. In 1951, only 5.2 percent people in the district were literate. Male literacy was 9.6 percent and female literacy was 1.2 percent. In 2001, increased to 51.91 percent and male literacy rate was 65.76 percent and female literacy was 37.84 percent. In 1991, the urban literacy rate was 71.69 percent and rural literacy rate was 35.03 percent, the difference between the two rates being 36.66 percentage points. In 2001 urban and rural literacy rates increased to 82.56 percent and 49.46 percent respectively.

Growth of education in Mayurbhanj district:

During the period of Maharaja Shri Ramchandra Bhanj rules had taken various provisions to promote education in Mayurbhanj district. There were 44 primary schools with 2,376 students and one Middle English (ME) school in the district in 1882. According to king's effects, the number of schools and high schools increased in 1882. In 1949 there were 100 primary schools and 21 ME schools, 4 high schools. After twenty-five years later in 1973-1974, the number of primary schools, increased to 1,995, ME schools to 360 and high schools to 127. In 2007-08, there were 2,340 govt. Primary schools, 45 private schools and 1,209 upper primary govt. Schools and 93 upper primary private schools. In same time 262 govt, secondary schools and 246 private secondary schools in Mayurbhanj District. The state govt. Provided a primary school in each habitation with a minimum population of 300 and within a walking distance of 1km. Similarly, upper primary and secondary schools need to be provided within 3 and 5 of habitations. The private sector has also entered the education sector to meet the growing need for better quality English medium education throughout the state.

**Table-5,** Growth of literacy rate of Mayurbhanj District, 1951-2011

| Year | Literacy Rate (%) |       |        |
|------|-------------------|-------|--------|
|      | All               | Male  | Female |
| 1951 | 5.20              | 9.60  | 1.20   |
| 1961 | 7.10              | 11.90 | 3.30   |

|      |       |       |       |
|------|-------|-------|-------|
| 1971 | 18.10 | 28.00 | 8.00  |
| 1981 | 25.70 | 37.39 | 13.90 |
| 1991 | 37.88 | 51.84 | 23.68 |
| 2001 | 51.91 | 65.76 | 37.84 |
| 2011 | 72.99 | 80.89 | 64.64 |

Source: Census of India 1951-2011

**Table-6** Students Enrolment of Mayurbhanj District in 2013-14

| Category               | All category | Girls    | SC     | ST       |
|------------------------|--------------|----------|--------|----------|
| Primary(I-V)           | 3,08,234     | 1,49,536 | 21,547 | 2,18,856 |
| Upper Primary(VI-VIII) | 1,28,533     | 64,118   | 11,432 | 77,344   |
| Secondary              | 69,517       | 34,692   | 6,767  | 38,390   |

Source-District profile of Odisha

**Table-7** Students Dropout rate of Mayurbhanj District in 2013-14

| District & State wise | Primary | Upper primary | Secondary |
|-----------------------|---------|---------------|-----------|
| Mayurbhanj district   | 1.82    | 0.43          | 14.36     |
| Odisha                | 1.97    | 2.40          | 16.49     |

Source- District profile of Odisha

### Suggestion

Government and NGO should be given an advisory role from the beginning of the planning process of girl's development by day to day. A Proper awareness campaign should be organized to create the awareness about the importance of girl's education. The superstition of the parents toward girl's education should be improved through proper counselling and guidance by NGOs. NGOs should do help government achieving the advocacy to influence the financing for girls education by looking at the amount of many allocated as well as how it is spent collectively advocated for relief of debt and loans

restriction that limits education financing. More residential schools should be established in each panchayat and all study materials should be supplied in local languages of that area. It should advocate for donor government to allocate their fair percentage of overseas development aid to education prioritising girl child. It should be represented on the committees of people with disabilities like-development programmes, academic development and socially, economically, politically development.

- Provision for the organisation of child-friendly activity like storytelling festival, song sing activity, Game and sport, Art and Craft, Debate to improve the retention and transaction rate, teaching style should be simple, joyful and Attractive. Teaching language should be local or in mother language for the students. (For class i-iii)
- Books related materials development for class i-iii should be based on children friendly, local language and on culture or tradition.
- Provision of teachers training or attitudinal issue.
- Provision of communication between parents, teachers and students.

### **Conclusion**

Education is the most powerful and a key to girls and women empowerment. The educational status of the girl child can be judged by the analysis of literacy rate. The literacy rates for girl child are much lower than those recorded for other female groups. Every year the girls drop out of school at the primary or secondary level. The right of education (RTE) Act can be a huge opportunity for pushing the agenda of tribal education across the state. The girls' child is the most vulnerable section of society; are physically, mentally and socially immature and depend on other for survival. The government and none government has established organisations of girl children with disabilities and professional and educational institutions particularly change of imparting education in the field of architecture, automobile, engineering etc.

The government should advocate for donor government to allocate their fair percentage of overseas development aid to education prioritising girl child. It represented on the committees of girls with disabilities like development programmes, academic development and socially, economically, politically development. The fundamental rights say (Article-15) prohibition of discrimination on grounds only of religion, race, caste, sex or place of birth, but the girl child development is threatened by several dangers including exploitation, abuse, ignorance, restriction, material want and social and political intrigue.

The government and civil society have been playing a vital role in the protect girl children. All are born free and equal in the dignity and rights. Everyone treated equally by the law but the girl child needs special care and legal protection before and after birth. The empowerment of girl child and women can only happen if every one refines the status and role of government for the girl child and women in the country. Subsequently, we can repel discrimination about the gender and overcome the peaceful society in the world.

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