



Right to Education to Girl Child in Bihar with Special reference to ‘Mukhyamantri Balika Poshak Yojana’ and Mukhyamantri Balika Protsahan Yojana’: A case study of Patna and Buxar districts

- Ritika Singh • Megha Dhandhanian • Aparna Singh
- Sister Maria Dipasha A.C.

Received : November 2012
Accepted : March 2013
Corresponding Author : Sister Maria Dipasha A.C.

Abstract : *From Jesus to Gandhi, before and after, every sublime soul has beheld divinity in juvenility. Every child comes with a message that God is yet not discouraged of his finest creation, human being. Every child (specially the girl child, as she is the one who keeps the cycle of human life going on) is a special and priceless gift that we are bestowed upon with the hope that we would recognize its preciousness, respect its individuality and enable it to fulfil its abundant*

potential. A child, male or female has the first call upon the resources of the state as it is the future of entire human kind and advancement of the human race depends on its development.

Survival and development of girl child for which educating her is essential is not the question of her survival only, it is the question of survival of the entire human race and should be looked upon as such. Moreover, when the girl child is properly educated, her mental faculties will adequately develop and only then in her later life she will be able to realize her true self, contribute to the development of her children, family, society and nation simultaneously maintaining her dignity and true worth by standing up for and demanding her own human rights, their protection and promotion in all fields of activity.

Key words: *Education, girl child, development.*

Ritika Singh

B.A. III year, Economics (Hons.), Session: 2010-2013,
Patna Women's College, Patna University, Patna,
Bihar, India

Megha Dhandhanian

B.A. III year, Economics (Hons.), Session: 2010-2013,
Patna Women's College, Patna University, Patna,
Bihar, India

Aparna Singh

B.A. III year, Economics (Hons.), Session: 2010-2013,
Patna Women's College, Patna University, Patna,
Bihar, India

Sister Maria Dipasha A.C.

Head, Department of Economics,
Patna Women's College, Bailey Road,
Patna – 800 001, Bihar, India
E-mail :

Introduction :

Education enlightens and only an enlightened woman can stand up for protection of her human rights and for those of her fellow sisters who may be being deprived and discriminated against due to various religious and socio-economic factors. By educating girl child we set in a process of empowering women, who will be able not only to defend their rights and live with dignity but also to contribute to the development of entire society.

If the most basic value is of survival and everything comes after that the first right is the right to be born and not to be aborted on the basis of gender. This right of survival is being snatched away (female foeticide) with the help of modern science and technology in contravention to existing laws that forbid any such activities. Women, due to their ignorance of such laws and help unavailable at hand in adverse circumstances, suffer unspeakably because they are not educated and hence are unable to defend their unborn and fend for themselves in such circumstances. If a girl is born, despite all efforts to the contrary, the question is of their right to remain alive, live with dignity, and live as an individual, a term not understood well in connection with women. Here we are concerned, directly, with the right to education. This also implies the right to information about law, health care and opportunities in different fields of activity including the right to a career. Only when this right is protected one can expect to have a congenial atmosphere for the protection and promotion of human rights of women.

It is widely accepted that formal schooling between 6-11 years of age is vital for proper development of the child, which is also supplemented by mother at home. Education by formal or informal means can become a major tool for removing the bias against the girl child. It will usher in a new era for her and for her country.

Theoretically all agree that educating a girl child is essential. However, their education does not get any priority among the family's survival concerns if it is in a state of abject poverty. Even when education is free, there are many costs in attending a school which includes uniforms, textbooks and participation in social activities of the school. Added to this is the opportunity cost of sending girls to school when they could be helping at home with household work or with family's income-earning activities. This also explains the high school dropout rate for girls when they are growing up, since their opportunity cost for staying at school keeps increasing for their families.

The factors such as lack of conveniently located schools, flexible hours, irrelevant curricula, non availability of female teachers and the absence of single sex schools play an even greater role in preventing girls from enrolling in schools. The location of a school is an important factor affecting parent's decision. Longer distance is often perceived as a threat to a daughter's security and might make the parents reluctant to send their daughters to school. So, all these factors will have to be accounted for while planning for girl education if we have to succeed.

Gender Bias in India :

Since India is based on a patriarchal society, the male members are favoured more over the female ones. And so male literacy is much higher than that of females. It can be seen in the following table:

YEAR	MALES (IN %)	FEMALES (IN %)
1951	24.9	7.3
1961	34.4	13.0
1971	39.5	18.7
1981	46.9	24.8
1991	63.9	39.2
2001	76.0	54.0
2011	82.14	65.46

Source: Census of India, 2011.

Education of Girls in India :

India has the largest illiterate population in the world (429 million) which exceeds the total combined population of the North American Continent and Japan. But in some ways India's progress has been remarkable too. The adult literacy rate has nearly tripled since 1951 from 18 percent in 1951 to 52 percent in 1991 and 74 percent in 2011 (Census, Government of India, 2011).

The task of providing elementary education to all is massive and is made even more difficult as India spends less than 4 percent of its GNP on education and then has devoted only half of its expenditure on elementary level education. This is unfortunate because had elementary education been looked after properly and made Compulsory, (As was discussed in the constituent assembly of India and not accepted), India would have become almost fully educated by now and would have entered the category of developed nations instead of lagging behind as a developing state despite over half a century of independent status.

As far as education of girls is concerned there is much desired left in India, and the sorry state of education needs sincere and concerted efforts for showing some improvement and progress in the desired direction. The traditional value of girl education in India was teaching the ideals of motherhood and of making the home beautiful and attractive. The middle and higher classes of India have long suffered from the duality of an educated manhood and ignorant womanhood - a dualism that affects different levels of home and domestic life and has had to impact on personal and national character. 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 women can realize their capabilities

in the true sense and contribute in national development at the same time. It is also natural that education of girl child will lead to her empowerment and later of women on a larger scale.

Education of girls has been a high priority with the Government of India. The National Commitment to provide free and compulsory education to all children in 6 - 14 years of age group is now a Fundamental Right of every child in India after the passing of the Constitution (86th Amendment) Act in December, 2002. Reaching out to the girl child is central to the efforts to universalize elementary education. 'Education for All' programme recognizes that ensuring girls' education requires changes not only in the education system but also in societal norms and attitudes.

The real and viable solution to discrimination against the girl child lies in education. Education must emphasize that in a modern technological world, it is the intellect and not the muscle that will dominate production and means of livelihood. That need for absorption of knowledge and the ability to put to use this knowledge is the key to development and success must be understood by all. That the girl is not a mere reproductive tool but rather a partner in progress must be understood by the society. This understanding on the part of society is imperative for eradicating the evil of discrimination against half of the Indian population.

Objectives of the Project :

- To identify the relevance and importance of '**Mukhyamantri Balika Poshak Yojana**' and '**Mukhyamantri Balika Protsahan Yojana**' for Girl- Child Education.
- To bring out the key developments made after the introduction of '**Mukhyamantri Balika Poshak Yojana**' and '**Mukhyamantri Balika Protsahan Yojana**'.

- To assess the improvement of Girl- Child Education in schools.
- To access the impact of Yojanas over academic achievements by girls.
- To identify the success and failure of 'MukhyamantriBalikaPoshakYojana'.

Methodology :

- It is an empirical study based on both primary and secondary methods.
Primary method includes interview of 60 literate respondents. And secondary method includes interpretation of data.
- Area of study: Patna and Buxar Districts.
- Tools and technique for data collection:Case Study, Interviews, Schedule Interviews.
- Methods of data analysis:Bar diagrams, Tables, Pie charts.

Hypotheses :

- The introduction of 'Mukhyamantri Balika Poshak Yojana' and 'Mukhyamantri Balika Protsahan Yojana' play an important role towards girl child education.
- Their introduction has brought out significant developments towards the betterment of the girls and thus has been a great source of help towards the economic and social welfare of the State.
- It has boosted the morale of the girls and will kindle their spirits towards their educational development.

Result and Discussion :

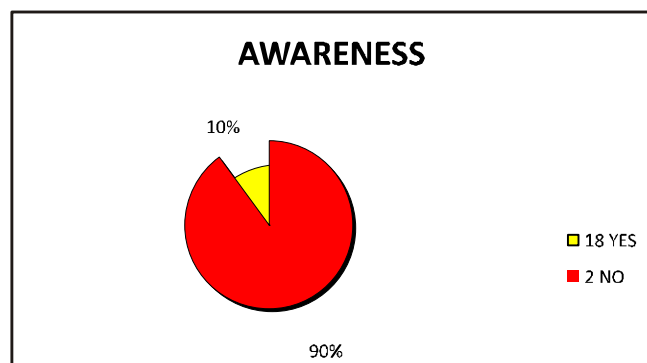
After the survey of both the districts based on the questionnaire, we came across the fact that the amount received is not sufficient and generally not on time. The amount received by the students are not always used for the meant purposes. The students or their family sometimes use the amount for their personal use.

But the good point lies in the fact that the dropout rate has decreased among the school girls.They are more keen on coming to school for getting proper education.Their standard of living has increased after their regularity to school.They have become more confident after getting uniforms and money for further studies.They are working towards their future goals and understand the importance of education.They are contributing a lot to economic and social needs of our State/Country.

Some of the important results observed after conducting the survey of our schemes in Patna and Buxar.

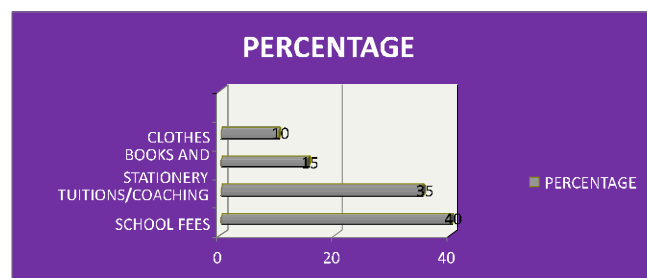
1. MUKHYAMANTRIBALIKA PROTSAHAN YOJANA

- Awareness in Patna and Buxar Districts :



Out of 20 respondents, 90% were aware of "MukhyamantriBalikaProtsahanYojana" and 10% were unaware.

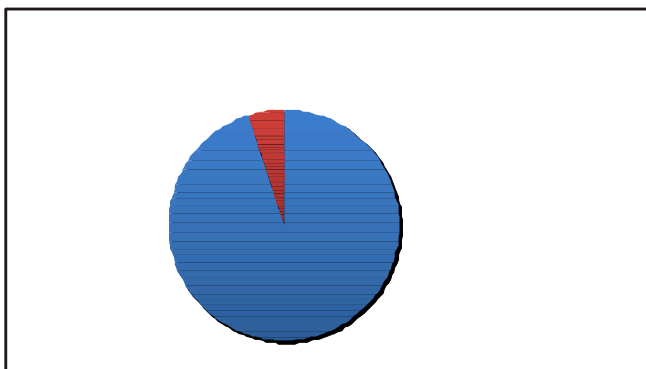
- Utilisation of the Awarded Amount in Patna and Buxar Districts:



Out of 20 students, 40% used the amount for their school fees, 35% used it for their tuitions and coaching, 15% of them used it on books and stationery and the rest 10% used it on clothes.

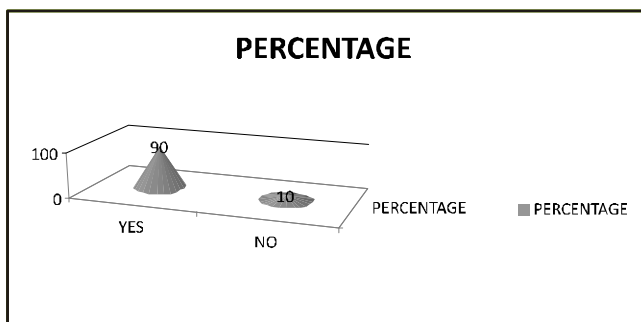
2. MUKHYAMANTRIBALIKA POSHAK YOJANA

• Awareness in Patna and Buxar Districts



Out of 40 respondents, 95% were aware of this scheme and 5% were unaware of the scheme.

• Utilisation of the Awarded Amount in Patna and Buxar Districts:



Out of 40 respondents, 90% of them utilised the amount for buying the uniform whereas 10% did not.

Conclusion :

The project based on the study of "MUKHYA MANTRI BALIKA PROTSAHAN YOJANA" AND "MUKHYAMANTRIBALIKA POSHAK YOJANA" in Patna and Buxar Districts as unique steps for promoting girl child education is a fruitful endeavour. The survey carried out was based on a field study which has clearly depicted the present scenario of our state, BIHAR. The introduction of these schemes by our ex-Chief Minister, Sri Nitish Kumar has paved way for the girls of our state, who are eager to learn and excel in different spheres of their lives.

The idea of introduction of these schemes is truly considered a unique one as after receiving the amount for higher studies and for clothes, the students have showed more interest towards coming to schools and continuing their studies. The figures have shown the changes.

Earlier, they could not afford the uniforms and higher education which made them reluctant towards attending school. Now the situation has reversed and the students are happy to come to the school and they are playing an important role for the betterment of the society.

These schemes have aided in educating the girls of our state who once lacked opportunities and were suppressed in society. It has boosted the spirits and strengthened their confidence for achieving success in every field they enter.

References :

Dr. Amita Agarwal, Educating Girl Child for Protection and Promotion of Human Rights of Women in India, Kurukshetra, September, 2012.

Census Govt. of India, 2011.

<http://planning.bih.nic.in/EOS/TOR-MMBPY.pdf>.

<http://www.educationbihar.gov.in/English/ProtsahanYojana.aspx>.