

Educational Aspirations of Girl Students of Kitturu Rani Chennamma Residential School

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Abstract:

If a woman learns, a school opens." "An educated woman is not weak; she is capable." "A learned woman is the eye of the family." These Vedic sayings and traditional proverbs convey the importance of girls' education. Education is a powerful weapon for modern society—it guides us in solving problems and serves as a beacon for social, economic, academic, and intellectual development. It acts as an agent of social control, transformation, and cultural development, while also preparing individuals for the demands of the modern job market. The importance of education and educational institutions is increasing day by day. Education is often described as a ladder that enables individuals to rise in the social hierarchy and as an effective tool for promoting equality. It is widely believed to be the most powerful means of bringing about rapid social transformation, leading societies from traditionalism to modernity. Consequently, countries across the world are investing heavily in education, recognizing it as a fundamental right and a foundation for human development. The present study explores the educational aspirations and socio-educational background of girl students of Kitturu Rani Chennamma Residential School. For this purpose, 40 informants were selected through a simple random sampling method from Jodihochihally village of Kadur Taluk, Chikkamagaluru district. The study provides insights into the residential school environment and the educational aspirations of female students.

Keywords: Education, residential schools, educational aspirations, girl students.

Introduction

Poverty and gender discrimination are major obstacles to the progress of education. Due to these social evils, many

girls are deprived of educational opportunities, which in turn hampers social advancement, educational growth,

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and overall socio-economic development of the country. Providing free education to such girls under the guidance of qualified teachers in a supportive environment is considered an effective solution. With this vision, Kitturu Rani Chennamma Residential Schools were established in Karnataka in 2009–10 to provide quality education to talented girls belonging to backward and economically weaker sections. These residential schools aim to empower girls by ensuring access to education, thereby addressing inequality and contributing to their holistic development.

Background of Residential Schools

High-quality residential model schools were established to provide education for talented students belonging to Scheduled Castes, Scheduled Tribes, Backward Classes, and Minority communities, particularly in socially, educationally, and economically backward rural areas. Initially, these schools functioned from classes 6 to 10 under various departments such as the Social Welfare Department, Backward Classes Welfare Department, Tribal Welfare Department, and the Department of Public Instruction. They were managed through the budgetary provisions of the respective departments. In 2001–02, the management of all these residential schools was transferred to the newly established Karnataka Residential Educational Institutions Society (KRIES). Subsequently, from 01-04-2005, their management was handed over to the respective Zilla Panchayats. Later, the

administration and management of these schools were again brought under the Karnataka Residential Educational Institutions Society, Bengaluru.

Based on the recommendations of the Dr. D.M. Nanjundappa Committee Report, Kitturu Rani Chennamma Girls' Residential Schools were established in 114 identified taluks to promote girls' education. Similarly, Ekalavya Model Residential Schools were initiated with central government funding to provide quality education for Scheduled Tribe students. At present, several residential schools are functioning across the country, playing a crucial role in bridging educational gaps and promoting inclusive development.

Establishment of Residential Schools

In 2009–10, the Government of Karnataka established residential schools in memory of Veeranari Kitturu Rani Chennamma, the brave freedom fighter who valiantly resisted British rule. The primary objective of these schools is to provide free, high-quality residential education to talented girls belonging to economically weaker and socially disadvantaged sections of society, covering classes 6 to 10.

Literature Review

Raghu (2009), in his book *Education and Society in India*, describes the background, origins, and various commissions on education. The book provides a detailed analysis of both the past and present conditions of education in

India. The author systematically presents statistical data on the relationship between society and education and also discusses the role of different educational commissions, particularly those related to girls' education, while analyzing their significance.

The Government of Karnataka (2017), in its publication *Departmental Programmes Guide*, provides comprehensive information on residential schools in Chikkamagaluru district, including their names, years of establishment, and administrative procedures. The report presents statistical details on newly sanctioned residential schools in the district and highlights government schemes designed to provide free and quality education through residential institutions.

Shankar Rao, C.N. (2022), in his book *Samaja Shastra Darshana-2*, explains the importance, objectives, and benefits of girls' education. The book also explores the relationship between education and society, emphasizing how the definitions, purposes, and theories of education are interlinked with sociology. Additionally, it highlights the interrelationship between education, society, teachers, and families, thereby presenting a sociological perspective on the role of education in social development.

Statement of the Problem

The present study, titled "*Educational Aspirations of Girl Students of Kitturu Rani Chennamma Residential School*",

has been undertaken to comprehensively analyze the educational aspirations of girls studying in these residential schools. It also seeks to examine the socio-educational background of the students and the objectives for which the residential schools were established.

Objective of the Study

The present study is to know about the educational aspirations of female students studying in Kitturu Rani Chennamma residential schools.

Research Methodology

The present study employed a field-based approach using systematic and scientific techniques for data collection. Both qualitative and quantitative information was gathered to address the research objectives. To ensure accuracy, a questionnaire and interview schedule were designed with the guidance of mentors and subject experts. These tools were pre-tested, refined, and finalized before being administered to the respondents.

Study Area and Sample Selection

The study was conducted at Kitturu Rani Chennamma Residential School, located in Jodihochihalli village, Kadur Taluk, Chikkamagaluru district. A total of 40 respondents were selected using the simple random sampling method to represent the study population.

Data Collection

Data for the study were obtained from both primary and secondary sources. For the primary data, the researcher personally

visited the study area and collected first-hand information using a structured questionnaire and interview schedule. Respondents were directly interviewed, detailed notes were maintained, and the phenomenological method was adopted to capture lived experiences and enrich the qualitative data. Information was also gathered through direct observation, where the researcher visited the study area to record and document the actual socio-educational conditions from both sociological and scientific perspectives. Secondary data were collected from various sources such as government reports, departmental records, published and unpublished books, academic journals, doctoral theses, and newspapers. In addition, online resources including official government websites, Google Scholar, YouTube, and other relevant digital platforms were utilized to supplement and strengthen the primary data.

Table 1. Goals of the educational aspirations of female students

Goals of the educational aspirations	F	%
Those with specific goals	15	37.5
Those with common goals	25	62.5
Total	40	100.0
Those having specific goals	F (n=15)	%
By teachers	02	13.33
From parents	10	66.66
At their own free will	03	20.00

Table 1 presents the goals of educational aspirations among female students of Kitturu Rani Chennamma Residential School. Out of the total 40 respondents, 25 students (62.5%) reported having *common goals*, while 15 students (37.5%) reported having *specific goals*. This indicates that a majority of the students possess general aspirations regarding their education, whereas a smaller proportion have clearly defined objectives.

Among the 15 students with specific goals, the majority (10 students; 66.66%) stated that their aspirations were influenced by their *parents*. A smaller proportion (3 students; 20%) expressed that their aspirations were formed by their *own free will*, while only 2 students (13.33%) indicated that their aspirations were shaped by their *teachers*. This suggests that parents play the most significant role in shaping the specific educational goals of these female students, followed by self-motivation and teacher influence.

Findings of the Study

The present study on *Educational Aspirations of Girl Students of Kitturu Rani Chennamma Residential School* revealed the following key findings:

Educational Aspirations:

A majority of the respondents (62.5%) expressed *common or general educational goals*, while 37.5% of the students reported having *specific goals*. This indicates that while most girls aspire to

pursue education, only a smaller proportion have well-defined academic or career objectives.

Sources of Aspirations:

Among the students with specific educational goals (n=15), the study found that parents play the most influential role, accounting for 66.66% of responses. A smaller number of students (20%) reported forming aspirations through their *own self-motivation*, while only 13.33% credited their *teachers* for shaping their goals. This highlights the central role of family in guiding the aspirations of female students, with comparatively less influence from teachers and school environments.

Role of Residential Schools:

The residential school environment was found to provide an encouraging platform for girls from economically weaker and socially disadvantaged backgrounds. By offering free quality education, these institutions contribute significantly to enhancing access to education for girls who might otherwise be deprived due to poverty and gender discrimination.

Socio-Educational Background:

The study also observed that most respondents belonged to backward and economically weaker sections, reinforcing the importance of such residential schools in bridging educational inequality and empowering girls through formal education.

Suggestions

The study highlights the need for several measures to strengthen the educational aspirations of girl students in Kitturu Rani Chennamma Residential Schools. Teachers should play a more active role by offering career guidance, mentorship, and motivational support, while regular parent-teacher interactions can help align parental expectations with available opportunities. Structured career counseling programs are essential to guide students towards well-defined academic and professional goals, complemented by exposure visits and interactions with successful women role models to broaden their outlook. In addition, vocational training, life skills education, and co-curricular activities should be promoted to boost confidence and creativity. Above all, the residential school environment must continue to ensure a safe, supportive, and resourceful setting that enables girls from economically weaker and socially disadvantaged backgrounds to overcome barriers of poverty and gender discrimination and realize their educational aspirations.

Conclusion

The present study on the educational aspirations of girl students in Kitturu Rani Chennamma Residential Schools highlights the vital role these institutions play in empowering girls from economically weaker and socially disadvantaged backgrounds. While most students expressed general aspirations, only a smaller proportion had specific

academic or career goals, indicating the need for structured guidance and support. Parents emerged as the primary influence in shaping students' aspirations, with comparatively limited roles played by teachers and self-motivation. This underscores the importance of enhancing teacher involvement, strengthening parental engagement, and introducing systematic career counseling to help students move beyond common goals towards well-defined objectives. Overall, the study reaffirms that residential schools not only provide free and quality education but also serve as a transformative platform to overcome poverty, gender discrimination, and social barriers, thereby contributing to inclusive development and women's empowerment in Karnataka.

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