

# Assessment of Quality of Education of Rural Women of Dehradun



**Vijay Rawat**

Assistant Professor,  
Deptt. of Economics,  
SGRR (P.G) College,  
Dehradun,  
HNB Garhwal University,  
Uttarakhand, India



**Neha Jain**

Research Scholar,  
Deptt. of Economics,  
SGRR (P.G) College,  
Dehradun,  
HNB Garhwal University,  
Uttarakhand, India

## Abstract

The rural women in Uttarakhand have been always involved with agriculture, animal care, forest protection, household chores and cattle rearing. Household chores include fetching water, fuel, fodder, routine unavoidable chores besides looking after and nursing old ones and children. The male member of the family usually moves out in town to earn their living. Over 90 percent of women in rural area of states are engaged in agriculture. The women of Uttarakhand have always emerged as a pillar for the state. One of their successful movements is Chipko Movement initiated by rural women. The total female population in Uttarakhand is 49, 48,519 that counts about 49.1% of total population. Out of which 18.8% of women is scheduled caste and 2.89% of women is scheduled tribes. The average literacy in women is 70%. The average gap in male and female literacy is 17.4%. The sex ratio of the state is 963 females per thousand males. The children (0-6 year's age) sex ration in Uttarakhand is 890 females per thousand males i.e. less than the average (963).

As women constitute the backbone of the hill economy and the problem of this region cannot be solved without recognizing their crucial role and ensuring their participation in overall development. As it is not uncommon to see men talk loudly and passionately day in day out about international, inter-regional and inter-state inequalities, but not a whisper is heard on the neglect of the women in Indian society. This is true about the backwardness of women in general and rural women in particular. It is a truism to state that the growing ills of the exploding population are the direct consequences of the miseries of the women. It goes without saying that this component of state is restlessly toiling day in and out without demur and protest. However, they have no say even in matter of bearing their children and are forcibly burdened with the agonies of unwanted births. Average per day working hours of women in Uttarakhand is 16-20 hours. Over-occupied with breeding and nursing, the rural women have no time to think about their own comfort, status, recognition and independent career. Majority of Uttarakhand state consist of mountains and living in mountains are not very easy. Basic requisites of even a moderate living, such as portable water, fuel wood, fodder, hospital and maternity centers, veterinary services, schools, postal and telegraph services, roads and vehicular transport, marketing and mountains remain largely secluded. The villages in Uttarakhand are very small-sized and scattered far and wide.

**Keywords:** Education, Women, Development, Uttarakhand.

## Introduction

Education contributes directly to the human resource development and quality of life and not only education is very important for the development of an individual but society as well. It is a tool that facilitates learning and imparting of knowledge in a way helps to become socially responsible citizens of a nation. Education also play important role in achieving economic and social development in the economy. It is one of the basic factors of development. No country can achieve sustainable development without sustainable investment in human capital. Education helps in raising the productivity and creativity of the people.

A woman is the nucleus of the family, particularly, in India. It is always emphasized that although women represent only 50% of the total population, they contribute 75% to the development of our society while men contribute only 25%. Unfortunately, in spite of their laudable and vulnerable roles, which cannot be substituted by machine or men, women have been neglected since generations. This is happening in spite of a woman being recognized by our ancient saints and culture as not merely a

mother but as a superior scholarly Institution. It is said in Manu Samhita (Chapter II, Para 145) *Upadhyaayan-dasacarya acarryanam satam pita; Sahasram tu pitnmata gauraveratiricyate*. "A Guru who teaches Veda is 10 times superior to an ordinary teacher and the father is 100 times more than a teacher, but the Mother is 1000 times more superior to the father". It has been said that, you teach a female and you build up a nation and truth can't be closer than that. Women have always carried the burden of being a wife, mother, sister all on their own and we need not to explain how magnificently they have carried this position. In rural India, She not only collects water, fuel wood, fodder and food but also plays a significant role in preserving the culture, grooming the children and shaping their destiny.

As education is one of the most crucial instruments for economics and social empowerment of women. Due to ignorance and superstitions, which are the greatest hinderances to women's emancipation, strong hope has been bestowed on education as a catalyst of change. With the article 14 of constitution of India conferring equal rights on women and men in all spheres of social life and also removing gender discrimination, access to educational opportunities has improved. But the conferment of the right to equal opportunities did not really result in the removal of all those hurdles which had hindered and continue to hinder a large number of women from making an effective use of opportunities for education.

In this research paper there is the analysis of the Assessment of quality of education of rural women of two blocks of Dehradun District of Uttarakhand. One is Chakrata (hilly region) and another one in Vikasnagar (plan region). Data of 154 respondents from seven villages namely Dakpatar , Dhakrani , Rudrapur , Dumet , Aduwala , Nawabgarh & Babuwal of Vikasnagar .block were taken and data of 154 respondents from seven villages namely Mauthi , Katuwa , Mohana , Siribarkoti , Shirba , Kharsi & Jogio of Chakrata block were taken.

#### **Objectives of the study**

1. To assess the availability of basic infrastructure of sources of education of rural women in Vikasnagar and Chakrata block.
2. To analyse the impact of basic infrastructural sources of education on literacy in Vikasnagar and Chakrata.

#### **Review of Literature**

The studies mentioned below significantly contributed to a better understanding of the subject as it adds to the existing knowledge by way of research undertaken at various levels.

Mazumdar (1997) in his study he pointed out that investment in women's education is the most fruitful instrument in social development. Most of the women have been victims of patriarchy for too long and take refuge in the same patriarchy to defend the atrocities they commit against another woman. Scholars point out that education play a crucial role in changing the social milieu. As women are given stereotypical image by the people of playing a dutiful wife, daughter or mother and at the other extreme

women who are engineering and executing downfall of other women i.e. to say 'women are worst enemies of women'.

Ghose (2002) In his study he believes that education is not neutral nor does it work to entail merely delivering certain skills such as literacy to women but their concern has been explicitly with changing power relations at social and individual levels. Feminists themselves are bound to a pedagogy, which sees process and consequence as part of the same continuum, and to believe for women to feel empowered is to engage them with education and to empower them within the educational practice.

Indira R., (2003) In her study she has the opinion that in a society where most women have been kept out of the process of knowledge acquisition, it is not surprising if women themselves act as transmitters of values which hold up transformation. Confined to their homes and hearths, a large number of women hardly get exposed to the world at large.

Dashora and Sharma (2003) In their study they states on the role of tribal women in education that tribal women perform multiple roles as mother, housewives and wage earners.

Aditi Vast (2006) In this paper she has rightly said in her paper in special reference to Tehri Garhwal district of state Uttarakhand that there are various factors in the district which affects the women health and the major factor being the illiteracy. The 51% of the women living in Tehri Garhwal region alone are illiterate and 77% of women are found to be anemic from a survey of 250 women living in the areas of village in Tehri Garhwal. The major finding which comes out in the area was that the women do not received additional food during pregnancy therefore the health of the women go on reducing. Living in rural areas creates geographical and socio economics challenges for women which affects their health negatively.

Kiran Bhatt (2014) In his study he said that the education policy in India has travelled some distance in increasing physical access of school to most of the population, including sections which are socially and economically marginalized. The focus on increasing the physical access of school has however taken places without sufficient attention to quality or the specific concern of the marginalized groups. This has had inconsistent impact on the opportunities available to children of economically and socially marginalized families – keeping them on the outer edge of quality education and the chances to get ahead. The inability or unwillingness to gather information on the social aspects of exclusion, discrimination and marginalization has also affected the policymakers' ability to address the causes of marginalization and taken them systematically. Hence, children from excluded section, who have access to school, still find themselves excluded in the system as classroom practices continue to keep them out and in many instances force them to dropout.

Shibani Nandi, Harish Chandra Joshi (2015) In their study they focus on women education and said that education is one of the important indicator of

human development. As India is male dominated the status of women is relatively low in India. The qualitative reforms through education and training among women should bring improvement in educational status of women also economic and social transformation in the community and in the nation as the whole. Girls should get proper schooling. Their study area is socio – educational status of girl's children in Almora district in rural area with different economic background, and to assess the attitude change towards education for them. The paper also discusses the views of parents on educational requirement and provides recommendations on furthering the educational status of girl children in rural Almora. Central government sponsored schemes in these area helps improving the educational status of girl's education. The study shows that there are only 4.67% drop-out girl children in rural Almora. There is significant change in the mind set of people and girls are focusing in completing their education and try to be independent.

Tushar Kanti Ghara (2016) this study shows that Women education and empowerment are the indicators of development in India. If women are educated it shows that country has holistic and long term development. In India it is important that women should get equitable sources of education and should get more access to technical and vocational education and training as well as higher education and research.

The quality of educational services should also be good. This study deals with women participation through women in higher education institutes and women enrollment as compared with population for the year 2011-2016. The results are increasing but slow.

Alaka Basu This paper deals with position of women by saying the status of women have become value laden than descriptive. The status in India has shown a positive relationship between the women health and education. Education women have greater autonomy and higher decision making authority and are more conscious forwards their health.

#### **Area of Study**

For this study the variables taken into consideration are Literacy Rate and Substantial Improvement in Aaganwadi, Play School, Private School, Government School and NGO at these two blocks.

Table 1 represents information regarding three parameters of seven villages of Chakrata:

1. Literacy rate.
2. Current status of respondents who have access to Aaganwadi, Play School, Private School, Government School and NGO.
3. Substantial Improvement in Aaganwadi, Play School, Private School, Government School and NGO.

*Remarking An Analisation*

Table 1

| Village     | Literacy Rate | Aaganwadi      |                         |       | Play School    |                         |    | Government School |                         |       | Private School |                         |    | NGO            |                         |    |
|-------------|---------------|----------------|-------------------------|-------|----------------|-------------------------|----|-------------------|-------------------------|-------|----------------|-------------------------|----|----------------|-------------------------|----|
|             |               | Current Status | Substantial Improvement |       | Current Status | Substantial Improvement |    | Current Status    | Substantial Improvement |       | Current Status | Substantial improvement |    | Current Status | Substantial Improvement |    |
|             |               |                | Yes                     | No    |                | Yes                     | No |                   | Yes                     | No    |                | Yes                     | NO |                | Yes                     | NO |
| Mauthi      | 39.39%        | 22             | 27.9%                   | 72.1% | 0              | 0%                      | 0% | 22                | 27.3%                   | 72.7% | 0              | 0%                      | 0% | 0              | 0%                      | 0% |
| Katuwa      | 40%           | 22             | 37.1%                   | 62.9% | 0              | 0%                      | 0% | 22                | 33.3%                   | 66.7% | 0              | 0%                      | 0% | 0              | 0%                      | 0% |
| Mohana      | 53.12%        | 22             | 47.3%                   | 52.7% | 0              | 0%                      | 0% | 22                | 42.7%                   | 57.3% | 0              | 0%                      | 0% | 0              | 0%                      | 0% |
| Siribarkoti | 45.18%        | 22             | 45.8%                   | 54.2% | 0              | 0%                      | 0% | 22                | 39.2%                   | 60.8% | 0              | 0%                      | 0% | 0              | 0%                      | 0% |
| Shirba      | 52.36%        | 22             | 46.9%                   | 53.1% | 0              | 0%                      | 0% | 22                | 22.7%                   | 77.3% | 0              | 0%                      | 0% | 0              | 0%                      | 0% |
| Kharsi      | 40.96%        | 22             | 39.0%                   | 61.0% | 0              | 0%                      | 0% | 22                | 37.7%                   | 62.3% | 0              | 0%                      | 0% | 0              | 0%                      | 0% |
| Jogio       | <b>54.61%</b> | 22             | 54.4%                   | 45.6% | 0              | 0%                      | 0% | 22                | 52.3%                   | 47.7% | 0              | 0%                      | 0% | 0              | 0%                      | 0% |

Source:-\*Women Literacy Rate (Census 2011)/survey undertaken by research scholar in the year 2018

Table 2 represents information regarding three parameters of seven villages of Vikasnagar:

1. Literacy rate.
2. Current status of respondents who have access to Aaganwadi, Play School, Private School, Government School and NGO.
3. Substantial Improvement in Aaganwadi, Play School, Private School, Government School and NGO.

Table 2

| Village   | Literacy Rate | Aaganwadi      |                         |       | Play School    |                         |       | Government School |                         |       | Private School |                         |       | NGO            |                         |       |
|-----------|---------------|----------------|-------------------------|-------|----------------|-------------------------|-------|-------------------|-------------------------|-------|----------------|-------------------------|-------|----------------|-------------------------|-------|
|           |               | Current Status | Substantial Improvement |       | Current Status | Substantial Improvement |       | Current Status    | Substantial Improvement |       | Current Status | Substantial improvement |       | Current Status | Substantial Improvement |       |
|           |               |                | Yes                     | No    |                | Yes                     | No    |                   | Yes                     | No    |                | Yes                     | NO    |                | Yes                     | NO    |
| Dakpathar | 82.22%        | 22             | 86.4%                   | 13.6% | 22             | 86.4%                   | 13.6% | 22                | 91.8%                   | 8.2%  | 22             | 99.0%                   | 1.0%  | 0              | 99.2%                   | 0.8%  |
| Dhakrani  | 61.63%        | 21             | 68.9%                   | 31.1% | 20             | 63.6%                   | 36.4% | 21                | 67.3%                   | 32.7% | 20             | 80.9%                   | 19.1% | 2              | 59.1%                   | 40.9% |
| Rudrapur  | 69.45%        | 20             | 73.4%                   | 26.6% | 19             | 71.8%                   | 28.2% | 22                | 78.2%                   | 21.8% | 21             | 95.5%                   | 4.5%  | 2              | 80.9%                   | 19.1% |
| Dumet     | 68.29%        | 22             | 71.0%                   | 29.0% | 21             | 66.4%                   | 33.6% | 22                | 70.9%                   | 29.1% | 21             | 93.0%                   | 7.0%  | 11             | 60.0%                   | 40.0% |
| Aduwala   | 54.83%        | 22             | 60.0%                   | 40.0% | 22             | 61.8%                   | 38.2% | 22                | 60.9%                   | 39.1% | 22             | 75.5%                   | 24.5% | 13             | 50.7%                   | 49.3% |
| Nawabgarh | 69.47%        | 19             | 80.8%                   | 19.2% | 18             | 77.3%                   | 22.7% | 21                | 86.4%                   | 13.6% | 20             | 91.5%                   | 8.5%  | 12             | 75.5%                   | 24.5% |
| Babugarh  | 88.18%        | 20             | 83.9%                   | 16.1% | 21             | 91.8%                   | 8.2%  | 21                | 90.9%                   | 9.1%  | 21             | 95.9%                   | 4.1%  | 11             | 92.7%                   | 7.3%  |

Source:-\*Women Literacy Rate (Census 2011)/survey undertaken by research scholar in the year 2018

Correlation between Literacy rate and substantial improvement in Aaganwadi in Vikasnagar block and Chakrata block is 0.915 and 0.885 respectively and Correlation between Literacy rate and Substantial improvement of Government School in Vikasnagar block and Chakrata block is 0.914 and 0.416 respectively. There is a very high positive correlation between literacy rate and access to Aaganwadi as well as Substantial improvement of Play School, Private School and NGO in Vikasnagar block whereas there is a very high positive correlation between literacy rate and Aaganwadi and moderately high positive correlation between literacy rate and Substantial improvement of Government School in Chakrata block. Play School, Private School and NGO's are not found in Chakrata block.

#### **Conclusion**

In Chakrata it has been found that maximum Secondary Schools are more than 5 kms away from villages and there is only one Government College in Chakrata which is least 20 kms away from respective villages .It has also been found that there is no availability of Play School, Private School and NGO's. Improvement in basic sources of education does not help to increase the quality of education for women because to make a strong foundation in education a good quality of education should be available to women. In Vikasnagar there are Some NGO like Sadhna Kandra, Ashok ashram, Aasharam Vedic Secondary School and Badumal Girls Secondary School which are working on the area of education. Sadhna kandra has mobile computer laboratories which provide computer education to different schools. There are many Play Schools and Private Schools in Vikasnagar. In Vikasnagar Literacy rate is

much higher as compared to Chakrata. To increase the literacy rate in Chakrata more sources of education should be provided there.

#### **References**

- Book: *Rural women and their quality of life* by Sharmistha Bhattacharjee.
- Bhatty, K (2014) "Review of Elementary Education Policy in India: Has It Upheld the Constitution Objective of Equality?. *Economics and Political Weekly*, Vol. 49, Issue 43 & 44, PP. 100-107.
- Dashora, Rakesh and Anushree Sharma 2003. *Role of tribal women in education*, Yogana, Vol.47, No. 6, PP. 42-45, New Dehli.
- Ghosh, Malini 2002. *Literacy, power and feminism*, *Economic and Political weekly*, Vol.37, No. 17. PP. 1615 -1618. A Sameeksha Trust Publication, Dehli.
- Indira, R. *Education for women: 2003. A pathway for an enlightened society*, *Samuyukta: A journal of women studies*, Vol. 3, No. 1, pp.21-23, Delhi.
- Kanti Ghara, T (2016) "Status of Indian Women in Higher Education". *Journal of Education and Practice* [www.iiste.org](http://www.iiste.org) ISSN 2222-1735 (Paper) ISSN 2222-288X (Online) Vol.7, No.34, 2016.
- Nandi, S & Joshi, H.C (2015) "Status of girl's education in selected rural areas of Almora district in Uttarakhand". *IJAR* 2015; 1(12): 237-243 [www.allresearchjournal.com](http://www.allresearchjournal.com).
- Vats, A. (2006) *Nutritional and Health of farm Women in Uttarakhand*. *Asian Journal of Bio science*, 1-3.
- Wikipedia.