To Study on The Impact of Female Education in Rural and Urban Areas

In the present study, the purpose is to study the impact of girl's education among rural and urban girls. A sample of 50 rural girls and urban girls of under graduate were selected, stratified randomly within the territorial boundaries of Meerut City. It consist of under graduate girls. Result shows that there is significance difference among rural and urban girls in the impact of girl's education.

**Hypothesis of The Study:**

1. There is significant difference between mean score of impact of education problems faced by the rural girls and urban girls of Meerut district.
2. There is significant difference between s.d score of impact of education problems faced by the rural girls and urban girls of Meerut district.
3. There is significant difference between impact of education problems faced by the rural girls and urban girls of Meerut district.

**Method:**

Sample: Sample is a total of 50 rural girls and urban girls of under graduate were selected, stratified randomly within the territorial boundaries of Meerut City. It consist of under graduate girls.

**Tools of The Study:**

For the purpose of present study, one tool will be used as given below: The questionnaire of impact of education problems faced by rural and urban girls.

**Procedure:**

In this scale there are total 50 questions in questionnaire. The questionnaire consist of questions related to environment problems questionnaire. In the questionnaire researcher figure out some questions related to impact of education problems. It is two point scale 'completely agree' and 'Completely disagree'. On the basis of that questions researcher scored them to count total no of 'Completely agree' areas of empowerment for women. It is also an area that offers some of the clearest examples of discrimination women suffer. Offering girls basic education is one sure way of giving them much greater power -- of enabling them to make genuine choices over the kinds of lives they wish to lead. This is not a luxury. The Convention on the Rights of the Child and the Convention on the Elimination of All Forms of Discrimination against Women establish it as a basic human right.

**Introduction:**

Even in the basic requirement of education, girls are left out because it is felt that, they in any case have only to look after their homes and the needs of their families, so, where are the need to study? The only requirement of women is even today, to look after the needs of others and give birth to children, and no more they need to have. For this task of home keeping assigned to women, it is felt by all that there is no need for them to go to school. It is considered foolish to allow girls to waste their time in studies and this concept is widely accepted by the Indian society. It may be very true that in majority of cases the girl does not have to become and does not become the breadwinner of the family. However, in this process of thought we are inclined to forget that, to give birth to the next generation and to bring up this new generation is the basic and all important task not only for the family but also for the society and the country. What the mother teaches the child deeply embedded in the heads and the hearts and eat the little soul.

In this context thus, let us remember to what the mother teaches the child is all-important and pervasive. For this important work of girls and womb feel that, they need education and, their negligence in tell field is a mishap for the country. When mothers are educated what will they be able to teach their child free Let us not forget that, the purpose of education is not 01 earning a livelihood but education makes an individual into a good human being, which is passed on to the next the kith and kin. With this backdrop of our attitudes of educating girl personally feel that, education for girls in India must taken up as an issue, on a war footing as, it has area been neglected for far too long. From the urban poorer rural India, girls are very rarely to never send to schools in some cases they are sent to schools it is just for two three years when they are small. Education is one of the most critical

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response and 'Completely disagree' response.

Result and Discussion:

In this study researcher found that rural and urban community effect on girls living standard and their self development. It means that rural girls have many problems related to impact of education. This study strongly supports to the previous study which concluded that urban girls faced problems confidently as compare to rural girls.

From table no-1.1 in the mean score of rural girls (19.47) and urban girls (16.88) is very different and The mean score Difference level is 3.4 among rural girls and urban girls. This indicate that the impact of education problems among urban girls and rural girls are differ significantly. Hence the hypothesis that There is significant difference between mean score of impact of education problems faced by the rural girls and urban girls of Meerut district. In the standard deviation score of rural girls (16.8) and urban girls (11.25) is also different. The standard deviation score difference level is 5.54 among rural girls and urban girls. This indicate that the impact of education problems among urban girls and rural girls are differ significantly.

Comparison of Mean Score and S.D Score Among Rural and Urban Girls

<table>
<thead>
<tr>
<th>Variables</th>
<th>Area</th>
<th>Mean</th>
<th>S.D</th>
</tr>
</thead>
<tbody>
<tr>
<td>Impact of Education</td>
<td>Urban Areas</td>
<td>16.88</td>
<td>4.04</td>
</tr>
<tr>
<td></td>
<td>Rural Areas</td>
<td>19.47</td>
<td>0.80</td>
</tr>
</tbody>
</table>

Hence the hypothesis There is significant difference between mean score of impact of education problems faced by the rural girls and urban girls of Meerut district has been accepted above of 0.05 and 0.01 level of differ significance.

Conclusion:

In the present study the hypothesis no. 1, 2 and 3 are accepted. In the hypothesis number 1 we found that the impact of education problems among the rural girls response level is higher than the urban girls response.

1) In the hypothesis number 2 we found the difference in the level of the problem among the rural girls and the urban girls.

2) In the hypothesis number 3 we found that the rural girls impact of education problems level is higher than the urban girls impact of education problem.

3) Those girls who scored high, have many impact of education problems.

4) Those girls who scored lower, have environment problems in some areas.

5) According to impact of education problems based on complete agree response, it was found that urban girls has faced problems but they handle them confidently and the rural girls has many problems in every area higher than the urban girls.

6) According to impact of education problems based on completely disagree response, it was found that urban girls has higher response impact of girl's education

References:


A Study of the Role of Mothers in the Management of Diarrhea among Preschool children of Bahraich District of U.P.

**Introduction:**

Diarrhea is a public health problem at global level. But, it is a major problem that affects the growth and development of children in developing and under developing countries. Younger children (below 5 years) easily come in the grip of environmental diseases. Primary cause of many childhood illness in Tarai area of Indo-Nepal Border are water, sanitation, hygiene and lack of knowledge of children health related problems among mothers. Most of the population of this district is poor. Due poverty, parents are unable to provide nutritious food for their children. Diarrhea and malnutrition are known to have a bi-directional relationship, so, these diseases are potentially causing each other. Diarrhea may lead to malnutrition due to reduce dietary intake, mal-absorption and mal-digestion. Most of mothers think that breast feeding, food and other fluids are harmful in such diseases and they reduce feeding. This situation, again create malnutrition among children. This malnutrition mat cause and worsen diarrhea and other infections due to weak immune system.

Gaghara river runs along the western boundary of this district, while, in the north is Nepal. This river has very important influence over the climate of this district. The settlement pattern and economic - potential with in the district is also influenced to a great extent. Nepal, who touches the north boundary of this district, always leaves a huge amount of water from his dams in monsoon season. So, this flood water spread in the low land of this district and remain there for a long time. This polluted water is consumed by both human and live stock during the wet season. This is the prime time when diarrhea and other viral diseases attack. Most of the children become ill and some of them die. Attempts have been made to study diarrhea in some countries. Diarrheal disease cause 16% of deaths among children below the age of 5 years in Kenya and are second only to pneumonia as a cause of deaths in this cohort (Ministry of Pub. Health and Sanitation; 2010). A pooled analysis of nine cohort studies from different countries also indicated that a higher cumulative burden of diarrhea prior to 24 months of life was associated with an increased prevalence of stunning at 24 month of age (Checkley et. al.;2008). Njuguna,J.&Muruka,C. (2011) revealed in their study that a quarter of the children were found to at risk of malnutrition and the mean monthly prevalence of diarrhea was 8%. Diarrhea and malnutrition also displayed a seasonal trend with the highest cases being reported in July, which was also the driest month. In a study made by Ansari M. (2009), it was found that poverty illiteracy, lack of health care facilities at local level, demographic distribution and traditional believes were the major obstacles for getting timely and proper health care.

Attempts have been made to check diarrhea with medicines. Opitna J.A. et.al. (2010) concluded that the use of DNA-biomarkers revealed that EAEC and Cryptosporidium were common intestinal pathogens in Accra, and that elevated lactoferrin was associated with diarrhea in the group of children. Ghosh S. (2014) found that in diarrhea endemic areas, asymptomatic carriers may play a crucial role in the transmission of multidrug - resistant shigella supp. with the putative virulence genes. Das R., et.al. (2005) studied intestinal parasitic infection and chronic diarrhea in HIV - positive patients. They further revealed that the identification of the parasitic agents in HIV-positive with chronic diarrhea is very important as it can help appropriate therapy and reduce of morbidity and mortality in these patients. Moreover, the low CD4 cells count in HIV-positive patients.
were higher rate of parasitic diarrhea infections. Therefore, to improve the CD4 cells count in HIV-positive patients which reduce the parasitic diarrhea, further reduce the financial burden of the patients. Neilson, et.al. (2001) focused on obtaining information about the causes of diarrhea among children by mothers. They found that consumption of too much food were the most important. Keeping these studies in mind, this investigator was much impressed to take such a study in hand.

**Objectives:**

The present investigation aimed to study the role of mothers' education urban-rural location, age of mothers, use of ORS, treatment of diarrhea at home, belief about breast feeding, food & fluids during diarrhea and directions taken from grand-parents of the child in the management of diarrhea.

**Methodology:**

The primary purpose of the study was to find the role of mothers in the management of diarrhea. Thus, this investigator selected, randomly, a sample of 100 mothers from the population of flood area of Baharaich district. After selecting the sample, the investigator collected the relevant information by conducted interviews with mothers of the sample. Collected data were scored and tabulated. Percentage was calculated item wise.

**The Data and Results:**

To study the role of mothers for the management of diarrhea, all the information were arranged and the percentage were also calculated, which are presented in the following table.

**Table : Number and Percentage of Mothers' Reactions in the Management of Diarrhea**

<table>
<thead>
<tr>
<th>S. No.</th>
<th>Variables</th>
<th>No. &amp; percentage of Reactions</th>
<th>Difference (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Level of Education</td>
<td>Un-Educated 64</td>
<td>28</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Primary &amp; above 36</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>location</td>
<td>Semi-Urban 32</td>
<td>36</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Rural 68</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Age of mothers</td>
<td>Below 30 yrs. 66</td>
<td>32</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Above 30 Yrs. 34</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Treatment given at</td>
<td>Home 64</td>
<td>28</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Outside home 36</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>ORS given</td>
<td>Yes 38</td>
<td>24</td>
</tr>
<tr>
<td></td>
<td></td>
<td>NO 62</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>Breast feeding</td>
<td>Yes 42</td>
<td>16</td>
</tr>
<tr>
<td></td>
<td></td>
<td>No 58</td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>Restriction of food</td>
<td>Yes 62</td>
<td>24</td>
</tr>
<tr>
<td></td>
<td></td>
<td>No 38</td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>Directions from Grandparents</td>
<td>Yes 56</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td></td>
<td>No 44</td>
<td></td>
</tr>
</tbody>
</table>

It is observed from the table that 64 mothers were uneducated, while 36 were educated up to primary and above. Similarly, 32 belonged to semi-urban, 68 rural, 66 below the age 30, 34 above 30 years, 64 gave the treatment at home, 36 out side home, 38 women gave ORS, 62 did not give ORS, 42 used breast feeding during diarrhea, 58 did not do, 62 mothers restricted other type of food and fluids, 38 did not, 56 sought directions from grand parents, while 44 did not do so.

It is further observed from the table that the percentage of uneducated mothers of diarrhea affected children was found 28% more than educated mothers. Similarly, the percentage of rural mothers was found 36% more than urban or semi-urban, 32% younger mothers were more than elder, 28% more mothers given treatment at home than out side, 24% did not give ORS, 16% more did not use breast feeding, 24% more restricted to give any type of food, fluid & fruits and 12% sought the directions from the grandparents of diarrhea affected children. It is further revealed that the difference in percentage ranged 12 to 36.

**Conclusion:**

It may be concluded that majority of the mothers of diarrhea affected children were uneducated, residing in rural area, younger in age (below 30 years), preferred to give treatment at home, restricted breast feeding and other type of food and found of taking directions from their elders. Therefore, it is suggested that mass media, volunteers, different NGOs and health workers should take part to educate the mothers of wet area, so that they may be able to face such type of viral diseases.

**References:**

प्रस्तावना :
बालकों की प्रारंभिक शिक्षा गुणात्मक एवं दक्षता मूलक हो इसलिए शिक्षण अवसर प्राधिक की इस प्रकार बनाए जाए, कि सीखने-सीखने की प्रक्रिया अस्तित्व सत्तात्म एवं ग्राह्य हो।
बालक शुरू से ही अपने वातावरण के संयुक्त में सक्रिय उसके प्रभावित हो, प्रक्रियाओं के वातावरण के फलान्तित करता हैं और अपने व्यवहार को भी फलान्तित करता है, ताकि वातावरण के अपना अविभक्त समान्य स्थापित कर सके। बालक के व्यवहार के इस प्रारंभिक परिवर्तन को ही सीखना कहलाता है। सीखना व्यक्ति के कार्य के एक स्थायी संपरिस्थित लाना है।
गेदा के अनुसार “अनुभव द्वारा व्यक्ति के संबंध में रूपांतर लाना सीखना है।”
सीखना व्यक्ति और वातावरण की क्रिया-प्रक्रिया के प्रसंग के रूप में फलीमूर्ति होता है, इसलिए सीखने की प्रक्रिया जीवन पर्यावरण चलने वाली प्रक्रिया है।
प्रारंभिक शिक्षा नीति 1986 में शिक्षा आयोग 1964–66 की मुख्य तत्त्व निगम को स्पष्ट करते हुए उसके बहुतदायक वायक “भारत का भार उसकी कठोर मनोरंजन को निर्मित हो रहा” पर सामाजिक जोर देता है।
शिक्षा समाज ही समृद्धि राज्य की आधारशिला है, जिसकी रचना शिक्षित छात्राओं द्वारा होती है, उसके वात की दक्षता एवं दिशा निर्धारित होती है, किन्तु यह भी सच है कि जब वेद अभ्यास के अलावा दक्षता उत्पादन नहीं करते हैं, तो हीयोगवाद आती है, जिसके परिणामस्वरूप बच्चे बीती में ही शाश्वत छोटे देते हैं। बालक वातावरण है कि बच्चों में सत्ता सौंदर्य बिनावरण हेतु गुणवत्ता युगल समूह माहिती की जाए।
प्रारंभिक “शिक्षा” का अर्थ बालक के मूलकों को जाने से भरना था। बालक को कुछ तत्वों और सिद्धांतों को केंद्रित करता पढ़ना था और यही उसकी शिक्षा की हृदयमान ली जाती थी। शिक्षा देने में बालक की आयु, रूचि, योग्यता और रूपान्तर को स्किन मध्यमे शिक्षा विशेष ध्वस्त किया गया था। शिक्षा का क्षेत्रीय बालक के मूलक सृजन नहीं था कारण ज्ञान व शिक्षा कंटेन्ट थी। भिन्न शिक्षा एक बालक को दी जाती थी और वहीं एक प्रोड को। दल्ला: बालक का सार्वजनिक विकास हो नहीं पाता था, किन्तु अन्य शिक्षा की प्रारंभ धारणा बदल गई है। आज इस शिक्षा योजना का प्रयोग में मो. अर्थ समेत कर, जो पुरुष से साथी भिन्न और सूचनित है।
अतः वर्तमान में शिक्षा को इस प्रकार समझा जा सकता है: शिक्षा किसी समाज में सदिव चलने वाली वह सार्वजनिक सामाजिक प्रक्रिया है, जिसके द्वारा मनुष्य की जनजाति श्रेणियों का विकास उसके ज्ञान एवं कला कोश से मूल्यवान व्यवहार में परिवर्तित किया जाता है और इस प्रकार उसे समृद्धिए योग्य नागरिक बनाया जाता है। इसके द्वारा व्यक्ति एवं समाज दोनों निरंतर विकास करते हैं।
“सीखना, संबंध स्थापित करता है। संबंध स्थापित करने का कार्य, मनुष्य के मूलक करता है।” – दार्शाकाँक
अतः ज्ञान प्राप्त करने में सरीर व मस्तक की विश्वासितता आवश्यक है। इसी कारण आवश्यकताओं में परिवर्तित शिक्षाविद एवं विकासकारून आधारित अविभक्त बालक की शास्त्रीय प्रारंभिक विधायिक बालकों के छात्र-छात्राओं के अधिग्रहण व्यवहार पर प्रभावित करने का अध्ययन करने का प्रयास किया है।
उपायाय, संज्ञान जूमला (1997) ने “प्रारंभिक भारत की कठोर 5 में गृहित विषय के क्रियान्वयन गतिविधि द्वारा शिक्षण द्वारा प्रभावित की कायम” किया, परिवर्तनों के आगे पर पवित्र्य निकाला कि क्रियान्वयन गतिविधि द्वारा प्राप्त किये गये ज्ञान में बिहार का रूप स्थायि होता है, किंतु संबंधित आधुनिक उपकरण विधायिकी के समान होते हैं, जिनके बल पर वह अपनी स्वतंत्र स्थिति में इलेक्ट्रॉनिक रूप से सेट करता है। अतः क्रियान्वयन गतिविधि द्वारा शिक्षण प्रभावी है।

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नंदा, राजीव (2000) ने “प्राथमिक स्तर की कक्षा 5 के गणित सिखन में अभिमन्यु कोनिडित शिक्षा एवं पारंपरिक शिक्षा विधियों की प्रभावशीलता का तुलनात्मक अध्ययन” किया एवं निष्कर्ष प्राप्त किया कि अभिमन्यु कोनिडित शिक्षा एवं परंपरागत शिक्षा में अभिमन्यु कोनिडित शिक्षा छात्रों की उपलब्धि को प्रभावित करता है। निम्न वैदिक तर वाले विधियों की उपलब्धि अभिमन्यु कोनिडित शिक्षा में परंपरागत शिक्षा की अपेक्षा अधिक होती है।

उद्देश्य :

(1) परंपरागत शिक्षा विधि एवं क्रियाकलाप आराध्य अभिम्यु की सहभागिता व्यवहार को सुधारने के लिए छात्र/छात्राओं के अभिम्यु व्यवहार का अध्ययन।

(2) परंपरागत शिक्षा विधि एवं क्रियाकलाप आराध्य अभिम्यु के सहभागति, व्यवहार को सुधारने के लिए छात्र/छात्राओं के समतुलित समूह के अभिम्यु व्यवहार का अध्ययन।

परिकल्पना :

(1) परंपरागत शिक्षा विधि एवं क्रियाकलाप आराध्य अभिम्यु के सहभागति, व्यवहार को सुधारने के लिए छात्र/छात्राओं के अभिम्यु व्यवहार में सार्थक अंतर नहीं होता।

(2) परंपरागत शिक्षा विधि एवं क्रियाकलाप आराध्य अभिम्यु के सहभागति, व्यवहार को सुधारने के लिए छात्र/छात्राओं के समतुलित समूह के अभिम्यु व्यवहार में सार्थक अंतर होता है।

प्रयोग :

<table>
<thead>
<tr>
<th>तालिका : 2</th>
<th>परंपरागत शिक्षा विधि एवं क्रियाकलाप आराध्य अभिम्यु का शास्त्रीय प्राथमिक विधायक से छात्र/छात्राओं के अभिम्यु व्यवहार का समतुलित समूह के अभिम्यु व्यवहार के तुलनात्मक परिदर्शन</th>
</tr>
</thead>
<tbody>
<tr>
<td>शिक्षा विधि</td>
<td>समूह</td>
</tr>
<tr>
<td>परंपरागत शिक्षा विधि</td>
<td>छात्र</td>
</tr>
<tr>
<td>क्रियाकलाप आराध्य अभिम्यु विधि</td>
<td>छात्र</td>
</tr>
<tr>
<td>परंपरागत शिक्षा विधि</td>
<td>छात्राएं</td>
</tr>
<tr>
<td>क्रियाकलाप आराध्य अभिम्यु विधि</td>
<td>छात्राएं</td>
</tr>
<tr>
<td>परंपरागत शिक्षा विधि</td>
<td>छात्र</td>
</tr>
<tr>
<td>क्रियाकलाप आराध्य अभिम्यु विधि</td>
<td>छात्र</td>
</tr>
<tr>
<td>स्वतंत्रता के अंतर-38</td>
<td>0.05 सप्ताह पर पिछली व्यवस्था मान 2.03</td>
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<td>स्वतंत्रता के अंतर-78</td>
<td>0.01 सप्ताह पर पिछली व्यवस्था मान 2.72</td>
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</tbody>
</table>

चौंदिया, रेहाता (2011) ने परंपरागत शिक्षा विधि एवं क्रियाकलाप आराध्य अभिम्यु का शास्त्रीय प्राथमिक विधायक के छात्रों के अभिम्यु व्यवहार के लिए अध्ययन किया।

निष्कर्ष :

(1) परंपरागत शिक्षा विधि एवं क्रियाकलाप आराध्य अभिम्यु का शास्त्रीय प्राथमिक विधायक के छात्रों के अभिम्यु व्यवहार पर प्रभाव नहीं पड़ता।

(2) परंपरागत शिक्षा विधि एवं क्रियाकलाप आराध्य अभिम्यु का शास्त्रीय प्राथमिक विधायक के क्रियाओं के अभिम्यु व्यवहार पर प्रभाव पड़ता है।

(3) परंपरागत शिक्षा विधि एवं क्रियाकलाप आराध्य अभिम्यु का शास्त्रीय प्राथमिक विधायक के छात्रों के समतुलित समूह के अभिम्यु व्यवहार पर प्रभाव पड़ता है।

संदर्भ :

(1) बन्दर, शुभरानु (2002), शिक्षा और अभिम्यु का मनोविज्ञान, पंक्ति संकल्पना, शुभरानु प्रकाशन, नेवार।

(2) बन्दर, शंकर (2003), ‘वाल विश्लेषण एवं वाल मनोविज्ञान’ क्षेत्र संकल्पना, अर्थव्यवस्था कुछ किताबें, मेघा।

(3) बन्दर, डी. एफ. एफ. (2010), ‘शक्ति अनुपात’ हिंदी संकल्पना, इंस्ट्रक्षनल पिंपिंगिंग हाइयर, मेघा।

(4) किरतिल, डी. एच. एच. (1994), ‘अनुसंधान विधियों’, त्रितीय संकल्पना, हर श्रीवास्तव भागवान, गोरखपुर।

(5) बन्दर, डी. एच.एच. (2008), ‘साथियों के मूल तत्व (सामाजिक विधायकों में)’, अध्ययन संकल्पना, निन्द्रा पुस्तक मंदिर, गोरखपुर।