

Crossing Boundaries, Escaping Marginality: An Exploration of Socio-Cultural Changes and Its Impact on Girls Education in Haryana

Abstract

The proposed paper examines the concept of "Crossing Boundaries, Escaping Marginality: An exploration of Socio-Cultural Changes and its impact on Girls Education in Haryana in detail. It throws light on how the Socio-Cultural Changes impact's on the Girls Education. This paper throws the light on the importance of the girl's education and how this will bring renaissance in the country. Furthermore, the paper throw the light on the various factors which show girls education will bring the progress and prosperity in the country by increasing the level of productivity in the form of economy. This paper is a part of Research project sanctioned by ICSSR, New Delhi where the financial support provided to me by the ICSSR, New Delhi.

Keywords: Socio-Culture, Girl Education, Marginality.

Introduction

Education which is considered a strong weapon which has changed the destiny of the nations, when it comes for the development of girls, a nation can give gift to girls in the form education. It has been rightly said that education of one girl is the education of the whole family. Girls have to play a very significant role in the affairs of the society whether it is home or outside the home. Development and progress of the country or in the society reflects from the girl education. It looks into many affairs which are related to progress and prosperity such as social, financial and human capital (S. Murphy 2009). Education is the significant variable which plays a role of indicator for determining the family relations and relations within the society Amartya Sen (1989). Equal opportunity should be given to areas of girl education; it was one of the objectives of World Education forum world summit for children in 1990. The summit emphasized to develop the intervention programme for the girls which hampers in their active participation.

Through the process of education which makes the individuals as a responsible and functional members in the community as well in the society Ocho (2005). Many Human Rights forums emphasize that education is a human right and should be given to all of them without any creed, caste, color or sex. Throughout the world current stress from all the corners of the world is on basic education for all members of the society living on the planet earth (1948 Universal Declaration on Human rights). A survey was conducted by UNESCO (2013) in African Countries which reveals that girls are doing better at key competency tests. Furthermore, survey added that girls are participating in higher education as compared to boys. One more aspect which was quite evident in the survey that girl education was affected by socio-cultural and economic issues like domestic violence and school fees and mean of transport (C. 2015). All these issues mentioned above have consequently resulted in middle and high school dropout rates for Eastern and Southern Indian girls.

Benefits of Girl Education

Education is driving force for the development of socio-cultural change, which bring change in the outlook of the people in the way of thinking patterns and help them in developing the insight for judging the changes. It has been rightly said that more the educated people more will be the development of the country. The very importance significance of girl and women girl education in a society is to sole the present and emerging problems of all sections of the society.

Sarika Sharma

Dean,
School of Arts,
Humanities & Social Sciences
HOD,
Department of Education,
Central University of Haryana,
Mahendergarh

Review of Literature

Koldi (2009), education which is significantly important factor for the development and progress of the any country and an essential instrument which can bring the change in the overall aspect of the life. Whether it is social, political and economic aspect in all the spheres of the life education comes for assistance.

UNICEF as per the report of UNESCO is concerned they mentioned that 94 million children were lacking access to formal education. The report clearly mentions that the total % of the children's is from India, South Africa and South Asia.

Significance of the study

They study will provide depth insight regarding the importance of the girl education in Haryana. The study will also provide the knowledge about the development of the socio-culture patterns of the society. The study will be beneficial to help the government in implementing policies which will help girls in formal education which will enhance the secondary and senior secondary education. The study will also help to increases the participation and will decrease the level of retention without interfering the socio-cultural process of the society.

Justification of the study

From time to time several commission laid emphasis on the girl education as instrument for the change at the global level. So far as the formal education is concerned which will help to understand the activities of life skills and to take new opportunities. Formal education helps techs us the concept of tolerance and respect to others. So far as the formal education is concerned when it will be given in true spirit which help in the productivity and eliminate poverty and decreases the level of diseases.

Operational Definition of terms**Crossing Boundaries**

Crossing the boundary means hear refers to meet their needs.

Escaping Marginality

Here the researcher has used the word marginality in the context of girl's education which is not accepted by the members of the society as important element as compared to the education of boys.

Impact

Means the cause and effect relationship, here the researcher ahs used social-cultural patterns which influence the education of the girls.

Culture

Means the whole which is in the society weather material or non material and the living patterns of the people.

Socio-Cultural

These are combining factors which effect the education of the girls.

Formal Education

Type of learning that takes place in a all type of school set up.

Statement of the Problem

"Crossing Boundaries, Escaping Marginality: An exploration of Socio-Cultural Changes and its impact on Girls Education in Haryana" Socio-Cultural

change in respect of child is reflecting in the state of Haryana.

Broad Objective

The general objective of the study was to examine the influence of socio-cultural changes and its impact on girl education in Mahendragarh and Sirsa district of Haryana State.

Objectives of the Study

1. Creating an environment through positive economic and social policies for full development of women to enable them to realize their full potential.
2. The de-jure and de-facto enjoyment of all human rights and fundamental freedom by women on equal basis with men in all spheres-political, economic, social, cultural and civil.
3. Equal access to participation and decision making of women in social, political and economic life of the nation.
4. Equal access to women to health care, quality education at all levels, career and vocational guidance, employment, equal remuneration, occupational health and safety, social security and public office etc.
5. Strengthening legal systems aimed at elimination of all forms of discrimination against women.
6. Changing societal attitudes and community practices by active participation and involvement of both men and women.
7. Mainstreaming a gender perspective in the development process.
8. Elimination of discrimination and all forms of violence against women and the girl child; and
9. Building and strengthening partnerships with civil society, particularly women's organizations.

Research Questions or Hypotheses

1. How we create an environment through positive economic and social policies for full development of women to enable them to realize their full potential.
2. Is the girls crossing their boundaries and empowering them self.
3. Is the de-jure and de-facto enjoyment of all human rights and fundamental freedom by women on equal basis with men in all spheres-political, economic, social, cultural and civil.
4. Is the Equal access to participation and decision making of women in social, political and economic life of the nation.
5. Is the Equal access to women to health care, quality education at all levels, career and vocational guidance, employment, equal remuneration, occupational health and safety, social security and public office etc.
6. Can we strengthening more our legal systems that aimed at elimination of all forms of discrimination against women.
7. Is there is a change in societal attitudes and community practices by active participation and involvement of both men and women.
8. Is mainstreaming a gender perspective in the development process.

9. Is there is an elimination of discrimination and all forms of violence against women and the girl child; and
10. Are we building and strengthening partnerships with civil society, particularly women's organizations.

Girl Education in Haryana

It has been observed that less participation of girls in Haryana is associated with the historical development of education in the country. In the traditional era of history, education of Haryana was given in the old traditional form which was religion oriented in the form of patsala. The government of Haryana has taken a strong step with regard to girl education and announced a scholarship for graduate girl students under the name of ApniBetiApnaDhan which is for their mothers and their child. The previous

strategy has shown significant achievements in improving the teaching and learning environment for Secondary and Senior Secondary Education. There were tremendous efforts in the construction of classrooms, teacher offices and houses, toilets facilities and the common rehabilitation of some of the school buildings. But this has never been viewed on gender equality issues specially the socio-cultural effects.

It has been observed that, the common accessibility, retention and performances of girl's enrollment in Higher Secondary of Mahendragarh and Sirsa District trends are poor. For example, as shown below the enrollment trends Government of Haryana, Education Statistics Reports Year 2014-15, 2015-16 and 2016-17.

Enrollment Trends

Secondary and Higher Secondary Govt./Private School	Year Wise 2014-2015			Year Wise 2015-2016			Year Wise 2016-2017		
	M(Male)	F(Female)	Total	M(Male)	F(Female)	Total	M(Male)	F(Female)	Total
District Mahendragarh (Haryana)	S2929 HS3936	S3919 HS3722	6848 7658	S3918 HS3674	S3861 HS3465	7779 7139	S4265 HS3813	S4002 HS3653	8267 7466
District Sirsa (Haryana)	S5311 HS3714	S5406 HS3329	10717 7043	S5678 HS3443	S5481 HS3111	12159 6554	S6344 HS3354	S6145 HS3089	12489 6443

Source: Government of Haryana, School Management Information System (Statistics Reports)

References

1. Government of India, (2015). *Identifying backwardness of Mewat region in Haryana: A block level analysis*. Research Division: NITI Ayog, p.27: Originally quoted from Masand, A. (2008). *The rural urban divide in India*. Retrieved originally from
2. ¹Diaz, K., Fett, C., Gracia, G.T. and Crisosto, N. M. (2003) *The effect of student-teacher ratio and interactions on student/teacher performance in high school scenario*. Technical report BU-1645-M. Retrieved from <http://mtbi.asu.edu/downloads/education.pdf> on May 16, 2016
3. Government of Haryana, School Management Information System (Statistics Reports)
4. Government of India, (2015). *Identifying backwardness of Mewat region in Haryana: A block level analysis*. Research Division: NITI Ayog, p.32-39
5. Government of India. (2008). *A baseline survey of minority concentrated districts of India: Mewat, Haryana*. New Delhi: Indian Council of Social Science Research
6. <http://www.scribd.com/doc/7849672/The-Rural-Urban-Divide-in-India> on September, 3,2014
7. Sharma, S., & Thakur R.K., *Social Freedom of Women Teacher Educators and its Ramification on Teaching*, ISSN No. P: 2394-0344, *Remarking an Analisation*, VOL-2* ISSUE-3* June-2017
8. Sharma, S., Hayat. R., *Massacred Childhood and Breathing Hope: Schooling and the Meo Girl Children*, *Bhartiyam International journal of Education and Research*, 2277-1255 Vol 7 Issue II March 2018
9. Sharma, S., Hayat. R., *Mewat, Identity and Meo girls' education: An analysis* *An International multidisciplinary Refereed Research Journal of Central University of Haryana* ISSN 2348-3377 Volume II March 2016
10. Sharma, S., Hayat. R., *Schooling and the Meo Girl Children: Some insights from the field*, P: ISSN NO.: 2321-290X E: ISSN NO.: 2349-980X RNI : UPBIL/2013/55327 VOL-5 ISSUE-8 April, 2018 *ShrinkhlaEkShodhparakVaicharikPatrika* Page No. 21-26
11. Sharma, S., *Impact of Emotional Intelligence on cognitive Difficulty and Academic Achievement of Higher Secondary Students*, ISSN: 2456-5474, Vol-3 Issue-3 April – 2018, *Innovation the Research Concept*. Page No.22-25
12. Sharma, S., vol. IV issue 10 (II) (2016) *Concept of Social Intelligence and its effect on job performance*, pg. 18-20 in *International Research Journal of Commerce Business and Social Science*, ISSN 2277-9310, Jai Hind Education Society, Pune.
13. ¹Tamilenth, S. Mohansundaram, K. & Padmini, V. (2011). *Staff, infrastructure, amenities and academic achievements of the high schools in Chipata district, eastern province of Zambia*. *Archives of Applied Science Research*, 3 (6): 131-140