

The Impediments at Higher Education Faced by Rural Girls in Hilly Area of Vidharbha Region

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Abstract

Swami Vivekanand was of views until women-counterpart not become the integral part of human society from every point of view, the progress of the society in the true sense of the word is not possible. It is woman who nurtures, conserves and progress the culture. Therefore it is said the hand rocks the cradle rules the world. Being only an integral part is not admissible Woman should be well-educated, well-skilled and well-honed. It is possible only when she is provided with ample facilities and well-deserved opportunities. But when we envisage it from Indian perspective it looks quite complicated and depressing due to plurality and diversity in caste, creed, race and predominantly topographical and geographical locations. In Vidharbha region, particularly in remote and hilly area of Vidharbha region, it is evident. India is a land of critical and complicated diversity. If one region is well connected to main city while other is far remote and inaccessible. The present paper is prepared to find out hurdles and remedies to them that come in the way of the girl student's education at higher study in Vidharbha region.

Key Words : Integral, point of view, remote / propagate, envisage, to propagate, envisage, topographical, hurdle.

India has witnessed many social reformers who tried untiringly to bring about social reforms. Indians were slaves to numerous incomprehensible customs traditions, culture, superstitions. Education was thought to be the magical wand that could make wonders. Personalities like, in Maharashtra specifically, Mahatma Phule, Dhondave Keshave Karve opened the doors of education to women-folk. Mahatma Phule started first school for girls in 1848 in Bhide Wada in Pune Maharashtra. Maharshi Dondave Keshave Karve founded first University for women in 1916 in Mumbai, Maharashtra witnessed varied kinds of upheavals

regarding education for Women-folk school, colleges, especially for women have recently been founded. They took every effort to spread awareness and established institutions for the purpose in every corner of Maharashtra state. However some areas like, particularly Vidharbha region, still remained untouched and untraced especially for Women-folk. Cities like Nagpur, Akola and Amravati to certain extent are centers for education. but the girls particularly, residents of villages and remote areas are still unable to avail the facilities of such educational centers.

Impediments

Nandita Sigh (2008) has worked higher education in India and found that gender discrimination, inequality in education across the socio-economics spectrum of India. She felt a need to develop female students specific pedagogy and flexibility in the system of education, which would prepare them to face a world of opportunities and challenges.

Poor Transportation Facilities

The girl-students residing in the remote especially hilly-Dongari region face most prominent problem i.e. transport-facilities. In remote areas S.T. (State Transport) buses are fair access for the students. But due to poor road conditions and insufficient number of passengers buses are irregular and never follow the time schedule. It is note-worthy that the state government has commenced some special buses for these students, but they too miss-match the time schedule.

Indifference and Lethargy

In Vidharbha region indifference and lethargy towards girls-education, are the predominant hurdles Expectations of government jobs, if girls are educated dominates the social mindset. If there is dearth of government Jobs, education is considered futile. In higher education, girls are not supposed to be sent to regular colleges. If educating at home is possible, regarded convenient and acceptable.

Dearth of Good colleges and Educators

Colleges are the educating-centers. But the prevalent policy administered by Government i.e. Starting Colleges on non-grant basis (self-Financed) the quality of education. Though the number of colleges are visible at every corner, the quality based education is not experienced. Because the qualitative teachers are not interested as they are

not handsomely and regularly paid. If teachers are well-skilled, updated, upgraded, students experience the beauty and necessity of being educated.

When students are exposed to a competitive atmosphere, they feel self-inspired and self-motivated. It is the surrounding atmosphere that enthralls the spirit of awareness about the surrounding dynamics of the ever-changing world. Unavailability of such a motivating external force causes inertia, particularly among girl-students, the girl-students in remote areas. The parents' unwillingness and disinterestedness also demotivate, dishearten and discourage the girl students. It is the fundamental responsibility of the Educational Institutions and society to develop a carefree and congenial ambience for the girl-students to pursue knowledge while completing education.

Impact of Modernization and Globalisation

Today is the era of globalization. The ultra-modern facilities have constricted the globe into a small village. The rapidity in communication has brought two unknown persons closer: As a result of such progress, elopement of girls with strangers has increased. The modernity at college premises is considered the root cause for this phenomenon. Therefore the parents are suspicious of today's education system. They are reluctant to send their daughters to the college. Particularly in rural areas. So, a wrong step taken by a single girl-student closes the door of education for other girl-students. In remote areas, so-called modern kind of standard ways of living is considered unrighteous and irreligious.

Conclusion

Vivekananda says, "500 males can win India in 50 years which can be done with a few weeks by 500 Women."

"Educate your women first and leave them to themselves: then they will tell you what reforms are necessary for them."

Swami Vivekananda and other social reformers like Raja Ram Mohan Roy always made an attempt to imbue the philosophy of women-education in India. Swamiji emphasized on women education particularly in rural India. Therefore if a woman has to be well-educated, well-skilled, and self-empowered, Government, all social institutions, and most importantly her family members should support her and make her ways easy, smooth and carefree to be educated to educate, to culture and to inculcate the values of the into the generations to come.

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