

Study in a Urban Setting of Female Youth

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ABSTRACT

A person who is 30 or 35 years old, has completed their education, and lives off of his or her parents is still considered a youngster. The primary focus of methodology is on broader problems pertaining to the philosophy of science in social science, as well as the study of how sociologists and other professionals actually go about their work, including how they carry out investigations, how they evaluate evidence, and how they determine what is true and what is not. Due to the fact that this study is concerned with the formation of values in young women, the research technique for this investigation involves a historical approach. How women were able to make it through the previous value framework, make progress, and get themselves ready to walk out and participate in socio-economic activities in an institutional setting.

Keyword: *Urban Female, Youth Of; Sociological.*

I. INTRODUCTION

The issue that has been chosen investigates the transformations that are taking place in the lives of young women, who make up a distinct segment of the population of young people. They practically make almost half of the whole population. The Indian civilization recognizes them, at least in theory, as the divine form of the human race. The development of a contemporary industrial society has led to an increase in the significance of young women. They are now held to the expectation that they will play an active part in the formation of a society that is geared towards production.

Who are youth ?

In traditional communities, being older is seen as a sign of having gained knowledge and experience through one's lifetime's worth of activities. The elderly are given respect as a result of this. But in today's societies, advancing age does not necessarily confer any additional value. The blazing illustration of such occurrences is the modern industrial sector. Aside from that, youth is the period of life during which people feel physically robust and emotionally and sexually mature. This youth's adult status is established by their superior physical prowess. After making the necessary significant preparations in regard to work, the adolescents come to the realisation that they are now completely qualified for the position of youth. In the societies that are the least developed, this requires an understanding of the common language, as well as traditions, myths, rules of social life, and how to acquire food. In civilizations with a strong emphasis on family and kinship, this knowledge is often passed down via generations of a single family. For individuals living in contemporary civilizations, maturation into adulthood is signified by the act of starting a job or pursuing another kind of employment.

D. Paul Chaudhary estimates that the young people's population in India accounts for one third of the country's overall population. He has determined that there are six primary categories that may be used to classify young people:

(i) youth from rural areas, young from tribal areas, youth from urban areas, (ii) youth who are students and youth who are not students, (iii) youth who are employed and youth who are unemployed, (iv) youth from wealthy and economically poor backgrounds, (v) youth from industrial and urban areas, and (vi) male and female youth.

Female Youth

They have been doing these same monotonous tasks for the last few hundred years. Throughout this entire time period, they have never made a demand for a social status that is on par with that of the male members of the society. The contribution made by young women is much appreciated by the culture of India. Aside from that, there are a few instances in historical documentation of prominent women who achieved notoriety through

the courageous actions they took. It is possible to mention Jodha Bai, who was the wife of the famous Emperor Akbar, as well as Laxmi Bai, who fought against the British Empire. A significant number of today's young women have contributed to the evolution of civilization via their work as poets, artists, and writers. In the annals of Indian history, the competition over who had the most beautiful young women was at the root of many power struggles between monarchs and other political figures.

During the time of the British colonial administration, the winds of change blew especially hard against Indian female adolescents, along with other segments of Indian society. The dominance of Britain in this aspect proved to be significant. Not just British elite women, but also Indian elite women such as Aruna Asaf Ali, Sarojini Naidu, Anni Besant, Pandita Rama Bai, Madam Bhika Ji Rustom Ji Cama, and others contributed a lot for the Indian female youth in terms of their education and their prestige in society. There is a vast list of social reformers and activists who made a significant contribution to the advancement of Indian female youth, both those who are married and those who are not married. This includes both groups.

Independence for the nation brought with it a plethora of new options for the country's younger women. Because of the work that they put in, they have been successful in every aspect of social life. Education and expanding one's repertoire of practical abilities are two of the most important goals for today's young women. Education enables individuals to compete for a wide variety of careers, including those in the fields of medical, engineering, fashion design, business leaders, civil services, teaching, and the management of corporate houses, amongst others. For the sake of their future careers and places in society, a significant number of today's young women are cultivating an interest in politics on both the local and national levels. They accomplish these goals through cultivating the future of the country, glorifying the national ideals, and eradicating the cruelties that exist in the society.

Women have always had a tough time succeeding in the field of politics. In point of fact, it was never their sphere of influence. From the very beginning of the country's history until quite recently, the vast majority of Indian women have worked in fields unrelated to politics. The most recent judgement on the reserve of political seats has made it possible to enter this crucial part of administrative work. Now, more and more of them are serving in both local and national organisations. The women of India are able to take advantage of the highest number of political possibilities in the fifteenth Lok Sabha thanks to this method. Youth organisations on university and college campuses are split between the Youth Congress, Akhil Bhartiya Vidhyarthi Parishad (A.B.V.P.), and other rising political parties. They are able to contact national leaders, get involved in national politics, and mobilise large groups of people in favour of the political system by using this method. The democratic political system stipulates this as a necessary need.

The Indian Army is another field in which a growing number of jobs are held by young women. On the occasion of the 26th of January, female battalions make a public announcement of their presence and report on their performance. The armed services now need a greater number of young women to fill a variety of specialised roles. Mr. A.K. Anthony, the Minister of Defence, had this conversation with Mr. G. Anand, a news journalist for The Hindu, on the establishment of more Sainik schools for young women.

Women and young people are reaching new heights of achievement in the realm of technology. They have benefited greatly from the advancements in science and technology. This is the most cutting-edge approach to making progress. It's being done in a lovely manner by urban female adolescents. A significant number of the company's executives are young women of the youth demographic. They are equipped with the feeling of leadership required in their industry to manage a sizable number of technicians working for the organisation.

Socialization

The activity of learning is at the centre of socialization's focus. Through going through this process, a person continues to learn throughout their life. However, this method is successful when applied to young people. The young generation has a great deal to gain from education on societal standards, practises, and traditions. In this sense, the assistance of family members is invaluable. Young people go through this process in order to get themselves ready to engage in larger society. The family unit acts as a social agency and lays down the rules for society. Along with physical conditioning, this process also includes emotional conditioning. The process of socialisation also has an effect on a person's personality. By going through this process, children are exposed to a large portion of the culture.

It is a process by which we learn to become members of society, both by internalising the norms and values of society and also by learning to perform our social roles (as a worker, friend, citizen, and so on). This occurs both via the internalisation of the rules and values of society as well as through learning to execute our social duties. The psychological viewpoint of Freud sees socialisation as acting against our inherent inclinations and impulses, which is in contrast to the functional perspective, which sees socialisation as vital to the integration of society. Freud developed this psychological perspective in response to the functional perspective, which saw socialisation as essential to the integration of society. Recent research has paid a lot of attention to the ways in which people from different socioeconomic classes are socialised differently. Some of this research has to do with language, while other research is more concerned with variations in value orientation.

The home is where socialisation starts, but school is where it continues. There is a notable disparity between the two. When they are at home, kids and parents discuss the ground rules together. When children attend school for the first time, they are confronted with impersonal norms for the first time. These rules are formulated by instructors, schools, and society as a whole. When they are in school, they are also surrounded by youngsters who come from a variety of backgrounds. Children spend an increasing amount of time away from home with their peers as they go through their educational experiences. As a result, individuals acquire their own unique set of values, conventions, and attitudes. Children received the vast majority of their education from their parents in more traditional societies since the family unit served as the main institution for socialisation. However, as societies get more complicated due to the introduction of new tasks and technology, we need formal organisations such as schools to train children for adult duties. Formal centres of education are the only places that can create professionals like engineers, physicians, managers, scientists, and researchers.

Social Status

Pandey and Upadhyaya address the position of women in India, both historically and in the current circumstances. They look at both aspects of the topic. They have discovered that traditional beliefs are a contributing factor to the poor social standing of young women. They have examined the concerns and problems associated with standard and radical methodological practises. The system as a problem, the division of work, uneven chances, customary expectations, exploitation, male superiority, and biological and social isolation are the primary causes of subordination.

It has been suggested by Bhasin and colleagues, along with others, that religion is to blame for the poor status of women in India and Pakistan. This presentation on the real socioeconomic situations that young women are facing today is very essential. The themes that stand out most in this article are the oppression and prejudice that women in both nations have to deal with. The primary areas of concentration are spirituality and socioeconomic progress.

Dutta argues that the process of modernization has neither put an end to male predominance or expanded opportunities for women to participate in male-dominated fields.

Even while it promises to provide women more freedom by relieving them of time-consuming duties, modern technology has the unintended consequence of reducing the number of jobs available to women who are actively seeking employment. Traditional values are problematic because they involve double standards of morality, infanticide, and unequalled arranged eminence, which is only a mirror of their western elevation rather than their actual situation in the community. Traditional values should be abandoned.

Objectives of the study

1. To the study of the explain the Implications of value change among female youth.
2. To the study of the discover the Sources of value change among female youth.

II. RESEARCH METHODOLOGY

The primary focus of methodology is on broader problems pertaining to the philosophy of science in social science, as well as the study of how sociologists and other professionals really go about their job, including how they carry out investigations, how they evaluate data, and how they determine what is true and what is not. Due to the fact that this study is concerned with the formation of values in young women, the research technique for this investigation involves a historical approach. How women were able to make it through the previous value framework, make progress, and get themselves ready to walk out and engage in socio-economic activities in an institutional setting. In a historical context, the synopsis of the relevant literature also provides information on the steady development of young women. The research also makes inferences about the many different aspects of society that are undergoing value shifts. In addition, the overview delves into the history of young women from the past and examines how traditional values are adapting to new circumstances.

III. DATA ANALYSIS

The interpretation of the features of the sample is the first step in the data analysis process. The characteristics of the research sample that were chosen for the investigation serve as a magnet for the attention of a great number of academics since they supply a variety of background information concerning the aims of the study. These factors are also what determine whether or not the sample is representative of the population. These data are laid down in an organized manner in Table No. 1, which may be seen here. Five hundred people were chosen to take part in the survey as responders. As a result, the total number of responses across all categories for each variable is 500.

Table-1 Personal characteristic variables

Sr. No.	Characteristic Category		Frequency	Percent	Variable Type
1	Class in College	Graduation	365	73.0	Continuous
		Post Graduation	135	27.0	
		Graduation Total	500	100.0	
2	Age (years)	Below19	226	45.2	Discrete
		19-22	157	31.4	
		Above 22	117	23.4	
		Total	500	100.0	
3	Religion	Hindu	428	85.6	Discrete
		Muslim	64	12.8	
		Others	8	1.6	
		Total	500	100.0	
4	Caste	Low	148	29.6	Continuous
		Medium	125	25.0	
		High	227	45.4	
		Total	500	100.0	

Family Characteristic Variables:

5	Marital Status	Unmarried	484	96.8	Discrete
		Married	13	2.6	
		Others	3	0.6	
		Total	500	100.0	
6	Type of Family	Joint	216	43.2	Discrete
		Nuclear	284	56.8	
		Total	500	100.0	
7	Size of Family	Upto 5 Members	232	46.4	Continuous
		5-8 Members	223	44.6	
		Above 5 Members	45	9.0	
		Total	500	100.0	
8	Father's Education	Uneducated	18	3.6	Continuous
		Upto High School	136	27.2	
		Intermediate Degree Holder	89	17.8	
		Total	257	51.4	
9	Mother's Education	Uneducated	93	18.6	Continuous
		Upto High School	202	40.4	
		Intermediate Degree Holder	98	19.6	
		Total	107	21.4	
10	Father's Occupation	Government Job	165	33.0	Discrete
		Private Job	59	11.8	
		Profession (Dr./Er). Business	28	5.6	
		Agriculture	96	19.2	
		Labour	63	12.6	
		Others	81	16.2	
		total	8500	1.6100.00	
11	Family	Up to 5000	240	48.0	Continuous

	Income	5001-10000 10001-15000 Above 15000 Total	123 67 70 500	24.6 13.4 14.0 100.0	
Exposure Variables :					
12	Residential Background	Urban Rural Total	313 187 500	62.6 37.4 100.0	Discrete
13	Hostellers	Yes No Total	165 335 500	33.0 67.0 100.00	Discrete
14	Membership Of Political Party	Yes No Total	20 480 500	4.0 96.0 100.0	Discrete
15	Mass Media	Low Medium High Total	87 229 184 500	17.4 45.8 36.8 100.00	Continuous

The current investigation starts with a course at the university where young women are enrolled as students. According to the findings, the majority of respondents (73%) are currently enrolled in graduate school, while the remaining respondents (27%), are currently enrolled in postgraduate school. This discrepancy in the number of students enrolled in each class is typical given that fewer students are admitted to P.G. classes than U.G. classes. Regarding age, the majority of respondents (45.2%) fall into the category of being below 19 years old, whilst the other respondents (31%) are between the ages of 19 and 22. The remaining individuals (23.4% of the total) are older than 22 years old.

Table-2 Distribution of sample as per the dimensions of value change

Dimension	Category	Frequency	Percent
Social Status	Low	365	73.0
	Medium	116	23.2
	High	19	3.8
	Total	500	100.0
Gender Equality	Low	19	3.8
	Medium	407	81.4
	High	74	14.8
	Total	500	100.0
Family Values	Low	3	.6
	Medium	285	57.0
	High	212	42.4
	Total	500	100.0
Religious Values	Low	276	55.2
	Medium	210	42.0
	High	14	2.8
	Total	500	100.0
Moral Values	Low	41	8.2
	Medium	450	90.0
	High	9	1.8
	Total	500	100.0
Cultural Values	Low	18	3.6
	Medium	332	66.4
	High	150	30.0
	Total	500	100.0
Communal Values	Low	20	4.0
	Medium	145	29.0

	High	335	67.0
	Total	500	100.0
Violence Against Women	Low	8	1.6
	Medium	150	30.0
	High	342	68.4
	Total	500	100.0
Respect for Elders	Low	1	.2
	Medium	66	13.2
	High	433	86.6
	Total	500	100.0
Intercaste Values	Low	19	3.8
	Medium	255	51.0
	High	226	45.2
	Total	500	100.0
Political Values	Low	5	1.0
	Medium	155	31.0
	High	340	68.0
	Total	500	100.0
Marital Values	Low	87	17.4
	Medium	320	64.0
	High	93	18.6
	Total	500	100.0
Sex Values	Low	369	73.8
	Medium	128	25.6
	High	3	.6
	Total	500	100.0
Economic Values	Low	112	22.4
	Medium	376	75.2
	High	12	2.4
	Total	500	100.0
Values Change	Low	165	33.0
	Medium	219	43.8
	High	116	23.2
	Total	500	100.0

The data for Table-2 comes from the 14 Dimensions that were discussed before. In the interview schedule, these value scale dimensions are broken out into their own separate section-II. These dimensions are comprised of all 69 questions that were meant to quantify changes in value. The responses to these questions take the form of a yes/no or agree/disagree question, both of which have point values associated with them. The replies that indicate no change are given a score of "1," while the responses that indicate a change are given a score of "0." The respondents' overall scores are used to place them into one of three categories: high, medium, or low. A composite index of value change is created by combining the composite indices for each of the 14 dimensions in the previous statement. After then, these total scores are broken down even further into three categories: high, medium, and low value change. Table 3 should be read in order to get any further information.

IV. CONCLUSION

The growth and development of youth in the 20th century is an aspect of the larger process of planning for the advancement of society. In this context, "processes" refers to things like societal transformation, division of labour, specialisation, and management of human resources. As a means of finding solutions to issues that arise throughout the process of juvenile development, the social sciences are also providing assistance. Numerous sociologists are making important contributions in this area in their own unique ways. A review of the relevant body of work is a significant piece of evidence supporting this assertion.

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