

# Status of Women Education in Jammu and Kashmir with Special Reference to Rural Areas

Richa Kapoor

Research Scholar, Department of History, Jammu University  
Jammu & Kashmir

---

“Education is one of the most important means of empowering women with the knowledge, skills and self-confidence necessary to participate fully in the development process.”

*ICPD Programme of Action, paragraph 4.2*

Education means all around development this all around development means intellectual, Social and emotional development. It is only education that moulds the behavior of an individual. Education is the birth of every human being, so this mean the cannot educate only boys. It is necessary to educate women, when women are educated that every family is educated which is accepted throughout the world. Such changes can be done only if Schools become learning centers.

The women in Jammu and Kashmir have faced several crucial problems in the fields of education, employment, healthy, hygiene, family, marriage and so on. Due to these factors the problems of women could not be solved wholly but were expanded and intensified. The root cause of problems faced by women in these fields is less emphasis on imparting basic education to them. Women could play a major role in these fields, only when they are fully educated. But we unfortunately, if we look into the present scenario of Jammu & Kashmir women still are for from men in educated field. No, doubt government has provided various facilities like free education free uniforms, free books, free meals etc. for improving education standard of women herons. Unfortunately some sections of our society still consider women inferior to men and there for. do not bother about their education.

Challenges to Rural women education in Jammu and Kashmir despite the efforts being made for rural education of girls and women in Jammu & Kashmir there are still many challenges in the area. Jammu and Kashmir is a Muslim dominated state which is a conservative and religious society also. Though urban areas have witnessed a lot of change in term of education of girls and women in the past few years in rural areas the parents still prefer girls to stay at home till they go to their ‘own homes’ after their marriage. The conflict in Jammu and Kashmir has resulted in a breakdown of the society. Many rural families are without any earning member.

The girls have become orphans and there is no source of sustence in their families. This has also prevented them for seeking education. As the economy of rural Jammu and Kashmir has met with severe set-back during last years, parents are not in position to educate their girl children. If they have make a choice between educating a male child and a female, they prefer the former poverty, undoubtedly is one of the main reasons of the inability for the girl child in rural areas to obtain basic education Hundreds of girls in rural areas are not able to attend schools because their families are not able to Provide money for the education.

Jammu and Kashmir has hilly mountain us terrain mostly close to border areas. The variations in literacy rates from district to district are very large because of some social taboos, geographical location and poverty. The large gaps in the literacy rates from district to district and from rural and urban areas are mainly due to variegated geographical features of the state. The mountainous regions have lower literacy rates because these are victims of double marginality. Gender based inequalities are prominent. Issues like social discrimination and economic exploitation occupation of girl child in domestic chores, girls working in the households and taking care of the younger siblings or need to earn money for their families by working in the agricultural fields are quite visible.

The state has inadequate schooling infrastructure, 33.68% of primary schools are without their own building and are being run in private accommodations which are not generally conducive for good teaching atmosphere. 25.74% of upper primary schools have inadequate accommodation as per DISE data 2010-11. In fact, most of the schools upgraded to the upper primary have only three rooms against the requirement of at least 6 rooms. Teachers’ absenteeism in rural areas, the costs of

transportation, materials and uniforms are among other impediments to rural women education. Thus, the significance of education for girls and women is shaped by the existing gender division in society. Rural Kashmir also echoes the popular.

Sentiment is that an educated daughter can be a liability to her family.

*The Government's approach (Educational policies for Rural women in Jammu and Kashmir)*

The government of India is investing millions of rupees per year to increase and improve the level of female education in the country. Different schemes have been launched under which free education is provided to the students and special care is given to those students living in rural areas. Women are provided extra facilities to increase their level of education and grab their interest in studies. Over the year, government has announced several schemes to promote education among women which included Sarva Shiksha Abhiyan (SSA), National programme for education of girls at elementary level (NPEGEL) and Kasturba Gandhi Balika Vidyalaya (KGBV) etc.

Jammu and Kashmir is also not behind in applying these schemes. Some schemes which are running and some which are expected to be launched in future are:

**1) National Policy for Education (NPE):** This scheme was started to bring about change in the status of women and serve as a tool of development. The females are provided extra facilities different scholarships and model cluster schools for girls are highlights of this scheme which have helped to improve the level of female education to a reasonable extent.

**2) Kasturba Gandhi Balika Vidyalaya (KGBV):** These schools are specifically opened to provide free education to the girls who are orphans or belong to families which are below poverty line (BPL). Besides providing free education all the basic facilities like free meals, uniforms, books and other convenience facilities are also provided. These schools cover almost 5% of the total population of the district.

**Non-residential Bridge Courses (NRB):** Separate centres for girl education have been started in every village in separate buildings other than the schools. Separate teachers are employed in these centres for a time period of ten months.

**Sarva Shiksha Abhiyan (SSA):** SSA is the most wide spread and most successful scheme which has tremendously increased the level as well as the standard of education in every corner of the district, in fact the whole state. Under this scheme door-to-door education is being provided by opening primary schools every kilometer distance and local teachers are employed who know their localities letter. Besides free education, free books, uniforms and mid-day meals are also provided to the students. This scheme has so far been the most successful of all and attracted the interest of a reasonable number of girl students and their parents.

**Rashtriya Madimik Shiksha Abhiyan (RAMSA)**

This is a national scheme planned to be launched by 2010. Under this scheme girls belonging to poor families will be provided incentive, scholarship to continue their education. Besides maintenance, grants will be provided to schools to provide vocational training to the girl students to enhance their skill in tailoring, embroidery, weaving 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 statics reflect the seriousness of the Jammu and Kashmir Government to the development of women in state, however, the fact remain that despite the progress made, the female literacy has remained very low in the state of compared to men.

Various factors like peculiar topography of Jammu and Kashmir state, the Sparsh network of schools in rural areas the majority of population living in for flung and in accessible areas, lack of easy access to institutions, lack of infrastructure, weather vagaries, conflict situations etc. represent the variation of urban and rural female literacy rate in Jammu and Kashmir (from 1981 to 2011).

**Table 1: Educational Scenario of Females in Rural area of Jammu and Kashmir**

| S. No. | Name of the zone | Tehsil  | Female literacy % in rural areas | Female literacy (SC) |
|--------|------------------|---------|----------------------------------|----------------------|
| 01     | Budgam           | Budgan  | 51                               |                      |
| 02     | Khan Sahab       | DO      | 29                               | 12                   |
| 03     | Dreegam          | DO      | 29                               | -                    |
| 04     | Nagam            | Chadura | 35                               | 14                   |
| 05     | Magam            | Beenoah | 29                               | 16                   |

Census 2011

### CONCLUSION AND SUGGESTIONS

Women education is a major concern in rural areas- mostly far flung. Despite of the fact that the government is providing free education upto the middle level and running different schemes to improve the level of women education most of the people still hesitate to send their girls to the schools. SSA, NPF, KGBV, RAMSA and NRBC are doing a reasonable job but problems still persist at gross root level. Government is investing money more than needed, but there is no proper usage of the funds at the basic level which is major setback to these scheme. Very little percentage of the funds is actually used which accounts for the very little developments in this sphere because of the corruption of the people in the administration right from to bottom.

Rural women of J&K should be empowered through education as they form an important part of the society worldwide. Education would help them to be aware of new productive opportunities in the area of entrepreneurship skill acquisition greater income generation and better opportunities in the world of employment greater income opportunities to better their lot in the worldwide communities. Rural women should be encouraged to enroll in literacy programmes. Rural women should be encouraged to enroll in literacy programmes. They should be encouraged to know that the economic benefits they are currently enjoying and so they should take bold steps to leave their trades at the stipulated time for literacy classes.

Awareness programmes should be flatted on posters and media houses and children in schools should be made to encourage their mother on literacy education. The government art all levels should fund literacy programmes make it interesting to women so as to entice them to enroll for literacy classes. Teachers and teacher educators need to be trained for gender sensitization. Additional early childhood care centres need to be opened upto meet gaps in the integrated child development scheme and relieve girls from the burden of sibling care. In addition to the provision already available under SSA, community mobilization should be exclusively in enrolling out of school girls, retaining and enhancing the learning ability of the girls already in the schools. Infact, girls education should be made a community agenda. More women teachers need to be appointed in the institutions in order to attract more girls. Besides, special allowances can be given to those women teachers who volunteer to work in rural areas.

### REFERENCES

- [1]. Annual Status of Education Report- Rural, (2011). Survey Results- ASER Centre, Pratham.
- [2]. Bazaz, P.M. (1959). *Daughters of the Vitasta: A History of Kashmiri Women from Early Times to the Present Day*, Pamposh Publications, New Delhi, p. 211 and p. 219.
- [3]. Chothani, S.K. (2013). *Rural Education in India*. Indian Journal of Applied Research, 3(3).
- [4]. Dabla, B.A. (2007). *Multi-Dimensional Problem of Women in Kashmir*, Gyan Publishing House, New Delhi, p-43-44.
- [5]. Gupta, H.L. (2003). *Women's Education through Ages*. New Delhi: Concept Publication Co.
- [6]. Kavita, S. (2006). *Impact of Violence on Girls Education in Kashmir Valley*: New Delhi: Wiscomp Monograph Series.
- [7]. Kavita, S. (2011). *Voices unheard- Women, Conflict and Kashmir*. Gurgaon: Shubhi Publications.
- [8]. Khaliq, S. (2012). *Women in Rural Kashmir are fried to quit education early*. Asian New International (AMI).
- [9]. King, E.M. and Hill, M.A. (Eds). (1993). *Women's Education in Developing Countries: Barriers, benefits and policies*, Johns Hopkins University Press, Baltimore, MD.
- [10]. Madhosh, A.G. (2004). *Study on Women and Children under Armed Conflict in Kashmir*. (National Institute of Public Cooperation and Child Development).



- [11]. Mayar, U. (1993). *Universal Primary Education of Rural Girls in India*. New Delhi: National Council of Educational Research and Training5.
- [12]. Ministry of Home Affairs (2011). *Census of India 2001 and 2011*. Government of India.
- [13]. Ramachandran, V. (2009). *Towards Gender Equality in Education*. New Delhi: National University of Educational Planning and Administration.
- [14]. Rao, R.K. (2001). *Women and Education*. Delhi: Kalpaz Publications.
- [15]. Sudha, T. (2010). *Employment and Empowerment of Rural Women in India*. New Delhi: Global Research Publication.