

A Study Of Girls As Beneficiaries Of School Education In Bundelkhand Region Of Uttar Pradesh

Key Words: *Girl Education, Bundelkhand, Girl's School, Dropout, Women Empowerment.*

ISSN 0975 1254 (PRINT)
ISSN 2249-9180 (ONLINE)
www.shodh.net

A Refereed Research Journal
And a complete Periodical dedicated to
Humanities & Social Science Research

शोध संवयन

Girl education yields some of the highest return of all development investments, yielding both private and social benefits that accrue to individuals, families and society at large. Uttar Pradesh being the most populous State can be easily considered as the nerve center of India. An attempt has been made to make an inquiry into the disparity in the girls' enrolment percentages at the division level in Bundelkhand region of Uttar Pradesh. The study claims that the Bundelkhand region of Uttar Pradesh which lags behind the other parts of the State in most of the development indicators has maintained itself in case of girls' enrolment at almost all levels of school education. However the distribution in enrolment percentages is inconsistent and irregular. The study contributes to see that there is nothing like 'single' multi-sector planning for all the divisions, but a need to look for situation-specific interventions to reduce development deficits.

Varsha Jain

Research Scholar,
Department of Education,
Banasthali Vidyapeeth,
Rajasthan.

Dr. Vandana Goswami

Dean, Department of Education,
Banasthali Vidyapeeth,
Rajasthan.

Education is the only means that facilitates equal opportunities for all the sections of the society and ensures a bright future of the entire society. Aristotle has beautifully remarked that "All who have meditated on the art of governing mankind have been convinced that the fate of empires depend on the education of youth". Girl education yields some of the highest return of all development investments. Education of girls has been high on national agenda since independence. Several special measures have been implemented to bring all children to school and retain them for the full cycle of school education in all the divisions of Uttar Pradesh. Focus has been on providing educational facilities to all sections of population irrespective of their caste, class, sex, or place of residence. The basic foundation of these initiatives was to have equity in school education.

A distinguishing feature of economy of Uttar Pradesh is its regional imbalances. In terms of economic indicators, the economy of Uttar Pradesh can be categorized into four regions; Western, Eastern, Central and Bundelkhand. Bundelkhand Region has low agricultural growth and less number of industrial units which marks out this region as the least developed in the State. It comprises of two divisions: Chitrakoot and Jhansi. A good number of primary, upper primary, girls' upper primary, secondary and girls' secondary schools grew for both the divisions from 1994-95 to 2009-10. (source: www.upgov.nic.in).

Measures taken by the Government to ensure equity in education.

Special measures have been taken to facilitate backward sections of population and backward areas of the Bundelkhand Region to ensure that they get equal opportunities of education. The centrally sponsored major schemes for elementary education include Operation Black Board, DPEP, SSA, NPEGEL, Mid Day Meal scheme, KGBV, Distribution of free set of uniforms and books to girls of elementary level; Distribution of free bicycles to girls belonging to secondary level etc. Bhatt(2000)² in his study also found "that mid day meal provided by the U.P. Government was available to all groups of girl children and it had positive impact on attitudinal changes of parents towards education of girls".

With the introduction of the Education for all scheme in 2003-04, Mid day meal scheme, free

scholarships and fee exemption to girls, flexibility in passing classes 6 to 8, opening new primary and upper primary schools and the Shiksha Mitra Yojna; enrolment percentages increased impressively. Also it may be credited to the efforts of the Rashtriya Sam Vikas Yojna(RSVY). The State government has given an additional Bundelkhand Vikas Nidhi in 1990-91 and Backward Region grant fund(BRGF) in 2006 for the development of backward districts (all) of the Chitrakoot division and which are SC concentrated (Jalaun and Lalitpur) of the Jhansi division. Srivastava, Pandey & Srivastava(2008)³ also found in a study that in Uttar Pradesh "Major incentives given to SC/ST children in primary and upper primary schools included scholarships, mid-day meal, uniforms and cycles". The Kanya Vidya Dhan Yojna and the Savitri Bye Phule Scheme has influenced the girls to participate in school education by providing cycles and scholarships.

Bringing every child in the arena of school education has been an area of national concern. But despite of all the significant efforts, the goal to achieve universal enrolment at all the stages of school education still remains far out of sight. According to UNESCO (2007)⁴ "86% of the total children who are out of school in the age group 6-10 years in India are girls. The higher the stage of education, greater is the gender disparity in education in India. Gender differences in participation level are greater in secondary than in primary education".

Causes related to low enrolment of girls in school education:

Chitrakoot and Jhansi division both are topographically an irregular upland with outcrops of rocks intermingling with mostly lowland. It has large number of irregularities, inadequate irrigation facilities, faces problems of drought now and then and the lowest producer of food grain in the State. This justifies enough the problems of dropouts in school education and migration to the industrially sound western region of the State to earn livelihood. Social inequalities, superstitions, lack of physical facilities, fear of security are the other reasons due to which girls remain detached from the schools. UNICEF(2003)⁵ also observed from MHRD 2005 data on dropout rates, "more than 50% of the total enrolled girls in Class I dropout by class VIII in these states". Agarwal(2001)⁶ also found in a study that "non-approachability of school reasons of low transition from class V to class VI, long distance between home and school particularly in case of girl

students and lack of transport facility is one of the factors responsible for dropout".

Social causes of dropout of rural girls from school were looking after younger brother/sister, helping mother in domestic work, parents' unfavorable attitude for girl child education in rural areas, early marriage and common feeling of girl as the other man's property. Lot of variations in girls' enrolment may be accounted to the wastage and drop out of these girls who are absorbed in traditional family occupations like Foot Wear Udyog, Bidi Udyog Wooden Toys Udyog, Murti Udyog and cottage industries, agricultural work etc. in Chitrakoot division and stone work, carpet making, silk sarees, brass work, agricultural work, betel leaf farming, vegetable production etc. in Jhansi division. Dua(2004)⁷ found in her study that "migration of parents from one place to another in search of work is another factor that leads to non-enrolment of children (girls-20%, boys- 17%)".

The key is, hence, how to ensure that every girl child complete class VIII to enter into secondary education (Nuna, 2009)⁸. The United Nation's Secretary General Kofi. A. Annan⁹ has remarked "..... there is not tool for development than the education of girls, to educate a girl is to educate a whole family". The reduction of the gender gap has now plateaued and further reduction would require a concerted focus on the hard to reach groups and create a dynamic management structure that will be able to respond to the challenges of girls' education. An attempt has been made in this study to make an inquiry into the disparity in the girls' enrolment percentages at the division level in Bundelkhand region of Uttar Pradesh. The identification of educationally backward divisions of Uttar Pradesh has been considered essential to avert lopsided development and dispersal of resources and other developing units.

In this study different divisions in the Bundelkhand Region of Uttar Pradesh will be taken as a separate and independent entity, hence it may likely generate a comparative analysis among the two divisions of Uttar Pradesh, among the various levels, and also among the different categories mentioned regarding the enrolment status of girls in these divisions. This may further focus certain factors such as geographical conditions, growth in educational institutions and various existing policies affecting the status of girl enrolment in various levels, categories and divisions of Uttar Pradesh.

Objective-

To study the trend of Division wise Girls enrolment in School Education of Bundelkhand Region of Uttar Pradesh for the last sixteen years (from the session 1994-95 to 2009-10). With reference to the following: a) Category wise b) Area wise c) Level wise

Methodology-

The researcher has employed the Descriptive Study method owing to the nature of study. The trend analysis of the data would be done qualitatively. Description of the population: The entire Girl students (General, S.C. and S.T.) enrolled in School Education (Primary, Upper Primary and Secondary levels) of the two divisions of Bundelkhand Region of Uttar Pradesh will constitute the population of the Study. (Here it must be noticed that the General category include the OBC category also). Size of the sample: The whole population will be treated as the sample of the study. Tools Used: According to the variables and objectives of the study self prepared cumulative tables will be used for collecting the secondary data from various available resources. Sources of Data: 1) Report Published by National Informatics Centre on the Official Website of Uttar Pradesh (upgov.up.nic.in/spatrika/spatrika.htm). 2) Records available in the Economics and Statistics Division, State Planning Institute, Uttar Pradesh. 3) Census Report 2011

Findings Of The Study-

1. A positive growth in girls' enrolment was found at the primary level in Chitrakoot division for both SC/ST category and General Category girls', residing in rural and in urban areas.
2. A positive and huge growth in girls' enrolment was recorded at the upper primary level in Chitrakoot division for both the areas in all the categories. However, the enrolment in the upper primary level was slight lower in case of rural area and showed an inconsistent growth in case of urban area.
3. Positive trends in girls' enrolment are noticed at the secondary level in Chitrakoot division for girls in both from rural and urban areas and of both the SC/ST and General categories. These percentages were very low in the beginning and have registered a huge increase.
4. A positive growth in girl's enrolment was found at the primary level in Jhansi division for both SC/ST category and General Category girls', residing in rural and in urban areas.
5. A positive growth in girls' enrolment was recorded at the upper primary level in Jhansi division. The

growth in enrolment of SC/ST category and General category girls in rural area was positive and consistent however, in the urban area both the categories girls' recorded a negative enrolment growth.

6. A positive trend in girls' enrolment and huge growth is noticed at the secondary level for girls from urban area of both the SC/ST and General categories and from rural area of General category. The girls from rural area at secondary level registered negative trend in case of SC/ST category.

Bundelkhand region of Uttar Pradesh which lags behind the other parts of the State in most of the development indicators has maintained itself in case of girls' enrolment at almost all levels of school education except for the Jhansi division at the upper primary level in urban area which has shown a negative trend in case of girls' enrolment over the period. It is quiet clear that the two divisions had focussed on different levels, areas and categories while they supplement in the enrolment figures of girls in Bundelkhand Region at school education of Uttar Pradesh. Neither can it be claimed that this improvement in consistent in all the years since 1994-95 to 2009-10 at all the levels and categories mentioned. Narula(2009)10 in her paper also vividly establishes "the highly iniquitous nature of educational progress that has taken place in the Bundelkhand region of U.P. especially at the upper primary level". The bottle neck lay largely in the management and distribution system of each of the existing scheme. It means that interventions are required in those indicators- level, category or area in which a particular division is weak in girls' enrolment. Thus, findings of the present investigation seem to have implications to the teachers, principals, policy planners, parents and well wishers of the society. Suggestions: A similar study including a longer period and covering decadal comparisons may be much fruitful.

References:-

1. Aristotle(n.d.). In Thoughts on the bussiness of life(n.d.). Forbes Magazine, Free trial issue. Retrived from <http://thoughts.forbes.com/thoughts/quotes/education>
2. Bhatt, G. D. (2000). Impact of incentive schemes on girl child in Uttar Pradesh with special reference to universalization of elementary education. Indian Educational Abstracts. 2(2), 98-99.
3. Srivastava, R. Pandey, A. & Srivastava, D. (2008).

Continued on Page no. 81

Graphs Used in the Study:

Figure 1.0 Girls' Enrolment in School Education of Chitrakoot Division

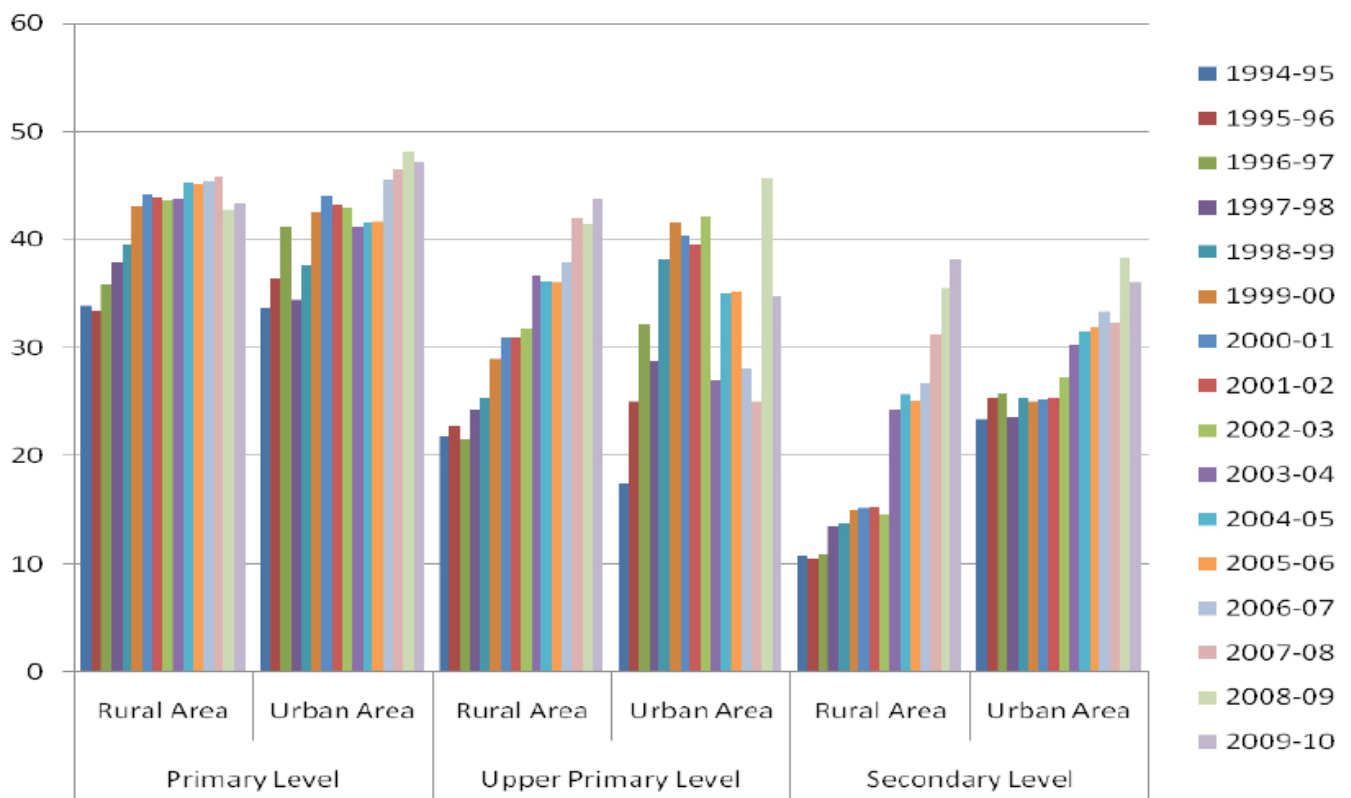
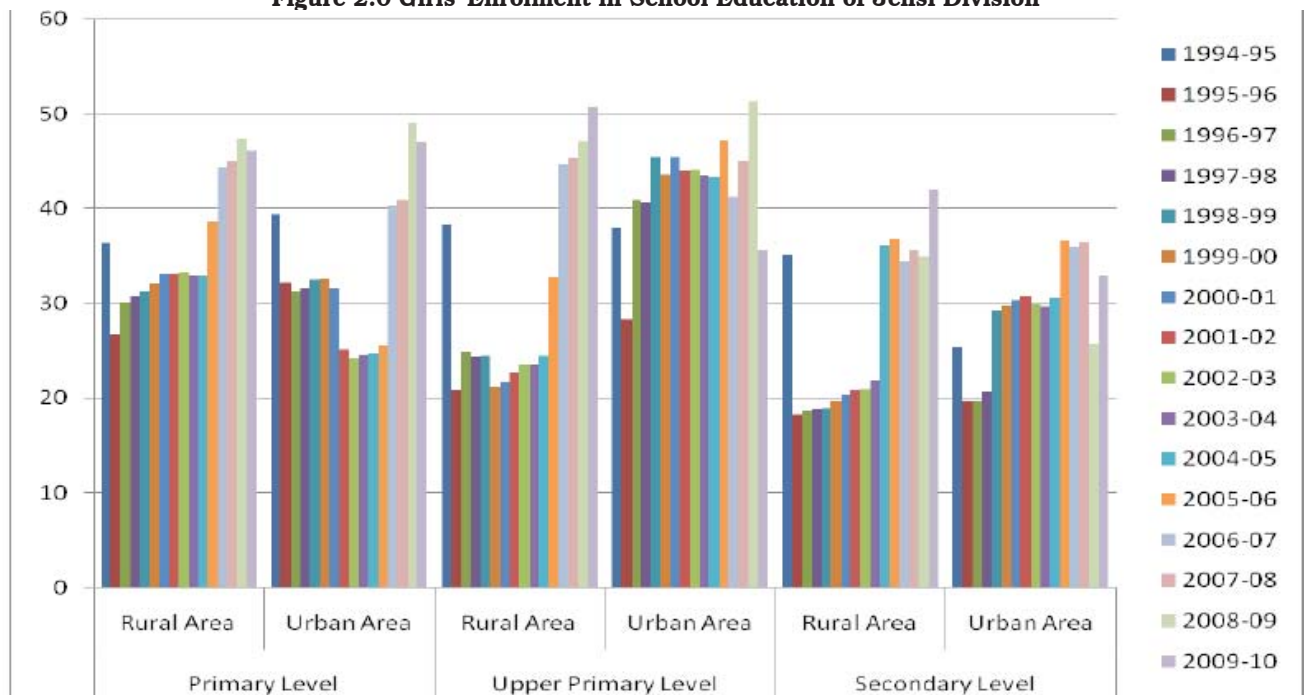


Figure 2.0 Girls' Enrolment in School Education of Jensi Division



के प्रयोग से उनकी रूचि ग्लैमर में अधिक हो रही है। कुछ लड़कियाँ या महिलायें अपने इच्छा पर निर्भर हो रही हैं जिससे वे अपने अभिभावकों की बातों पर ध्यान नहीं देतीं। टी0 वी0, इंटरनेट, कम्प्यूटर पर अधिक समय देने के कारण उनकी पढ़ाई, स्वास्थ्य, खान-पान, पहनावा सभी पर नकारात्मक असर पड़ रहा है। फेसबुक ने उन्हें इंटरनेट के जरिये विस्तार तो दिया है, किन्तु अपने ही घरों में अपने लोगों के बीच भी उनकी अलग दुनिया है जो उनके कम्प्यूटर/लैपटॉप और मोबाइल से जुड़ी हुई है। ऐसी महिलायें इंटरनेट के माध्यम से दश-दुनिया से संबंधित बहुत सी बातों की जानकारी कर लेती हैं किन्तु अपने घर में रहने वाले बुजुर्गों का हाल जानने की उनको न तो रूचि है न तो समय। अध्ययन क्षेत्र में लिये गये साक्षात्कार के आधार पर यह स्पष्ट होता है कि गढ़वाल हिमालय की महिलायें यद्यपि पहाड़ी क्षेत्र में निवास करती हैं चाहे वह शहर की महिलायें लगभग समान रूप से यह स्वीकार करती हैं कि विज्ञान एवं तकनीक ने उनके समाज एवं संस्कृति में बदलाव लाने में मुख्य भूमिका निभाई है।

सन्दर्भ:-

1. चौबे, डा0 रमेश, पुरातात्विक मानव विज्ञान, प्रकाशक, मध्य प्रदेश हिन्दी ग्रन्थ अकादमी, भोपाल, प्रथम संस्करण, 1991, पृ0- 57
2. http://undsci.berkeley.edu/article/whatissscience_01
3. क्रानिकल इयर बुक 2012, पृ0-413
4. रावत, शिवराज सिंह, केदार हिमालय और पंचकेदार, 2006, पृ0- 38
5. अग्रवाल, डाँ0 चन्द्र मोहन, युगयुगीन उत्तरांचल, 2001, पृ0- 1
6. बेंजवाल, रमाकान्त, गढ़वाल हिमालय- समाज, संस्कृति, यात्रा पर्यटन का परिचयात्मक विवरण, 2002, पृ0- अपनी बात
7. नौटियाल, डा0 कुसुम, गढ़वाली नारी : एक लोकगीतात्मक पहचान, प्रकाशक, सन्मार्ग प्रकाशन, नई दिल्ली, प्रथम संस्करण, 1982, पृ0- 17-18, 45

Continued from Page No. 56

Assessment of interventions made to meet the educational needs of SC/ST children in SSA. In A.B.L.Srivastava & Neeru Bala (Ed.). Abstracts of Research Studies in Elementary Education(2003-2009). Retrieved from ssa.nic.in/research-studies/ABSTRACTS-MAG.PDF

4. Education for all global monitoring report(2007). Strong foundations:early childhood care and education. Washington D.C.: UNESCO. In Anita Nuna (2009). Secondary education for girls-challenges ahead. Journal of Indian education. 34(4), 19-20.
5. UNICEF(2003).The state of the world's children 2004.The Primary Teacher. 29(3-4),58.
6. Agarwal, Archana (2001). Study of non-enrolment and dropout among girls at primary level. Indian Educational Abstracts(2002). 2(1), 43-44.
7. Dua, Radha (2004). Familial forces influencing the girl child schooling. Indian Educational Abstracts(2005). 5(1 & 2), 124.
8. Nuna, Anita (2009). Secondary education for girls-challenges ahead. Journal of Indian Education.34(4), 21
9. Ministry of Human Resource and Development[MHRD](n.d.). Chapter on Elementary Education (SSA & Girls Education) for the XIth Plan Working Group Report(2007-12):Universalisation of elementary education.

New Delhi: MHRD(Department of School Education & Literacy), GOI. From http://planningcommission.gov.in/plans/planrel/11thf.htm/ElleEdu_XITHPlanReport.pdf

10. Narula, Manju (2009). Education, gender, access and participation to elementary education in Bundelkhand region of Uttar Pradesh. New Delhi: MHRD(Department of Higher Education),GOI. Retrieved from <http://www.dise.in/Downloads/Use%20of%20Dise%20Data/Manju%20Narula.pdf>

Abbreviations

DPEP	District Primary Education Programme
KGBV	Kasturba Gandhi Balika Vidyalaya
NPEGEL	National Programme of education for girls at elementary level
SSA	Sarva shiksha abhiyan