A Comparative Study of women empowerment awareness level of Adolescent Girls in Private and Government Schools of Delhi

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Abstract

Empowerment means giving authority, strength or confidence to someone. Empowerment elevates the spirits of the person who has been empowered and gives him courage to chase his dreams. The whole and soul way of empowering people is to educate them. Women empowerment has been the issue of hot debate in Asian countries where females are suppressed and confined within four walls of the house. The discrimination towards a female is obvious in the Indian Society. Surprisingly, the empowerment of women is one of the central issues in the process of development of countries all over the world, not just India. In this regard the study attempted to measure the women empowerment of the adolescent girls from a comparative perspective among the private and the government schools in Delhi.

Keywords: Women Empowerment; Adolescence; Gender Equality

I. Introduction

Women of India though started off with a fairly sound position in the society, having significant respect and admiration, lost its glory and charm in the mid 19th century. The women in the Vedic period were an equal participant in all the rituals that were performed. They had equal participation in the sacrificial rites, pressed the Soma, rinsed and mixed it with milk and offered adoration to gods. The beginning of the epic era marked the period where from the deterioration of the women began to happen. Women were no longer expected to be educated and education was confined to the males only. Even the social position in the society was considered to be inferior to that of the men. Where on one hand, the epic era, signified the women as an ideal wife, dedicated solely to her husband, on the other hand it engrossed in itself the
social evils such as sati, polygamy etc. It was during this time that the husband in the marital relationship raised the status up and gained the position of the “pati parameshwar” that is the god.

During medieval time, the practices that had begun to creep in the system continued to perish and further deteriorate the condition of the women in the society. The practices such as polygamy gained further momentum. All these developments resulted in a general decline in the status of women in the society. The British ruled the India from 18th century-to mid 20th century and brought about several changes in all the spheres of the life including the economic and social ones.

Arya Samaj in North India, Brahmo Samaj in Bengal, Christian Missionaries came into aid of Indian girls and women in all sphere of life. First school was opened by Mrs. Meada in Nagaercoil in 1819. Mrs. Norton opened a school for women at Allepey in1920, Mrs. Wilson opened a school for girls in Bombay in 1830, known as St. Columbia school where Parsees girls sent 16 girls to the school. Social reformers tried to improve status of women a lot. Raja Ram Mohan Roy, Ishwar Chandra Vidya Sagar, Keshab chandra sen, Ranade, Annie Besant, sister Nevedita, Dayanand Sarawati, Vivkananda, Mahatama Gandhi all worked towards women empowerment (Sharma, 2000).

Though many laws were prepared for the betterment of the women yet the status of women did not improve much. The reason behind it was the lope sidedness of the laws and their ineffective implementation strategies on the part of the government.

Women Empowerment is now currently a global issue and discussion on women political right are at the fore front of many formal and informal campaigns worldwide. As the studies show, the reality is that despite the fact that there has been an amelioration of condition of women with respect to education and employment, yet in terms of domestic violence and sexual harassment, the cases do not cease to exist. (Lather, 2009)

II. Objectives of the Study

1. To determine the difference, if any, in the capacity building capability of adolescent girls studying in government and private schools in East Delhi.
2. To determine the difference, if any, in the social –political and legal awareness of adolescent girls studying in government and private schools in East Delhi.

III. Hypothesis

1. There is no significant difference in the capacity building capability of adolescent girls studying in government and private schools in East Delhi
2. There is no significant difference in the social –political and legal awareness of adolescent girls studying in government and private schools in East Delhi.
IV. Research Design

Mixed-methods research design was used to investigate awareness level of different prospects in between the adolescent girls of government and private schools in east Delhi and identifying the causes of the extreme scores. Survey methodology was used for the collection of data.

- **Sample**
  Stratified random sampling method was used for selecting schools and random sampling was applied for the selection of prospective adolescent girls for the study. Total 400 girls were chosen from government and private schools in east Delhi and 40 girls were chosen for the case study with extreme scores.

- **Tools Used**
  Adolescence Girl’s Empowerment Scale (AGES) by Devendra Singh Sisodia & Alpana Singh (2009)-The scale consisted of 49 announcements isolated into seven parts including power and entitlements, autonomy and self-reliance, decision making, participation, capacity building, Social, political and legal awareness and exposure to information media.

  Interview schedule was used to survey the empowerment of girls. Open-ended questions were directed as a means of summing up the answers given through the AGES.

- **Analysis of the data**
  Since the data was quantitative in nature thus appropriate statistical techniques were employed including the mean, standard deviation, t-value etc. The significance level for the t-test was taken to be 0.01.

  The scores obtained from the adolescents of the private and the government schools were independently grouped to calculate the mean and the standard deviation. The t-test was then administered on the same to examine the differences between the awareness of adolescent girls regarding their Capacity Building Capability and Social –Political And Legal Awareness. The values obtained from the t-test are listed in the table below:

<table>
<thead>
<tr>
<th>Area</th>
<th>School type</th>
<th>Mean</th>
<th>Standard Deviation</th>
<th>t-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Capacity Building Capability</td>
<td>Government</td>
<td>25.7</td>
<td>5.71</td>
<td>1.85*</td>
</tr>
<tr>
<td></td>
<td>Private</td>
<td>26.84</td>
<td>6.58</td>
<td></td>
</tr>
</tbody>
</table>

*Significant at 0.01 level of significance

The t value for the data came out to be 1.85 which was not significant at 0.01 level of significance.
Table 2: The Calculated Values of Mean, S.D., t-value for Social –Political And Legal Awareness on AGES

<table>
<thead>
<tr>
<th>Area</th>
<th>School type</th>
<th>Mean</th>
<th>Standard Deviation</th>
<th>t-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social –Political And Legal Awareness</td>
<td>Government</td>
<td>24.48</td>
<td>4.95</td>
<td>4.226*</td>
</tr>
<tr>
<td></td>
<td>Private</td>
<td>26.9</td>
<td>6.41</td>
<td></td>
</tr>
</tbody>
</table>

*Significant at 0.01 level of significance

The t value for the data came out to be 4.226 which was significant at 0.01 level of significance.

V. Findings of the Study

The hypothesis “There is no significant difference in the capacity building capability of adolescent girls studying in government and private schools” is accepted.

The hypothesis “There is no significant difference between the social-political and legal awareness level of adolescent girls studying in government and private schools” gets rejected.

VI. Conclusion

It may be concluded that the adolescent girls from the government and the private schools have almost the same awareness of their Capacity Building Capability, though the private schools adolescent girls have little more awareness towards empowerment than their counter parts in the government schools. Also, the difference in the mean values is significant enough, thus the adolescent girls in the private and the government schools have different Social–Political and Legal Awareness levels. The greater value of the mean of the private school adolescent show that the girls there have more awareness with respect to the concerned dimension.

VII. References