

# Problems of Govt. Girls High Schools of Khargone District (M.P.)

Dr. Shri Krishna Mishra\*, Mr. Badri Yadav\*\*

\* Principal, Shri Kanwartara Institute for Teacher's Training, Shri Nagar Colony, Mandleshwar, Tehsil-Maheshwar, Dist.Khargone (M.P.), India 451221

\*\* Asst. Professor, Shri Kanwartara Institute for Teacher's Training, Shri Nagar Colony, Mandleshwar, Tehsil-Maheshwar, Dist.Khargone (M.P.), India 451221

**Abstract-** The importance of education in our country is an important point of discussion today. Education is a life long process. It begins from the mother's womb. Home is the first school of a child. It is important to co-ordinate life in home and the school as recognized by all educationists. The importance of formal education is basic and fundamental in the sense that on it the whole educational superstructure is built up.

In this modern era of science and technology nobody denies the importance of girl's education. NPE (1986) emphasized that women education should be carried out all over the country in priority basis.

In the proceeding chapters, the complete account of the work done has been given. Now the present chapter is devoted to provide a summary of the entire study, which includes a brief outline of the major objective, methodology and procedure followed in different phase of the study. This study was undertaken to know the views of teachers, students and parents on the girl's education in Govt. Girls High Schools.

**Index Terms-** The problem of the study, Problems of Govt. Girls High schools.

## I. INTRODUCTION

“Education of boys is education of one person, but Education of a girl is the education of the entire family”, said Jawaharlal Nehru while underlying the importance of women's education. In other words of the Indian Education Commission (1964-66) “For full development of our human resources, the improvement of homes, and for molding the character of children during the most impressionable years of infancy, the education of woman is of even greater importance than that of man”. This perhaps sums up the important place which education of woman occupies, particularly in the present context. Educational reconstruction is one of the present system to spread enlightenment and combat mass illiteracy has caused much misgiving and has focused public consciousness on some of the outstanding defects. A highly discouraging feature has been the unsatisfactory state of girls' education, the importance of which has been considerably enhanced by the recent changes in the economic and political status of women. These new privileges have brought and old time prejudices. The sphere of women's activities has broadened and civil life is no longer confined to the gossip which centered round the village well. A spirit of service and a burning design for national progress are animating India's womanhood. This is reflected in the field of

education in an insistent demand for reform and for a programme of studies more in keeping with the genius and characteristics of the Indian people. Whatever group of religion one might belong to, education is essential. Education has mainly two aspects, the cultural aspect which makes a person grow, and the productive aspect which makes a person do things. Both are essential.

Everybody should be a producer as well as a good citizen and not a sponge on another person even though the other person may be one's own husband or wife. That is the way we are developing and persons who do not wake up to this fact and prepared themselves for it will just be left behind. So it is highly necessary that we should develop our education, especially among our girls.

The primary aim of education should be the removal of illiteracy and it is important to note that illiteracy % of girl's is always higher than boys. As per 2001 census the literacy % of (male-75.35% and female-50.51%) for Orissa. The financial aspect of the problem bristles with difficulties. The masses are poor and the Government is always short of money, private enterprise is too inadequate. In this context girls are more effected when there is financial problem in the family. “The importance of the education of girls and women in India”, can not be overrated. It affects vitally the range and efficiency of all education. The education of the girl is the education of the mother and through her of her children. The middle and high classes of India have long suffered from the dualism of an educated manhood and an ignorant womanhood -a dualism that lowers the whole level of the home and domestic life and has its reaction on personal and national character.

The education of women, especially in the higher stages will make available to the country a wealth of capacity that is now largely wasted through lack of opportunity. It is only through education that Indian women will be able to contribute in increasing measure to the culture, ideals and activities of the country.

Equality of the opportunity access to education is necessary if more women are to become the agents of change. Therefore, education of women is an important key to improving health, nutrition and education in the family, and also empowering them of participate in decision-making, investment, both in formal and non-formal education of the girl child is expected to yield exceptionally high social and developmental returns.

Globalization is marginalizing girls further in education in relation to access to English medium education. With globalization, the demands for fluency in English have increased in the job market. More boys are being sent to private English

schools where possible, whereas girls continue to attend cheaper or free vernacular schools. Language has become a marker of discrimination against girls in the context of employment, and this new form of discrimination needs to be addressed seriously.

The problem of girl's education has been examined by various committees and commissions appointed from time to time. The measures suggested by them in the field of education have been reiterated as a future course of action for solving various problems-responsible for the slow progress of women's education. But, whatever may be problem arising out of women's education, every girl in free India should be educated because a woman has to play a lot of role in home front and in our national mainstream.

The importance of female education was recognized by the Directors of the East India company in their Dispatch of 1854, in which they declared that "the importance of female education in India can not be over-rated". It further said; "our Governor General in council has declared in a communication to the Government of Bengal that the Government ought to give to native female education in India its frank and cordial support; the problem, then, of female education is substantially the same, although more aggravated in form, as that of boys' education, via, how to attract the children to school, and when they came, how to retain them for a sufficiently long time to give them a sound grounding in the rudiments of the three R's.

Time after time the Government have given liberal grants for the extension of female education. The yearly reports of education recorded slow advances, but did not hold out any bright prospects for the near future. At last, in 1905, the Government felt that something should be done, and realized that in this sphere the sympathy and co-operation of Indian gentlemen was essential for any appreciable advance. As a result, a committee consisting of influential officials and non-officials was appointed to advise the Government as to the best means of advancing female education.

The National Committee on Women's Education has suggested a number of programmes for expanding the education of girls at the secondary stage.

1. Free education to all girls till they complete the secondary stage.
2. Provision of separate girls schools because co-education will not be accepted except by a small minority of parents at this stage.
3. Provision of hotels in all girls schools, and the provision of free or subsidized transport where necessary, with a view to attracting girls from areas where secondary schools do not exist.
4. Provision of scholarships and stipends to cover at least the incidental expenditure on education such as purchase of books and writing materials and school uniforms.
5. The preparation and appointment of women teachers in increasing numbers.

These are many difficulties which hindered the progress of girls education in the Orissa State conservation of parents; general reluctance of parents to send grown-up girls to schools; lack of sufficient number of women teachers, teachers quarters and hostels for girls, lack of proper security measures for girl students and women teachers; lack of secondary schools for girls students; inadequacy of funds. In Orissa Women's education can be traced with the establishment of the Ravenshaw Hindu Girl's

school way back in 1873. However the development of girl's education is a slow progress due to certain factors, such as preference of boys rather than girls for education, lack of awareness about the girls child education value by the parents. As of 2010 India Census Khargone has an average literacy rate of females 62.85%. The progress of girls education in this district is still in progressive period and many hurdles need to be tackled in the educational field.

Education has been perceived to be a significant instrument in improving the status of women and consequently there have been efforts to improve the access of girls and women to education. For a country which has accepted the goal of a democratic egalitarian society, promotion and development of women's education is foregone commitment. Policy maker have recognized that apart from the political structure, corrective legislation and economic transformation, the formal education system has to be made more democratic and change oriented. For modernizing India hopes have been pinned in education as positive significant determinant of aspiration, technology, productivity and mobility. In fact it is a fundamental pre-requisite for participation in the various developmental activities of society the level of recognition of the crucial significance of education for girls is dependent upon social expectation of women's ruler.

In the modern world the role of women goes much beyond the home and the bringing up of children. She is now adopting a career of her own and sharing equality with man, the responsibility for the development of society in all aspects. This is the direction in which we shall have to move. In the struggle for freedom Indian women fought side by side with men. This equal partnership will have to continue in the fight against hunger, poverty and ignorance and ill health.

So every effort must be made to enhance women's education with all available resource and with careful planning. Once women are educated in the right way will contributed positively to build up strong nation.

## II. IMPORTANCE OF GIRL'S EDUCATION

Educationists are of the views that mother is the first teacher of the child. Education of women is very important unless the mothers of the race are enlightened citizens, we can not enlighten the spirit of the citizen of the country. The new education policy has given a great importance for development and improvement of women's education in the country.

The University Education Commission (1948) obtained that there can not be educated people without educated women. If the general education has to be limited to men the women will suffer, hence opportunity should be given to women.

The importance of primary education in the educational set up needs no affirmations. In dealing with a system of education it is necessary to start with primary education may be conceived, as a minimum of knowledge and skills considered necessary for the future generation of a community for continuity of culture and for meeting the demands of everyday living. As a matter of fact, primary education is one of the whole some factors for benefit of masses and for improving the conditions under which they live.

It is noted that the problem of girl's education has been examined by various committees and commissioners appointed

from time to time. The measures suggested them in the field of education have been reiterated as a future course of action for solving various problems responsible for the slow progress of women's education. India should be educated because women has to play a lot of role in home and also in our national mainstream.

### III. VIEWS OF GREAT PEOPLE ABOUT GIRL'S EDUCATION

In course of history of the role of women changes from time to time depending upon the economic conditions and political structure of society. In the vedic literature we find that one of the remarkable features or ancient India was the high level of cultures and social status which women enjoyed. The vedic women were allowed access to different branches of knowledge. There are evidences to suggest that the gifted ones among them often took part even in religious and philosophical discussions.

The education of women has ever been a matter of great debate, opinion expressed about it have often been reactionary. Sometimes abused and occasionally extraordinary insetting. It comes as an surprise that Dr. Johnson said that "a man is better pleased when he has a good dinner upon his table than when his wife talks Greek".

Rabindra Nath Tagore one had said that "the union of man and women will represent a perfect co-ordination on the building up human history on equal terms in every department of life".

Mahatma Gandhi also said that women's education I am not sure whether it should be difference from men's and when it should begin. But I am strongly of the opinion that women should have the same facilities as men and even social facilities may be provided where ever necessary.

Sri Aurobindo also said that "Indeed, if the education is to have its maximum result, it must begin even before birth. The part of education which the mother has to go thought is to see that her thought are always beautiful and pure, her feelings always noble and fine, her material surroundings as harmonious as possible and full of a great simplicity." Dr. Sarvapalli Radhakrishna has very emphatically stated about the significance of women education. He said "Women are human beings and have as much right as men have. The position of women in any society is a true index of its cultural and spiritual level."

### IV. EDUCATIONAL STATUS OF WOMEN'S IN INDIA

Educational status of women is measured in term of level of literacy or literary rate which is defined as the percentage of literate women to the total women of a given geographical area at given point of time. The level of literacy for a general population as women is generally regarded as an indicator or socio-economic development of a society. It really plays an important role in socio-economic and cultural transformation in human society from one generation to another. While lighting the importance of literacy in our society, it has been rightly been remarked "Literacy is one of the important sociological variables according to which rural and urban societies may be fully differentiated. It may be regarded as an instrument of social change in human society as it brings social consciousness among the people in society, makes changes in norms customs and

traditional ways of life in social environment, socio-economic and cultural changes occurring in the society may be directly be attributed to the impact of rising level of literacy.

Female literacy or educational status of women may play an important role in fertility performance and acceptance of family planning methods. It is the education which can make the women aware about their rights and duties, importance of small family norm, care and guidance for their children. It is the education which can make aware about the ways and means of controlling their fertility, behavior and spacing of births and motivate them indirectly to have small size of family for their happy, prosperous and healthy life.

It is the education which may help them in adopting innovative ideas by learning traditional ways of thinking and living and thus making them modernized women.

### STATEMENT OF THE PROBLEM

The present study is stated as "Problems of Government Girls High Schools of Khargone District".

### Objectives of the Study

- To find out the problems of learners, parents and teachers of Govt. Girls High Schools of Khargone District.
- To findout the infrastructure requirements of Govt. Girls High Schools of Khargone District.

### Research Questions

- What are the problems faced by learners parents and teachers of Govt. Girl's high schools, of Khargone District?
- What are the infrastructure requirements of Govt. Girl's high schools of Khargone District?

### Delimitations of the Study

- i) The study is confined to Khargone District only.
- ii) The study is limited to a sample of 5 govt. girls high schools of Khargone District.

### V. REVIEW OF RELATED LITERATURE

**Jhakkar (1976)** studied the development of "Female education in Gujarat" during post independence period and found that :

- Wastage and stagnation were very high among the girls both at primary and secondary stage.
- Inspite of advancement of girls' education its value was not recognized by the society.
- Economic and social factors were responsible for the backwardness of girl's education.

**Bhonslay (1985)** conducted study on "The development of women's education in rural areas of Maharashtra state especially in Nasik District (1961 to 1979). The objectives of the study were :

- To study the development of women's education in Nasik district of Maharashtra from 1961 to 1979.
- To study the general problems of women's education.

- To find out the status of women in rural areas during the period.

The major findings were :

- Facilities for pre-primary education in rural areas were inadequate.
- The ratio of women's teacher was very low in this area.
- There were 72% illiterate women and 45% illiterate men.
- In rural areas a women gets a secondary place in family as well as in society.
- In the secondary education, the enrolment of boys and girls in fifth year plan was 36.3% and 14.1% respectively.
- The reasons for wastage and low proportion of recruitment in rural areas were household work, poverty, general apathy about education and early marriage.

## VI. METHODOLOGY

Research in education is a search for knowledge. It is not a search that yields infallible truths, but it is rather a search that provides knowledge for the solution of problems in the field of education. Therefore, a knowledge of the research methodology is essential. In any research work, method of study plays an important role. In fact, for a particular study the suitable method must be determined at the first instance. In the present study, the investigator has adopted the "survey method". The methodology used for the study is presented below under the titles of design of the study, sample, tools, construction and tools used for the

study, procedure of data collection and statistical techniques used.

### Design of the Study

Research design is the plan, structure and strategy of investigation of obtain answers to research questions in the study. In fact, research design is a blue print of research study and helps the researcher as a guide as to how to conduct research and gives immediate overview of the research to its reader. The present study is a survey type research. In the present study "Problems of Govt. Girls High Schools of Khargone District" has been studied.

### Sample

Sampling is the process by which a relatively small number of individuals on objects on events is selected and analyzed in order to find out something about the entire population from which it is selected.

The present study was undertaken in Khargone District of Orissa. Purposive random sampling method was followed to select sample for the study.

For the study, 5 Govt. Girls High Schools from different blocks of Khargone District were selected. In addition to the above, 100 girls, 20 teachers, 20 parents were selected randomly from 5 Govt. Girls High Schools of Khargone District. The details are given below –

- Mandleshwar Govt. Girls High School
- Maheshwar Govt. Girls High School
- Kasrawad Govt. Girls High School
- Dhargaon Govt. Girls High School
- Pipliya Govt. Girls High School

**Table: Name of the Sample**

Sl. No.	Name of the School	No. of Girls		No. of Teachers	No. of Parents	Total
		IX	X			
1.	Mandleshwar Govt. Girls High School	10	10	4	4	28
2.	Maheshwar Govt. Girls High School	10	10	4	4	28
3.	Kasrawad Govt. Girls High School	10	10	4	4	28
4.	Dhargaon Govt. Girls High School	10	10	4	4	28
5.	Pipliya Govt. Girls High School	10	10	4	4	28
		50	50	20	20	140

### Tools Used

After the selection of the sample, the next task for the researcher was to prepare and use appropriate tools for the collection of data.

The following tools were used to collect data for the purpose –

- Questionnaire/ interview schedule was prepared for students, teachers, parents, to know the problems of Govt. Girls High Schools.
- School record schedule was collected and studied to know enrollment, retention and achievement of girls of Govt. Girls High Schools.

- Questionnaire/interview schedule was prepared to know about infrastructure facility of Govt. Girls High Schools.

### Procedure of Data Collection

After development of questionnaire or interview schedule, the investigator went to Govt. Girls High Schools at the delimited areas. The questionnaire for teachers were administered to the sample teachers of Govt. Girls High Schools. The interview for girls were administered to the sample students.

Before administration of the questionnaire/interview, head mistress, teachers as well as girls were explained in details on how to proceed in answering the questions.

Then, the interview schedule for parents were administered to the sample parents. Before that parents were explained that how to proceed and how to answer the questions.

**Statistical Techniques Applied**

After administering the questionnaire / interview to teachers, girls and parents, their percentage were obtained as statistical measures.

**VII. ANALYSIS AND INTERPRETATION OF DATA**

After the information was collected, the researcher paid attention to analyze the collected data. Analysis of data involves closely related operations that are performed to get answer to reach questions. Data collected are to be processed and analyzed for scientific conclusions and ensuring that all relevant data are used for making completed comparisons and analysis. Processing of data implies editing, coding, classification and tabulation of the collected data so that they are amenable to analysis.

In this chapter, an attempt has been made to examine how for the NPE and POA have been effective in evaluating the status of girls in the society as far as education is concerned.

Education has always considered as important instrument for bringing change in any social set up. Realizing the importance of this aspect NPE (1986) has emphasized that education will be used as an agent of basic change in the status of girls. In order to neutralize the accumulated distortion of the past, there will be a well conceived edge in favour of the women. It has assured that the National Education System will play positive, interventionist, role in the empowerment of women.

Once the research data are selected and analysis have been made, the researcher can proceed to the stage of interpreting the results. The process of interpretation is not a routine and mechanical process. It calls for careful, logical and critical examination of the results obtained after analysis, keeping in view the limitations of sample choose and the tools selected and used in the study.

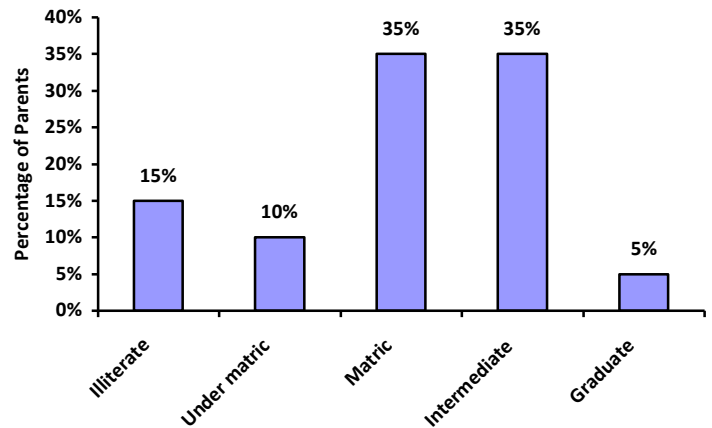
The first step in the analysis is the classification. Classification implies arranging data in different classes or groups according to similarities and dissimilarities. The following are the description and interpretation of the different dimensions.

**Table-4.1: Literacy Rate of Parents**

Level of Education	Parents (N=20)	%
1. Illiterate	03	15%
2. Under matric	02	10%
3. Matric	07	35%
4. Intermediate	07	35%
5. Graduate	01	5%

From the above table-4.1, it is seen that literacy rate of parents are vary from level of education to education. The literacy rate of parents of metric and intermediate qualification are 35% respectively. The under metric parents rate of literacy is 10%.The illiterate parents are 15%. Graduate parents rate of literacy is 5%.

Thus, it can be concluded that the girls who have taken admission in GGHS, their parents are mostly metric and intermediate level.



(i) Bar graph shows, educational qualification of parents.

**Employment Status of Parents :**

Occupation of the father helps in strengthening the financial status of the family. Occupation is almost very low as compared to the normal income of the family. Socio-economic and family status play a vital role for the academic achievement of the child. The economic condition of the people is generally indicated by their employment status. The economic condition of the family has a great influence on the education of their children. So, it is necessary to study the employment status of parents.

**VIII. PARENTS CONSCIOUSNESS REGARDING THEIR CHILDREN’S EDUCATION**

In today’s competitive world all parents are becoming more and more conscious regarding their child’s education, as they want that their child should do better and be placed in a high position in the society in future as far as occupational status is concerned. But how far parents are conscious regarding education of their girls is to be taken into account.

**Table-4.2 : Parent’s consciousness regarding their girls education**

Opinion	Number of Girls (N=100)
Yes	60 (60%)
No	40(40%)

From the table-4.2, it is seen that majority of parents are conscious about their girl’s education and most of the parents are not conscious due to their socio-economic problems. In view of this parent-child relationship also affects considerably and also linked with their achievement in school.

**Table-4.3: General Information Related to the views of parents about GGHS**

Questions	Opinion to 'Yes'		Opinion to 'No'		Total
	No	%	No	%	
1. Do you know about GGHS?	20	100%	00	00%	20
2. Does the girls of your family has taken admission on GGHS?	20	100%	00	00%	20
3. Do you feel that girl's education is necessary now-a-days?	20	100%	00	00%	20
4. Do you satisfy about the education of girls in GGHS?	16	80%	04	20%	20

From the table 4.3, it is known that 100% parents know about the GGHS. From the selected sample of parents it is noticed that 100% parents have given admission in GGHS. 100% parents feel that girls education is necessary now-a-days. 80%

parents are satisfied with the education provided to girls but 20% are not satisfied.

**Table-4.4: Views of parents about GGHS**

Question	From neighbours	From friends	From Advertisement	From social worker	From other sources
[1] How did you know about GGHS?	17 (85%)	3 (15%)	00 (0.00%)	00 (0.00%)	00 (0.00%)

From the table 4.4 it is noticed that 85% parents know about GGHS from their neighbours, 15% know from friends.

**Table-4.5 : General information related to the views of Girls about GGHS**

Questions	Opinion to 'Yes'		Opinion to 'No'		Total
	No	%	No	%	
1. Does GGHS organize entrance test?	00	00%	100	100%	100
2. Have you been at any other school before coming to GGHS?	32	32%	68	68%	100
3. Are you being provided with bridge class?	00	0.00%	100	100%	100
4. Are you aware of the facilities available here?	63	63%	37	37%	100

From the above table-4.5, it is known that 100% girls have said that there is no entrance test to take admission, 32% girls have come from another school whereas 68% girls have taken admission in GGHS fresh. 100% girls said that there is not a

facility of bridge course. 63% girls were aware about the facilities available in GGHS but 37% girls were not known about GGHS.

**Table-4.5.1**

Question	From Parents	From neighbours	From friends	From social worker	From Panchayat	From advertisement	Others
How did you know about GGHS	74 (74%).	22 (22%)	04 (4%)	00 (0.00%)	00 (0.00%)	00 (0.00%)	00 (0.00%)

From table 4.5.1, it is noticed that 74% girls know about friends. GGHS from their parents, 22% from neighbours, 4% from

**Table-4.5.2**

Question	Parents	Teachers	Friends	Neighbours	Others
[2] Who encouraged you to take admission at GGHS?	41 (41%)	52 (52%)	07 (07%)	00 (0.00%)	00 (0.00%)

From the table 4.5.2, it is known that 41% girls were encouraged by their parents, 52% by teachers, 07% by friends.

From the above discussion, it is concluded that there is no entrance test in GGHS. The ratio of girls who had come from

another schools and girls who has taken admission in GGHS is 1:2. The bridge course classes are not provided in GGHS. They are encouraged to take admission by parents and teachers.

**Table-4.6 : General information related to the views of teachers about GGHS**

Questions	Opinion to 'Yes'		Opinion to 'No'		Total
	No	%	No	%	
1. Is there any provision of entrance test to take admission?	00	0.00%	20	100%	20
2. Are they get any bridge course?	00	0.00%	20	100%	20
3. Is bridge course prepared by DIET?	00	0.00%	20	100%	20

From the above table-4.6 it is known that 100% teachers have said that there is no entrance test to take admission. All

teachers have agreed that they do not provide bridge courses to the girls.

**Table-4.7 : Views of parents about infrastructure facilities of GGHS**

Questions	Opinion to 'Yes'		Opinion to 'No'		Total
	No	%	No	%	
1. Are there sufficient classroom for you?	05	25%	15	75%	20
2. Is there hostel facilities for girls?	00	0.00%	20	100%	20
3. Does GGH provide game and sports facilities to the child?	15	75%	05	25%	20
4. a) Does the child get school uniform?	20	100%	00	0.00%	20
b) Does the child get sports uniform?	00	0.00%	20	100%	20
5. Is there any toilet facilities in GGHS?	06	30%	14	70%	20
6. Do the child get fresh drinking water?	08	40%	12	60%	20
7. Is GGHS gives text books to the child?	09	45%	11	55%	20
8. Are you satisfied with infrastructure facilities provided in the school?	06	30%	14	70%	20

From the table-4.7 it is known that 25% parents said that there are sufficient classroom but 75% said that there is no sufficient classroom. 100% parents said that there is not a hostel facilities for girls. 75% parents said that GHS provides games and sports facilities to the child. 100% parents agreed that al girls get school uniform but not in proper time. 30% parents told that toilet facility is available but these are not in good condition and there is no proper sanitation. 40% parents told that there is a

provision of fresh drinking water but there is no supply water facility. 45% parents agreed that school gives textbook to the child.30% parents are satisfied about infrastructure facilities whereas 70% are not satisfied about the infrastructure facility of GGHS.

Thus it is concluded that the parents are not satisfied of the infrastructure facility of GGHS which also affects the education of girls.

**Table-4.8 : Views of girls on the infrastructure facilities of GGHS**

Questions	Opinion to 'Yes'		Opinion to 'No'		Total
	No	%	No	%	
1. Are there sufficient classroom for you?	37	37%	63	63%	100
2. Are there separate hostel for you?	00	0.00%	100	100%	100
3. Do you get safe drinking water in the school?	60	60%	40	40%	100
4. Do you have a clear understanding about your syllabus and books?	68	68%	32	32%	100
5. Books are given or not?	70	70%	30	30%	100
6. Books are given in beginning of the school?	00	00%	100	100%	100
7. Books are given at the middle of the session.	60	60%	40	40%	100
8. Books are given at the end of the session.	00	0.00%	100	400%	100
9. School uniform are given?	100	100%	00	0.00%	100
10. Sports uniforms are given	00	0.00%	100	100%	100
11. Food facilities are given?	100	100%	00	0.00%	100
12. Is there separate kitchen in your school?	00	00%	100	100%	100
13. Is there any toilet facility in your school?	70	70%	30	30%	100
14. Is the toilet clean?	70	70%	30	30%	100

From the table-4.8 it is known that 37% girls told that there are sufficient classroom whereas 67% have not agreed to it. 60% girls told that they are getting fresh drinking water whereas 40% have not agreed to it 68% girls know their books and syllabus. All books are given at the middle of the session.100% girls have

school uniform and no one have sports uniform.100% girls told that they are provided with mid day meal. 100% girls told that there is no separate kitchen. 70% girls told that there is toilet facility, 30% girls told that there is no toilet facility, 70% girls told about the cleanliness of toilet.

**Table 4.8.1**

Question	Bench and desk	Light	Mat.	Blackboard	Window
[3] What are facilities available in your class-room?	60 (60%)	10 (10%)	00 (00%)	22 (22%)	08 (8%)

From the table 4.8.1 it is of the opinion of girls that bench, desks, light, black board and windows facilities are available in classroom except mat.



**Table 4.8.2**

Question	20	30	40	50	More than 50
[4] How many girls / students can sit in a class?	13 (13%)	19 (19%)	23 (23%)	20 (20%)	25 (25%)

About sitting arrangement from the table 4.8.2 it is known that more than 50 students can sit in the class.

Thus, it can be concluded that there is no classroom and sitting arrangement which can accommodate more than 50 students.

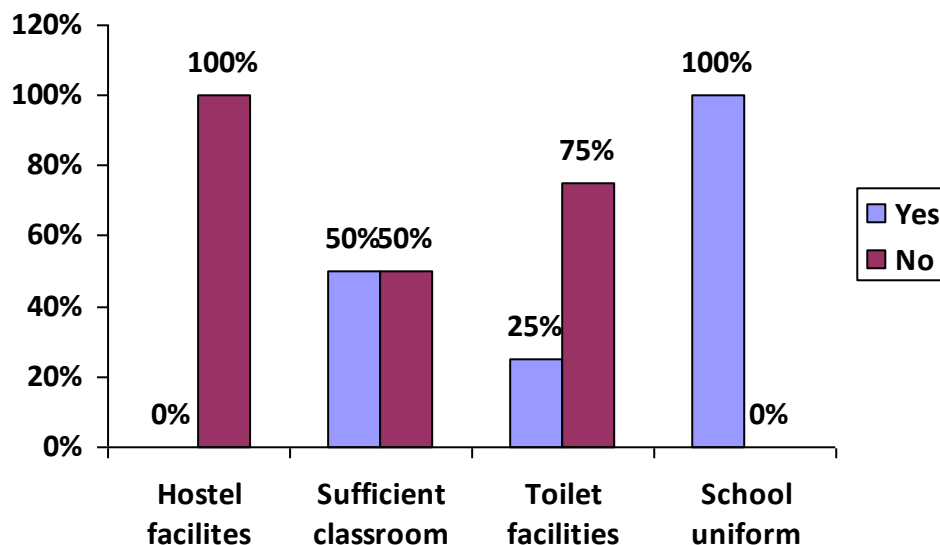
**Table-4.9 : Views of Teachers on the Infrastructure Facilities of GGHS**

Questions	Opinion to 'Yes'		Opinion to 'No'		Total
	No	%	No	%	
1. Is there sufficient classroom for the child ?	10	50	10	50	20
2. Is there separate toilet facilities for the girls ?	5	20	15	75	20
3. Does Govt. Girls high school provide school uniform?	20	100	0	0.00	20
4. Are there any test for measuring the knowledge of the students?	20	100	0	0.00	20

From the table-4.9 it is known that 50% teachers are satisfied with classroom and classroom facilities but rest are not.25% teachers told that there is sufficient toilet facility but 75% teachers told that there is no sufficient toilet facility. All teachers have agreed that there is a school uniform facility for

girls.100% teachers told that there is a provision of monthly test to measure the knowledge of girls.

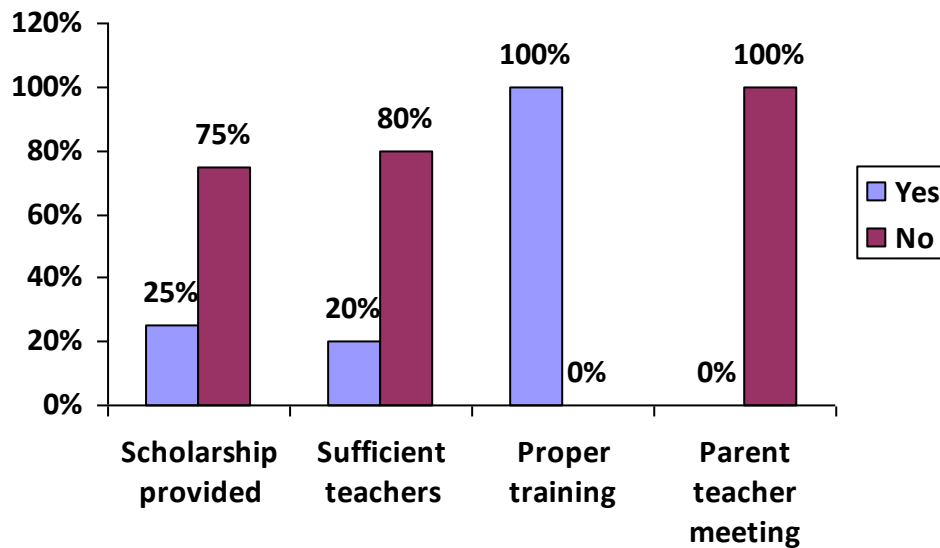
Thus, it is concluded that teachers are not satisfied with the classroom facilities. The toilet facilities are unsatisfactory condition. Monthly tests are concluded that it can help to improve the academic clarity of the students.



(ii) Bar Graph shows, views of teachers on the infrastructure facilities of GGHS.

**Table-4.10 : Views of Parents on the Teacher’s Training and Teaching-Learning Process of GGHS.**

Questions	Opinion to ‘Yes’		Opinion to ‘No’		Total
	No	%	No	%	
1. Is any scholarship provided to the children on GGHS?	05	25%	15	75%	20
2. Are there sufficient teachers in GGHS?	04	20%	16	80%	20
3. Are the teachers trained ?	20	100%	0	0%	20
4. Is there any parent teacher meeting held in GGHS?	0	0%	20	100%	20



**(iii) Bar graph shows, views of parents on the teachers training and teaching learning process of GGHS.**

From table-4.10, it is cleared that 25% parents are agreed that scholarship is provided to the girls. 20% parents told that there is sufficient teachers but 80% are not agreed. 100% parents

gave their views that teachers are well trained. 100% parents gave their views that there is no parent teacher meeting.

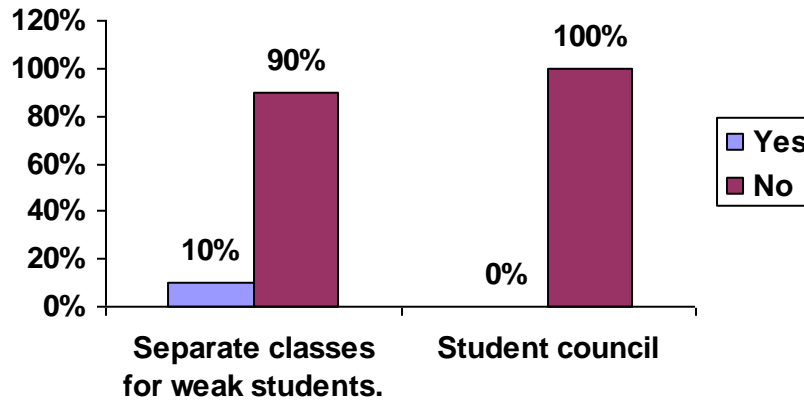
From the above discussion, it is concluded that parents are partially satisfied with the teaching-learning process.

**Table-4.11 : Views of Girls on Teaching-Learning Process of GGHS**

Questions	Opinion to ‘Yes’		Opinion to ‘No’		Total
	No	%	No	%	
1. Do your teacher take remedial measures for weak students?	10	10%	90	90%	100
2. Does your school have any student council?	00	00%	100	100%	100

From the table-4.11, it is shown that 10% students are agreed that teachers have taken remedial measures for weak

students while 90% are not agreed with this. All students gave their views that there is no student council in GGHS.



(iv) Bar graph shows, views of girls on teaching learning process of GGHS.

Table-4.11.1

Question	Language	Maths	General Science	Social Science
[5] Which subject do you find more difficult?	50 (50%)	40 (40%)	10 (10%)	00 (0.00%)

From the table 4.11.1, it is clear that 50% girls have faced difficulties in language (English), 40% girls have faced difficulties in Maths and 10% girls have faced difficulties in General Science.

Table-4.11.2

Question	Good	Very Good	Bad
[6] How is the teacher's method of teaching?	85 (85%)	00 (0.00%)	15 (15%)

From the table 4.11.2, it is noticed that 85% girls gave their positive views that teacher's adopt different method of teaching. While 15% gave negative views on method of teaching.

From the above discussion, it is concluded that there is no facilities for weak students no separate classes are arranged for them although they have faced difficulties in language (English) and Math's subjects due to lack of teachers.

**Table-4.12 : Views of Teachers on the Teaching-Learning Process in GGHS**

Questions	Opinion to 'Yes'		Opinion to 'No'		Total
	No	%	No	%	
1. Have you attend any inservice training?	00	00%	20	100%	20
2. Do you face any difficulty while teaching?	17	85%	03	15%	20
3. Is there any student council in the school?	00	00%	20	100%	20
4. Are there any productive activities undertaken in the leisure time?	00	00%	20	100%	20
5. Are there special teachers for each vocational course?	12	60%	08	40%	20

From the above table 4.12, it is known that 100% teachers have not attended in-service training to teach the students, 85% teachers faced the problems while teaching. 100% teachers told that there is no students council. 100% teachers said that productive activities are not undertaken in leisure time. 60% have agreed that there are special teaches for vocational courses.

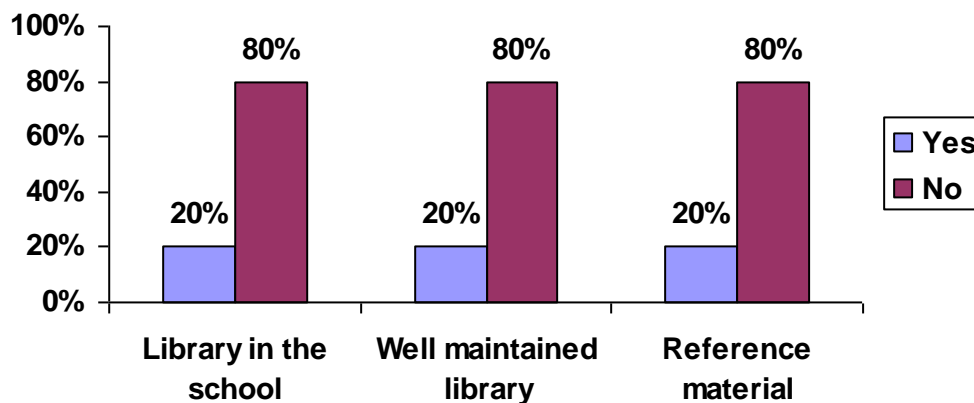
From the above discussion, it is concluded that teachers of Govt. Girls high schools are trained teachers but they faced the difficulty while teaching in classroom. They provide vocational courses for girls so that they will become able to do their own work with self-confidence and they will become self-independent.

**Table-4.13: Views of Girls about Library facilities of GGHS**

Questions	Opinion to 'Yes'		Opinion to 'No'		Total
	No	%	No	%	
1. Is there a library in the school?	20	20%	80	80%	100
2. Is the library well maintained?	20	20%	80	80%	100
3. Does the library support you with enough reference material?	20	20%	80	80%	100

From the table-4.13, it is known that 20% girls have said that there is no library in the school. 80% girls have said that the

library did not have well maintain. 80% girls have said that library does not support with enough reference material.



(v) Bar graph shows, views of girls about library facilities.

**Table-4.14: Views of Teachers about Library facilities of GGHS.**

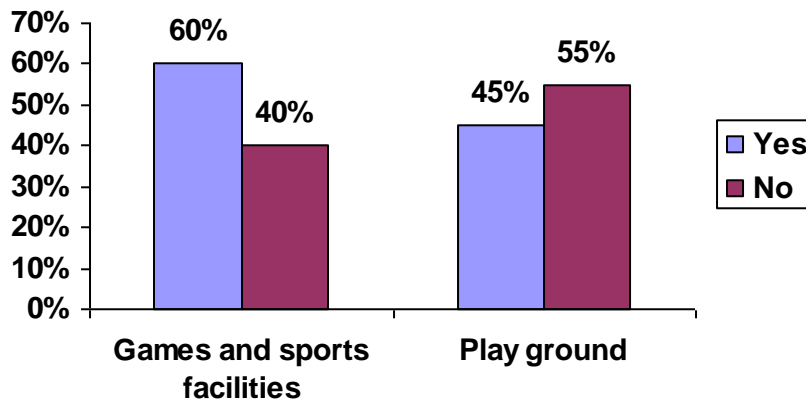
Questions	Opinion to 'Yes'		Opinion to 'No'		Total
	No	%	No	%	
1. Is there a library in the school?	4	20%	16	80%	100
2. Is the library well maintained?	4	20%	16	80%	100
3. Does the library support you with enough reference material?	4	20%	16	80%	100

From the table-4.14, it is known that 80% teachers have said that there is no library in the school. 80% teachers have said that the library did not have well maintain and without enough reference material.

**Table-4.15 : Views of Parents about Games and Sports of GGHS.**

Questions	Opinion to 'Yes'		Opinion to 'No'		Total
	No	%	No	%	
1. Does the GGHS provide game and sports facilities to the child?	12	60%	08	40%	20
2. Does the school has any playground?	09	45%	11	55%	20
3. Does the school provide sufficient sports equipment?	10	50%	10	50%	20

From the table-4.15 it is known that 60% parents gave the information that GGHS provides games and sports facilities to the child while 45% parents told that there is play ground and 55% parents told that there is no playground. 50% parents opinion that child gets sports equipments whereas 50% said that no sports equipments are given to the girls. From the above discussion, it is concluded that parents are not satisfied with the games and sports facilities. So GGHS must improve the games and sports facilities for the better improvement of girls.



(vi) Bar graph shows, views of parents about games and sports of GGHS.

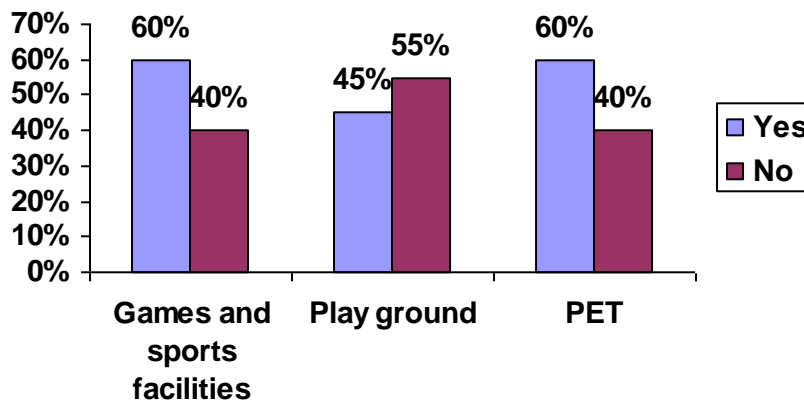
**Table-4.16 : Views of Girls about Games and Sports facilities of GGHS.**

Questions	Opinion to 'Yes'		Opinion to 'No'		Total
	No	%	No	%	
1. Does your school provide you games and sports facility?	55	55%	45	45%	100
2. Does you school have any play ground?	45	45%	55	55%	100
3. Is there any physical education teacher (PET) at your school?	60	60%	40	40%	100

From the table-4.16, it is known that 55% girls have provided games and sports facilities and 45% students are not

agreed with this view. 45% girls said that schools have playground, 55% girls said that schools have not playground. 60% girls told that there are PET in their schools.

From the above discussion, it is concluded that GGHS provides PET to strengthen games and sports activities which is helpful for growth and development of girls and maintain their physical fitness.



(vii) Bar graph shows, views of girls about games and sports facilities of GGHS.

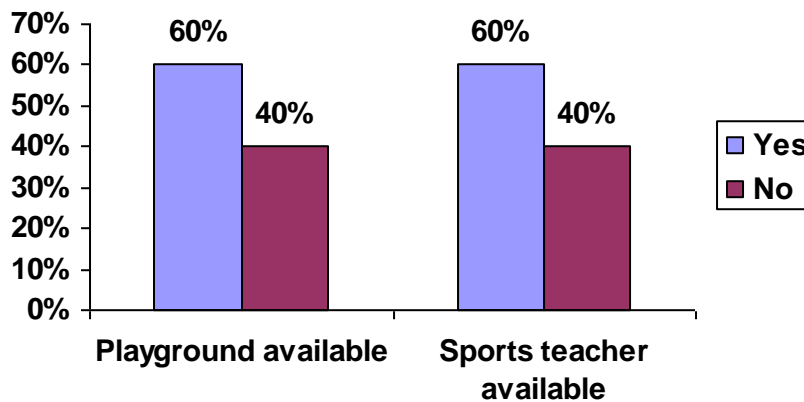
Table-4.17: Views of teachers about Games and sports facilities of GGHS.

Questions	Opinion to 'Yes'		Opinion to 'No'		Total
	No	%	No	%	
1. Is there any facilities of playground for the girls.	12	60%	08	40%	20
2. Is there any sports teachers in GGHS.	12	60%	08	40%	20

From the above table-4.17 it is shown that 60% teachers gave their view that there exists playground facilities, sports facilities and sports teacher and 40% teachers gave their view

that there is not exist playground facilities, sports facilities and sports teacher.

Thus, it is concluded that teachers are not fully satisfied with the facility of games and sports.



(viii) Bar graph shows. views of teachers about games and sports facilities of GGHS.

Table-4.18 : Views of parents on Food (mid-day meal).

Questions	Opinion to 'Yes'		Opinion to 'No'		Total
	No	%	No	%	
1. Do the girls get sufficient food?	20	100%	00	0.00%	20

From the table 4.18 it is known that all the parents are satisfied with the food facility.

**Table-4.19 : Views of Girls about Food (Mid-day meal )**

Questions	Opinion to 'Yes'		Opinion to 'No'		Total
	No	%	No	%	
1. Do you have separate kitchen.	00	0.00%	100	100%	100
2. Does the cook has any helper.	00	0.00%	100	100%	100

100% girls have said that there is no a separate kitchen for cooking the mid-day meal. 100% have agreed that there is not a helper for cook.

**Table-4.20 : Views of teachers about food items (mid-day meal)**

Questions	Opinion to 'Yes'		Opinion to 'No'		Total
	No	%	No	%	
1. Does the girls get sufficient amount of food?	20	100%	00	0.00%	20
2. Does your help needed for the preparation of food?	05	25%	15	75%	20

All teachers have agreed that girls get sufficient amount of food. However 25% teachers have said that some times headmistress helps in preparation of food.

**Table-4.21: Views of parents about health and hygiene of girls.**

Questions	Opinion to 'Yes'		Opinion to 'No'		Total
	No	%	No	%	
1. Is there regular health check-up of girls?	00	00%	20	100%	20
2. Is the children have facility of health card ?	00	00%	20	100%	20

It is noticed that 100% parents have said that there is no regular monthly health check-up of girls. 100% parents opined that the children have no facility of health card.

**Table-4.22: Views of Girls on Health and Hygiene**

Questions	Opinion to 'Yes'		Opinion to 'No'		Total
	No	%	No	%	
1. Does your school provide regular health check-up?	00	0.0%	100	100%	100
2. Does you have the facility of health card?	00	0.0%	100	100%	100

**Table-4.23: Views of Teachers on Health and Hygiene**

Questions	Opinion to 'Yes'		Opinion to 'No'		Total
	No	%	No	%	
1. Is thee regular health check-up in your school?	00	0.0%	20	100%	20
2. Is the all girls have health card?	00	0.0%	20	100%	20

All the teachers have also opined that there is not a regular monthly health check up in GGHS. 100% teachers have opined that the girls do not have health card views of parents on security of Girls.

**Table-4.24: Views of parents on security of Girls**

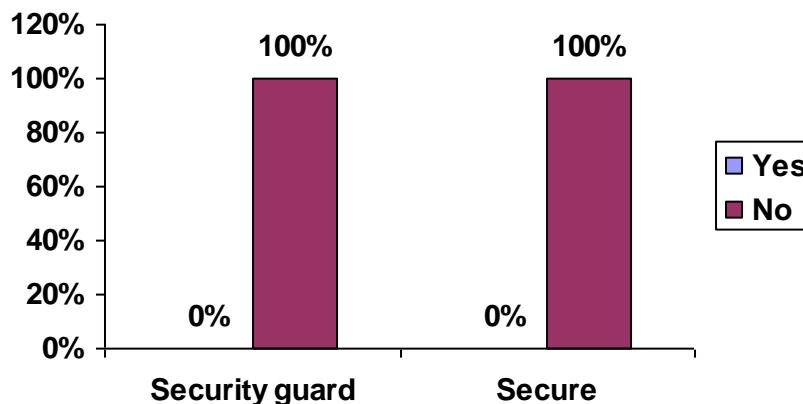
Questions	Opinion to 'Yes'		Opinion to 'No'		Total
	No	%	No	%	
1. Do schools have security guard?	00	0.0%	20	100%	20
2. Does the girls feel secure ?	00	0.0%	20	100%	20

The parents have expressed their opinion that the school do not have security guard but the girls do not feel secure in school.

**Table-4.25: Views of girls on security**

Questions	Opinion to 'Yes'		Opinion to 'No'		Total
	No	%	No	%	
1. Does your school has any security guard ?	00	0.00%	100	100%	100
2. Do you feel secure at your school.	00	0.00%	100	100%	100

From the table-4.25, it is noticed that girls are not satisfied with the school without security guard. Teachers are very co-operative with their students.



(ix) Bar graph shows, views of girls on security.

**Table No.4.26: Views of teachers on security of Girls.**

Questions	Opinion to 'Yes'		Opinion to 'No'		Total
	No	%	No	%	
1. Does your school has any security guard ?	00	0.0%	20	100%	20
2. Do the girls feel secure ?	00	0.0%	20	100%	20

From the table-4.26, 100% teachers have viewed that there is not a security guard and girls do not feel secure.

iii) Teachers are happy in the process of helping girls to get education in GGHS.

**General Information**

- i) Parents are aware about girls education even though they are illiterate. 80% parents are satisfied with the provision of education of girls in Govt. Girls High schools.
- ii) Girls had taken admission with the help of teachers.

**ii. Infrastructure**

- i) Parents are not satisfied with the existing infrastructure facilities of Govt. Girls High Schools. The toilet facility is not adequate.



- ii) Girls are not happy with the existing infrastructure facilities of GGHS. Number of classrooms are not sufficient.
- iii) Teachers are also not satisfied with the infrastructure facilities of GGHS. Fresh drinking water is not available. Supply water is also not available in time. So they depend on tubewell. Toilet facilities are also not in good conditions, which causes for the infection problem of girls.

### iii. Games and Sports

- i) 60% parents agreed that there are facilities of games and sports in GGHS.
- ii) 55% girls agreed that school provides games and sports facilities to them. 45% girls agreed that they have playground in school.
- iii) 60% teachers also opined that schools have play ground.
- iv) Teachers also opined that GGHS provides games and sports facilities to girls.

### IV. Teaching-Learning Process

- i) 80% parents are opined that there are not sufficient numbers of teachers in GGHS. Teachers are trained but there is not a single parent teacher meeting held in the GGHS.
- ii) 50% Girls opined that they have faced problem in language (English). 40% Girls have faced difficulties in Mathematics. They do not have student council facilities. Teachers do not take separate classes for weak students. Scholarship is not provided to all.
- iii) All the teachers are trained but, they have faced difficulties while teaching. 60% teachers opined that there are special teachers for vocational courses.

### V. Library Facilities

- i) 80% girls have said that there is no library in the school.
- ii) 80% teachers said that there is no library in the school.

### VI. Food / Mid-day Meal

- i) Parents are agreed that girls get sufficient food.
- ii) Girls themselves are satisfied with the food facility of GGHS. There is not a separate kitchen for cooking.
- iii) All teachers have agreed that girls get sufficient amount of food (mid-day-meal) in GGHS. There is no helper for cooking.

### VII. Health and Hygiene

- i) 100% parents are agreed that there is not a regular health check-up in GGHS. There is not a provision of health card.
- ii) 100% girls have pointed out that GGHS does not provide regular health check-up. Girls have no health card.
- iii) Teachers opined that there is not a regular health check-up of girls.

### VIII. Security

- i) All parents agreed that school have not security guard and girls do not feel secure.
- ii) All girls said that there is no security guard, so they did not feel secure.
- iii) All teachers agreed that there is no security guard.

## IX. CONCLUSION

From the tabulation and finding the following conclusion have been drawn :

1. From the opinion of parents, and teachers, it is concluded that parents are satisfied with the education facilities provided to girls.
2. From the opinion of parents, teachers and girls, it is concluded that they are not satisfied with the infrastructure facilities of GGHS. Toilet facility for girls students are not sufficient hygienic. It is in very worst condition. The supply water is not available. So girls face lots of problems for drinking water. Some girls are having skin diseases and other infections diseases. Books are available at the middle of the session uniform facility is available in GGHS.
3. From the opinion of parents and teachers it is known that sports facilities are provided in GGHS.
4. From the opinion of parents and teachers, it is concluded that teachers are trained teachers. But there is lack of subject teacher.
5. From the opinion of parents, teachers and girls it is known that girls get sufficient food (mid-day meal) but there is not a regular monthly health check-up of girls.
6. From the opinion of parents, teachers and girls, it is concluded that there is no security guard.
7. Both teachers and parents have played significant role in relation to increase enrollment, to stop drop-out, help in construction of school building.

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#### AUTHORS



**First Author** – Dr. Shri Krishna Mishra,  
Principal, Shri Kanwartara Institute for Teacher's  
Training, Shri Nagar Colony, Mandleshwar,  
Tehsil-Maheshwar, Dist.Khargone (M.P.), India  
451221, Email: shreekrishnamishra@gmail.com ,  
shrikanwartaracollege060@gmail.com , Mobile:  
9669696249, 9589560135



**Second Author** – Mr. Badri Yadav, Asst.  
Professor, Shri Kanwartara Institute for Teacher's  
Training, Shri Nagar Colony, Mandleshwar, Tehsil-  
Maheshwar, Dist.Khargone (M.P.), India 451221,  
Email: badriyadav9@gmail.com ,  
shrikanwartaracollege060@gmail.com , Mobile:  
9753222771