



Cover Page

**A STUDY ON PROBLEM OF GIRL STUDENTS IN CO-EDUCATIONAL INSTITUTION AT SECONDARY STAGES****Dr. S. Jyotirani**Lecturer in Education, Dr.P.M.I.A.S. E
Sambalpur, Odisha, India**ABSTRACT**

The present study examined a study on problem of girl students in co-educational institution at secondary stages. The objectives of the study were (i). To study the facilities available for girl students in co-educational government secondary schools. 2. To find out the academic related problem faced by girl students in co-educational government secondary schools. 3. To find out adjustment related problem faced by girl students in co-educational government secondary school. 4. To find out psycho-social problem faced by girl students in co-educational government secondary school. The present study was delimited to all government co-educational secondary school of class 9th & 10th girl students of Jharsuguda municipality corporations. A descriptive survey method was adopted for the present study. The sample of the present study consisted of 120 girl students are studying in coeducational secondary schools. Again, the researcher will select 4 number of government secondary co- educational schools purposively under Jharsuguda Municipal Corporation. The researcher used the following tools i.e., 1. school information blank 2. A Self-made questionnaire for girl students will be used as a tool for data collection. The major findings of the study were (i) In sample school a total no. of 1490 (100%) students are enrolled, out of them 793(53.22%) are boys and 697(46.77%) are girl students enrolled. 2. About 110(91.66%) girls opined that they attend school regularly whereas 10 (8.3%) students viewed that they don't attend school regularly. 3. About 90(75%) students are agreed that teachers are equally focused on both boys and girls in class room studies whereas 30(25%) students are not agreed. 4. About 11(9.16%) girl students are bullying by boys at school where as 109(90.83%) girl students are not facing any problem .5.About 09(7.5%) girl students agreed that teachers are not using their home language while teaching in the classroom and about 111(92.5%)girl students said that teacher uses home language in the classroom .6.Again about 13(10.83%) students agreed that they are affected by social stigma whereas 107(89.16%) students are not affected any social stigma .7.About 10(8.3%) girls student are agreed that they are engaging in household work that affected their studies whereas about 110(91.66%) students are not affected on that .

Keywords: Problem of Girl Students, Co-Educational Institution, Secondary Stage.**Introduction**

Students in coeducational education are powerful tool of development and are quite necessary for the upliftment of girls. Government of India (GOI) and States increasingly recognize the significance of girl's education due to multiple benefits that accumulate to women and their families. Education in India is placed in concurrent list of the Indian Constitution through 42nd Constitutional Amendment Act, thereby making it a joint responsibility of Centre and State Governments. The Indian education system is the biggest system in the world where primary, middle, secondary, higher secondary and college plays a vital role in sharpening the personality of individuals. But there are many hurdles in the way of education system of our country that large numbers of school going children are continuously leaving the school system before completing the secondary education. Gender differences can be seen everywhere in the education system of the country where male dominating society exists. So, the educationist should be aware to the specific needs of the girls. Even after the formation of the many committees and commission the enrolment rates of girls are still declining day by day. Those who are enrolled in the schools they are not prepared adequately due to the lack of adequate facilities. An attempt was made on girl's education through the 1986 National Policy on Education NPE (1986) stated that "Access to secondary education will be widened with emphasis on enrolment of girls, SCs & STs, particularly in science, commerce, and vocational streams through refashioning of secondary education. RAMSA is one of the major interventions for strengthening secondary education. Education of girls is the primary focus in Rashtriya Madhyamik Shiksha Abhiyan (RMSA). It provides various incentives for girls to attract towards education to increase enrolment of girl institution at secondary level.

Review of Related Literature

Das (2018) conducted a study on co-education at school level: A Comparative study on urban vs. Rural parents' attitude in Siliguri. The findings of the study showed that, there is no such difference between urban and rural parents' attitude towards co-education. Parents assign more importance to factors like school infrastructure, teachers' quality, and distance from residence, and discipline over co-education as a factor. It is evident that irrespective of urban or rural context, parents are more concerned about quality of education rather auxiliary factors which has indirect influence in the development of children. It also draws conclusion that, co-education helps children to be more open towards their parents and it increases their adjustment capability.



Cover Page



Deka,S (2017) conducted a study on adjustment problems among adolescent girl students of secondary schools .The major objectives of the study was the adjustment problems of adolescent girl students studying in rural and urban secondary schools of Morigaon district , Assam ,India .The sample of study consists 80 adolescent girl students was taken from randomly selected secondary schools, out of which 40 from urban areas and 40 from rural areas of Morigaon districts, Assam ,India .The sample was collected by using simple random sampling technique .Age of the adolescent girls ranged from 14 -16 years . The study revealed that as ,1- regarding social and emotional adjustment problem, significant difference found between adolescent girl students studying in rural and urban secondary schools of Morigaon distirict, Assam .2- It was also found that there is no significant difference in educational adjustment problem between the adolescent girl students studying in secondary schools of rural and urban areas of Morigaon district, Assam, India.

Pundir,R & Dheeram,A (2016) conducted study on with the aim to adjustment problems of new school entrants' girls .The objective of the study were adjustment is the process of findings and adopting modes of behavior suitable to the environment or the changes in the environment of new school entrants' girls . The sample of study consists 382 new admitted students in 5th ,9th and 11th classes students. Educational, personal and social values were measured through self-developed questionnaire tools. The data analysis by mean, standard deviation, and f-ratio. The analysis revealed that the adjustment problem of new school entrant ;Educational and personal adjustment of girls different classes differ significantly whereas no significant difference in social adjustment of girls from different classes. In terms of self-concept, it would appear that there were no gender differences. In both cases, the relationship with friends correlated more strongly with the relationship with parents according to the results the parents as well as peer group plays an important role in the personality development of adolescents.

Mbuta,J.J (2015) conducted study on challenges facing girls and boys in academic performance : a case study of single sex secondary schools in Tabora municipality ,Tanzania . The objectives of the study were 1- to investigate the effects of single sex schooling in students' performance in secondary schools .2- to examine the learning challenges facing girls and boys in secondary schools which affect their academic performance. The sample of study consists 53% males and 47 % females. Data collection method were questionnaires, interviews were applied as tools for data analysis. It was concluded that single sex schools are a good idea, particularly for girls to improve their performances as it provided a conducive environment for study. It was recommended that the issue of educating women is very important for any national development and therefore, needed to be emphasized.

From the above discuss it is clear that various factors that affect girls' education which is the result of high dropout at secondary level. These are negative attitude of parents' unpunctuality of teachers, unfeasibility of school buildings, poor financial status of the parents, lack of basic facilities, marriage at early age lack of parental attention, negative attitudes of parents about girls' education, illiteracy of the parents, lack of competent teachers, lack of basic facilities for teachers; lack of proper security arrangement, and early marriage. So, the researcher would like to conduct this study to know about the existing problem of girl students in co-educational government secondary schools.

Rationale of the Study

Co-education was at once a myth to the Indian Education System. But after the establishment of Universalization of secondary Education, through various projects like Rastriya Madhyamika Sikhya Ahiyan (RMSA) and Kishori Yojana, the Government has envisioned to make the co-education system popular so that, the boys and the girls both can get the formal education at school level under the same roof without discrimination. It makes girl students bolder and smarter by eradicating self-defeatism, inferior complexity and self-created pessimism and broadens their personality with growing self-confidence. It should encourage and cultivate a relationship of mutual respect among both the genders which promotes a healthy and competitive environment among the students. Thus, it socializes people by giving the preparation of real world. Co-education is also economical for a poor country like India. In case of school level education, parents are the decision maker. It is of prime importance to understand their perception and attitude regarding co-education. But there are various factors that affect girls' education which is the result of high dropout at secondary level. These are negative attitude of parents' unpunctuality of teachers; unfeasibility of school buildings, poor financial status of the parents, lack of basic facilities, marriage at early age lack of parental attention, negative attitudes of parents about girls' education, illiteracy of the parents, lack of competent teachers, lack of basic facilities for teachers; lack of proper security arrangement, and early marriage. So, the researcher would like to conduct this study to know the various problems faced by girl students and also types of facilities available for girl students in co-educational government secondary schools.

Objectives of the Study

The following were the objectives of the present study:

1. To study the facilities available for girl students in co-educational government secondary schools.



Cover Page



2. To find out the academic related problem faced by girl students in co-educational government secondary schools.
3. To find out adjustment related problem faced by girl students in co-educational government secondary school.
4. To find out psycho-social problem faced by girl students in co-educational government secondary school.

Delimitations of the Study

The present study was delimited to all government co-educational secondary school of Jharsuguda municipality corporations.

The present study was also be delimited to class 9th and 10th girl students of co-educational government secondary school of Jharsuguda Municipal Corporation.

Method

The researcher was adopted descriptive survey method for the present study.

Population

The population of the present study will be consisted of all government Secondary co-educational schools of Jharsuguda Municipal Corporation.

Sample

The sample of the present study consisted of 120 girl students are studying in coeducational secondary schools. Again the researcher will select 4 number of government secondary co- educational schools purposively under Jharsuguda Municipal Corporation.

Tools

Following research tool developed by the investigator for conducting the present study.

1. School Information blank
2. A Self-made Questionnaire for girl students will be used as a tool for data collection.

ANALYSIS & INTERPRETATION OF DATA

Table-1
Students Enrolment in Sample School

Sl.No	Total Nos of School	Students Enrolment		Total
		BOYS	GIRLS	
1	04	204(54.25%)	172(45.74%)	376(100%)

The above table reveal that in sample school a total no. of 1490 (100%) students are enrolled, out of them 793(53.22%) are boys and 697(46.77%) are girl students enrolled.

Table-2
Teacher Strength in Sample School

SL. NO	Sample School	Teacher Strength		Total
		Male	Female	
1	04	15(78.94%)	04(21.05%)	19(100%)

The above table reveal that in sample school total no. of teacher strength is 19 (100), out of them 15(%) are male and 04(%) are female teachers.



Cover Page



Table-3
Students - Classroom Ratio in Sample School

SL. NO	Sample School	Total Nos of Class Room	Students Strength	Student -Classroom Ratio
1	04	09	376	1:41.78

The above table reveals that classroom-student ratio in sample school is 1:41:78.

Table-4
Facilities Available for Girl Students in Co-Educational Institution

Sl.no	Facilities available	N=04 Yes	NO
1	Boundary wall available	Yes	
2	Girls rest room available	Yes	
3	Hostel facilities for girls	-	No
4	Coaching facilities for girls	Yes	-
5	Remedial classes for girls	Yes	-
6	Separate playground available for girls	-	No

The above table reveal that in co-educational institution girls rest room & drinking water facilities are available at school. Similarly coaching & remedial classes are arranged for them. Again, hostel facilities & separate playground not available for girls.

Table-05
Other facilities for girl students

Sl.no	Facilities	Total no. of sample School	Yes	No
1	Bicycle for girls	04	Yes	-
2	Dress/uniform		Yes	-
3	Stipends		Yes	-
4	Free text books		Yes	-
5	Sanitary napkins		Yes	-

The above table reveal that in sample school facilities like bicycle, stipends, free text books and free sanitary & napkins are available for girls in co-educational institutions.

Table-06
Academic related problem faced by girl students

Sl.no	Statement (N=120)	Yes (%)	No (%)	Total (%)
1	Students attend school regularly.	110(91.66%)	10(8.33%)	100%
2	Separate toilet available for girl students.	100(83.3%)	20(16.6%)	100%
3	Girls common room /rest room available for girls.	100(83.33%)	20(16.6%)	100%
4	Both boys and girls get equal opportunities in the classroom as well as in school.	98(81.66%)	22(18.3)	100%
5	Unit test/ monthly test regularly conducted in the school.	92(76.6%)	28(23.3%)	100%
6	Teachers are equally giving importance to both boys and girls.	90(75%)	30(25%)	100%



Cover Page



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7	Teachers' clear doubts of absent students.	87(72.5%)	33(27.5%)	100%
8	Teachers are equally giving importance to both boys and girls.	86(71.6%)	20(16.66%)	100%
9	Lady teachers not available in the school.	72(60%)	48(40%)	100%
10	Teachers are showing partiality towards boy students.	58(48.33%)	62(51.66%)	100%
11	Girls are facing language problems in classroom.	21(17.5%)	99(82.5%)	100%
12	Financial problem of parents.	15(12.5%)	105(87.5%)	100%
13	Parents are giving more importance to son as compared to daughter.	10(8.33%)	110(91.66%)	100%
14	Lack of motivation of girl students	07(5.83%)	113(94.16%)	100%
15	Opportunity not to given in participating of different curricular and co-curricular activities.	05(4.16%)	115(95.83%)	100%
16	Feeling insecure in schools	00(0%)	120(100%)	100%

The above table reveals that about 110(91.66%) girls opined that they attend school regularly whereas 10 (8.3%) students viewed that they don't attend school regularly. Again about 100(83.3%) girl students agreed that separate toilet and girls' common room are available in school and 20(16.6%) students not agreed on that. About 98(81.66%) girl students agreed that teachers are equally given importance to both boys & girls whereas about 22 (18.3%) teachers are not equally given importance to students. About 92(76.6%) students opined that in school unit/monthly test was conducted in time, whereas about 28(23.3%) students are not agreed. About 90(75%) students are agreed that teachers are equally focused on both boys and girls in class room studies whereas 30(25%) students are not agreed. Again about 87(72.5%) girl students are opined that teachers clear their doubts when they are absent in school and about 33(27.5%) students are not agreed about it. About 72(60%) girl students opined that the school have female teacher and 48(40%) students are viewed that the school have no female teachers. About 58(48.33%) girl students are agreed that teachers showing partialities towards boys' students whereas about 62(51.66%) girl students not agreed that There are about 21(17.5%) students are facing language issues problem and about 99(82.5%) girl students are not facing that problem. About 15(12.5%) students are agreed that they face financial problem at home where as about 105(87.5%) girl students are not facing any financial problem. About 10(8.33%) girl students agreed that parents are given more importance to boys as compare as girl's child, whereas 110(91.66%) girl students are not agreed on that. About 07(5.83%) girl students are faces lack of motivation and 113(94.16%) girl students are not agreed on that. About 05(4.16%) girls agreed that opportunity not to given in participating of different curricular and co-curricular activities. All girl students viewed that they are feeling secured in school surrounding.

Table -7
Adjustment related problem faced by girls' students

Sl.no	Statement	Yes (%)	No (%)	Total (%)
1	Inferiority complex develops among girl students in co-education institution.	70(58.39%)	50(41.66%)	100%
2	Girls are facing problem due to health issue related to adolescent period.	32(26.66%)	88(73.33%)	100%
3	In adolescence stage they feeling in secure to adjust in co-education all school	24(20%)	96(80%)	100%
4	Girls' student importance in curricular & co-curricular activities.	20(16.66%)	100(83.33%)	100%
5	They feel shy to ask questions to male	17(14.16%)	103(85.83%)	



Cover Page

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	teachers.			100%
6	They face difficulties to communicated properly with teachers.	12 (10%)	108(90%)	100%
7	Boys are bullying girls in school.	11(9.16%)	109(90.83%)	100%
8	Teacher does not use their home language while teaching in the classroom.	09(7.5%)	111(92.5%)	100%
9	When a girl students ask a question, the teacher ignore that.	09(7.5%)	111(92.5%)	100%
10	Sitting in the same classroom with boy's student is difficult to adjust.	06(5%)	114(95%)	100%
11	Due to lack of separate toilets, they feel awkward	03(2.5%)	117(97.5%)	100%

The above table revealed that 70(58.39%) girls student opined that inferiority complex develops among girl students in co-education institution where as about 50(41.66%) girls' students not agreed that. About 32(26.66%) students are facing problem due to health issues related to adolescence period where as about 88(26.66%) students are not facing any health issues in adolescence stage. About 24(20%) girl students are feeling insecure to adjust in co-educational school where as about 96(80%) students are not feeling insecure adjust in co-educational institutions. About 20(16.66%) girl students are given importance in curricular & co-curricular activities whereas 100(83.33%) are not given importance. About 17(14.16%) girl students are feeling shy in nature to ask questions to male teachers whereas about 103(85.83%) girls are not feeling shy to ask Questions to male teachers. About 12(10%) students faces difficulties to communicate properly with teachers whereas 108(90%) are not faces any difficulties. About 11(9.16%) girl students are bullying by boys at school where as 109(90.83%) girl students are not facing any problem. About 09(7.5%) girl students agreed that teachers are not using their home language while teaching in the classroom and about 111(92.5%) girl students said that teacher uses home language in the classroom. About 06(5%) students are adjusting to sitting in the class room with boy's student and about 114(95%) girl students are not adjusting herself in the classroom. About 03(2.5%) girls' student are felling awkward due to lack of separate toilets in school where as 117(97.5%) students are no feeling that.

Table -8
Psycho- social related problem faced by girl student

Sl. No	Statement	Yes (%)	No (%)	Total (%)
1	Girls' education is being encourage by family.	108(90%)	12(10%)	100%
2	More girls are participating in studies and other activities.	98(81.66%)	22(18.33%)	100%
3	Negative attitude of the society towards girls' education are discouraged.	35(29.16%)	85(70.83%)	100%
4	Girls who suffer from domestic violence are de-motivated for study.	30 (25%)	90(75%)	100%
5	Senior family members not in favor of higher education of girls	27(22.5%)	93(77.5%)	100%
6	Society emphasizes more on the education of boys as compared to girls.	20(16.66%)	100(83.33%)	100%
7	Girls are not given opportunities to study aboard.	18 (15%)	102(85%)	100%
8	Proper environment not available for study of girls	17 (14.16%)	103(85.83%)	100%
9	Girls' education is affected by social stigma.	13(10.83%)	107(89.16%)	100%
10	Girls are more engaging in household work.	10 (8.3%)	110(91.66%)	100%



Cover Page



11	There is practice of sex determination & killing girls feticide.	07(5.83%)	113(94.16%)	100%
12	Girls are not allowed to participate in all kinds of outside activities.	04 (3.3%)	116(96.66%)	100%
13	Girls are ignored in the families.	00(0%)	00%	100%
14	Child marriage is still practiced in our society.	00(0%)	00%	100%

The above table revealed that 108(90%) girls' students are encouraged by family members whereas about 12(10%) students are not encouraged by their family. Again about 98(81.66%) girls' students are participating in studies and other activities whereas about 22(18.33%) girl students are not participating any activities. About 35(29.16%) girl students said that girl's education would be discouraged from negative attitude of society and 85(70.83%) girl students are not affected by societies negative attitude. About 30(25%) girls' students are suffering from domestic violence whereas their studies are de-motivated, and 90(75%) students are not suffering on that. About 27(22.5%) girl students said that senior family member not in favor of higher education of girls and 93(77.5%) girl students don't agree on that. About 20(16.66%) girls students opined that society emphasis more on education of boys as compared to girls' education and about 100(83.33%) girl students are not agreed on that. About 18(15%) girl students said they are not provided opportunities to study abroad and about 102(85%) girl students are said that they are provided opportunities to study aboard. About 17(14.16%) girl students are said that they are not available suitable environment for their studies whereas about 103(85.83%) girl students have suitable environment for their study. About 13(10.83%) students agreed that they are affected by social stigma whereas 107(89.16%) students are not affected any social stigma. About 10(8.3%) girls' students are agreed that they are engaging in household work that affected their studies whereas about 110(91.66%) students are not affected on that. About 07(5.83%) students are opined that there is practice of sex determination & killing girls feticide whereas about 113(94.16%) students are nor agreed on that. About 04(3.3%) girls said that they are not allowing to participate in all kinds of outside activities whereas about 116(96.66%) students are participating all outside activities. All girl students agreed that are not ignored by their families and f child marriage is still practiced in our society.

Major Findings

The following are the major findings of the study

1. In sample school a total no. of 1490 (100%) students are enrolled, out of them 793(53.22%) are boys and 697(46.77%) are girl students enrolled.
2. in sample school total no. of teacher strength is 19 (100), out of them 15(%) are male and 04(%) are female teachers.
3. The above table reveals that classroom-student ratio in sample school is 1:41:78.
4. In co-educational institution girls rest room & drinking water facilities are available at school. Similarly coaching & remedial classes are arranged for them. Again, hostel facilities & separate playground not available for girls.
5. In sample school facilities like bicycle, stipends, free text books and free sanitary & napkins are available for girls in co-educational institutions.
6. About 110(91.66%) girls opined that they attend school regularly whereas 10 (8.3%) students viewed that they don't attend school regularly.
7. Again about 100(83.3%) girl students agreed that separate toilet and girls' common room are available in school and 20(16.6%) students not agreed on that.
8. About 98(81.66%) girl students agreed that teachers are equally given importance to both boys & girls whereas about 22 (18.3%) teachers are not equally given importance to students.
9. About 92(76.6%) students opined that in school unit/monthly test was conducted in time, whereas about 28(23.3%) students are not agreed.
10. About 90(75%) students are agreed that teachers are equally focused on both boys and girls in class room studies whereas 30(25%) students are not agreed.
11. Again about 87(72.5%) girl students are opined that teachers clear their doubts when they are absent in school and about 33(27.5%) students are not agreed about it.
12. About 72(60%) girl students opined that the school have female teacher and 48(40%) students are viewed that the school have no female teachers.
13. About 58(48.33%) girl students are agreed that teachers showing partialities towards boys students whereas about 62(51.66%) girl students not agreed that There are about 21(17.5%) students are facing language issues problem and about 99(82.5%) girl students are not facing that problem .



Cover Page



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14. About 15(12.5%) students are agreed that they face financial problem at home where as about 105(87.5%) girl students are not facing any financial problem.
15. About 10(8.33%) girl students agreed that parents are given more importance to boys as compare as girl's child, whereas 110(91.66%) girl students are not agreed on that.
16. About 07(5.83%) girl students are faces lack of motivation and 113(94.16%) girl students are not agreed on that. About 05(4.16%) girls agreed that opportunity not to given in participating of different curricular and co-curricular activities. All girl students viewed that they are feeling secured in school surrounding.
17. About 70(58.39%) girls student opined that inferiority complex develops among girl students in co-education institution where as about 50(41.66%) girls' students not agreed that.
18. About 32(26.66%) students are facing problem due to health issues related to adolescence period where as about 88(26.66%) students are not facing any health issues in adolescence stage. 18. About 24(20%) girl students are feeling insecure to adjust in co-educational school where as about 96(80%) students are not feeling insecure adjust in co-educational institutions.
19. About 20(16.66%) girl students are given importance in curricular & co-curricular activities whereas 100(83.33%) are not given importance.
20. About 17(14.16%) girl students are feeling shy in nature to ask questions to male teachers whereas about 103(85.83%) girls are not feeling shy to ask Questions to male teachers. About .12(10%) students faces difficulties to communicate properly with teachers whereas 108(90%) are not faces any difficulties. About 11(9.16%) girl students are bullying by boys at school where as 109(90.83%) girl students are not facing any problem. About 09(7.5%) girl students agreed that teachers are not using their home language while teaching in the classroom and about 111(92.5%) girl students said that teacher uses home language in the classroom. About 06(5%) students are adjusting to sitting in the class room with boy's student and about 114(95%) girl students are not adjusting herself in the classroom. About 03(2.5%) girls' student are felling awkward due to lack of separate toilets in school where as 117(97.5%) students are no feeling that. 21. The above table revealed that 108(90%) girls' students are encouraged by family members whereas about 12(10%) students are not encouraged by their family.
21. Again about 98(81.66%) girls' students are participating in studies and other activities whereas about 22 (18.33%) girl students are not participating any activities.
22. About 35(29.16%) girl students said that girl's education would be discouraged from negative attitude of society where as 85(70.83%) girl students are not affected by societies due to negative attitude. About 30(25%) girls' students are suffering from domestic violence whereas their studies are de-motivated, and 90(75%) students are not suffering on that.
23. More over about 27(22.5%) girl students said that senior family member not in favor of higher education of girls whereas 93(77.5%) girl students don't agree on that. About 20(16.66%) girls students opined that society emphasis more on education of boys as compared to girls' education and about 100(83.33%) girl students are not agreed on that. About 18(15%) girl students said they are not provided opportunities to study aboard and about 102(85%) girl students are said that they are provided opportunities to study aboard. About 17(14.16%) girl students are said that they are not available suitable environment for their studies whereas about 103(85.83%) girl students have suitable environment for their study.
24. Again about 13(10.83%) students agreed that they are affected by social stigma whereas 107(89.16%) students are not affected any social stigma. About 10(8.3%) girls' students are agreed that they are engaging in household work that affected their studies whereas about 110(91.66%) students are not affected on that. About 07(5.83%) students are opined that there is practice of sex determination & killing girls feticide whereas about 113(94.16%) students are nor agreed on that. About 04(3.3%) girls said that they are not allowing to participate in all kinds of outside activities whereas about 116(96.66%) students are participating all outside activities. All girl students agreed that are not ignored by their families and viewed that child marriage is still practiced in our society.

Conclusion

Girl child education and empowerment is a key component of education policies. This has translated to many initiatives by the Ministry of Human Resource Development for expansion of girls' education. It is the education which can make aware about the ways and means of controlling their fertility, behavior and spacing of birth and motivate them indirectly to have small size of family of their happy, prosperous and healthy life.

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Cover Page



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