

GENDER EQUITY IN EDUCATION: CASE OF JAMMU AND KASHMIR

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ABSTRACT

“A girl child has a right to survival, protection, participation And development”.(convention on rights of child). In India though much emphasis is being laid on gender equality in terms of education yet discrimination in access to education does exist. In Jammu and Kashmir too female literacy rate is quite low and stands at 58.01 percent as per 2011 census, also there is a large gap in male and female literacy levels in this broader state. Jammu and Kashmir is faced with an armed conflict since past 27 years, the past more than two and a half decades of conflict have deeply affected the people’s livelihood, their living environment, health, their work and workplaces, their access to education and so on. But it is the women of Kashmir who have felt its impact most severely. Thus women are among most vulnerable groups for more reasons than just violence. The present paper would focus on the programmes initiated by the central and state government for the enhancement of women education and to bring gender equity in education. The paper will also focus on the challenges to gender equity in Jammu and Kashmir.

Key words; Conflict, Education, Gender equity, women empowerment.

I. INTRODUCTION

Jammu & Kashmir State is one of the States of Indian Union. J&K is also well known as paradise on the earth is the northern state of India with population more than one crore as per Census figures and covers the area of approximately 2,22,236 sq. Kms. The state has three regions namely, Jammu, Kashmir and Ladakh and further subdivided into 22 districts for administration and carrying out developmental programmes. The State has its own Constitution besides the Constitution of India and enjoys the special status under article 370. Topography of the J&K comes in the way of rising adequate infrastructure and is further compounded by terrorism and militancy, which have taken a heavy toll of life and public property besides throwing normal life out of gear. Education could not run away from this calamity as most of the educational institutions in rural areas were destroyed and loss of schooling hours immensely affected the learning outcomes.

Jammu and Kashmir is faced with an armed conflict since past 27 years. The past over two decades of conflict have deeply affected people's livelihood, their living environments, health, eating habits, their work and workplaces, and especially their access to education. But it is the women of Kashmir who have felt its impact most severely. Women are affected by its short and long-term effects and thus are among the most vulnerable groups during conflict for more reasons than just violence.

II. GENDER EQUITY

Gender Equity is the process of allocating resources, programs, and decision making fairly to both males and females without any discrimination on the basis of sex, and addressing any imbalances in the benefits available to males and females. To ensure fairness, strategies and measures should be available to compensate for women's historical and social disadvantages. 'Equality' and 'Equity' is somehow interrelated and yet differentiated from each other. 'Equality' claims that everybody is equal irrespective of status, caste and creed, therefore is entitled to equal rights and duties, whereas 'Equity' is to ensure equitable opportunities and benefits recognizing at the same time that to be treated equitably, people may need more or different support. While equality has a quantitative meaning equity is a qualitative concept. (Parimala,2010). Gender Equity is the process of allocating resources, programs and decision-making fairly to both males and females. This requires ensuring that everyone has access to a full range of opportunities to achieve the social, psychological and physical benefits that come from participating and leading in sport and physical activity. It does not necessarily mean making the same programs and facilities available to both males and females. Gender equity requires that girls and women be provided with a full range of activity and program choices that meet their needs, interests and experiences.(Saha,2003) Therefore, some activities may be the same as those offered to boys and men, some may be altered, and some may be altogether different. The nature of gender dynamics cannot just be addressed by referring to-if women have equal access to something as men because the problem is deeper than that. At the level of appearance, it might be accessible but there are constraints thrown on being a woman to use that access to participate in the process is severely disabled, so even if the distance to be traveled to reach a destination is equal and it is accessible to take part in the race for both, the two roads are qualitatively different with a lot of bumps and breakers for women. Gender Equity also requires an examination of organizational practices and policies that may hinder the participation of girls and women.

III. GENDER EQUITY IN EDUCATION

Educational equity, also referred to as equity in education, is a measure of achievement, fairness, and opportunity in education. Educational equity depends upon two main factors viz. fairness, which implies that factors specific to one's personal conditions should not interfere with the potential of academic success. The second important factor is inclusion, which refers to a comprehensive standard that applies to everyone in a certain education system. These two factors are closely related and depend on each other for an educational system's success.(Parimala,2010)

Education plays an important role in socio-economic development of a country; moreover women education has immense importance in this regard. Educated women are not only raising their own socio-economic status but they are enhancing intellectual horizon of their children, uplifting socio-economic condition of their family and playing a significant role in raising their family status. 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."(Karve.2017) The University Education Commission (1949) has also rightly remarked: "There cannot be an educated man without an educated woman.

If general education is to be limited to men or to women, that opportunity should be given to women, for then it would more surely be passed on to the next generations.” (Ramya,2002).

In the National Educational Scenario, State is subsumed as educationally backward in reference to the established indices namely literacy rate, dropout rate, teacher pupil ratio and the absorption pattern of the educated persons. The troubling features are low literacy rate, higher drop-out rate, mismatch between education and employment. The State strictly adheres to the National Education Policy and with the exponential growth of the institutional framework and reach of services as a consequence of sustained investment through plan strategy, improvement in every parameter is visible. The improvement is more pronounced in the field of female literacy. Education is one of the most precious means in achieving gender equity and empowerment of women. The ranking of Jammu and Kashmir as per census report 2011.

Table 1. Ranking of states and union territories by literacy rate

S.no.	INDIAN STATES AND UNION TERRITORIES	LITERACY RATE
1	Kerala	93.9
2	Lakshadweep	92.28
3	Mizoram	91.58
4	Tripura	87.75
5	Goa	87.40
6	Daman And Diu	87.07
7	Puduchery	86.55
8	Chandigarh	86.43
9	NCT Of Delhi	86.34
10	Andoman And Nicobar Islands	86.27
11	Himachal Pradesh	83.78
12	Maharashtra	82.91
13	Sikkim	82.20
14	Tamil Nadu	80.33
15	Nagaland	80.11
16	Manipur	79.85
17	Uttarakhand	79.63
18	Gujarat	79.31
19	Dadra and Nager Haveli	77.65
20	West Bengal	77.08
21	Punjab	76.68
22	Haryana	76.64
23	Karnataka	75.60
24	Meghalaya	75.48
25	Orissa	73.45

26	Assam	73.18
27	Chhattisgarh	71.04
28	Madhya Pradesh	70.63
29	Utter Pradesh	69.72
30	Jammu and Kashmir	68.74
31	Andra Pradesh	67.66
32	Jharkhand	67.63
33	Rajasthan	67.06
34	Arunachal Pradesh	66.95
35	Bihar	63.82

Source: Census of 2011

The above table 1 shows that the state of Jammu and Kashmir ranked 30 in literacy rate, as having only 68.74 percent literacy. It becomes clear that the state is one of the educational backward states of India.

Education is a vital instrument for human resource development. Human resource development for the advancement of the country requires the capacity building of both the genders. If we make an analysis of five year plans, now Niti Ayog women are accepted as partner as well as stakeholders in the development of country. It shifts the concern from development and welfare to 'empowerment'. Education is the single potent force that can bring the welfare, development and empowerment of women.(five year plan 6th & 9th) For a long time gender equality in education was dominating the discourse and the interventions. It is still generally believed that gender inequalities in education will be set on if equal access for boys and girls is provided and if gender inequalities in enrollment figures and retention rates are eliminated. Access to schooling is a hazardous issue that still requires attention, however, a wider approach is necessary, which, for eg, includes the learning content of education such as curriculum, textbooks and teaching learning practices. It is steadily being recognized that the promotion of gender equity in education goes beyond access. To consider achievement of gender equality as a goal to strive at is "*a rather narrow aspiration*". Education is not only about the knowledge acquisition; education is crucial also in the process of socialization and in the transmission of norms and values, such as the notion of gender equity.

IV. HISTORY OF WOMEN'S EDUCATION IN JAMMU AND KASHMIR IN PRE-INDEPENDENT INDIA

The educational status of women in Kashmir like their counterpart elsewhere in the country is also depressing and quite dismal. Women in the traditional Kashmiri society were generally subjected to discrimination, inequality and oppression. The role of women remained confined to domestic affairs and so they were also debarred from education (Dabla, 2007). People were highly conservative and the realization that women need to be educated was totally lacking. The first effort to educate Kashmiri women came from the missionaries. It was sometime between 1893 and 1895 that a missionary school for girls was started by the Church Missionary Society. There was a strong opposition to this school as it aroused suspicion in the minds of people who were conservative in their outlook. They feared that in the school the minds of their women would be polluted by the

impure ideas from foreign lands which would lead them astray (Bazaz, 1959). Only a few girls attended the school and their parents were somewhat on the shake, as the public opinion was very much against them (Biscoe, 1998). The dedication and personal efforts of the missionary ladies who laid the foundation of this school, encouraged parents to enroll their daughters in this school (Khan, 2005). Keeping into consideration the people's attitudes and the mode of their thinking, the State Council adopted a very cautious policy and did not take any step towards the opening of schools for the education of girls. However, it favoured helping private efforts. In 1904, for the first time the State Council provided funds for the establishment of two girls' schools at Srinagar. It was in 1912, that the first attempt was witnessed at imparting secondary education to women. In 1926, Women's Welfare Trust came into existence and it made a significant contribution in the promotion of women's education. Within a period of four years the Trust was running ten schools with an enrolment of 575 girls. The Education Reorganization Committee (1938-39) with regard to promotion of girls' education recommended the opening of more primary and middle schools and provision of incentives in the form of increase in scholarships and distribution of free books (Khan, 2005). With the partition of country, the Jammu and Kashmir National Conference formed the first elected government in the State. The Party prepared the Draft of the future constitution of the State which was given the name of 'Naya Kashmir' in which education in the State of Jammu and Kashmir was a major and important demand. The Draft provides special arrangements for women's education in accordance with the provision of the Women's Charter (Khan, 1973). A breakthrough in women's education came in the year 1950, which saw the establishment of the first women's college, on Maulana Azad Road, Srinagar and the higher education among Kashmiri women started to gain popularity with the establishment of this college. In 1961, another college (Nawa Kadal College) for women was established. With the establishment of institutions of higher education exclusively for women, there was a change in the attitude of women and their consciousness rose. As a result of steadily changing attitudes of the community towards girls' education, the number of Muslim women in schools and colleges has gradually improved and their participation in modern education has increased though at a sluggish pace (Khan, 2005).

V. GIRLS LEVEL OF PARTICIPATION IN EDUCATION IN JAMMU AND KASHMIR

The National Policy on Education in India has indeed paved a way for a redress on the issues of Equity and equality of educational opportunities. Since then there has been dramatic developments in the educational field and removal of disparities on various fronts throughout the nation (NPE, 1986). Under Article 46 of the Indian Constitution the provisions for a wide ranging and specific welfare of the weaker sections, the underprivileged and the disadvantaged of India's population are enshrined (Mishra, 2005). The Article states, "The State shall promote with special care the educational and economic interests of the weaker sections of the people, and in particular of the Scheduled Castes and Scheduled Tribes, and shall protect them from social injustice and all forms of exploitation". The gender issue runs through this. Girls also come in the domain of underprivileged and deprived sections because of cultural, social and religious prejudice. Not only in Jammu and Kashmir all over the country there is a general indifference to the education of girls due to gender bias and occurrence of child labour among weaker sections (Ahmad Gul and Khan, 2013). In the societies of Jammu and Kashmir especially in Muslim families, some misconceptions and fears that education might change girls' perception from tradition and social values are present there. Not only this society also assigns stereotyped roles for girls and some school-related issues also prevent girls from attending schools.

Table 2: Total enrollment of girls, dropout rates and appointment of teachers in Jammu and Kashmir (U-DISE 2015-16)

Class	Girls enrollment	Boys enrollment	Total enrollment	Dropout rate
I-V	597029	641330	1249053	6.79%
VI-VIII	289170	318553	607723	5.44%

Level of schooling	Total appointment	male	Female
Primary level	35378	23871	11507
Secondary level	5268	3646	1622

Source; (U-DISE 2015-16)

Total enrollment from class I-V in the state is 1249053 of which the enrollment of girl child is 597029 and the dropout rate at this stage is 6.79% .And at class VI-VIII total enrollment is 607723 and girls comprise of 289170 and the dropout rate at this level of education is 5.44%. If we talk about the appointment of teachers in the state, at primary level the total appointment as per U_DISE data is 35378 of which 23871 comprised of male teachers and 11507 female teachers. At secondary level total appointment is 5268 of which male teachers comprised of 3646 and 1622 female teachers. The above data clearly shows that the participation level of the women in the state is very low as compared to male counterparts may it be in the students enrolment or the appointment of teachers, women always lags behind.

VI. INITIATIVES TAKEN TO IMPROVE GENDER EQUITY IN EDUCATION

Since independence, the central and state governments have been expanding the provision of primary, formal and non-formal education to realize the goal of Universalization of Elementary Education (UEE). The challenge now is to sustain and deepen current reforms in education and encourage local planning and management of strategies for expanding and improving Elementary education in the state. The National commitment to provide free and compulsory basic education to all children in the (6- 14) years is now a Fundamental Right of every child in India after the passing of the Constitution (86th Amendment) Act. Reaching out to the girl child is intimate to the efforts to universalize elementary education. Sarva Shiksha Abhiyan, or 'Education for the All' program recognizes that ensuring girls' education requires changes not only in the education system but also in societal attitudes and norms. A two-sided gender strategy has therefore been adopted, to make the system of education responsive to the needs of the girls through targeted interventions which serve as a pull factor to enhance access and retention of girls in schools and on the other hand, to generate a community demand for girls' education through training and mobilization.

Several central and state level initiatives have been in operation from the early 1950's. While the designs of these projects vary substantially, all of them address the objectives and strategies of the National Policy on Education 1986 (NPE-86). They pay special attention to increasing girls' enrolment, improving educational

outcomes, strengthening community involvement, improving teaching and learning materials and providing in-service teacher training.

The provisions under SSA for promoting gender equity in education are as under.

- To provide free textbooks to all girls up to class VIII
- Separate toilets for girls
- Back to school camps for out-of-school girls
- Bridge courses for older girls
- ECCE programmes in convergence with ICDS
- Gender-sensitive teaching-learning materials including textbooks

In addition, to target pockets where girl's education is lagging behind to boys, the Government of India has launched focused interventions for girls which are equally applicable to the state also, are as under...

NPEGEL: National Programme for Education of Girls for Elementary Level, launched in September 2003, is an integral but distinct component of the Sarva Shiksha Abhiyan. It offers additional provisions for enhancing the education of disadvantaged/underprivileged girls at the elementary level through more intense community mobilization,

KGBV: Kasturba Gandhi Balika Vidyalaya, is a scheme launched in 2004 for setting up of residential schools for girls at upper primary level belonging to ST, SC, OBC and minority community. (Bilal et.al.2014)

Kishori Shakti Yojana: aims at addressing the needs of self development, nutrition and health status, literacy, numerical skills and vocational skills of adolescent girls in the age group of 11-18 years.

Swayam Sidha: This scheme is meant for economic empowerment of women by framing Self Help Groups. It is the modified version of Indra Mahila Yojna as integrated programme for women empowerment which envisages execution of composite and integrated projects for women's empowerment duration of 4-5 years at the block level by Project Implementing Agencies (PIAs). J&K State Women Development Corporation is the nodal agency for implementation of this scheme in J&K. (Suri, 2013)

Nusrat-ul-Islam Society: The society is presently running and managing one Oriental college, two primary and high schools each, one lower high school and three middle schools.

Empowering Skilled Young Women Scheme: Forms a part of Sher-i-Kashmir Employment and Welfare Programme was launched by J&K State Women Development Corporation on 8th march, 2010, on International Women's Day. Women entrepreneurs belonging to different districts of the state can establish gainful income generating units on nominal interest rate of 6% on select trades of readymade garments, aromatic Medicinal Plants, boutique, fashion designing, cosmetic Shop, DTP, Medical Health Care, Mushroom Cultivation and Floriculture/Agriculture etc. (JKSWDC)

Pre-Matric Scholarship By The State Government: is provided to girls to enhance their level of literacy and to reduce the burden on the parents to sustain education.

Instead of the above interventions and initiatives the state ranked 32 numbers in female literacy rate as per census 2011.

VII. COMPARISON OF JAMMU AND KASHMIR LITERACY RATE WITH ALL INDIA LITERACY RATE

Let's have a glance at the literacy rate of Jammu and Kashmir in comparison to all India literacy rate.

Table. 4 showing the comparison of literacy rate of J&K and India.

Census years	Jammu and Kashmir			India			Increase in literacy rate %age over the preceding census	
	Male	female	total	male	female	total	J & K	India
1961	19.75	5.05	12.95	40.39	15.33	28.30		
1971	31.01	10.94	21.71	45.95	21.97	34.45	8.76	6.15
1981	41.46	18.73	30.64	56.38	29.76	34.45	8.93	9.12
2001	66.60	43.00	55.50	75.26	53.67	64.84	24.86	21.27
2011	78.26	58.01	68.74	82.14	65.46	74.04	13.24	9.20

Sources; Census of India 2011

Although, the literacy rate of the state is well short of the rate recorded at the national level, yet figures reveal that the rate of increase in the literacy in the state is more rapidly than at the national level. Despite the number of limiting factors, the State has been able to make a remarkable progress in the field of education as is clear from the above figures. Although, the outcomes of investment in education are no doubt quite visible, yet the State is committed to achieve universalization of education. A number of steps in this way have been taken like easy access of schooling by way of opening and up gradation of Schools, development of infrastructure facilities, provision of education manpower, establishment of Seasonal Camps at various Behaks, nutritional support for the children up to elementary level, Scholarships, free text Books etc.

Female education has long been acknowledged to have strong correlations with other dimensions of human and social development. As Mehrotra (2006) notes, low levels of education significantly affect the health and nutritional status of women. Despite strong economic and social evidence of the high returns to female education, most communities continue to under-invest in female education relative to male education. Even as the thresholds of schooling completion increase, with significantly narrowing gender gaps in primary education in particular, discrimination against girls in secondary and higher education remains an issue. Economic and social privilege also affect gendered patterns of access, with girls in secondary and higher education predominantly drawn from higher income and social groups, endowed with higher social status.

VIII. MALE-FEMALE LITERACY

Table.5. Showing male female literacy rate in Jammu and Kashmir

	Male	Female	Total	MFG
1961	19.75	5.05	12.95	14.70
1971	31.01	10.94	21.71	20.07
1981	41.46	18.73	30.64	22.73
1991	NA	NA	NA	NA
2001	66.6	43.0	55.5	23.6
2011	78.26	58.01	68.74	20.25

MFG- Male Female Gap; * Estimated Literacy Rates

Source: Census of India, J & K 2011

A glimpse at the table 5 above shows that there is male-female gap in literacy rate in the state. According to census 2011, the literacy level climbed up from 12.95 per cent in 1961 to 68.74 per cent in 2011 but it still lags far behind the national average of 74.04 per cent (census, 2011). Further analysis of the data shows that the male literacy rate is higher than the female literacy rate in all the years. The male literacy rate reached 78.26 per cent in 2011 which was only 19.75 per cent in 1961 whereas the female literacy rate increased from 5.05 per cent in 1961 to 58.01 per cent in 2011. The male-female gap in literacy rate has increased from 14.7 per cent in 1961 to 20.25 per cent in 2011. In the delineation of the above figures, it can be argued that though there is a considerable progress in the female literacy rate but the gender disparity in literacy rate still exists in the state.

IX. BRIDGING GENDER GAP IN LITERACY

With the planned interventions and sustained efforts, considerable progress has been made in the State in the field of literacy. As already stated that at the time of Independence the literacy rate of the state was only five per cent. Census 1961 puts the literacy rate of the State at 12.95% which increased to 21.71% during 1971 census. In 1981, the literacy rate was recorded at 30.64 and the projection for 1991 was made at 45% as no census was carried out during the latter period. During the decade 2001-2011, literacy rate increased from 55.5% to 68.74% in the State as against 64.84% to 74.04% at the national level.

Over the years, government has announced several schemes to promote education among women 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. Education of girls, especially those belonging to the scheduled castes and scheduled tribes, OBC and minority is the primary focus in Sarva Shiksha Abhiyan. Efforts are being made to mainstream gender concerns in all the activities under the Sarva Shiksha Abhiyan programme. Mobilization at the habitation/village/urban slum level,

recruitment of teachers, up gradation of Primary into upper primary schools, incentives like mid-day-meals, scholarships, educational provision like textbooks and stationery, all takes into account the gender focus.

The analysis has brought this fact to the fore that the efforts put in by the Government through various interventions to reach to the far-flung areas and bring down literacy gap has materialized at ground level yet there is tremendous scope for bringing further improvements with focused attention.

Various factors like peculiar topography of Jammu and Kashmir 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 etc. create hindrance in achieving the desired goal of universalization of literacy in the violence-hit state.

X. BARRIERS TO GIRLS' EDUCATION

From the preceding discussion, it is depicted that there exist gender disparities in education in Jammu & Kashmir State. Factors responsible for the barriers to girls' education in Jammu and Kashmir can be

Categorized according to how one perceives and defines barriers. Some studies conducted on educational status of women in the state pointed out various reasons for educational backwardness of women, which are as follows. **Poverty:** The rate of illiteracy is closely linked to poverty. Due to the poverty or low family income, if parents are not in a position to send both boys and girls to school, they usually send boys to schools and retain girls at home to do house-hold work (Virender, 2012)

Parental Illiteracy: The high level of parental illiteracy among also constraints the education of girl children. Lack of parental support and poor learning environment at home makes learning for them very difficult. The present education system does not fit their needs, which lead to stagnation and wastage among them (J & K SRC Report 2009).

* **Number of children:** In poor families generally, there are many children. According to the priority list of , girls' education is not compulsory and boys get a high chance of receiving education (Bose,2000).

***Child Marriage:** Many girls in different districts of J&K still get married at an early age, which affect their education to a great extent (Dabla, 2007).

***Customs and cultural practices:** Many customs and cultural practices hinder the higher education of girls. For examples many parents do not send their daughters to schools when they attain puberty. Parda system is also affecting education of girls.

***Nature of Habitat:** Most of the tribes live in difficult terrain, forests and remote areas. The dearth of schools in these areas leads to absenteeism among the tribal girl children. Study of Virender Koundal, Shows that tribal girl children walk 3-4 km on foot to reach school every day (Virender, 2012).

***Female teachers in schools:** Girls are more interested in going to schools if female teachers are there in the schools. They are more comfortable and more vocal with female, thus actively focusing and participating in the learning processes. In rural areas also, parents are interested in sending their girl children to school if female teachers are present. If qualified female teachers are teaching in the school they feel more secured towards their girl children. They may be hesitating to send their girl children in male environment based school (Ahmad Gul and Khan,2013).

*Inappropriate school timing: In rural areas morning time is not suitable for girl education, as they are engaged in domestic work at home or in farms and field during these hours. The enrolment and retention rate may be high when educational facilities are made available during periods suitable to them when they are free from domestic chores.

*Violence: Prolonged violence in J&K have prevented the girls from going to schools and colleges

*Lack of girls' schools: Many parents do not want to send their daughters to coeducational schools especially at upper primary level. There is an urgent need to open separate schools for girls especially at upper primary level as a powerful strategy for bringing to a conclusive girls' school environment. There must be strong provision of good quality schools for girls if demand is there.

*Lack of hostel facilities: One of the obstacles in girls' education is that schools are away from their homes, they cannot avail themselves of this facility due to lack of hostel arrangement. The girls belonging to SC/ST category would continue their education particularly in rural areas, if they are provided with free or inexpensive residential facilities nearer to the school.

*Lack of awareness: Lack of awareness among the masses about the importance of women education is the biggest hurdle in bridging the gender gap in Jammu and Kashmir.

*Lack of interest among girls: Some of the girls are themselves uninterested in acquiring higher education and prefer to drop out after primary or middle level. Their interest also diminishes if they fail to pass some of the subjects at middle level and mostly at high school level.

XI. CONCLUSION

Any women can grow and progress in her life if she is provided with an environment which is violence-free, where there is no violation of human rights, where there is no discrimination and she can take her own decisions. For this, it is very important that the sphere of violence which has continued in Jammu and Kashmir in the past 27 years should end. In case of Jammu and Kashmir State, as depicted from various surveys, reports and census, gender inequality is clearly a matter of concern. Jammu and Kashmir is still educationally very backward and lagged behind the rest of the states of India. More sincere efforts need to be initiated by the Jammu and Kashmir government to educate girls' which can enable the Kashmiri women to secure an emancipated position in economic, social and political fields. Much needs to be done in the rural areas of the state where female literacy figures are still depressing. Gender equation or the enrolment ratio reveals that the female enrolment ratio has remained lower than the males at all the three levels. The dropout rate is found to be higher among girls especially after the primary school. Despite considerable progress, sharp disparities continue to exist between male and female literacy levels. There is an urgent need to bridge the gender gap in education in the state because no society and civilization can move forward without the education of its half population as well said by Swami Vivekananda, "There is no chance of the welfare of the world unless the condition of women is improved". Gender disparity exists both in rural and urban areas, but it is higher in the rural areas. This can be endorsed to a number of factors like Social dogmas, engagement of girl child in domestic activities and other agricultural activities etc. To conclude, education is an important avenue for improving the social and economic condition of the women of Jammu and Kashmir. Hence, there is a need for quick checks and proper supervision of implementation of the education policies in the State. Last but not the least; if you want to make your country strong make your women strong.

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