



A Study on Parents Perception towards Girl Child Education: Special Reference to Bridging of Gender Gap in primary Education through Sarva Shiksha Abhiyan (Samagra Shiksha Abhiyan) Programme in Andhra Pradesh

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Abstract:

After independence, India's government made women's education essential. Sarva Shiksha Abhiyan (Samagra Shiksha Abhiyan) is a community-owned school system to achieve universal elementary education. It launched in 2000-2001 and is one of India's major flagship elementary education universalization programmes. The Indian Constitution ensures equality for all citizens, including women and girls, and prohibits discrimination based on race, religion, caste, gender, and place of birth. It empowers the state to enact protected discrimination for the social and educational benefit of girls and children. The Right to Education (RTE) regulations have been revised to meet the requirements of the RTE Act, 2009. Sarva Shiksha Abhiyan (Samagra Shiksha Abhiyan) increased primary school access to 99 per cent and reduced out-of-school children in the age bracket of 6-14 to 3-4 per cent.

One thousand kids' parents were chosen for the study using the random selection approach. The researcher created a systematic self-administered open and closed-ended questionnaire. The data was analyzed using the mean, cross-tabulation, standard deviation, t-tests, and ANOVA. For the current study, different sets of parents were used to determine whether there was a significant difference in the learning disabilities of different student groups. For each group of children aged six to fourteen, mean scores and standard deviations were calculated for different groups of parents. Parents' perception towards the girl child's education significantly differs in their living area. Rural area parents show a high perception when compared to urban area parents. The category of parents also plays a significant role. S.T category parents give importance to their girl children equal to open category parents.

Keywords: Sarva Shiksha Abhiyan (Samagra Shiksha Abhiyan), Elementary Education, Indian Constitution, Right to Education, Parents Perception, Girl child's Education.

Introduction:

All children have the fundamental right to an education. Indian thinkers and political figures have emphasized the value of primary education for everyone. They believed that a foundational education would contribute to fostering the mindset and environment required for social change and economic progress. The strain on primary education has increased due to its importance in modern times. The Constitution's creators advocated providing educational opportunities to everyone, regardless of caste, gender, or religion; this is amply reflected in Article 45 of the Constitution, which ensures that all children up to the age of 14 years will receive free and required elementary education within ten years after the Constitution's inception. The nation has steadfastly worked via its five-year plans in cooperation with state governments to accomplish this aim. Various measures have been taken to ensure that all kids attend school regardless of gender, caste, or class. However, the Universalization of Elementary Education (UEE) objectives have not been met decades later.

In India, women's education is crucial to raising the nation's living standards. By encouraging and developing children's education, particularly the education of female children, the high female literacy rate can enhance both the quality of life inside and beyond the home. However, it has been shown that there are several reasons why girls in India cannot receive a formal education. As a result, the Government of India has rightfully taken a new step in the form of a unique initiative called the National Program for Girls' Education (NPEGEL) at the primary level under the Sarva Shiksha Abhiyan (Samagra Shiksha Abhiyan) to encourage girls' education in tribal and educationally backward areas.

Constitutional Provisions for Education of Girls

The Indian Constitution not only guarantees equality for all citizens, including women and girls, but also forbids discrimination on the grounds of race, religion, caste, gender, and place of birth and gives the State the authority to enact protected discrimination in the social and educational favour of girls and children. Scheduled castes and scheduled tribes' inferior classes. Under the Protected Discrimination Regulations, the State (our nation) has implemented various laws and developed specialised programs and schemes for girls' safety, welfare, and advancement. Article 45 of our Constitution, which is in line with state policy objectives, aims to make education mandatory for all children up to the age of fourteen within a 10-year window following the creation of the Constitution. The Universal Elementary Education (UEE) programme, which consists of five years of primary and three years of higher primary education for all children aged 6 to 14, is how our policy planner interprets the Constitution.

Sufficient hostel amenities

The Committee Report on the Status of Women in India (1962–1963) recommended incentives to discourage girls from dropping out of school.

The Education Commission (1964–1966) focused on the following issues. increasing public awareness to combat historical prejudices against girls' education

Appointing women teachers

They pushed to open special schools for girls in the upper elementary level, promoted mixed-gender primary schools, and offered free clothing, books, and other supplies. The mobilization of educational opportunities is emphasized in the National Education Policy of 1986. In 1986 and 1992, the National Education Policy was updated to include provisions for additional educational facilities, such as at least one primary school and one middle school for every family with a population of at least 300 and 500, respectively. In order to eradicate gender bias, the National Vision Plan for Women (1988–2000) recommended reorganizing educational initiatives and updating school curricula.

Female instructors should hold 50% of the positions in elementary schools, with at least one female teacher in each school, to increase awareness of the importance of education for girls. Schools should be close to one another and have flexible hours. Thus, there is a great need to increase the number of girls' schools. The National Policy for the Empowerment of Women (2001) emphasises reducing gender gaps in secondary and higher education, providing equitable access for women, and promoting excellent education at all levels. The Indian Constitution now recognises children's rights. The RTE Act of 2009, which made education free and required, is regarded as a watershed act in the history of education.

In the framework of our nation's planned development, the education of girls and women is particularly crucial. The First Five Year Plan (1951–1956) endorsed the requirement for special measures to be adopted to enhance girls' education and give equal opportunities for girls and boys in both education and employment. The second five-year Plan (1956–1961) suggested a concerted effort to educate parents about the importance of girls' education. The Third Five Year Plan (1961–1966) demonstrated incentives, including free textbooks and female scholarships. The utilization of facilities provided to boys and girls at various stages of education was impacted by the 4th Five Year Plan (1966–1971).

The fifth five-year Plan, which ran from 1971 to 1976, gave boys and girls the same opportunity to raise the standard of instruction. Universal primary education, Balwadikam-Krecha affiliation, hiring women teachers in rural areas, increasing the number of hostels for girls from lower socioeconomic classes, and improving girls' participation in science and mathematics courses were all given top priority in the 6th Five Year Plan (1980–1985). National Education Policy resulted from the 7th Five Year Plan (1985–1990) (1986). Women's literacy is given priority, as are obstacles to their enrollment and retention in primary and higher education. Women should be allowed to participate as equal partners and participants in the development process, according to the 8th Five Year Plan (1992-97). This 8th Plan's strategy moved away from "development" and toward "empowerment" of women. The most significant investment in the advancement of women was made during the 9th Five Year Plan (1997-2002), which increased quality of life by investing in vital sectors like population profile, health, sanitation, and economic productivity.

Universalization is a commitment made in the 10th Five Year Plan (2002-2007). The following objectives are set by elementary education (UEE). Accessibility for all, registration for all, retention for all, the achievement for all, equity (vi) By 2007 and at the upper primary level by 2007, eliminate all gender-based disparities in enrolment, retention, and practice success. Special programmes and tactics are used to include girls in all educational initiatives. The National Program for Girls' Education at Primary Level and Kasturba Gandhi Swatantra Vidyalaya (KGSV), two women's centre programmes, emphasize Plan 10. (NIGEL). The following elements are suggested for KGSV and NPEGEL implementation in Plan 10. Emphasize places where girls are undereducated. Pay special attention to girls from lower socioeconomic classes, such as those from minorities or SC/ST. Addressing the problem only affects women and girls and keeps them from pursuing an education. To give women and girls the social support system they need to develop educational chances. assisting girls in overcoming the socio-cultural and financial barriers preventing them from receiving a foundational education. Eleventh five-year plan (2007-2012) The 11th Five Year Plan's objective is to fully empower girls from all perspectives to work alongside boys on the road to advancement and development on an equal footing. For this reason, special precautions must be taken to ensure Cinnamon's safety and survival throughout her pregnancy, delivery, and early years. Monitoring the well-being of the girl child, her right to an uninhibited pregnancy, and the abolition of infanticide and female feticide are essential topics to be followed.

- Stopping exploitation, and violence against women and girls,
- The welfare and growth of teenage girls.
- Regular medical examinations.
- A medical facility is available.
- Availability of healthcare personnel.
- Drug availability."
- Girls' immunization records.
- Girls' supplemental nutrition.
- Micronutrient supply.
- Preschool instruction and related nutrition services.
- The number of girls attending school.
- A facility for primary schooling.
- The availability and accessibility of facilities for primary and secondary education.
- The share of female educators.
- The number of qualified educators.
- Providing a lunch break or additional nutrients.
- The availability of school uniforms, stationery, and textbooks. Pucca educational facilities
- A bathroom or restroom facility inside the school.
- School interior decor.
- School extracurricular activities.
- Recreational spaces.

Realizing the right to free and compulsory education is a crucial emphasis of the 12th Five Year Plan (2012–2017). Since the RTE Act of 2009 was passed, it has become a fundamental right and is in line with the SSA RTE mandate. As a result, in 2012, access to primary education reached 99 per cent, and in upper primary, it reached 95 per cent. Plan 12 interventions strongly emphasise learning outcomes for high-quality education, ensuring that all kids gain fundamental reading and math abilities in class I—class-V students' critical thinking, expression, and problem-solving. In order to comprehensively address the concerns of teacher recruitment, lunch National Mission on Teachers, and teacher education for capacity building, Teacher Eligibility Tests (TETs) have been established and mandated for the periodic assessment of school textbooks.

Sarva Shiksha Abhiyan (Samagra Shiksha Abhiyan) is the National Government's primary initiative:

The SSA is the government's most recent effort to ensure that all children between the ages of 6 and 14 receive an excellent education for eight years. Sarva Shiksha Abhiyan (Samagra Shiksha Abhiyan) was established in 2000 and has been in effect since that year. It is an effort to make primary education accessible to all through the local community's ownership of the school system. It is in response to the nationwide demand for primary education of the highest caliber. The SSA programme aims to give every kid the chance to reach their full potential by offering them a supportive community and high-quality education. It is a government-sponsored initiative to revamp and revitalize the primary education system nationwide. In collaboration with the community, Sarva Shiksha Abhiyan (Samagra Shiksha Abhiyan) primary goals are to enroll all eligible children in elementary school by 2010 and to minimize social, regional, and gender inequalities at an early age by 2007. It allows the state to create its essential education focus, and one of the main goals is to unite the Panchayati Raj institutions.

Sarva Shiksha Abhiyan (Samagra Shiksha Abhiyan) goals are:

By 2003, every child will be enrolled in a traditional school, an alternative school, or both.

- (ii) All kids will have finished five primary school years by 2007.
- (iii) All kids will have finished eight years of primary school by 2010.
- (iv) Emphasize receiving a primary education of acceptable quality with a lifelong learning component.
- (v) By 2007 and 2010, all gender and social class inequalities in primary education should be eliminated.
- (vi) By 2010, universal retention

Today, the Indian Elementary Education System has expanded to become one of the largest systems in the world, serving 8,25,000 households, or 94% of the nation's population, within 1 km of a school.

However, universalizing elementary education (UEE) remains a challenging objective with much ground to cover. Numerous kids are still not attending school. Never will they be abandoned or left behind.

Need and Significance of the Study:

Educated women can make a significant contribution to the growth of the family and hence of society. Educated women have fewer and healthier children, and their children are more likely to become educated and productive citizens, resulting in a healthier and more sustainable society (UNICEF, 2007). As a result, children of educated mothers will have more employment options in the future. They pick up these educational expectations from their mother. Unfortunately, many Indian youngsters are denied this option.

Moreover, among children, education is prioritized for the girl child above the male child in the family. The literacy rate is According to the 2011 census, female literacy rates are 65.46 per cent, whereas male literacy rates are more than 80 per cent. Gender discrimination is not new in Indian society, yet, it is why women in India are denied education and professional prospects. Education contributes significantly to sustainable development by developing and spreading knowledge.

Savitribai Phule, who founded India's first girls' school with her husband Jyotiravphule in 1848, was a pivotal player in the fight for women's and general education. Savitribai Phule challenged caste-gender norms that privileged education at a period when female literacy was 7.1 per cent and male literacy was 24.9 per cent, and now, education for women is considered an indicator of marriage prospects. Because educated females are more desirable, a girl's education is critical to preparing for marriage and marriage. As a result, meaningful education remains a pipe dream for many ordinary Indian women. Furthermore, discrimination against women in India is a cultural phenomenon. Women's upbringing, behaviour, and interests are, in fact, culturally justified.

Role of Sarva Shiksha Abhiyan (Samagra Shiksha Abhiyan) towards Women Empowerment:

Following independence, our national leaders took steps to make education mandatory for women in order to elevate their social status. Furthermore, with the assistance of a centrally supported initiative, SSA, girls' education has advanced even further. This system promotes females' education by offering free schooling, books, uniforms, and a free midday meal programme. Sarva Shiksha Abhiyan (Samagra Shiksha Abhiyan) is a community-owned school system that aims to universalize elementary education. It debuted in 2000-2001. It is one of India's major flagship programmes for primary education universalization. Its overarching goals include establishing universal access and retention, closing gender and socioeconomic class inequities in primary education, and improving children's learning and levels. SSA is in response to the national desire for high-quality primary education. It is an initiative to provide an opportunity for all children to achieve their human potential by empowering communities to provide high-quality primary education in a mission-driven manner.

The Right to Education Act is being implemented through the Sarva Shiksha Abhiyan (Samagra Shiksha Abhiyan), and the regulations have been revised to meet the requirements of the RTE Act, 2009. The central government has allocated Rs. 231233/-crore for this purpose. Implementation of the RTE-SSA programme for five years, from 2010-2011 to 2014-2015. Under the Sarva Shiksha Abhiyan (SSA), India increased primary school access to 99 per cent and reduced out-of-school children in the age bracket of 6-14 to 3-4 per cent. This initiative focuses on girls from Scheduled Castes and Scheduled Tribes communities and other vulnerable groups, such as minorities and rural children. As a result, the government must implement various schemes and programmes, such as SSA, to benefit individuals and the country or nation. As a result, the investigators felt compelled to investigate primary school pupils' parents perception towards the girl child education.

Objectives:

1. To find out the parents perception towards the girl child education in the following variables

Area: Urban/ Rural

Cast: SC/ST/BC/OC

Hypotheses:

1. There is no significance difference between Rural and Urban area parents perception towards girl child education.
2. There is no significance difference between SC, ST, BC and OC category parents perception towards girl child education.

Method of Research:

The descriptive survey research approach was employed for this study.

The population of the study:

The study population consists of all parents of primary school children in Visakhapatnam and East Godavari Districts of Andhra Pradesh.

Sampling method:

One thousand parents of primary school children located in rural and urban areas in Visakhapatnam and East Godavari Districts of Andhra Pradesh were chosen for the study using the random sampling method.

Research tool and procedure

A structured self-administered open and closed-ended questionnaire developed by the researcher. A maximum of 10 minutes is given to the parents of primary school children to provide answers to the questions on the questionnaire itself. The collected data were entered into an SPSS database and analyzed. The mean, cross-tabulation, standard deviation, t-tests, and ANOVA were used for the data analysis.

Data Analysis:

The hypotheses formulated for the present investigation have been verified using different statistical techniques. Mean scores and Standard Deviations were calculated for different groups of parents. From these values, Standard Error of Difference (SED) and Critical Ratios (CRs) were calculated to know whether there is any significant difference in the learning disabilities of different student groups for the present study.

Table 1. Perception-Area-Mean-SD- t-value

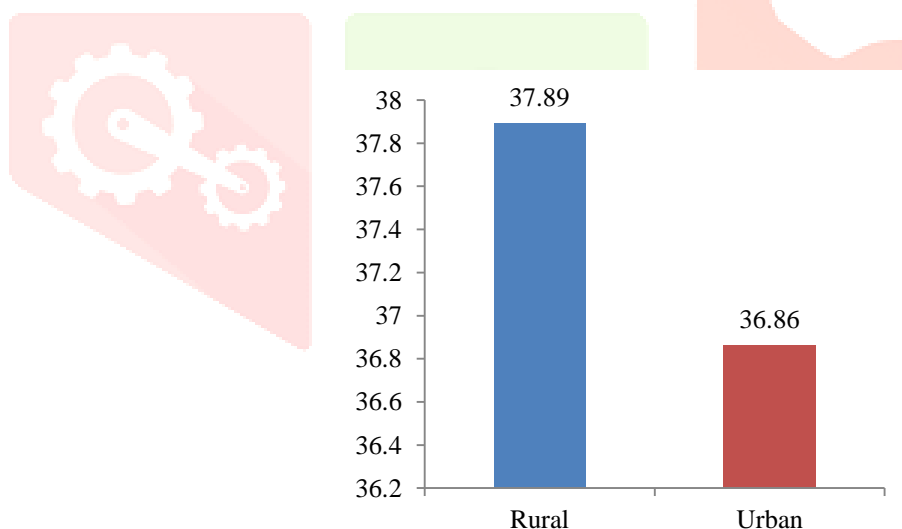
Variable	Group	N	Mean	SD	SE _D	"t"	Hypotheses
Area	Rural	650	37.89	1.35	0.8403	12.270*	The null hypothesis is rejected
	Urban	350	36.86	1.09			

* Significant at 0.05,

Interpretation:

Table 1 indicates that the calculated 't'-value (12.270) is greater than the table value of 1.96. Therefore, it is significant at the 0.05 level. Hence, the null hypothesis is rejected. So, it can be stated that the area of parents differed significantly in their perception towards girl child education. The mean difference (1.03) is in favour of rural area parents. Hence, it can be inferred that rural area parents possess high positive perception when compared to urban area parents.

Fig.1 Bar diagram- Information of the perception based on Area

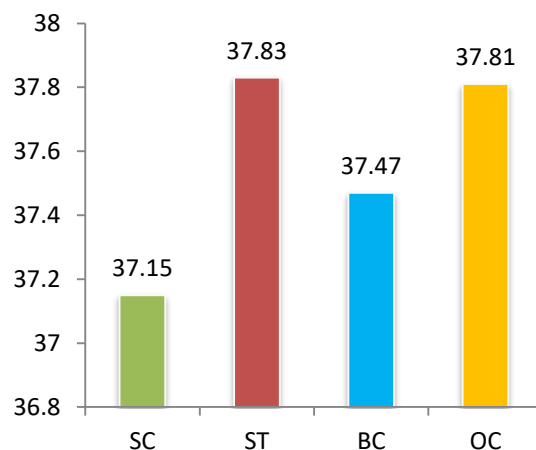
**Hypotheses-2**

There is no significance difference between OC, BC, SC and ST parents in their perception towards the girl child education.

Table2. Perception- Category- MEANs - SDs

Category	N	Mean	SD
SC	223	37.15	1.65
ST	130	37.83	1.13
BC	401	37.47	1.3
OC	246	37.81	1.14

Fig.2 Diagram showing mean score values relating to the variables – Category

**Interpretation:**

The table 2 shows that O.C. and ST category parents has positive perception when compared to other category parents with mean score of 37.83, parents who are belongs to B.C category had the second place with mean score of 37.47, parents who are belongs to S.C category had the third place with mean score of 37.15.

Table 3.

ANOVA					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	63.754	3	21.251	11.883	.000
Within Groups	1781.157	996	1.788		
Total	1844.911	999			

Interpretation:

It is observed from table 3 that the obtained F-value (11.883) for $df = 3$ and 996 is greater than the table value of 2.61. It is significant at the 0.05 level. Therefore, the null hypothesis is rejected. Hence, it can be inferred that the category of parents significantly affects their perception.

Since the F-value is significant, a further probe is attempted to know which category groups differ significantly in their perception from other subgroups.

Table 4. Perception-Category- MEANS - SDS - t -VALUES

Group	N	Mean	SD	df	SE _D	"t"	Significant/ not Significant
SC	223	37.15	1.65	351	0.16426	4.102	Significant at 0.05 level
ST	130	37.83	1.13				
SC	223	37.15	1.65	622	0.12056	2.628	Significant at 0.05 level
BC	401	37.47	1.3				
SC	223	37.15	1.65	467	0.13055	5.026	Significant at 0.05 level
OC	246	37.81	1.14				
ST	130	37.83	1.13	529	0.12795	2.790	Significant at 0.05 level
BC	401	37.47	1.3				
ST	130	37.83	1.13	374	0.12356	0.114	Not Significant at 0.05 level
OC	246	37.81	1.14				
BC	401	37.47	1.3	645	0.10101	3.358	Significant at 0.05 level
OC	246	37.81	1.14				

Interpretation:

It is observed from table 4 that the obtained t-values (4.102, 2.628, and 5.026,) for dfs = 351, 622, and 467 are more significant than the table value of 1.96. Therefore, they are significant at a 0.05 level, so it can be stated that S.C category parents differed significantly from their neighbor groups, i.e., B.C, S.T, and O.C in perception towards girl child education. The mean differences (0.68, 0.32, and 0.66) favour S.T, B.C, O.C categories parents. It can be stated that S.C Category parents possess low perception compared to their counterparts.

The other obtained t-values (2.790) for dfs = 529 is greater than the table value of 1.96; therefore, they are significant at the 0.05 level, So it can be stated that S.T. category parents differed significantly from their neighbor groups, i.e., B.C in perception toward the girl child education. The mean differences (0.36) favour S.T category parents. It can be stated that S.T. Category parents possess high level perception compared to their counterparts. And another group obtained t-value (0.114) for df=374 is less than the table value of 1.97; therefore they are not significant at the 0.05 level. So, researcher concluded there is no significance difference between S.T and O.C category parent's perception towards girl child education.

The other obtained t-value (3.358 for df = 645 is greater than the table value of 1.97. Therefore, they are significant at a 0.05 level, so it can be stated that B.C category parents differed significantly from their neighbor group, i.e., O.C in perception towards the girl child education. The mean differences (0.35) are in favour of O.C category parents. It can be stated that B.C. Category students possess low perception compared to their counterparts.

Findings and conclusions:

1. Perception of parents towards the girl child education significantly differs in their living area. Rural area parents shows high perception when compares to urban area parents. Now days every parent must give proper priority to girl child education. Government also creates proper awareness to parents with the help of projects like SSA, mid-day meals.
2. Category of parents also plays a significant role. S.T category parents give a importance to their girl children equal to open category parents. According to these results this is the key indicator of the achievement of SSA.

Educational Implications:

- Enrollment of girls in schools should be rigorously regulated beginning at the gram panchayat level to lower school dropout rates.
- Girls' schools should be accessible, and adequate infrastructure, such as restrooms should be provided.
- All teachers should consistently deliver quality instruction to children and hire more female teachers.
- Scholarships and other financial aid for female students pursuing higher education should be enhanced.
- Every two to three communities should have a computer and other technical education centres for girls.

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