

Infrastructure of the Women Education in Rampur

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Abstract - Education is the powerful medium of human development. The all round progress of human is not possible without education it enable him to establish communion with society. It develops his natural trends and increase his capabilities. Education is the light by which develops all physical, mental, social and spiritual power of human being. Education teaches of many behaviors of child and adults. That is why education of boys and girls is regarded important. In recent that thought is spreading rapidly that girls should be provided equal educational facilities and opportunities to boys because in progress of any country the role of women is regarded the most important like men. Nobel prize winner prof. Amartaya Sen said in his book "Indian Inonayik development and social opportunity", That by women empowerment, the positive attitude not only will affect the women's life but it will benefit children and men also. By this statement is it is clear that women education plays an important role to end social evil and increasing the contribution of the women in society. Education develops feelings like self awareness, self confidence, self respect in women.

I. WOMEN EDUCATION

After independence even more than half passed, 2011 figures tells that there is 74.4% education rate in India, but women education is only 65.46% Like is one out third of these uneducated are women. Certainly it is matter of concern.

Only education can become a leader to make women powerful in male dominated society. Education is the only mean by which a girl can make her dream true. So, in real meaning we would expand girl education to make them equal to man from the point of social, economic and intellectual view. Swami Vivekanand state's, "There are many problems of women by non of them is so big that cannot be solved by the enchanted word, education. First, give women education and leave them to their condition, they will themselves tell you what reformation is needed for them.

In absence of women education the thought of human development cannot be occurred. As the bird cannot fly with one feather it need both feather to flight more over it is said that, Education of boy develop only one person but educated girl when goes to her father in law's house, she flourish two dynasties. That is why Sardar Patel said mother the first school of children who lead the right path for future generation.

Gandhi Ji said clearly that women should give same educational facilities as men. If it is possible they should give special facilities.

Swami Vivekanand said that only those country can progress which gives right place to women and make better arrangement for their Education.

University Grants Commission (1948-79) said about the importance of women education – without women Education people cannot be educated. If it is the question to reserve and limited education, this opportunity should be given to women because only by them future generation can be educated.

Mrs. Hansa Maha Committee (1962) stated that if to establish of new society on solid based, women should be given opportunities realistically and effectively equal to men.

Education Commission (1964-66) Wrote – "women education is more important than men education. The more emphasis should be given to girl education is less".

In 1986 National Education Policy it is emphasized that special efforts are needed to bring women to equal status from the social and education point of view. Rightly educated women can play a dominant role in building nation.

We see that every philosopher, politician and education commission realizing the need of women education specially, emphasis to ward education of women and girls and their rights. It is realistic because the key to lead country rapidly towards the path of progress is wholly educated society but in our male dominated society,

women education condemn Whereas in absence of women education it is impossible to imagine wholly educated society.

In this context if is analysed women education in our country form the point of history it is find out that our Rhishis feeling these facts gave women equal right to get education in vedic period which resulted scholars women like, Gargi, metragesi, wishvara, Lopamundra, Apala, Mantdrishta, Mathematicians like Leelawati and painter like Madakul. Budh and jain religions also supported women education but in middle age a great transformation came in our attitude toward girls education and girls began to be given second place instead of equability. They were regarded others wealth instead of human. Their lives were subjected to men instead of individual person. Drudgery and other home works were given importance instead of their education. In the result of this middle period remained backward form point of view of women education.

In 21st century when the right of basic education form 6 – 14 age group is made compulsory which benefited of nineteen Crore children, Three Crore and fifty lakhs children are still deprived of this right of education. Two Crore and fifty lakhs out of those three crore and fifty lakhs are girls. Women education rate is still lesser than of men. There are many differences in the condition of women literacy. On the ground of rural, urban, religion and region it is seen great difference in women literacy. Thus much is left to do in this field.

In this context this question arises naturally that why all over women education percentage seems less in comparison of men when all thinkers and educationalist accept anonymously the importance of women education. Look into social condition the answer came out itself that there are limited opportunities and options for women in comparison of men. Every where in this modern age also like before there is not an equal distribution of resources, work and opportunities among family members. In the result of this girls or women have to face many difficulties in the comparison of boys or men. Even today in family decision the women proportion is not same as men. By this gender discrimination today girls have to face intense discrimination in the matter of education. This educational inequality is become hinder in total development of girls. After independence extreme effort are being done by many policies for education increase and to decrease the differed between women – men education rate. Though in our made dominated society the practice of difference between boy and girl is being acted, this begins before birth and the end of the life our constitution gave new way to society by attacking continuously this social evil and stagger it.

In his survey of primary schools (rural + urban) of region Rampur research scholar found that in Primary School Ajeetpur (urban region, Rampur) there is religence for girls education. In the year 2012-13 the total number of girls in class 1st are 68, in class 2nd are 50, class 3rd are 22, in class 4th are 6 in class are 5th are 15 and in the year of 2013-14, class 1st are 30, in class 2nd are 42, class 3rd are 54, in class 4th are 20 in class 5th are 6.

In primary school Rahat Ganj Block Chamrauha in the year 2012-13, the strength of girls in class 1st are 15, in class 2nd are 18, class 3rd are 19, in class 4th are 14 in class 5th are 12 and in the year 2013-14, in the class 1st are 10, in class 2nd are 08, class 3rd are 09, in class 4th in class 5th are 02 and in the year 2013-14, in the class 1st are 10, in class 2nd are 08, class 3rd are 09, in class 4th are 04 in class 5th are 02.

In the primary school Patwai (Second) Block Shahabad in the year of 2012-13, the total strength of girls in the 1st are 12, in class 2nd are 18, class 3rd are 13, in class 4th are 20 in class 5th are 6 and in the year of 2013-14 in the class 1st are 11, in class 2nd are 15, class 3rd are 11, in class 4th are 17 in class 5th are 04.

In the primary school of Kumhariya Block Saidnagar in the year of 2012-13 the total strength of girls in the class 1st are 15, in class 2nd are 17, class 3rd are 16, in class 4th are 20 in class 5th are 13 and in the year of 2013-14 in the class 1st are 19, in class 2nd are 18, class 3rd are 01, in class 4th are 15 in class 5th are 14.

In Primary school Karmacha Block Milak in the year of 2012-13 the total strength of girls in the class 1st are 22, in class 2nd are 26, class 3rd are 20, in class 4th are 25 in class 5th are 26 and in the year 2013-14, in the class 1st are 31, in class 2nd are 35, class 3rd are 26, in class 4th are 28 in class 5th are 06.

In primary school Bhot Block Swar in the year of 2012-13 the total strength of girls in the class 1st are 21, in class 2nd are 23, class 3rd are 28, in class 4th are 30 in class 5th are 35 and in the year 2013-14, in the class 1st are 19, in class 2nd are 18, class 3rd are 08, in class 4th are 17 in class 5th are 14.

It is become clear from registration of primary school Punjab Nagar Block Punjab Nagar Bilaspur. In primary in the year of 2012-13 the total strength of girls in the class 1st are 09, in class 2nd are 13, class 3rd are 18, in class 4th are 15 in class 5th are 20 and in the year 2013-14, in the class 1st are 11, in class 2nd are 10, class 3rd are 16, in class 4th are 12, in class 5th are 14.

It is clear form above description that according to ascending class and in comparison of previous classes this fact is clear in the matter of girls registration that it is a tendency to send boys to reputed institution from point of their ability whereas it is restriction for girls to be educated in near by rural school. This is the reason that it come a big downfall in numbers of girls students at higher secondary and degree level because to be taught in these institution girls have to manage to live far from home, for this most of the guardian are not capable and ready.

Theory : In proportion of physical stature of district, the strength of boys and girls are about equal on number basis the condition of standard teaching is not satisfactory in the district, some schools were closed due to lack of teachers.

Detail of Teachers : In comparison of increasing number of students in the district, there is apt lack of institution. In the year of 2011-12 total primary schools are 2149 there are only 6315 teachers in primary schools there are 992 junior high schools and 2300 teachers in them. On this base average of students as per school at primary level is 75. On the figure of 2011 census, the total numbers of junior basic school are less than the numbers of students. It is clear that there is no school available near by the house to all children living in rural areas. It is also clear that the students of age group (5-9 year) whose parents cannot afford free of transportation, cannot reach to study in school more that 1 Km. from their houses. Nor they can afford the fee of flourishing Nursery schools. So they are cursed to live illiterate inspite of their parents wish to make them educated. In them, the condition of girls is miserable, because under social values and order elite families are prefer to educate boy, but they don't hesitate to shop girls education if they face some difficulty.

In district, according to rule for teaching 274048 students there 9135 teachers needed, but only 6317 teachers are appointed. Thus only 69% teacher are available. According to different developing areas, lack of teachers is as follows :

Table – 1 District Rampur : As per developing – areas, detail of teacher in Primary Schools (2011-12)

S.No.	Developing – area	Detail of Teachers according to need
1.	Swar	912
2.	Bilaspur	30
3.	Saidnagar	253
4.	Chamrauya	62
5.	Shahabad	432
6.	Milak	665
	Total Rural	2354
	Total Urban	465
	Total District	2819

It is clear from Table No. 1 that in district the base of education, the number of Primary and higher Primary schools are less, and of students from the point of view of teaching ability is zero. This is the reason that parents who are capable and well bred don't want to sent children in primary school. It is clear from the caste base analysis of boys and girls of primary schools in district. In primary schools 83.43 of total boys students are from general, whereas 16.52% are from S.C. In higher primary schools 78.21% of total boys students are from general and 21.78% from S.C.

Table – 2 Rampur District – Number of students as per caste (2011-12)

Caste	Primary School			Higher Primary School		
	Boy	Girl	Total	Boy	Girls	Total
General	120344	108406	228750	34658	33009	67667
S.C.	23755	21543	45298	9441	9410	18851
Total	144099	129949	274048	44099	42419	86518

Source - Statistical magazine Rampur district 2012.

This is the reason that after primary level there is a big downfall in numbers of each group boys in government schools. Only 31-57% boys out of 274048 boys registered in primary schools get registered themselves in higher primary schools. This is also a reason that at primary level large number of real and fake students registration are made to benefit of mid-day meal. From Table it also clear that in every caste and group in primary school, the number of girls are less than of boys. The reason of this that most of villager's don't consider girls education important inspite of many facilities and attraction.

II. THREE PROBABLE CONCLUSION COME OUT OF THIS

1. After primary school, most of guardians send boys to near by down and cities to study in private institutions which are reputed among people whereas they don't feel need to provide good education for girls.
2. Guardian from S.C. Caste who are helpless or indifferent to send their children, make their study stopped and inspire them to earn.
3. People from minority make girls education stopped after primary.

From above analysis it is clear that quality condition, teacher-student proportion and infrastructure is not satisfactory from facility point of view. At any Government School it came a decline in the quality of primary education. Concern from declining quality of education, Government arrange to get primary schools inspected, But there is no hope of improvement in the condition of primary school by this formalities, Untile the internal and external education atmosphere of school change completely that may attract children of every group. If some boys and girls are seen in them, it is only because of helplessness of their parents.

Helpless guardian from all corner of life who can not afford even little expense of private school send their children in these school so that they may remain busy far a while, specially those children who are not in condition of working as labourer. Under food scheme mid-day meal also succeeded to bring children to school but not in giving practical education in lack of teachers. In hundred percent registration movement those students are also registered by concerned school teacher who don't go school. In the beginning children come in some temptation but later stop coming. In this way large number of student stop coming to schools conducted privately without permission of government have a special contact with the teacher of primary school. Students of these school also registered in primary so that they may get transfer certificate easily. Teacher get advantage of this that their posting remaining at the same place keeping in view the more strength of children in the school. This is the condition of those schools which are in rural areas but adjacent with territory of town or city. The third reason of more number of students in register of primary school is mid-day meal. Teacher and contractor distribute their share first and in the last students only get little of their food. Thus, for many reason even one third children registered in the school don't study there. The truth is that whatever efforts we do to improve quality education, whole system is staggering.

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