

Chapter- 6

STUDY OF ROPAR DISTRICT

Rupnagar Town/District is one of the oldest cities of Punjab. It is of historical importance as it is related to the ancient Indus Valley civilization, which developed in this area about 5000 years ago. Recent excavations and explorations conducted at Rupnagar indicate that the first civilized people settled here were the Harappans, who apparently reached the upper Sutlej towards the close of the third millennium B.C. The city is situated at the bank of the Sutlej River, which is one of the five oldest rivers of the old undivided Punjab. The district takes its name from the district headquarters town, formally known as Ropar but re-named as Rupnagar, by the state government wide notification dated 16th November, 1976. The town of Rupnagar is said to have been founded, by a Raja called Rokeshwar, who ruled during the 11th Century and named it after his son Roop Sen.¹ A historical meeting was held at Ropar (Rupnagar) in 1831 between Maharaja Ranjit Singh and William Bentick, the Governor of India, at the bank of river Sutlej. Two ‘*Durbars*’ were set up on opposite side of the river. A historic site has been built at Ropar where the meeting took place and is known as ‘Rendezvous’ or ‘*Shahi Mulakat*’. Rupnagar District has many Religious/ Historical places, like, Shri Anandpur Sahib and Chamkaur Sahib, both are the sub-divisions (Talukas) of this district. “*Khalsa Panth*” was formulated at Anandpur Sahib by Shri Guru Gobind Singh Ji, the tenth Guru of Sikh religion, and his two sons namely Sahibzada Ajit Singh Ji and Sahibzada Jujhar Singh Ji were martyred in the battle between Mughals and Sikhs at Chamkaur Sahib.²

Included in the Patiala Division after reorganization of Punjab in 1966, Roopnagar District falls between north latitude 30-32 and 31-24 and east longitude 76-18 and 76-55. The district adjoining Una District to Himachal Pradesh is in the North, Hoshiarpur district in the northwest and Ludhiana and Patiala district in southwest. According to the 1991 Census, the total population of the district was 9,

¹ *Census of India, Rupnagar, District, 1991*, Chandigarh: Government Printing Press, p, 32.

² *Punjab District Gazetteer, Rupnagar, Chandigarh: Revenue Department, Punjab, 1987*, p, 1.

15,603 persons (4, 89,671 males and 4, 25,932 females). In respect of population the district ranked 11th amongst the districts of Punjab.

Administrative Divisions of the District. – Rupnagar District is one of the five districts of Patiala Division. On 31 March 2000 it had 4 Tehsils/ sub-divisions (Rupnagar, Kharar, Anandpur Sahib and S.A.S Nagar (Mohali) and 5 sub-Tehsils (Chamkaur Sahib, Morinda, Nurpur Bedi, Majri and Nangal). There were 7 development blocks in the district (Rupnagar, Chamakaur Sahib, Morinda, Kharar, Majri, Nurpur Bedi and Anandpur Sahib).³ According to the 1991 Census, there were 880 inhabited villages and 22 uninhabited villages in the district. Rupnagar Town, the district headquarters, is located at a distance of 41 kilometer from Chandigarh. Kurali is nearest to the district headquarters (16 km), while Naya Nangal is the farthest (63km). Transport facilities are available in all the towns of the District. All towns of the district except Kharar, Chamkaur Sahib and SAS Nagar fall on the railway line. The Sutlej River passes close (2-5 km) to the town of the Nangal, Naya Nangal, Rupnagar and Anandpur Sahib.⁴

Table 6.1

Tehsil-wise area of the District for the year 1981-82 is given below:

Tehsil	Area(Sq. Km.)
RupNagar	736.61
Kharar	731.69
Anandpur Sahib	657.91
District Rupnagar	2126.21

Source: Director, Land Records, Punjab, Jalandhar

According to the 1981 Census, the Population of the district was 7, 16,662 comprising 3, 85,087 males and 3, 31,575 females.⁵

³ www.punjabdata.com.ropar.district.aspx, 30-7-2014.

⁴ *Census of India, Rupnagar, District, 1991, Chandigarh: Government Printing Press, p, 33.*

⁵ *Ibid, p, 34.*

Table 6.2
Distribution of Population of the District by Religion according to
1981 and 1991 Census is given below:
Population Classified by Religion

	1981			1991		
Religion	Males	Female	Total	Males	Female	Total
Hindus	1,61,285	1,38,483	2,99,768	1,85,931	1,60,233	3,46,164
Sikhs	2,17,564	1,87,926	4,05,490	2,94,752	2,58,421	5,53,173
Muslims	4,187	3,470	7,657	6,574	5,265	11,839
Christians	680	601	1,281	979	824	1,803
Budhists	3	2	5	71	31	102
Jains	978	773	1,751	321	294	615
Other Religions	374	312	686	5	4	9
Religions not stated	16	8	24	1,038	860	1,898
Total	3,85,087	3,31,575	7,16,662	4,89,671	4,25,932	9,15,603

Statistical Abstract of Punjab, 1985 and Census of India, 1991, Series-20, Punjab, Part IV-B

Importance of Rupnagar District in the History of Punjab

Rupnagar District has a unique place in the history of Punjab. Archaeological finds at various places in the District yield evidence of the Indus-Valley Civilization, as well as of later Aryan culture. In more recent times, crucial events which were to shape the history of Punjab took place in the area, which is now Rupnagar district. The Sikhs have particular reverence for the district, as it was hallowed by successive Sikh Gurus, who spent long periods here. The single-most important event in Sikh history, the birth of the “Khalsa” in 1699 at Anandpur (later Anandpur Sahib) was to transform the discipline of Guru Nanak and his successors, from pacifists to a race of warriors, who challenged the might of the Mughal Empire. Rupnagar, Kotla Nihang, Dher Majra, and Bara are the location of important archeological finds. All these places fall in Rupnagar Tehsil.⁶

⁶ *Punjab District Gazetteer, Rupnagar, Chandigarh: Revenue Department, Punjab, 1987, p. 26.*

During the Medieval Period, Rupnagar had a strategic position, for the invaders from the north- west. The narrow width of the river Sutlej made it easy for the invaders to cross it and be in the heart of India, at one single leap. Even during invasion of Sirhind by Banda Bahadur, the Sikh forces from Majha crossed Sutlej near Rupnagar. It also seems that at Rupnagar Rattan Singh, a local Rajput ruler opposed Timur, who invaded India in A.D. 1398 and marched through Rupnagar District during his return journey. During the Sultanate period, Sirhind including the present Rupnagar District, was an important administrative unit, Firoz Shah Tughlaq (A.D. 1351-1388) took many steps to improve agriculture. A Canal from the Sutlej River was dug for irrigating the Sirhind area, including the area of Rupnagar District. During the Mughal period (1526-1763) also, Rupnagar was an important administrative unit in the Sirhind Province.⁷

Sixth Guru of Sikhs Guru Hargobind, shifted from the Malwa region to Rupnagar District. Guru Har Rai, The seventh Guru of The Sikhs was born at Kiratpur Sahib in Rupnagar District. Guru Teg Bahadur became the ninth Sikh Guru in 1664, who is very closely associated with the history of the Rupnagar District. He laid the foundation stone of Anandpur Sahib, where later during the period of Guru Gobind Singh the 'Khalsa' was born. The fort of Bharatgarh was the most important strong hold of the Singhpuria Misl.⁸

Rupnagar has been considered educationally a backward district. In the past as distant as the late nineteenth century, the form of education in the district was similar to that in the rest of the state. The settlement Report of Mr. Wynyard mentioned the following six types of indigenous schools in the present territory of the district in 1853:-

1. Maktabas, where Persian was taught.
2. Chatsals, where Hindi was taught.
3. Pathshalas, where Nagri or Shastri was taught.
4. Maktabas, where Arabic was taught.
5. Gurmukhi Schools, where Gurmukhi was taught.

⁷ *Ibid*, p, 27.

⁸ *Ibid*, p, 79.

Education in most of these Schools was concentrated on the study of religious teachings. In The *Maktabas*, the study of koran was given prime importance, besides the learning of Persian and Arabic. These Maktabas, also called Persian Schools, were maintained by the Maulvis, and were not exclusively meant for Muslims, but open to all communities. However these schools were not very popular in the district. Chatsals or Hindi Schools were meant for mercantile and trading communities for learning various tachygraphic forms of Mahajani (for merchants), and Sarafi (for bankers). For Sanskrit learning, there were *Pathshalas*. Gurumukhi Schools were attached to village Gurudwaras or Dharamshalas.

After British annexation of the Sikh state in 1849, the old system became obsolete. A beginning in modern schooling was made, with the opening of a missionary school, by the London Baptist Mission School in 1891 at Kharar. It was raised to the status of a high school in 1910. Its special features were ‘agricultural and tailoring classes’, and a ‘co-operative society’ for the purchase of books, stationary, etc. for the students. A girls school was also opened by this organization in 1925, which was upgraded into a high school in 1955. Ever since the start made by Christian missionaries, there were a number of private organizations, such as Arya samaj, Sanatan Dharama Sabha, Singh Sabha and philanthropic endowments, who, rendered valuable service in the field of education in the district.

Christian Missionaries: - The Christian Missionaries have done pioneering work; in the promotion of education in the district. Reverend G.A. Smith of London Baptist Mission was the first missionary to start a school for boys. This was at Kharar in 1891. The school was raised to the level of high school in 1910. Later in 1925, a school for girls, viz. Handerson Girls Memorial Girls Primary School was opened here, by a Newzealander Miss Mathew in the memory of her aunt Miss Handerson. It was upgraded to a high school in 1955. In 1975, An English- Medium Primary wing was also added. These schools are managed by The United Church of North India, the headquarters of which are in Ludhiana.

Sanatan Dharam Sabha: - The Sanatan Dharam Sabha is running two high schools for boys, one each at Anandpur Sahib and Chamkaur Sahib, and one for girls at Rupnagar.

The Arya Samaj: - Arya Samaj Plays an Important role in the promotion of education. It is running a number of educational institutions of middle and high/higher Secondary level, in the district, such as D. A.V. School Nangal, D.A.V. School at Takhgarh, Nurpur Bedi, D. A.V. School Ropar etc.

Singh Sabha and other Sikh Societies: - A number of schools and colleges are maintained by these societies, at various places in the district. These include 3 colleges, one each at Anandpur Sahib, Morinda and Bela (Chamkaur Sahib), besides a large number of high / higher secondary schools. Sodhi Gurbachan Singh Senior Secondary, School at Anandpur Sahib, Sri Har Krishan Public School Anandpur Sahib, Khalsa School Ropar, etc. Besides the above, mention may be made of Shaheed Kanshi Ram Educational Trust (Regd.) Kharar, which was formed to perpetuate the memory of Pandit Kanshi Ram, a martyr of Ghadar Party. This society is running a degree and a collage of Physical Education at Bhago Majra (Kharar).

The Municipal Board, Ropar, also maintained a high school with a grant-in-aid from the Government. There were also two vernacular middle schools, one each at Kharar and Morinda. Besides, there was another Anglo-vernacular middle school, viz. Khalsa School at Chamkaur Sahib, managed by a religious body. In addition to a number of primary schools, there were two primary schools for girls, one at Kharar, managed by Baptist Mission, and the other at Anandpur Sahib, managed by the District Board. There was also an Industrial School at Rupnagar, maintained by the Municipal Board. Academic training was up to the Vth class only, but the school also imparted training in carpentry and drawing. The oldest college in the district is Government College, Rupnagar, started in 1945 and shifted to the present building in 1951. The college has a hostel for boys.⁹ The college is surrounded by scenic beauty of Shiwalik Hills. It has senior secondary level courses in affiliation with the Punjab School Education Board, Mohali. The College is affiliated to Punjabi University, Patiala. Impart instructions in Arts, Science and Commerce up to degree level and M.A. in English, Punjabi and Political Science. The college has also started the vocational courses e.g. and Industrial Fish and Fisheries in B.Sc.

⁹ *Ibid*, pp, 80-81.

Table 6.3**Number of Students in Government College Ropar**

Year	Boys	Girls
1951	446	20
1952	657	22
1953	536	38
1954	527	28
1955	465	36
1956	449	51
1957	518	57
1958	589	66
1959	574	64
1960	533	63

The College had 2,074 strength in which, 1,181 boys and 893 girls' students were on its rolls during 1999-2000.

After gaining Independence in 1947, the Government gave priority to the expansion of education, with an avowed policy of arranging Free and Compulsory Education. As a result, the educational institutions multiplied. On 1 October, 1957, the Punjab Government took the bold step of provincializing the schools run by local bodies. Education in government schools was free up to the middle standard. In line with the recommendations of the Higher Secondary Education Commission, most of the high schools were converted into higher secondary schools, by the addition of class XI. Four new degree colleges were now functioning in Anandpur Sahib, Chamkaur Sahib, Morinda and Bhago Majra (Kharar). A College of Physical Education in the Punjab State was started at Bhago Majra (Kharar) in 1976. This was the only degree institution in the district run by a private organization.¹⁰

Re-organization of Punjab and Education in Ropar District

The present tehsils of Rupnagar, Kharar and Anandpur Sahib, constituted part of Ambala District. After 1846, the Anandpur Sahib formed part of Ambala District and was transferred to Hoshiarpur district in 1850 and remained a part of Una tehsil of Hoshiarpur District, till the re-organization of Punjab state on 1st November, 1966. There has been rapid increase in the number of educational institutions in the district since 1966. According to the Sacher Formula introduced in the state in 1949, teaching of Punjabi as the first language as a medium of instruction began from the

¹⁰ www. www.punjabdata.com/ropar.district.aspx, 30-7-2014.

first class and Hindi as the second language was introduced from the fourth class. This was replaced on 2 July 1969 by a three language Formula under which Punjabi was made the first compulsory language as medium of instructions in government schools at all levels. Beside Hindi was made compulsory from the fourth class onwards. The teaching of English was made compulsory from the sixth class. The privately managed schools had been given the option to retain Punjabi or Hindi as medium of instructions.¹¹ Prior to the provincialization of schools in October 1957, the Zila Perished (Formerly district board) and the local bodies managed large number of schools. The local bodies played a vital role in the promotion of education. On the provincialization of these schools, these bodies were required to pay annually a specified contribution to the government, for their maintenance. In 1967-68, there was 1 college, 46 high/higher secondary schools, and 40 middle schools and 427 primary/basic primary schools in the district. The age-old prejudice against female education in Indian society had considerably declined. Sri Guru Teg Bahadur Khalsa College is one of the prime institutions affiliated to Punjabi University, Patiala. The College was started on 18 August 1969 and was taken over by the Shiromani Gurdwara Parbandhak Committee in July 1977. It provides instructions up to 10+2 in Arts and Science (Medical and Non-Medical) and upto degree level in Arts, Science (Non Medical) and Commerce. The strength of students on the rolls of the college during 1999-2000 was 928. Sheltered amid the scenic foot-hills of the Shivalik range, this institution draws its motivational force from the serene atmosphere that permeates through the hallowed town of Sri Anandpur Sahib, the birth place of the Khalsa. Named after the ninth Guru, the college seeks to give contemporary relevance to the Prophet's message of righteous living and selfless service to humanity. Baba Zorawar Singh Fateh Singh Khalsa Girls College, Morinda came into existence on 7 May 1971. It provides instructions in Arts and Commerce up to degree level. A number of sports, cultural and literary societies function in the college. It also imparts training in N.C.C. and N.S.S. The number of students on the rolls of the college as on 31 March 2000 was 597. The Compulsory Elementary Education Act, 1960, makes obligatory on parents to send their girls in the age-group of 6 years and above to schools. The Government introduced Free Primary Education during the Third Five Year Plan (1961--66) for the age group 6-7 in 1961-62, extending it to the age group

¹¹ *Punjab District Gazetteer, Rupnagar, Chandigarh: Revenue Department, Punjab, 1987, p. 354.*

7-8 in 1962-63, 8-9 in 1963-64, 9-10 in 1964-65 and 10-11 in 1965-66. Shahid Bhagat Singh Khalsa College for Women, Padiala (Rupnagar) was started on 30 June 1974. The college provides instructions in Arts up to degree level. Besides, vocational courses in computer science have been conducted since 1991. The unit of N.S.S. is also functioning in the college. Besides, an educational society known as Guru Gobind Singh Study Circle is functioning in the college. The number of students on the rolls of the college during 1999-2000 was 419.¹²

Table 6.4

Number of Students in different Schools in 1976-77

Institutions	Boys	Girls	Total
Arts and Science Colleges			
High and Higher Secondary Schools	9083	4401	13484
Middle Schools	23371	12289	35660
Primary school	49444	42658	92102
J.B.T	N.A	N.A	N.A
I.T.I	N.A	N.A	N.A

N.A means not available

At the district level, the District Education Officer (Secondary), Rupnagar is controlling and supervising all middle, high and higher secondary schools in the district. He functioned under the control of the Director of Public Instructions Punjab through the Circle Education Officer Nabha. He was assisted by two Deputy Education Officers one Administrative officer, beside other ministered staff. With the separation of the primary wing on first April 1978, the control of the primary education was entrusted to the District Education Officer (Primary), who functioned under the Administrative control of the Director of Public Instructions (Primary School) He was assisted by 14 Primary Block Education Officers, beside ministerial Staff. Both the District Education Officers were assisted by one District Science Supervisor, 1 Assistant Education Officer (Sports), 1 Vocational Guidance Councilor

¹² *Census of India, Rupnagar District, 1991.*

and 1 Coordinator. The Central Government proposed to provide facilities for all children in the age group of 6-11 by the end of The Fifth Five Year Plan (1969-70) to (1974-75) under the scheme “Expansion of Educational Facilities age group for 6-11”. A number of Government Primary Schools were opened, and a large number of posts of J.B.T. teachers were created, to cope up with the additional enrolment in primary classes. Keeping in view the administrative requirements in the expansion of education, the Directorate of School Education was bifurcated in the year 1977-78 into two independent Directorates of Secondary Education and Primary Education. Physical Education and games were made compulsory subjects in the middle and High/Higher Secondary schools of the state since 1974. These were elective subjects and were thus part and parcel of the school curriculum. Inter-School tournaments were also held separately for higher secondary/high/middle and primary schools. The Government allocated funds for the purchase of sports-equipment for schools. Where necessary, schools were given grants to buy land for playgrounds. In the colleges, Physical Education was directed and guided by the Directors of Physical Education. In schools, it was organized under the guidance of Directors of Physical Education as well as Physical Training Instructors.¹³ Shaheed Kanshi Ram College of Physical Education at Bhago Majra (Kharar) was the only non-government affiliated college of Physical Education in the state, established on 16 September 1976. It is a co-educational institute. In the beginning, admission to certificate course in Physical Education was started, and admission to degree course was introduced in 1978-79. The duration of diploma in Physical Education was of one year. The number of students on the rolls of the college, during 1982-83, in C.P.Ed and D.P.ed were 121 and 30, respectively. There were 173 students including 11 girls on its rolls during 1999-2000.¹⁴

According to the 1981 Census, the rate of literacy of females as a percentage of the total population in the district was 38.94, as against the state’s 33.69. As on 30 September 1982, there were as many as 35,952 girls studying in primary schools. Besides co-educational schools, there were 16 high and 1 higher secondary school for girls in the district, and the number of girl students in these schools were 17, 331 and 2, 961 respectively. There were two degree colleges for girls. The remaining colleges

¹³ *Punjab District Gazetteer, Rupnagar, Chandigarh: Revenue Department, Punjab, 1987, p. 358.*

¹⁴ www.rupnagar.nic.in/html/about/ 30-7-2014

in the District were co educational. In 1982-83, this number rose to 8 colleges (including a College of Physical Education), 131 high/higher secondary schools, 69 middle schools, and 867 primary/basic primary schools.

A number of educational institutions both in the public and private sectors have increased. The following table shows the progress of school education in the district during 1967-68 to 1982-83:-

Table 6.5
Progress of Education in Rupnagar District, 1967-68 to 1982-83

Type of Institution	Number of Institution								
	1967-68		1972-73		1977-78		1982-83		
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Total
Primary School	427*	-	498*	-	864*	-	862*	5*	867*
Middle School	32	8	56	9	87	4	69	-	69
High/Higher Secondary School	38	8	56	12	80	15	114	17	131
Total	497	16	610	21	1031	19	1045	22	1067

Source: Statistical Abstracts of Punjab, 1971 and 1978 and District Education Officer, Rupnagar

**Almost all the boys Primary Schools are Co-educational.* ¹⁵

Secondary Education is promoted by educational institutions, run by the Government as well by the privately managed organizations. The department of education gives liberal grants to all the privately managed recognized institutions. The Central Government has laid down that the enrolment of children of age group 11-14 should be cent per cent by the end of the Sixth Five Year Plan (1980-81 to 1984-85). To meet the urgent demand for higher classes, a number of middle schools have been upgraded to high school standard and a few Government girls higher secondary schools have been opened under the scheme "Expansion of Education Facility-age group 14-17" Physical Education has been made a compulsory subject in the schools. During the year 1986-87, there were 7 arts and science colleges in the district, three

¹⁵ *Punjab District Gazetteer, Rupnagar, Chandigarh: Revenue Department, Punjab, 1987, pp, 349-350.*

new colleges were opened In the district, one by the government and two by private organizations such as Amar Shaheed Baba Ajit Singh, Jujhar singh Memorial College Bela, Government College Naya Nangal and Shaheed Bhagat Singh Khalsa College For Women, Padiala. All these colleges are affiliated to The Punjabi University Patiala, of these, the colleges at Morinda and Padiala are exclusively for women. All others are co- educational. There is a fairly standardized system of education in the district's five colleges. All of them offer degree courses in the arts and humanities, with the colleges in Rupnagar and Anandpur Sahib also offering science courses, at the level of pre-engineering, pre-medical and graduation. The college in Rupnagar introduced post- graduate (Masters) classes in English and Political Science in the year 1975-76. The colleges also provided training under the N.C.C. and the N.S.S., which are Central Scheme for co-curricular education. The National Policy of Education was implemented in the State in 1986, under which 10+2 system of education was introduced. The 10+2 classes are conducted both in colleges and senior secondary schools. These schools and colleges are affiliated to Punjab School Education Board for 10+2 examination.¹⁶

Education in Ropar District in 1996

It has been the Endeavour of the Government to bring every child within the fold of education. At one step, all the villages in the district have been provided with primary schools. The Government is now paying attention towards pre- primary education for the children in the age group of 3-6. The aim at this stage is to inculcate social sense rather than attain formal instruction. A number of Nursery and Junior Model Schools (government and private) function in the district. Block Development authorities also run a number of *balwadis*. The Government has also sponsored various schemes for the development of the personality of the children, through their participation in dramatics and allied activities.

¹⁶*Census of India, Rupnagar District, 1991, Chandigarh: Government Printing Press, p. 36.*

Table 6.6**Number of Various Types of Recognized Institutions in Ropar district in 1996**

Institutions	Boys	Girls	Total
Arts and Science Colleges	06	02	08
Higher Secondary Schools	41	06	47
High schools	103	10	113
Middle school	76	-	76
Primary schools	839	04	843
J.B.T	01	-	01
I.T.I	07	04	11

Source: Statistical Abstracts of Punjab, 1996 District Education Officer, Rupnagar.

Table 6.7**Number of Students in different Schools in 1996**

Institutions	Boys	Girls	Total
Arts and Science Colleges	2343	1591	3934
Higher Secondary Schools	23174	15472	38646
High schools	23127	20422	43549
Middle Schools	5066	4133	9199
Primary school	41141	38918	80059
J.B.T	44	49	93
I.T.I	840	660	1500

Source: Statistical Abstracts of Punjab, 1996 District Education Officer, Rupnagar.

There were eight colleges in Rupnagar District, six for boys and two for girls, 47 higher secondary schools, in which 41 co-education and six for girls, 113 high schools in which 103 were co-educational and ten for girls, 76 middle schools all were co-educational, 843 primary schools in which 839 were co-educational and four for girls. In the district there were 11 technical industrial arts and craft schools, seven for boys and four for girls. In the J.B.T co-educational institution, students studying as on 1996, the position was as follows, arts and science colleges had total strength of

39347 in which 2343 boys 1591 girls. At primary level students admitted were 80059 in which 41141 boys and 389188 girls. But Senior Secondary Schools there were 38646 students in which 23174 boys and 15472 girls. This showed that there were 13446 girls to 17968 boys who had dropped out from class V to XII. The district was therefore regarded as educationally backward. There were several reasons for the dropout. The district has a primary school in every village but the middle school is there for four or five villages, a high school for ten or twelve villages and a higher secondary school is situated in towns. The girls were therefore not able to reach these schools, due to the lack of transport facilities. But now there are appreciable improvements in the number of students, because many private school and colleges have started their own schools and college buses for students.¹⁷

Table 6.8

Number of Various Types of Recognized Institutions in Ropar district in 2000

Institutions	Boys	Girls	Total
Arts, Science and commercs Colleges	07	02	09
Engineering Colleges	02	-	02
Higher Secondary Schools	65	07	72
High schools	106	09	115
Middle Schools	116	-	116
Primary school	819	04	823
J.B.T	01	-	01
Polytechnic college	01	01	02
I.T.I	03	06	09

Source: Statistical Abstracts of Punjab, 2000, District Education Officer, Rupnagar

¹⁷ *Statistical Abstract of Punjab, 1996, Chandigarh: Government Printing Press, pp. 520-521.*

Table 6.9**Number of students in different Schools in 2000**

Institutions	Boys	Girls
Arts , Science and commerce Colleges	2910	2506
Engineering Colleges	1259	451
Higher Secondary Schools	24734	20065
High schools	23233	19834
Middle Schools	6167	5574
Primary school	36504	34263
J.B.T	98	102
Polytechnic college	258	382
I.T.I	855	591
Total		

Source: Statistical Abstracts of Punjab, 2000, District Education Officer, Rupnagar.

At the end of 20th century, one new arts, science and Commerce College, two engineering colleges were opened in the District. Number of primary schools, middle schools and high schools were upgraded and a numbers of new schools were opened as private institutions. Higher secondary schools were increased, because primary schools began to be upgraded to the middle level. As the educational institutions were increased the dropout rate of girls was decreased, 34263 girls were admitted in primary classes and 20065 girls reached the secondary level, in 1996. This was due to the number of schools being increased, and transport facilities being provided by the government. Bridges were built over the rivers such as Katar Dhar. Private Institutions provided school buses to the students. Most important factor was the change of attitude of the parents with regard to the education of girls.¹⁸

Professional and Technical Education in the Ropar District

Technical Education is provided in a number of institutions, from certificate level to degree level. These institutions are providing skilled personnel (even professionally specialized) to industry and other developmental sectors of the

¹⁸ *Statistical Abstract of Punjab, 2000, Chandigarh: Government Printing Press, pp. 532-533.*

economy. With a view to impart technical education, Technical University, Jalandhar and Directorate of Technical Education and Industrial Training Punjab, Chandigarh ran a number of colleges, polytechnics and technical institutions (both for boys and girls). The engineering colleges/polytechnics are preparing students for degree/diploma courses in civil, mechanical, computer, electronics, information and technology, electrical engineering, etc. In the industrial training centers/institutions training is imparted to the students, in various trades/crafts, viz. welding, carpentry, fitting, black smithy, stenography, draftsmanship, etc. The crafts taught to the girls are tailoring, cutting, hand embroidery, needle work and machine embroidery, etc. During 1999-2000 there were two engineering colleges, which have total 1259 students enrolled in which 451 were girls, two polytechnics, one for boys and one for girls which had 382 girls. Two Pharmacy Colleges and nine Industrial Training centers/institutes two for boys and seven for girls. A brief discussion of engineering and polytechnic institutions is given as under:

Shaheed Udham Singh College of Engineering and Technology, Tangori:- It was established in the year 1996. The college is affiliated to Punjab Technical University, Jalandhar. It admits students on the basis of Common Entrance Test (CET), conducted by Punjab Technical University, for all Engineering Colleges of the Punjab State. The college offers BE level courses in Electronics and Communications, Computer Science, Electrical Mechanical and Electronics. The number of students on rolls of the college during 1999-2000 was 885 (685 boys and 200 girls). Institute of Engineering and Technology Village Bhaddal (Rupnagar) was established in July 1998. This institute is recognized by All India Council for Technical Education, New Delhi and is affiliated to Punjab Technical University, Jalandhar. It provides instructions in B.Tech. Degree courses in Computer Science and Engineering, Information and Technology, Electronics and Communication, Electronics Instrumentation and Electrical Engineering. Number of students on the rolls of the college during 1999-2000 was 567. Government Polytechnic, Khuni Majra was established in the year 1994-95 and the first batch was started in 1996. This institute provides instructions in three-year diploma courses in Mechanical and Electrical Engineering. The number of students on the rolls of the institute as on 31 March 1999 was 219 (210 boys and 9 girls). Government Polytechnic (Women), Rupnagar institute was established in 1994. It offers two years diploma courses in

Electronics and Communications, Chemical Engineering and Modern Office Practice. It also provides instructions in two years diploma in Pharmacy. The number of students on the rolls of the institute during the year 1999-2000 was 247. Shivalik College of Pharmacy, Nangal was established in 1979. It provides two-years Diploma course in Pharmacy. The strength of students in the college during the year 1999-2000 was 92 (60 boys and 32 girls). Amar Shahid Baba Ajit Singh Jujhar Singh Memorial College of Pharmacy, Bela (Rupnagar) was established in 1993 and is affiliated with the Board of Technical and Industrial Education, Punjab, Chandigarh. The institute offers two years diploma course in Pharmacy. The strength of students in the college during the years 1999-2000 was 92.

Teachers' Training

District Institute of Education and Training, Rupnagar:- The institute was started as Junior Basic Training Institute at Nangal township in 1973 and it was converted as District Institute of Education and Training on 1 April 1993. It was shifted to Rupnagar on 26 June 1997. This institution provides instructions to students in Pre-Service Teachers' Education (PSTE); In Service Field Instructions, Innovations and Co-ordination (IFIC); Planning and Management (P&M); Education Technology (ET); Curriculum Material Development and Education (CMDE); Work Experience (WS) and District Resource (DRU). It has well equipped science laboratory. The number of students on the rolls of the institution during 1999-2000 was 204 (102 boys and 102 girls).

Physical Education Shahid Kanshi Ram College of Physical Education, Bhago Majra (Kharar):- The College was established on 16 September 1976. It is the only rural and non Government College of Physical Education in the State. Initially the admission to certificate course was started and in 1978-79 was started the Degree in Physical Education. The status of the college has been raised to degree level. From 1990, the certificate course in Physical Education has been discontinued and Three Year Degree viz. Bachelor in Physical Education has been started with the in take of 30 seats every year. It is affiliated to Punjabi University, Patiala. The number of students on the rolls of the college, during 1999-2000 was 132 (98 boys and 34 girls).

Gian Jyoti Institute of Management and Technology, S.A.S. Nagar (Mohali):-

This college is affiliated with the Punjab Technical University, Jalandhar. It imparts instructions in Master of Business Administration and Bachelor of Computer Application. The number of students on the rolls of the college during 2000-2001 was 300.

Medical Education There is no Medical College in the district till 2000.¹⁹

Education of Scheduled Caste in Ropar District

Education of Scheduled castes and other backward classes, especially those inhabiting the rural area, have not been traditionally enthusiastic in educating their children. The introduction of compulsory primary education has influenced their approach. The government has introduced various facilities to encourage education among the members of these classes. Education up to M.A. level is free for them in government educational institutions. In private educational institutions students belonging to these classes are given certain amenities, such as reimbursement of examination fee in respect of different examinations to students belonging to the Scheduled Castes. Free books, stipends and scholarships are also awarded to these students in educational institutions under the various schemes sponsored by the state and Central Governments. Seats are reserved for them in various professional and technical institutions. Students desirous of getting higher education in law, medicine and engineering are given grants for bringing expensive books. With a view to preparing the candidates belonging to these communities for competitive examinations, viz. the I.A.S., the I.P.S. and other allied central services, a zonal coaching centre was established in Punjab University Chandigarh in 1967, which was shifted to the Punjab University Patiala in 1970.²⁰ The financial assistance given to the students belonging to the Scheduled Castes and other Backward Classes in the District, during 1973 to 1983 is given below:

¹⁹ www.rupnagar.nic.nic/html/about/ 30-7-2014.

²⁰ *Punjab District Gazetteer, Rupnagar, Chandigarh*: Revenue Department, Punjab, 1987, p, 352.

Table 6.10**Financial Assistance to Scheduled Caste and Backward Classes**

Year	Stipend	Number of Students benefited
1973-74	2, 10,139	2, 707
1974-75	2,19,178	3,081
1975-76	94,930	3,081
1976-77	12,85,418	12,401
1977-78	13,48,285	46,774
1978-79	15,13,520	20,302
1979-80	19,09,501	20,788
1980-81	17,73,900	17,404
1981-82	17,45,015	18,223
1982-83	16,52,681	19,716

District Education officer Rupnagar

Table 6.11**The Number of Scheduled Caste Girl Students studying in different Schools in the district as on 1982 was as under**

Types of institutions	Number of Scheduled castes students		
	Boys	Girls	Total
Primary Schools (classes I to V)	13000	10000	23000
Middle School (classes VI to VIII)	5000	2000	7000
High/Higher Secondary Schools (Classes IX to XI)	2000	1000	3000

Statistical Abstract of Punjab, 1983.

The implementation of welfare services is the joint responsibility of State Government and the voluntary welfare agencies. The responsibility for implementation of the Scheduled Caste and Scheduled Tribes programmes, is vested with the Central and State Governments. The voluntary social welfare organizations deal mainly with non-statutory services.²¹

²¹ *Ibid*, p, 393.

Advancement of Scheduled Caste and Backward Classes

After the independence of the country, The State Government has sponsored various schemes for the social, economic and educational advancement of the Scheduled Caste and Backward Classes. According to the 1981 census, the Scheduled Caste population in the Rupnagar District constituted 24.38 per cent of the total population, as against 26.87 per cent of the Punjab State as a whole. The number of Scheduled Caste persons in the district was 1, 74,729 (94,878 males and 79,851, females). Of these, 1, 47,927 persons (80,268 males and 67,758 females) lived in rural areas and 26,802 (14,609 males 12,193) females lived in the urban areas.²² The names of the Scheduled Castes and Backward Classes inhabiting the Rupnagar District, and their main professions are given in the table.

Table 6.12

Scheduled Caste and Backward Classes (Inhabiting the Rupnagar District)

Sr. No.	Name of Caste	Main Professions
1	Ad Dharmi	Agricultural, Labour, shoe making, weaving, and service
2	Balmiki, Chura or Bhangi	Agricultural, Labour, scavenging and skinning of dead
3	Bazigar	Sheep and goat trade and labour
4	Chamar, Ramdasi, and Ravidasi	Agricultural labour, shoe making, leather tanning, flaying of dead animals, weaving and service
5	Mazhabi	Agriculture, labour and service
6	Bengala	Jugglery—not residing permanently
7	Sansi	Agriculture and labour
8	Kuch Bandh	Making of winnowing baskets
Backward Classes		
1	Chhimba	Tailoring
2	Kahar	Labour
3	Kumhar	Clay-pottery and donkey transport
4	Lohar	Blacksmithy and agriculture
5	Nai or Barber	Haircutting and shaving
6	Jhiwar	Labour
7	Christian	Service

Source: District Welfare Officer, Rupnagar

With a view to eradicating untouchability and promoting social intercourse, the scheme of Community Centers was started in the state in 1956-57. Dalit children and women were brought together along with others for education and vocational training

²² *Ibid*, p, 404.

in community centers set up in villages, which are mainly inhabited by the Scheduled Castes. The Department of Welfare of Scheduled Castes and Backward Classes, Punjab is running 9 community Centres at Shampura (Rupnagar), Zindwari (Anandpur Sahib), Dobet (Anandpur Sahib), Padiala (Kharar), Sialba Mazri (Kharar), Bazheri (Kharar), Kumbra (Kharar), Rasulpur (Rupnagar), and Gharuan (Kharar), in the Rupnagar District. Each Community Centre is managed by a lady social worker and a lady attendant who is usually trained in maternity techniques and as such handle maternity cases free of charge. The programmes are so arranged that the centre is used by the children, men and women at different times of the day. The children of age group '0-6' years are taught cleanliness, songs, games, good behavior, and good habits; and women are taught social education, cooking, first-aid, home nursing, tailoring embroidery. Arrangements are also made for imparting adult-education to men and women. The Government provides a subsidy of Rs 2,000 to the village panchayat for the construction of a community centre.

Subsidy for the Purchase of Law, Medical and Engineering books:-

The books predating to law, medical and engineering are generally costly and the students belonging to the Scheduled Castes cannot afford to purchase, due to their lean financial position. In order to overcome this hardship, this scheme was started in the state in 1974-75. The grants are given to various institutions for purchase of law, medical and engineering books for being kept in libraries, for the use of the students belonging to the Scheduled Castes.

Opening of Crèches for the Children of Working Mothers, (Sweepers and Scavengers):-

This scheme was started in 1976-77 to provide day-care centers for looking after the children in the age group of '0-6' years whose mothers were employed. These crèches are run under the supervision of the trained lady supervisors assisted by helpers. Each centre accommodated 40 children where free supplementary diet at the rate of Rs. 1.25 per child per day is provided. There are two such centers functioning in the Rupnagar District, one each at Kharar and Morinda.

Post-Metric Scholarship Scheme: - It is a centrally- sponsored scheme and is operated by The State Education Department. Under the scheme, scholarships are

awarded to the Scheduled Caste students at the college level. They are also given the benefit under the scheme in the Government technical professional institutions. These students are also allowed refund of examination fee, if any, only one for each examination.

Award of Scholarship and Re-imbursement of Fees: - Students belonging to the Scheduled Caste are awarded scholarships and are reimbursed tuition fees under the State Harijan Welfare Scheme. Scholarship and reimbursement of tuition fee is allowed to all the Scheduled castes and Backward Classes students for 9th, 10th, and 11th classes at the rate of Rs. 10 per month for first and 2nd Division and Rs. 6 per month to others. The student belonging to these classes whose parents' income is Rs.15000 per annum or below derive benefits under this scheme. The *Vimukt Jatis* students are paid stipend right from primary class.

Coaching Centre for Competitive Examination: - To ensure proper and adequate representation of Scheduled Castes/Scheduled Tribes candidates in I.A.S., I.P.S., and Allied Services, etc. a Zonal Coaching Centre was established in the Punjab University, Chandigarh on 24 April 1967 to provide coaching to the candidates appearing in the examinations for the higher posts. The Centre was later on shifted to the Punjabi University, Patiala during 1970-71.

Employment Cell: - The Punjab Government has set up a special employment cell in The Directorate of Welfare of Scheduled Castes and Backward Classes to assist the unemployment persons belonging to these castes, to get suitable jobs in various departments. No vacancy or post which is reserved for members of Scheduled castes/Backward Classes can be filled or unreserved without obtaining a non availability certificate from the Employment Cell. The scheme was introduced in the district on 1 January 1974. Up to 31 March 1983 2,357 unemployed persons were registered and 130 were provided with employment.

Industrial Training Schemes: - In order to train the members of Scheduled Castes and *Vimukt Jatis* in various Engineering and non- Engineering trades, the Industrial Training Department, Punjab is running industrial training centre for Scheduled Castes, at various places in the State, apart from the general reservation for them in other technical institutions. The main objective of this scheme is to increase earning capacity of underprivileged classes of society, so that their standard of living can be

raised. Under this scheme, stipends at the rate of Rs 45 per month are awarded to all the trainees belonging to the Scheduled Castes and *Vimukt Jatis* and Rs.35 per month to the students, belonging to the Backward Classes. However, there is no such industrial training in the Rupnagar District.²³

Analysis through Field Work

The study was conducted on the women of Ropar District, which is the most popular and historically important district of Punjab. The survey was conducted in selected areas such as Anandpur Sahib which is one of the Tehsils of Ropar District, in which lived three communities like, the Hindus, Sikhs and Muslims. The head quarter is at Anandpur Sahib town, which is located 35 KM towards North from the District of Rupnagar and 72KM from Chandigarh. Anandpur Sahib Tehsil is bounded by Sub Tehsil Nurpur Bedi, Jhandutta Tehsil, Saroya Tehsil, Balachaur Tehsil. The cities of Nangal, Rupnagar, Nawanshahr, Baddi are adjacent to Anandpur Sahib. According to the census 2001 the total population of the tehsil is 135945 in which 70661 males and 65284 females.

Design of Survey

The data was collected through interview schedules. A questionnaire which included about 50 questions was set up. The questions were related to the Education levels of Women, Economic Condition of the Family, and Social Attitudes towards the Girl Child, Educational Institutions, Types of Transport facilities available in the area, the Status of the Women in the society. The age of the respondent was 35 to 65 years in which 80% belonged to rural areas and 20% belonged to the urban areas. Area was the most important factor in analyzing the educational level of girls, because educational facilities are more in urban areas than rural. The objective of the survey was to study development of women's education in the Ropar District and their economic and political participation. A survey was also made on the factors which affected the education of girl child. The survey was designed with the specific goal to understand the Behavior of Society, Educational Facilities, Housing Condition, Occupation and Present Patterns of their status within society.

²³ *Ibid.*, pp. 405-06.

Standard of living

The survey revealed that out of 70 respondents 35 are living in katcha houses, 30 in small but Puckka houses, only 5 respondents were living in big Puckka houses. 41 parents of the respondents were working in agriculture 17 in different jobs such as Punjab Electricity Department, Education Department, Revenue Department, Army services, etc. 12 parents of the respondents, have small shops. The survey showed that the economic condition of the above respondents was poor.

Social Condition

Survey revealed that women faced several restrictions before marriage. They were not allowed to go outside the village, without the company of a family member or other girls of the village. However after marriage they were allowed to move freely in society and interact with other women. They participated in all the festivals and other ceremonies held within the family, neighbourhood, parents as well as in-laws. They performed social duties without any restrictions. They performed domestic duties, and also worked in the fields along with the men, took sibling care, and also animal care duties. They are also free to go to the market for purchases. Some women worked in shops as a helping hand to their husbands. The family structure was patriarchal in character. Decision making power was in the hands of the husband, they were deprived of property rights. Girls were not allowed to stay in hostel for their study. All the respondents replied that they were satisfied with their current condition.

Discrimination

Out of 70 Respondents 53 were of the opinion that there was no discrimination with the girl child within the family to receive education. They studied up to primary or middle level same as their brother. In some cases boys were not interested to receive education while girls received middle or secondary education. Mandeep Kaur a Respondent of the village Khari said that they were four sisters and one brother. All sisters received education up to middle level but their brother dropped in third class, due to disinterest in studies. 17 respondents replied that they had faced discrimination within the family. Girls were not allowed to receive education after primary and middle level due to patriarchal structure. They were not sent to co education institutions, while their brother received education in co educational institutions, in far

villages as well as town. A respondent Suman replied that she received education at middle level in a village school, but was not allowed to receive secondary or higher education at a nearby town's school, in spite of her intelligence, but her brother was given education at a higher level. He lived in town as a paying guest.

Customs and Traditions

Culturally the women participated in festivals such as Lohri, Holi, Diwali, Rakhi, and Gurpurb. In their food habits they were mainly vegetarian. Results from the survey indicated that *Purdha* system was not practiced before marriage in Ropar District, but after marriage most women had to adopt the *Purdha*. Out of 70 respondents 30 women practiced *Purdha* system, while 40 women did not. They covered their head with *Dupata*. They wore suit, on festivals they wore both suit and sari, and jewellery made of both gold and silver. Dowry was very prominently practiced. Generally without a dowry marriage was considered incomplete. According to them giving dowry had been customary in their communities for generations.

Marriage

The age for marriage is about 18 but in some cases girls have been married at an age less than 18.

Table 6.13

Distribution of Respondent on the bases of age of marriage

Sr. No.	Age of marriage	Respondent	%Percentage
1	Less than 18	14	20
2	18	13	18.57
3	Above 18	43	61.42
4	Total	70	100

Source: 70 Respondents

The marriages were generally arranged, but in some cases love marriages also took places, which were looked down by the society. A few families accepted them after some criticism.

Table 6.14
Marriage System in Society

Sr. No.	System of marriage	Number of Respondent	% Percentage
1	Arranged	68	97.14
2	Love	2	2.8
3	Total	70	100

Source: 70 Respondents

Table 6.15
Attitude of the Society about Marriage System in the District

Sr. No.	System of Marriage	Number of Respondent	% Percentage
1	Love marriage accepted	2	2.85
2	Rejected	60	85.71
3	Accept after criticism	8	11.42
4	Total	70	100

Source: 70 Respondents

The survey revealed that there are very rare cases of love marriage within their areas. In case of love marriage, not acceptable by the parents the relations were broken, but there was no case of honour killing.

A Case Study of Town Nangal

Nangal is a big town of Ropar District. There are many factories located in this town, such as PNFC, National fertilizers Ltd., Bhakra Dam, is also situated here. Most of the citizens of the town are from service classes. People from different villages are settled here due to their jobs. Transport and education facilities are also available in Nangal. Here I met an educated woman named Uma, who was forty two years old. Her qualifications were M.Sc. and B.Ed. She is working as a teacher. She related that in her final year of B.Sc., she fell in love with someone and expressed her desire of a love marriage to her family. But her parents did not approve of it, although her parents were educated and worked as teachers in a Government School. Despite

her parents' disapproval, she still got married to the person of her choice. When her parents came to know about it, they broke all relations with her. However love marriage is not generally accepted in society. Another woman of the same district who had a love marriage was accepted after criticism of three or four years.

Education

The survey revealed that the level of women education was different among the 70 respondents. Most of the women received education up to primary and middle level, only a few obtained higher education. It has been observed in the survey, that girls studied up to the classes which were provided in the village school whether it was primary, middle or secondary school. However all girls did not obtain higher education. There were 13 Respondents who were illiterates in spite of having school facilities, the concerned questions were asked from various women of the district. The survey finding results of 70 respondents about the level of school in the villages and students educational status.

- 26 respondent's village had a primary school located within the village but 17 respondents received primary education, 7 were illiterate, 2 received middle education in a nearby village.
- 21 respondent's village had middle school located within the village but 11 respondents received middle education, 3 were illiterate, 7 dropout after primary education in spite of middle school in the village.
- 16 respondent 'village had Secondary school located within the village but 11 respondents received secondary education, 4 were illiterate, 1 dropout after middle education in spite of their being a secondary school in the village.
- 7 respondents from the town had Higher education institutions located but 4 respondents received higher education, there was 1 dropout after secondary education while 2 received higher education as private students not regular.

Table 6.16

70 Women Respondent's Level of Education in Ropar District

Sr.No.	Classes	Respondent	%Percentage
1	Primary	24	34.28
2	Middle	15	21.42
3	Secondary	12	17.14
4	Higher	6	8.57
5	Illiterate	13	18.57
6	Total	70	100

Source: 70 Respondents

A Case Study of Village Jhinjri

The survey has been done on women of Jhinjri village of Ropar District. Jhinjri is 3km from Anandpur sahib. Total population of Jhinjri in Ropar District is 2725. The total male population is 1470 and female population is 1315. Castes settled in the village included Jats, Saini, Brahman,

The respondent Bimla is daughter of this village, now married in another village of the same district. She is illiterate. In Jhinjri there was only a primary school, but in the nearby town, there were institutions of higher learning, but in spite of that she was illiterate. When asked about it, she replied that she belonged to a big family. There were seven brothers and six sisters. Her parents were also illiterate. They did not understand the importance of education. Bimla said that because of a big and poor family they remained busy in the house hold works and so they did not go to school. On asking about the education status of her other brothers and sisters, she replied that out of thirteen only two were literate. When she was asked, if there was the custom of female foeticide within their family, she smilingly replied that if there had been female foeticide in their family, then they would not have been six sisters. By this conversation, it becomes clear, that in Ropar District the system of female foeticide was not popular. The reason of Bimla's illiteracy was a large family and a lack of awareness about education.

A Case Study of Village Bajrur

This village is situated at Ropar- Nurpurbedi road. The total population of the village is 1700 in which 887 males and 813 females. There is a Government Senior Secondary School in the village. This village has transport facilities but they are not sufficient. In this village I talked to a woman named Kulvir Kaur. She was 45 years old. She had two brothers and two sisters. All were qualified. Her parents were educated. Her father was a teacher. She was educated up to M.A. On asking Kulvir Kaur about the way in which she received her education after senior secondary, she replied that she got her higher education from the government college Ropar. She had to face many difficulties to reach the college in rainy season, due to seasonal *chows* and improper transport facilities. After being a graduate, she went to her *Nanka* village to get higher education up to M.A. When I asked her about the role of education in her life, she replied that education gives awareness of right to equality, freedom, participation honour, social status, and respect and makes one independent. It was observed that some students, of villages situated at the main road because of better transport facilities were successful in receiving education. In this family according to Kulvir Kaur there was no discrimination with a girl child. I also interviewed Satya Devi, from the same village. She was 56 years old. She was an illiterate. She was determined to help her daughters to become educated up to the university level. She succeeded in making her daughter a lecturer. Her son could not get education after B.A., because he refused to study further. This showed that there was no discrimination among the boys and girls to obtain education in their families.

A Case Study of Town Anandpur Sahib

Anandpur Sahib is a very famous historical place of district Ropar. Transport facilities are available in the town. Besides these higher education institutions like Sri Guru Teg Bahadar Khalsa College is also situated here. I interviewed a respondent Anu Bala aged 40 years who is a teacher in S.G.S. Khalsa Senior Secondary School Anandpur Sahib. I found that she studied on regular bases up to her tenth standard in the girls school, but after that she studied privately. She said that this was because of the patriarchal structure in her family, due to which her parents were not willing to give her permission, to have her education in a co-educational institute, although the economic condition of her family was good. She wanted to study, that's why she even

completed her education at home. Today she has succeeded in becoming a teacher and expressed her desire to have her daughter educated on a regular basis. However Parminder Kaur of the same town told me that there was no discrimination in her family because of which she gained her higher education in a co-educational institution.

A Case Study of Village Kotla

Kotala is a village of Anandpur Sahib Tehsil. It is located 6 KM from Anandpur Sahib. Here I interviewed a woman named Usha Raini. Her father is a service man. There is a middle school in the village, but she left her studies after VIth standard. Her two sisters received education up to the secondary level. In the survey I found that there was no restriction from the family to receive education, but she herself was not interested in getting education. When she failed twice in the VIth standard, she left her studies.

A Case Study of Village Kheri

This village is a part of Nurpur Bedi Block of Ropar district. It is situated at a distance of 6 km away from the main road. Here I talked to woman named Mohinder Kaur aged 45 years. She told me that there was only one primary school in the village, so one could obtain education up to the primary level. When I asked her why she didn't get further education, she told me that the middle school was at a distance of 2.5 km from her village and there were no transport facilities, from the village. Hence she could not continue her studies. There was no discrimination within the family to acquire education.

A Case Study of Village Saskaur

This village is also a part of the Nurpur Bedi Block. It is situated at a distance of 3.5 km of from the main road. The total population of this village is 796 in which 411 males and 385 females. There is one Government Middle School in the village. There are no transport facilities available from the village to town. In an interview a respondent Kamaljit Kaur aged 36 years told, that she has three brothers and sisters. She was educated up to the middle class. In an interview asking why she didn't continue her studies, she replied that there was only a middle school in the village and for further studies she had to go to a town Nurpur Bedi. Due to the lack of transport

facilities, she had to go to the Town on a bicycle. The other girls didn't go to the Town with her to study. Because she did not have anyone to accompany her, she left her studies. About the education of her brother she answered, he got education due to the company of other boys of the village. From the survey we find that, Kamaljit Kaur could not pursue her studies due to lack of transport facilities and the absence of a company of other girls of the village.

Economic Condition

Out of 70 respondent 55 said that in the decisions on economic issues, they had complete independence. Their husbands gave them their whole salaries, and it was their responsibility to make the budget of the house and make savings. They would decide how to spend the savings. But 15% women said that they could not spend the money, according to their own wish, as they had to take permission from their husbands and in laws. When I enquired about women's involvement in decision making process, it was found that there is a shift in attitude, women are now taken into confidence, when decisions are taken by the family, relating to marriage of children, education, construction of houses etc.

Property Rights

There is no discrimination and violence within the family. Sons and daughters are treated equally to obtain education, however girls are not given the right to property. Even though according to the law the daughter had the same property right as the son. The Hindu Succession Act of 1956 prescribed equal rights of a daughter in the property of the father. According to the women of Ropar District, if they wanted to claim their property rights, then their brothers would not respect them and would not welcome them heartily after marriage.

A respondent, Surinder Kaur 54 years old woman in the village Mangwal, when she was aged 27 years, she had four children. Her husband was a small farmer, had died. After her husband's death, her brother performed his duties towards her and her children. If she had taken the Property Rights, then this would not have been possible. On asking her about the remarriage system in the society, she replied that nobody would take the responsibility of her four children. She couldn't stay with in-laws-family, due to ill treatment and fear of any allegation. Now she has respect in

her brother's family. Her children are now successful in their lives. If she had taken the Property Right this would not have been possible. Therefore, they themselves refuse to ask for any property. The entire 70 respondents answered that many customs are performed by their brothers from marriage to death. In order to maintain good relations with their brothers, they forsake their Right to Property.

Political Participation

In the political field there are few cases of women who were interested in politics, as they had very little knowledge about politics. Some women were elected at village level or town-level. The Panchayat Raj Act NO. 9, 1992 was passed in 1994 but they had no freedom to exercise their powers. Mostly their powers were used by their husbands. The shortage of time was also a reason for low participation in politics as they were busy in house hold affairs. According to them their families did not allow them to participate, but the entire respondents used their Right to Vote. Instant some educated women joined social clubs such as Rotary Club of Rupnagar and performed some social duties.

Response

The survey has been conducted in different rural and urban areas of Ropar District. During the survey almost all respondents replied to the questionnaire. The women respondents from all communities were keen to interact. They were willing to answer the questions and to reveal their status and identity within the community.

Findings

From the survey in Ropar District It was analysed that:-

- Elder girls in the family worked at home, taking care of their siblings at the cost of receiving education.
- Lack of Educational Institutions' was the major cause of slow progress of education of girls. Girls studied up to the classes, which were provided in the village school, whether it was primary, middle or secondary school.
- Most of the girls did not obtain higher education, due to patriarchal attitude of the parents, about co-education, after the age of ten plus.

- Due to large families and financial conditions, girls were not encouraged to receive education.
- No transport facilities were available in rural areas and parents were not able to afford bicycles for their children.
- Girls whose parents were aware and able to afford transport facilities, managed to educate their daughters.
- Many private institutions began to provide school buses in rural areas, hence the literacy rate after 90's improved.
- The total Literacy rate of females was 71.74%, in 2000, 66.71% were in rural areas and 82.1% in urban areas. The rank of female literacy in the Ropar district was fourth in Punjab.
- In 1951 women literacy rate was only 7.07% in this district but in 1981 it had risen to 38.87%. In 2001, it made major progress. Literacy rate rose up by 71.74% as compared with 63.69% of Punjab. This was due to government policies.