

A Sociological Study on What is the Role of Transport in the Girls' Education of Rural Area of Chitradurga District

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ABSTRACT

The research article describes the Girls are less educated compared to males and currently, there has been little progress in general education. The study also looks at the impact of transportation and communication on change. curtail education of rural girls, the nature of those receiving a general degree education based on caste, reasons to hesitate to send to town for education in rural area of Chitradurga district and total subsidies for gender based education in rural areas etc.

[KEY WORDS: Rural Girls, Transportation, Communication, transport and connectivity, Rural females]

1. INTRODUCTION

Human society is reaching global heights in the prehistoric period. But India's integrated society is unable to reach global reach. Because Indian society is very socially diverse. This means that classes, communities, genders, etc. are all the same and are not equal. Lack of key tools for this inequality and diversity are those weapons that reach the global reach of what society, class, and gender are, such as education, rationality, social awareness, etc. Categories and communities where these devices are not available can still be found in the estimation of gender. In particular, rural females are still unable to stand up to males in the field, which is why it is important and important to educate rural females.

India is a rural country. Chitradurga Taluk of Chitradurga District of Karnataka State is a drought-stricken hill and has been hit by drought for years and is very severe. Also, the females here are less educated compared to males. Recently, there has been little progress in general education. The present study also looks at the impact of transportation and communication on change.

II. REVIEW OF LITERATURE

Stiefel and Minten, (2008) Rural road development increase access to markets for inputs and derivatives through the reduction in transaction costs and trade costs (transportation and logistics costs). High availability of inputs increases their use by farmers. As a result, agricultural productivity increases. Rural roads allow producers to achieve additional productivity opportunities, which leads to an increase in production. Jalan and Rawalian (2002) show that road density had a more significant positive effect on consumption density at the farm-house level in rural areas of South China from 1985 to 1990. Suresha C (2021) describes information on the impact on Rural Girls' in a rural area of Chitradurga district. We selected 20 villages in Chitradurga district, i.e. rural area of Chitradurga taluk, villages in Challakere, villages of Hiriyyur, villages of Holalkere, and rural area of Hosardurga. This study deals with the sub-content of this article i.e. details about the educational qualification of the rural girls and detailed to improve access to higher education for rural girls if the transport is improved.

III. IMPORTANCE OF THE STUDY

- 1) It is helpful to set up a program to encourage illiterate women.
- 2) It would be helpful to develop a transport and communication system for rural girls to access educational facilities.
- 3) Rural females can be better educated and the family to be literate.
- 4) It is helpful to come up with the plans to alleviate the problems of educating rural girls.
- 5) Helps in the increase in the literacy rate of females.
- 6) To control the population explosion in India, people need to educate their daughters so their study is essential.
- 7) Helps to overcome gender inequality in rural society
- 8) Helps to reduce mother and child mortality
- 9) Assistant to the establishment of an equal society
- 10) Helping to make girls a social face.

IV. SCOPE AND LIMITATIONS OF THE STUDY

Thuruvanur Rural Panchayat is located in the Chitradurga Taluk of Karnataka State. Thuruvanur Rural Panchayat is a Grama Panchayat consisting of 7 villages. In this village panchayat, except in the village of Thuruvanur, the majority of the Scheduled Castes and Scheduled Tribes in the remaining villages have increased. Even the panchayat has no natural resources. The most important of the people here is dependent on the rainfall and there is very low rainfall in this area.

V. OBJECTIVES OF THE STUDY

- 1) Knowing family background.
- 2) Knowing the idea of education for girls.

- 3) Knowing the propensity of education in females.
- 4) Knowing female educational issues.
- 5) To study the challenges of educating rural girls.
- 6) To know the family interest in educating girls
- 7) Knowledge of transport and communication facilities for girls' education
- 8) Is there gender inequality in higher education? Is to know.
- 9) Knowing the educational status of girls based on class.

VI. RESEARCH METHODOLOGY

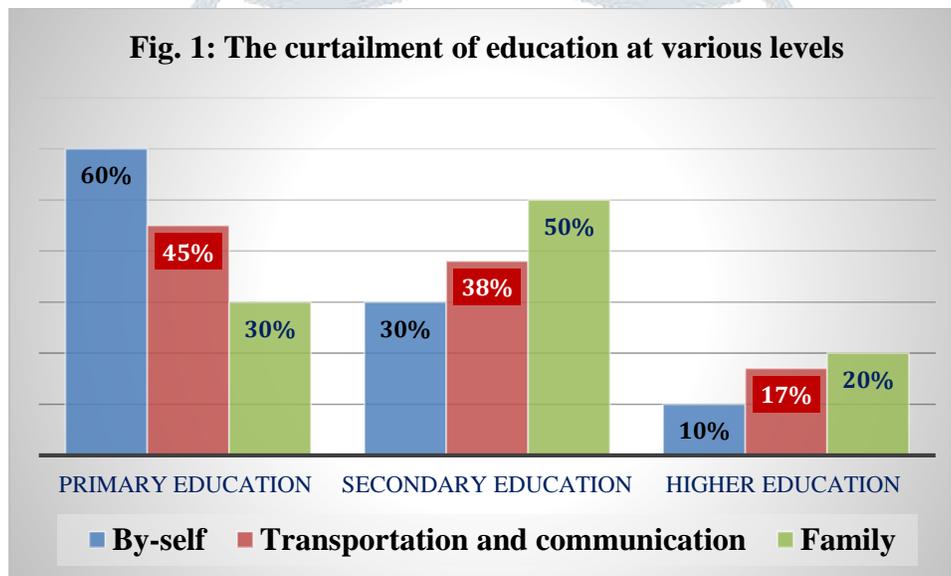
In the current field study, 70 students from Chitradurga Taluk of Chitradurga district were selected through a simple random sampling method and, data were collected using primary data sources such as interview, overview, and questionnaire. The report is prepared by classifying the information that is not collected according to the format of the information.

VII. ANALYSIS AND FINDINGS OF THE STUDY

Information related to analysis and the findings are described as follows.

Table: 1- The curtailment of education at various levels

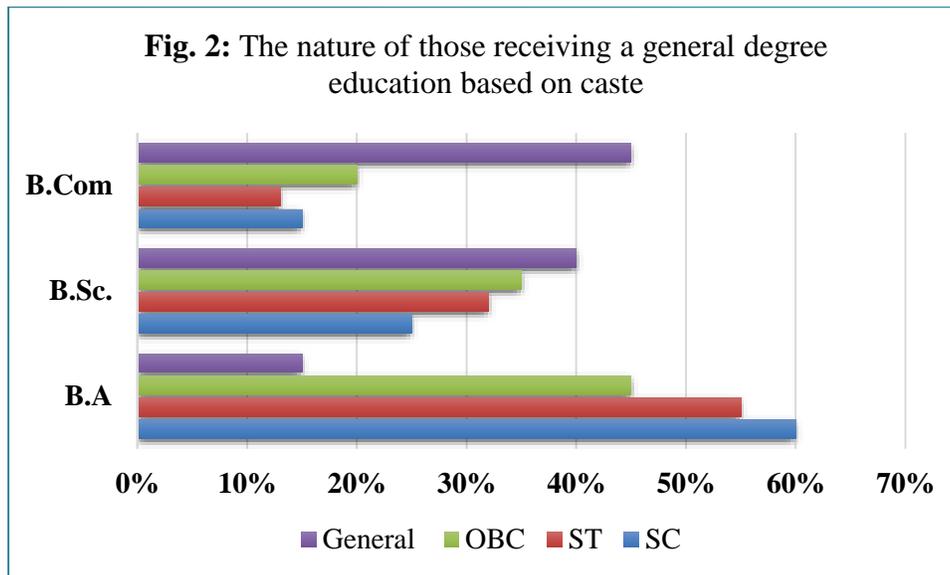
Sl. No.	Those who curtail education	Primary Education	Secondary Education	Higher Education	Percentage
1	By-self	60%	30%	10%	100%
2	Transportation and communication	45%	38%	17%	100%
3	Family	30%	50%	20%	100%



The result is that rural girls go out of their way to find reasons to cut back on schooling, mainly by volunteering at 60 percent of primary level, 30 percent of secondary education, and 10 percent of higher education. However, those who left school due to transport and communication were found to be 45 percent in elementary, 38 percent in secondary education, and 17 percent in higher education. However, the familial cause is found to be 30 percent in the primary level, 50 percent in secondary education, and 20.2 percent in higher education.

Table: 2- The nature of those receiving a general degree education based on caste

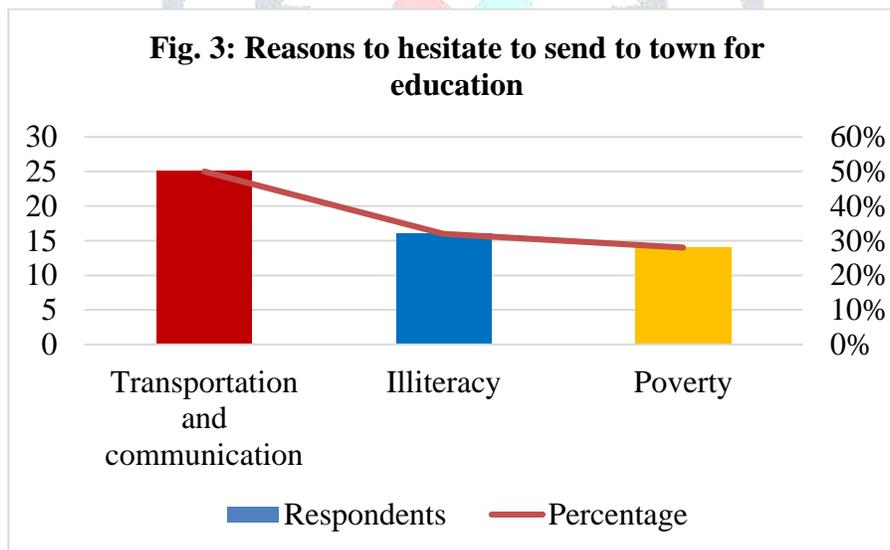
Sl. No.	Caste	B.A	B.Sc.	B.Com	Percentage
1	SC	60%	25%	15%	100%
2	ST	55%	32%	13%	100%
3	OBC	45%	35%	20%	100%
4	General	15%	40%	45%	100%



The result observed in this table is that the most common BA students appear to be the most educated people. This means that the students belongs to SC category will find that 60 percent BA, 25 percent B. Com and 15 per cent BSc. Similarly, in ST category the 44 per cent is found in B.A. 44 percent Similarly, in OBC, 15 percent of BA 45 percent of B.Com and 40 per cent of B.Sc. are found.

Table: 3 - Reasons to hesitate to send to town for education

Sl. No	Reason	Respondents	Percentage
1	Transportation and communication	25	50%
2	Illiteracy	16	32%
3	Poverty	14	28%



The results of this table show that the reason for the reluctance to send to town for education is that the poverty rate of transport and connectivity is 50% and illiteracy is 32%.

Table: 4 - Total Subsidies for Gender Based Education in Rural Areas

Sl. No.	Caste	Male	Female	Percentage
1	SC	72%	28%	100%
2	ST	70%	30%	100%
3	OBC	60%	40%	100%
4	General	50%	50%	100%

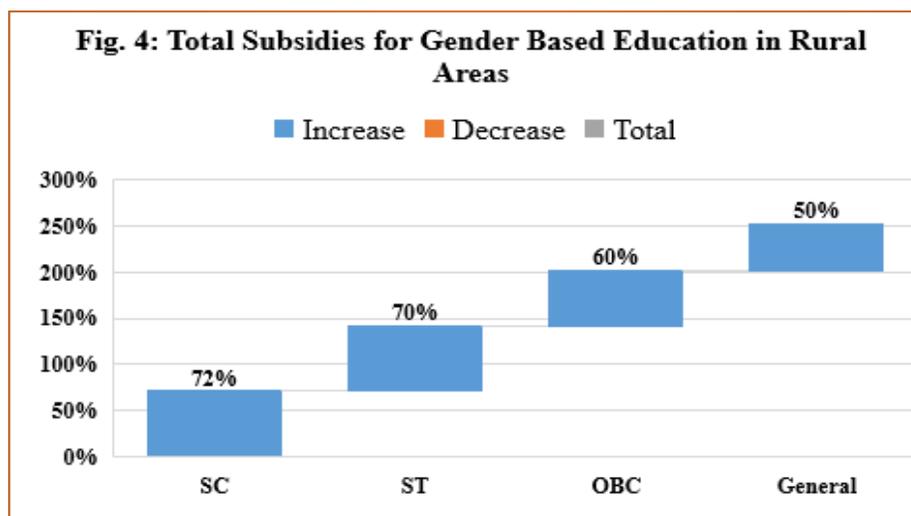


Table 4 shows that the percentage of males in Scheduled Castes is about 1%. 72% emphasis on and the percentage of females. 28% The emphasis is on finding. Similarly, in the Scheduled Tribes a percentage of husbands are paid. 70% percent of women 30% percent of the same in poor backward classes. 60% percent of women 40% Similarly, in the general category, the husband should pay a percentage of Rs. 50% percent for women, 50% seems to be giving up.

VIII. SUGGESTIONS

1. Transport and connectivity facilities should be further enhanced.
2. The backward classes should be made aware of the importance of education.
3. Awareness work on gender inequality should be done.
4. More safety programs should be undertaken.
5. Poverty alleviation programs should be devised.
6. Child Marriage and Child Labor Prohibition Act must be strictly followed.

IX. CONCLUSION

Education is the tool of holistic social progress. Thus social cohesion can only be created when education is available to all. Therefore, education will be made available to all when they complete some of the obstacles to such education, such as transport and connectivity, mutual trust, and inequality. Then an equivalent society will be formed.

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