



ORIGINAL RESEARCH PAPER

Education

WOMEN EDUCATION IN J AND K

KEY WORDS:

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ABSTRACT

The basic unit of society is a woman. As woman makes a family, family makes a home and homes make a society. So we should never think that a society would come into existence without the contribution of women. Women are at the heart of most societies. Education is the basic tool through which we can empower women. To provide education to such marginalized section (women) of society is one of the most important investments that any country can make in its own future. Women education is very important for the development of any country. We cannot hope for the developed nation without proper education of the women. Trained and educated mothers may nourish many lives and give rise to the developed nation. Women constitute 47.04% of the state population of Jammu and Kashmir. So we cannot ignore their importance in the development of the state. Education is the right of both men and women. Education is a liberating force and in our age it is also a democratizing force cutting across the barriers of caste and class, something out of inequalities imposed by birth and other circumstances..." (Indira Gandhi). The present paper is based on secondary source of data. This study examines the trends of women education of J and K state since 2012 from primary to higher secondary in comparison to national average. And also examine various causes and suggest remedies to improve the status of women education. The investigator has used different type articles, reports, research papers, books, official websites, and online materials to conduct this study.

INTRODUCTION

According to Jawaharlal Nehru 'You can tell the condition of a nation by looking at the status of its women' as the basic unit of society is a woman. As woman makes a family, family makes a home and homes make a society. So we should never think that a society would come into existence without the contribution of women. Women are at the heart of most societies. Regardless of whether they are working or not, mothers are very influential people in children's lives. Educating girls is one of the most important investments that any country can make in its own future. We all know that without education, no development is possible. Here we have forgotten that the very first and best school of a child is its mother's lap. A good healthy society doesn't automatically emerge on its own and stands firm but it needs to be emerged and for its emergence women play a pivotal role.

There was a time when people thought that it was not necessary to educate girls. There are many people who are completely opposing Girls' education and saying that everything for girls is their home. They further argue that money spent on girl's education is a total waste. But by the efforts of various enlightened persons like Raja ram Mohan Roy and Annie Besant people began to realize that education for girls is essential because girl's education can bring about a silent revolution in the society and moulds the next generation and hence the destiny of the country. Girls' education plays a vital role in the up gradation marginalized sections, especially girls in society. Because girls are the back bone of society, they are the mother of the race and guardian of future generation, so that education is very much necessary.

In support of the importance of women's education the president of Chile Michelle Bachelet said that "One of the factors a country's economy depends on is human capital. If you don't provide women with adequate access to education, healthcare and employment, you lose at least half of your potential. So, gender equality and women empowerment bring hues economic benefit"-

Prominent educationists view 'a literate mother will never have an illiterate child', or we can say that an educating woman means an educated future. Moreover, the status of women in any society, is a true index of its cultural, social, religious and spiritual levels Education helps in generating awareness among women about their legal, social, political and economic rights, provisions and privileges to fight against all sorts of social discrimination. It enables them to realize their potentialities, developing skills, seeking employment and improving their nutritional and health conditions. Therefore, educating women encourages not only their political participation and economic independence but also

improves their quality of life and through them of the whole family and then of whole nation in a broader sense.

Education has a profound effect on girls like Women with at least a basic education are much less likely to be poor. Providing girls with one extra year of schooling beyond the average can boost their eventual wages by 10 to 20 per cent. An infant born to an educated woman is much more likely to survive until adulthood. In Africa, children of mothers who receive five years of primary education are 40 per cent more likely to live beyond age five. An educated woman is 50 per cent more likely to have her children immunised against childhood diseases. If we had reached the gender parity goal by 2005, more than 1 million childhood deaths could have been averted.

Recent research suggests that female schooling is more important than male schooling for social outcomes such as fertility, child health, and infant mortality (King and Hill, 1993; Subbarao and Raney: 1995; Dreze and Murthi: 2001). Many more research reports (Roy, 1979; Menon, 1981; Agrawal 1986; Hassan and Menon, 2004) have shown that education has made a significant contribution in improving the status of women. Education of women is the most effective channel for reducing the inequalities between men and women and ensuring the maximum participation of women in the developmental process. The literature also suggests that the economic gains from women's education are generally at least as high as those from men's education (Schultz, 1993). Bbaale and Mpuga (2011) stated that education could make women more autonomous and giving more control about various dimensions in their life.

This low level of literacy not only has a negative impact on women's lives but also on their families and on the country's economic development. Numerous studies show that illiterate women have high levels of fertility and mortality, poor nutritional status, low earning potential and little autonomy within the household. A woman's lack of education also has a negative impact on the health and well-being of her children. For instance, a recent survey in India found that infant mortality was inversely related to mother's educational level. Additionally, the lack of an educated population can be an impediment to the country's economic development.

Women's Education in India

There are always a number of groups in every society which are deprived of their basic rights. If we name and make a list of such groups then women would top this list. The importance which used to be given to women is declining and there is a growing tendency of underestimating women such as to make them

occupy a secondary position in society and to deny them of their basic rights, the need for empowering women was felt. Being the citizens of a free nation, we need to think whether each citizen of our country is really free or enjoying freedom, in the true sense of the term. If we look at educational status of women in the developed world, we see that they are being given equal treatment in all aspects of life.

But still somewhere due to the deep-rooted patriarchal mentality in the Indian society, women are still victimized, humiliated, tortured and exploited. Even after almost seven decades of Independence, women are still subjected to discrimination in the social, economic and educational field. According to a global poll conducted by Reuters, India is the "fourth most dangerous country in the world for women".

Since the "UN Declaration of the Decade of Women" held in 1975, attention and action on women's concerns has steadily been increased. Because it was thought that if women understood their conditions, knew their rights and learned skills traditionally denied to them, empowerment would follow.

Recently the Indian government has launched Saakshar Bharat Mission for Female Literacy. This mission aims to bring down female illiteracy by half of its present level.

Global and continental research indicates that gender inequality in children's education is still a big issue. According to UNESCO data, over 235 million children are out of school globally, with Africa having the highest rates of exclusion.

According to World Bank not educating girls or creating barriers in their school education globally costs between USD 15 to USD 30 trillion. Less than two thirds of girls in low-income countries complete primary school and only one in three girls complete lower secondary school. On average, women who have a secondary education are more likely to work and they earn almost twice as much as those with no education, it said. "When 130 million girls are unable to become engineers or journalists or CEOs because education is out of their reach, our world misses out on trillions of dollars that could strengthen the global economy, public health and stability," said by Malala Yousafzai, Malala Fund co-founder and Nobel laureate.

The proportion of women who completed five years of primary schooling in India and were literate was 48 per cent, much less than 92 percent in Nepal, 74 per cent in Pakistan and 54 per cent in Bangladesh. Justin Sandefur, one of the authors of the paper, said, "This is a simple but powerful signal that India's education system is under-performing."

According to an economic survey of Delhi 2017-18, the enrolment of girls in private schools is far lower than boys. Trend of Survey reports concludes that private schools offer better education and career prospects. But, as they demand higher fees, families prefer spending this amount for the education of their sons. Since birth, girls are made to believe that boys are superior. The education of a girl child is often neglected as it is not seen as an investment by parents. No reform will liberate girls until these gender stereotypes are removed. A girl should contribute towards the economy of our nation not only as a child bearer and rearer but as a breadwinner too.

A great amount of competition is found in Indian society to enrol their children in private schools, but lack of money or more children, parents' compromise by enrolling girls in government schools, which is cost-effective. Such mind-set are a hindrance to girls, and the economy.

A study by the Economic and Social Research Foundation, found that the main reasons for girls and boys were dropping out of school were poverty, illness, disability and the death of parents, but that if families had to choose, they were more likely to cut back on educating a daughter than a son.

Educating girls is a particular challenge. India's high fertility rates

promote a social bias against educating young girls. Parents lack the resources to provide a quality education for all of their children, and therefore invest scarce resources in boys, for whom the market returns to the investment in education are perceived to be higher. It is estimated that for every 100 girls that enrolled in school in rural India, 40 will reach grade four, 18 will reach grade eight, nine will reach grade 9, and only one will make it to grade 12.

The PROBE study did find, however, that 98 percent of parents surveyed felt that education was necessary for boys, and 89 percent of parents felt it necessary for girls. Some studies suggest that parents are more likely to incur private expenditure for sons than daughters.

According to the 2011 Census report the literacy rate among the women is only 65.46 percent even well below to the National average, i.e., 74.04 as well as well below the world average of 79.7%. Moreover India is also falls behind in female literacy than its neighbouring countries. The proportion of female literacy who completed five years of primary schooling in India is 48 per cent, much less than 92 percent in Nepal, 74 per cent in Pakistan and 54 per cent in Bangladesh. India ranks low in global indices of female literacy as well. If countries are ranked by the earliest grade at which at least half of the women are literate a proxy for quality of learning India ranks 38th among the 51 developing countries for which comparable data is available. Indonesia, Rwanda, Ethiopia and Tanzania all rank higher than India. Ghana is placed at the bottom. (Education Commission; DHS rounds since 2000)

During the post-independence period literacy rate have shown a substantial increase in general. However the literacy rate of a woman has almost over tripled over the period, e.g., 24.9 in 1951 and 82.14 in 2011. Surprisingly the female literacy rate has increased at a faster pace than the male literacy during post-independence period. The growth is almost 9 times, e.g., 7.9 % in 1951 and 65.46 % in 2011. From this analysis one can infer that still the female literacy rate is wadding behind male literacy rate (35% of women still are far from education). This higher rate of illiteracy of women is undoubtedly attributing for women dependence on men and to play a subordinate role. The lack of education is the root cause of women's exploitation and negligence.

Women education in j and k

Woman is the central figure in every society who infuses confidence, inculcates discipline and prepares children to pursue their goals relentlessly. History has it that great values like patriotism, selflessness, fearlessness and determination are developed in children only through the persistent efforts of mothers. But unless woman is provided the pre-requisites of education for development of her vision, besides, providing of proper health care and social security, respect and status, her efforts are likely to fall short to accomplish the ultimate objective of a strong civilized and prosperous nation. It is woman who make up a home we must say that a happy home, where future citizens of our country are given birth, nursed and brought up to shoulder the onerous responsibilities of building a strong and prosperous nation. Woman in the capacity of a mother is the first teacher of the child and laid a solid foundation base for building a strong superstructure of a civilized man equipped fully to fight the realities of life, and to face the greater challenges in life.

Education is one of the pre-requisites for the upliftment of women. Mahatma Gandhi has rightly said that education of a man means educating an individual, education of a woman means educating the family.

The prosperity of a nation lies in the hands of educated women. There is a strong linkage between education of women and the development of a nation. In fact, women education has come to be considered more important than that of men. Dr. Karve, a pioneer for the cause of women education, once said, "If you educate a man, you educate an individual, if you educate a woman, you educate the whole family." Swami Vivekananda was the great philosopher of the development of women society. According to him there is no chance for the welfare of the world unless the condition of the women is improved. It is not possible

for a bird to fly on only one wing.

Due to the prevailing social, economic and political turmoil gender discrimination is rampant in the state of J & K. women were not allowed to participate in socioeconomic and political processes. The ongoing situation has made them silent spectators. They have developed all signs of weakness, showing symptoms of depression and prolonged stress had made them the most vulnerable sections of society (Gul and Khan, 2013).

The Women becomes a subject of violence in Kashmir from the past two decades due to conflict. Militarization has resulted in a series of violent acts against Kashmiri women that destroy their chastity. Excessive control of man over women is also a form of violence against women which has pushed women into the subordinate position (Dabla, 2009).

According to Census 2011, the literacy rate in Jammu and Kashmir is 78.26 percent for males and 58.01 percent for females with the overall general literacy rate of the state is 68.74 percent. Both male and female literacy rate of J and K is well below the national average which is 74.04 and 65.46 percent. According to 2011 census, among the other Indian state and Union Territories, Jammu and Kashmir has one of the lowest female literacy rates at 58 % besides Rajasthan (52.7%), Bihar (53.3%), Jharkhand (56.2%), Uttar Pradesh (59.3%), Arunachal Pradesh (59.6%) and Andhra Pradesh (59.7%). The overall literacy rate of district Ramban is the lowest with 56.90% having male literacy rate of 71.97% and female literacy rate 40.04% only. Jammu district has the highest literacy rate of 83.98% with 89.77% males and 77.41% female literacy rate. The lowest female literacy rate is 40.04% in district Ramban and the highest female literacy rate of 77.41% in Jammu district in the state of J and K. There are 7 districts where female literacy rate is even below 50%. There is a huge gap in male and female literacy ratios also.

Gross Enrolment Ratio (GER) is another impressive indicator applied for measuring progress in the education sector. This indicator for the year 2015-16 has been 79.4% for boys, 81.5% for girls and 80.4% overall for the class I-VIII (6-13 years). These figures for the similar year at all- India were 66.17 % (boys), 33.83 % (girls) .On this indicator the position of J&K well compares with all India. Girls' enrolment per hundred boys is another interesting indicator. In J&K 91 girls for primary classes and 89 girls for elementary and 87 girls for secondary classes are enrolled per hundred boys. This ratio at all India level is 93.02 for primary classes, 93.58 for elementary classes and 93.05 for secondary classes for 2014-15. This indicator indicates proportionately good position for J&K in comparison with India.

To increase enrolment and decrease female dropouts, a large number of programmes have been implemented in Jammu and Kashmir by the central government with the proper cooperation of coordination of J & K government which include Sarva Shiksha Abhiyan (SSA), National Programme for Education of Girls at Elementary Level (NPEGEL) and Kasturba Gandhi Balika

Vidyalaya (KGBV) etc. With the help of these target oriented interventions, the number of educational institutions has increased over the years, resulting into maximum area coverage besides decreasing the average distance per school. The improvement in the statistics reflect the seriousness of the Jammu & Kashmir Government towards the development of women in state, however, the fact remains that despite the progress made, the female literacy has remained very low in the state as compared to men.

Methodology

The study is based on secondary source of data. Data are collected from the Research articles and books and census reports of J&K state. The female literacy rate of the state of J and K is compared with the India. Traditionally in the state of J and K women position were confined to domestic affairs only and even today in some of the areas women have no access to education. Table 1 shows the literacy rate girls of J and K and the India from primary to higher secondary level of education.

Table No. 1: literacy rate of Girls' in India and J and k at various levels of education from 2012 to 2017

Years	I-V		VI-VII		Class IX-X		Class XI-XII		Class I-XII	
	India	J& K	India	J& K	India	J& K	India	J& K	India	J& K
2012-13	48.36	47.37	48.77	47.00	47.11	45.83	46.51	44.11	48.15	46.77
2013-14	48.20	47.66	48.66	47.42	47.29	46.17	46.99	44.87	48.06	47.12
2014-15	48.19	47.67	48.63	47.47	47.47	46.46	47.06	45.37	48.10	47.21
2015-16	48.21	47.80	48.63	47.58	47.51	46.70	47.44	45.71	48.14	47.38
2016-17	48.11	47.40	48.54	47.07	47.51	46.30	47.49	45.45	48.07	46.97

Source: The National Institute of Educational Planning and Administration under District Information System for Education (DISE).

Review of the table 1 shows the female literacy rate of J and K state at primary level of education during 2012-13, 2013-14, 2014-15, 2015-16 and 2016-17 is 47.37, 47.66, 47.67, 47.80 and 47.40 which is well below the literacy rate of India at primary level that is 48.36, 48.20, 48.19, 48.21 and 48.11.

Review of the table 1 further shows the female literacy rate of J and K state at upper primary level of education during 2012-13, 2013-14, 2014-15, 2015-16 and 2016-17 is 47.00, 47.42, 47.47, 47.58 and 47.07 which is well below the literacy rate of India at upper primary level that is 48.77, 48.66, 48.63, 48.63 and 48.54.

Review of the table 1 further shows the female literacy rate of J and K state at secondary level of education during 2012-13, 2013-14, 2014-15, 2015-16 and 2016-17 is 45.83, 46.17, 46.46, 46.70 and 46.30 which is well below the literacy rate of India at secondary level that is 47.11, 47.29, 47.47, 47.51 and 47.51.

Moreover Review of the table 1 shows the female literacy rate of J and K state at senior secondary level of education during 2012-13, 2013-14, 2014-15, 2015-16 and 2016-17 is 44.11, 44.87, 45.37, 45.71 and 45.45 which is well below the literacy rate of India at senior secondary level that is 46.51, 46.99, 47.06, 47.44 and 47.49.

Furthermore the Review of the table 1 shows the female literacy rate of J and K state from class 1st to 12th during 2012-13, 2013-14, 2014-15, 2015-16 and 2016-17 is 46.77, 47.12, 47.21, 47.38 and 46.97 which is well below the literacy rate of India at 1st to 12th level that is 48.15, 48.06, 48.10, 48.14 and 48.07.

Barriers of girls' education

There are various factors which create hurdles in the path of promoting girls education in the state of J and K like unique topography of the state, the sparse network of schools in rural areas, the majority of population living in far flung and inaccessible areas, lack of easy access to institutions, lack of infrastructure, weather vagaries, conflict situations. Some of the factors are discussed as follows

Lack of Economic Resource and the Choice between Dowry and Educational Expenses:

There are many parents who are of the view that there is no need of providing education to girls, as ultimately they are to be married and have to go with their husbands to do domestic work. They prefer to pay dowry to education. Poverty is another reason which has been seen in the rural areas of the valley. The parents of such families are unable to bear expenses of education.

Lack of safety and security

No parent have any objection to co-education at the primary stage. Difficulties may arise in co-education at the secondary stage, because many guardians will not consider it proper that adolescent boys and girl should Sit and read together. Many guardians are found to be indifferent towards the education of their girls in adolescent age group. There is also a section of people who despite their desire to educate their girls do not think it proper to send them to schools for certain traditions. They associate the

assault on girls with the honour of the family. In 2013 alone, more than two million Indian women in the age group 15–19 years reported experiencing sexual violence (Raj and McDougal 2014). Sexual violence could be the factor for the non-participation of girls in education as (Prinsloo, 2006) found that more than 30 percent of girls in southern Africa are raped in and around school.

Lack of adequate facilities in schools

Parents have reservations about sending their daughters to school because of various factors like lack of toilets and transport facilities. Inadequate school facilities can sometimes work as a constraint for the girl students' participation in formal schooling. According to the report by the International Programs Centre for the U.S. Department of Commerce (Velkoff, 1998) highlights the chief barriers to women's education in India as inadequate sanitary facilities, shortage of female teachers and gender bias in curriculum. Lack of toilets can be particularly detrimental to girl's school attendance, where the only option of attending to nature's call out in the open can pose both a physical as well as a psychological barrier.

Conservative and stereotyped attitude

Some constraints are sociological in nature, rooted in deep gender stereotyping and gender segregation, as a result of gender stereotype women are allowed to participate more in programmes that relate to their domestic role. They are enrolled in such courses that are traditionally considered more suitable for them such as arts and education, but less in courses related to science and technology. Moreover, parents are also far less likely to educate girls than boys, and far more likely to pull them out of school, either to help out at home or for other socially induced normative considerations.

Women are seen primarily as instrument of child bearers and rearers, their education is viewed as an unnecessary and extravagant indulgence. Economically poor people are often not in a position to send their children to school and are likely to invest in the male child than in the female child if they have to make a choice.

Early marriage is also one of the constraint. Today, one in three girls in low- and middle-income countries (excluding China) continue to be married before the age of 18 and one in nine girls are married before their 15th birthday.

Schooling cost

Schooling cost is one of factor which restricts girls' education. In some research studies like in Kenya, higher school fees increase dropout probabilities for girls but have no effect on boys (Lloyd, Mensch, and Clark, 2000). Moreover, in another study conducted in Ethiopia concluded that boys are less likely than girls to combine work and schooling or to be engaged in work only, and are more likely to be involved in leisure activities only compared to girls, so the sum of domestic and non-paid work for girls is higher for girls (Woldehanna, Jones, and Tefera, 2008).

Suggested measures for overcoming the barriers of girls' Education

Although much has been done to improve the status of education in India but we are still a long way behind from attaining standards comparable even to other developing nations. India ranked 109 in education index for women amongst 128 countries the education of girls is an integral part of national development. We can help girls get the education they deserve by implementing the following measures.

1. There should be creation of gender-sensitive learning environments for girls so that they will enjoy right to education.
2. There should be provision of Girls' Scholarships as Scholarships help girls with tuition fees, school uniforms, school supplies and safe transportation.
3. Community awareness programmes should be organized in order to raise awareness at family and community levels that will promote positive attitudes towards education for girls. It's also important to engage parents in open dialogue regarding

commonly held gender stereotypes.

4. There should be strict rules for the prevention of Violence in Schools. School should work in close connection with communities to ensure that their schools are violence-free and that they provide a safe learning environment for girls.
5. There should be no fixed hours of schooling as fixed schooling hours do not suitable for girls in rural areas, as they are needed for domestic work at home or in farms and fields during these hours. This is one of the causes of lower participation rates of girls in education. The enrolment rates of girls and their retention can be improved if educational facilities are made available to girls during periods suitable to them when they are free from domestic chores. Flexible school timings have been tried in Rajasthan through the Shiksha Karmi Project and Lok Jumbish, and the results are encouraging (Khan, 2004).
6. Higher authorities, community members, NGOs and all people of India must have to take responsibility to eradicate different barriers related to girls' education from our society. Each and every citizen of our country must have to remember that national development cannot be achieved without girls' education.
7. There should separate schools and institutions as well as separate women staff for girls at all levels of education. If we want a safer environment for girls education

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