

GENDER DISPARITY AND POLICIES OF INCLUSION: A CASE STUDY OF WOMEN'S EDUCATION IN JAMMU AND KASHMIR

Fayaz Ahmad Bhat,

Research Scholars, Aligarh Muslim University, Aligarh, India.

Fouzia Khurshid,

Research Scholars, Aligarh Muslim University, Aligarh, India.

Nazmul Hussain,

Research Scholars, Aligarh Muslim University, Aligarh, India.

ABSTRACT

Gender disparity has been a major issue in India's pursuit for achieving the goal of universal elementary education. Education for women is the best way to improve the health, nutrition and economic status of a household that constitute a micro unit of a nation's economy. In this context, it can be argued that lack of women's education can be an impediment to the country's economic development. However, despite this significance of the education the participation of women in the field of education is not very satisfactory. The present paper is based on secondary data obtained from Census of India 2001 and supplemented with State Digest of Statistics and government reports wherever necessary. Women in Jammu and Kashmir suffer disproportionately in education relative to the men. Women of the state have low literacy rate, show low enrolment ratio and exhibit high dropout ratio. There is no doubt that both government and NGO's are making serious attempts at resolving gender inequality in education in Jammu in Kashmir, but there is still the need to make frantic efforts like implementation of Right to Education Act.

Keywords: Education, Female to Male Ratio, Gender Disparity, Jammu and Kashmir, Women.

Introduction:

Gender is a nebulous concept. It has many overlapping meanings. First, it refers to the social differentiation between maleness and femaleness or masculinity and femininity. This differentiation is socially constructed in social relations rather than on the basis of the biological characteristics of males and females. The term gender is also sometimes used to refer to an attribute of all human beings, that is, one is of the male or female gender. In this second sense, it is used interchangeably with sex. Gender indicates the socio-cultural alias of man and woman and the way societies recognize them and disperse social role and responsibilities. Gender equality or parity denotes women having the same opportunities in life as men, including the ability to participate in the public sphere i.e. equitable participation in education, the labour market, health services, and politics etc. Gender inequality or disparity therefore means unequal participation or the gap in the achievement of men and women in these spheres of life. Gender disparity hampers the overall wellbeing of society because blocking women from participation in social, political and economic activities can adversely affect the whole society. In many countries, women are not given equal rights as men. In some countries, women cannot vote, they are discriminated against in the work place, they are not allowed to hold office, they are not allowed to drive, and are subject to other inequalities. One of the main issues is that of women not being educated. Gender disparities in education cannot be eradicated without ensuring universal primary education, and universal primary education cannot be ensured without removing gender disparity in education. Eliminating gender disparity in education and ensuring universal primary education are two of the millennium development goals set forth by the United Nations (UN) which all countries must accomplish by the year 2015.

Education has been the main instrument of human development and its importance has been emphasized through fundamental rights, principles, statutes / acts in a number of countries. The progress and prosperity of a nation and of community is determined by the level of education. This remarkable potential of education needs to be realized by every individual or social community and must go in for it (Ahmad, 1987). At the international level, attempts have been made at various congregations to focus on aspects of education as a part of fundamental human right. According to the Article 26 of the Universal Declaration of Human Rights (UDHR):

“Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory... Education shall be directed to the full development of human personality and to the strengthening of respect for human rights and fundamental freedoms”. (Universal Declaration of Human Rights, Article 26)

This right is also repeated in the U N Declaration of the Rights of the Child which seeks to ensure, ‘Right to free and compulsory education at least in the elementary stages and education to promote general culture, abilities, judgment and sense of responsibility to become a useful member of society and opportunity to recreation and play to attain the same purpose as of education’. The part IV of the National Policy on Education (1986) clearly promised equality in education with respect to women, scheduled caste, Scheduled tribes, minorities and handicapped. The constitution of India makes provision for free and compulsory education for all children up to the age of fourteen years. The 86th Constitutional Amendment Act 2002 made education in India a Fundamental Right for children in the age group of 6-14 years by providing that;

“the State shall provide free and compulsory education to all children of the age of six to fourteen years in such manner as the State may, by law, determine”

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. Various studies (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. 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, and Drèze and Murthi, 2001). 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). Thus, women's educational backwardness is of concern not only because it is inequitable but also because it is socially and economically inefficient. Thus there is need for removing the barriers in the women's education which will consequently help in bringing them in the mainstream of society. An examination of the literature on the differences in education by gender shows that the concern in most countries has to do with the low level of achievement of girls in relation to boys, the girls' lower access to education, and their lower rates of persistence to the higher levels of the educational system (King and Hill, 1993; Stromquist, 1990). Rajan (2010) in his analysis found that the gender disparity in enrolment for all categories of students has not improved gradually. The gender disparity in teachers is higher at secondary and higher secondary level of education as compared to other level of education such as primary and middle level. The gender gap might be attributable to discrimination, the differential treatment of men and women (Fershtman, Chaim and Uri Gneezy, 2001).

However, despite this significance of education for removing seclusion, the participation of women in the field of education is not very satisfactory. There is a wide gap between male-female literacy rates in India. Gender disparity has been a major issue in India's pursuit for achieving the goal of universal elementary education. In order to address this problem and develop appropriate interventions, it is necessary to understand the nature and extent of the problem, as well as possible explanations for the disparity.

Area of Study:

For the present study, Jammu and Kashmir is chosen as unit of the study. The state of Jammu and Kashmir is one of the largest states of the India. It lies between 32°-15' and 37°-05' North latitude and 72°-35' and 83°-20' East longitude. The area of Indian state of Jammu and Kashmir is 101387 sq.km and it comprises three natural regions viz., Jammu, Kashmir and Ladakh. The total population of the state is 10143700 persons. Further, sex wise break-up of the population shows that 5,300,574 are male and 4,769,343 are female with its population density being 99 and sex ratio 900 (Census 2001).

Objectives:

The objectives of the present study are, (a) to trace the educational backwardness of women in Jammu and Kashmir in their past history as well as their present status in education (b) to analyze gender disparity in literacy rates by sex and residence in the state (c) to highlight the gender disparity in number of institutions, enrolment, teachers, teacher-student ratio at primary, middle, secondary and

university level during 1974 to 2008 period and (d) to highlight the governmental and non-governmental policies and programmes laid down for the reducing the gender disparity in education in the State.

Data Sources And Methodology:

The gender disparity in each level is measured by calculating the gender parity index or female to male ratio (FMR) in number of institution, enrolment rate, teachers available and teacher pupil ratio. However in case of literacy rate, gap in male-female literacy rate is used to assess the extent of disparity in education. Gender Parity Index (GPI) is a measure that tells us: about the number of boys and girls who are enrolled / attending recognized schools at particular point of time; number of male-female institutions; number of male-female teachers etc. Gender parity is different from gender equality and parity does not measure progress toward gender equality (Ramachandran, 2007). It only tells us the ratio of females to males in a specific educational setting. There are number of parameters for measuring gender disparity in education like the age of entry into school, literacy rate, enrolment rate, dropout rate, number of teachers available, number of institutions and pupil-teacher ratio etc. However due to non availability of data, parameters like gender wise literacy rate, enrolment and dropout rate, enrolment at various stages, number of teachers, number of institutions and pupil-teacher ratio are only analyzed in the present study.

The required information on various indicators of education was collected from the Census of India 2001 and supplemented with State Digest of Statistics and other published work wherever necessary.

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 took 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

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 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 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).

Gender Disparity In Education In Jammu And Kashmir In Post-Independent India:

The educational scenario in the state of Jammu and Kashmir clearly reveals that there exists gender disparity in education.

Male-Female Literacy:

A glance at the table 1 shows that there is male-female gap in literacy rate of the state. According to census 2001, the literacy level climbed up from 12.95 per cent in 1961 to 54.46 per cent in 2001 but it still lags far behind the national average of 65.38 per cent (65.67 per cent in 2008 according to Economic Survey 2008-09 of the State). Further analysis of the data shows that the male literacy rate is higher than female literacy rate in all the years. The male literacy rate reached to 73.30 per cent in 2008 which was only 19.75 per cent in 1961 whereas the female literacy rate increased from 5.05 per cent in 1961 to 57.11 per cent in 2008. The male-female gap in literacy rate has increased from 14.7 per cent in 1961 to 23.93 per cent in 2001. In the delineation of above figures, it can be argued that though there is a considerable progress in female literacy rate but gender disparity in literacy rate still exists in the state.

Table 1
Literacy Rates by Sex 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	65.75	41.82	54.46	23.93
2008*	73.30	57.11	65.67	16.19

Note: MFG- Male Female Gap; * Estimated Literacy Rates

Source: Census of India J & K 2001, Paper-2 of 2001, Rural-Urban Distribution of Population and Economic Survey, (2008-09).

Rural and Urban Literacy:

It can be observed from the Table 2 that literacy rate in rural areas is lower than the urban areas. Since 1981 census, the literacy rate in rural areas has increased by 36.9 per cent against 25.96 per cent in the urban areas. Further analysis of the table depicts that during the period 1981-2008, the literacy rate among males has increased by 33.73 per cent and 23.28 per cent in rural and urban areas respectively. Similarly, the progress in literacy rate among the females is reported higher in rural areas in comparison to the urban areas. It has jumped from 12.19 per cent to 52.70 per cent since 1981 which is an almost four-fold increase. In urban areas, the female literacy has increased from 41.05 per cent in 1981 to 70.37 per cent in 2008. Thus female literacy rate in rural areas has increased by 40.51 per cent against the 29.32 per cent in urban areas. The above analysis clearly reveals that female literacy rate is lower than the male literacy rate in both rural as well as urban areas.

TABLE 2
Percentage of Male- Female Literacy Rates In Rural/ Urban Population, 1981, 2001 and 2008 in Jammu and Kashmir.

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Rural/ Urban	Literacy Rate																	
	Persons			Variation			Males			Variation			Females			Variation		
	1981	2001	2008*	1981-2001	2001-08	1981-2008	1981	2001	2008*	1981-2001	2001-08	1981-2008	1981	2001	2008*	1981-2001	2001-08	1981-2008
Rural	25.01	48.22	61.91	23.21	13.69	36.9	36.35	60.34	70.08	23.99	9.74	33.73	12.19	35.09	52.70	22.9	17.61	40.51
Urban	51.12	72.17	77.08	21.05	4.91	25.96	59.87	80.3	83.15	20.43	2.85	23.28	41.05	62.22	70.37	21.17	8.15	29.32

Note: * The calculated figures under the year 2008 are Estimated Literacy Rates.
Source: Census of India J & K 2001, Paper –2 of 2001, Rural-Urban Distribution of Population. Economic Survey, (2008-09).

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Enrolment and Dropout Ratio:

Enrolment rate is defined as the percentage of students who register or enroll at the same time whereas dropout rate is defined as the percentage of students who drop out of a class in a year. India has made extraordinary progress in enrollment. In 2002 an estimated 25 million children (13 percent of the age cohort) were out of school (World Bank, 2004). By 2005 this number had been roughly halved, with only about 13.5 million children aged 6–13 (less than 7 percent of the cohort) out of school (Social and Rural Research Institute, 2005).² The age-specific enrollment in primary education is nearly 94 percent. Another household study conducted by civic action groups finds similar enrollment rates (Annual Status of Education Report, 2006). It can be noted from the Table 3 that enrolment ratio increased to 91.79 in 2000-01 as against 67.6 in 1996-97. From 1996-97 to 2000-01 enrolment ratio saw an increase of 24.19 per cent. It can be observed from the table that enrolment ratio of girls has increased to 80.11 as against 104.05 for boys in 2000-01.

TABLE 3

Enrolment Ratio and Dropout Ratio: I-V Class

Year	Enrolment Ratio				Drop Out Ratio			
	M	F	F/M [¥]	T	M	F	F/M [¥]	T
1996-97	84	53.1	0.63	67.6	34.4	33.63	0.98	34.08
1998-99	93.38	66.63	0.71	79.95	24.01	20.20	0.84	22.39
2000-01*	104.05	80.11	0.77	91.79	34.35	31.67	0.92	33.18

Note: M-Male, F-Female, F/M-Female to Male; * Selected Educational Statistics 2000-2001, Planning, Monitoring & Statistics Division, Dept. of Secondary & Higher Education, MoHRD, GOI, New Delhi, 2002.

[¥] Ratios are calculated by the authors.

Source: Annual Report on Educational Profile of J&K for 2000-2001.

It can also be observed that female to male ratio in enrolment ratio has increased to 0.77 in 2000-01 as against 0.63 in 1996-97. Further analysis of table 3 also depicts the picture of dropout rate at primary level in the past couple of years in Jammu and Kashmir. It also reveals that drop ratio among girls has decreased from 33.63 in 1996-97 to 31.67 in 2000-01 against 34.40 to 34.35 among boys during the same period of time. Table clearly indicates that female-male ratio in dropout ratio at Primary level in 1996-97 was 0.98 which came down to 0.84 in 1998-99. It saw a decrease of 0.14 per cent within a very short span of time. However in 2000-01, it increased to 0.92 showing an increase of 0.12 per cent. This shows that there is improvement in gender disparity in enrolment and dropout rate. However, despite this inclusion of women in mainstream education cannot be achieved till the dropout rate is brought down to the minimum level possible.

Institutions:

After the independence of India, the state government has been expanding the provision of education to minimize the gender disparity in education in the state. This resulted in the gradual expansion of institutions at all levels and their number started increasing. As a result there was a phenomenal progress in terms of the expansion of number of institutions, enrolment and number of teachers at all the three levels i.e. primary, middle, high and higher secondary and undergraduate levels. Despite of these efforts, gender disparity still persists at institutional level, in enrolment, number of teachers and teacher-student ratio.

TABLE 4

Number of Private Institutions (School) and Female/Male Ratio by Stage of Education and Sex

	Primary				Middle				HS & HSC			
	T	M	F	F/M [¥]	T	M	F	F/M [¥]	T	M	F	F/M [¥]
1974-75	138	131	7	0.05	41	34	7	0.21	89	68	21	0.31
1980-81	121	121	NA	NA	72	72	NA	NA	94	74	20	0.27
1985-86	281	257	24	0.09	133	120	13	0.11	122	99	23	0.23
1990-91	519	471	48	0.10	263	239	24	0.10	143	128	15	0.12

1995-96	1113	NA	NA	NA	729	NA	NA	NA	226	NA	NA	NA
2000-01	1396	1367	29	0.02	1246	1229	17	0.01	331	318	13	0.04
2005-06	1677	NA	NA	NA	1236	NA	NA	NA	721	NA	NA	NA
2007-08 (P)	1832	NA	NA	NA	1706	NA	NA	NA	972	NA	NA	NA

Note: T-Total, M-Male, F-Female, F/M-Female to Male; P: Provisional; [¥] Ratios are calculated by the authors.

Source: Digest of Statistics, 2007-08.

Table 4 provides information about Female/Male ratio in number of private institutions up to secondary level of education. The female to male ratio at primary, middle and high and higher secondary level was 0.05, 0.21 and 0.31 in 1974-75 and it declined to 0.02, 0.01 and 0.04 in 2000-01 showing an decrease of 0.03, 0.19 and 0.27 points at primary, middle and high and higher secondary level respectively. Similarly in case of government institutions (Table 5), the female to male ratio or GPI in number of institutions in 1974-75 was 0.52, 0.35 and 0.26 and it turn down to 0.22, 0.24 and 0.13 at primary, middle and high and higher secondary level respectively in 2007-08. During the period of study, the gender disparity in number of institutions has increased by 0.33 at primary, 0.11at middle and 0.13 points at high and higher secondary school level of education in government institutions. This decrease in GPI clearly shows that gender disparity in institutions of school education still persists in the state. However at university or college level, there has been improvement in gender disparity in institutions of general education.

Student Enrolment and Teachers by Level of Education

The gender disparity in enrolment at primary, middle, high and higher secondary level and in general, professional and special colleges has decreased (Table 6) during 1974-75 to 2007-08. In 1974-75, the female to male ratio of enrolment was 0.52, 0.36, 0.34 and it reached to 0.92, 0.81 and 0.81 at primary, middle and high and higher secondary level respectively. It is amply clear that the gender disparity in enrolment has reduced by 0.40, 0.46, 0.47 points at primary, middle, high and higher secondary level respectively during 1974-75 to 2007-08. Likewise, at colleges for general and professional education, the GPI was 0.44 and 0.10 in 1974-75 and reached to 0.69 and 0.60 in 2007-08 and in case of colleges of special education, the GPI in enrolment was 0.26 in 1974-75 and it climbed up to 0.44 in 1990-91 depicting an improvement by 0.18 points. Similarly, there is improvement in gender disparity in enrolment in colleges of general (0.25) and professional education (0.50) also.

Table 7 furnishes information about female to male ratio for teachers at different levels of education. A glance at table 7 reveals that in 1974-75, female to male ratio among teachers was 0.60, 0.41 and 0.44 at primary, middle and high and higher secondary school level respectively and in 2007-08, it has reached to 0.74, 0.74 and 0.72. Thus it can be said that gender disparity at these respective levels of education has improved by 0.14, 0.33 and 0.27. The female to male ratio at colleges of general and professional education has increased during period of study. However in case of colleges of special education, female-male ratio among teachers has decreased from 0.75 in 1980-81 to 0.10 in 1995-96.

TABLE 5
Number of Govt. Institutions (Schools) and Female/Male Ratio by Stage of Education and Sex

	Primary			Middle			HS/HSC			General			Professional			Special								
	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F						
1974-75	5777	3798	1979	0.52	1842	1366	476	0.35	714	567	147	0.26	22	15	7	2.14	12	12	NA	NA	8	6	2	0.33
1980-81	7406	4725	2681	0.57	2046	1509	537	0.36	813	640	173	0.27	22	15	7	2.14	12	12	NA	NA	8	6	2	0.33
1985-86	7860	5033	2827	0.56	2193	1637	556	0.34	976	766	210	0.27	23	16	7	2.29	12	12	NA	NA	8	6	2	0.33
1990-91	9242	6200	3042	0.49	2438	1855	583	0.31	1220	997	223	0.22	32	32	9	3.56	15	13	2	0.15	8	6	2	0.33
1995-96	10461	7456	3005	0.40	3082	2471	611	0.25	1359	1171	188	0.16	33	25	8	3.13	NA	NA	NA	NA	8	7	1	0.14
2000-01	10926	8078	2848	0.35	3728	3084	644	0.21	1504	1276	228	0.18	33	25	8	3.13	11	9	2	0.22	NA	NA	NA	NA
2005-06	13144	NA	NA	NA	5131	NA	NA	NA	NA	1460	NA	NA	NA	38	31*	7	4.43	NA	NA	NA	NA	NA	NA	NA
2007-08 (P)	11395	9333	2062	0.22	5464	4412	1052	0.24	2184	1927	257	0.13	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA

Note: T-Total, M-Male, F-Female, F/M-Female to Male P: Provisional. Ratios are calculated by the authors. *: Includes 10 Co-education Colleges; † Ratios are calculated by the authors.

Source: Digest of Statistics, 2007-08.

TABLE 6
Enrolment and Female/Male Ratio by Level of Education and Sex (1974-75 to 2007-08)

	Primary			Middle			HS/HSC			General			Professional			Special								
	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F						
1974-75	4.07	2.68	1.39	0.52	1.38	1.02	0.36	0.67	0.50	0.17	0.34	0.29	0.20	0.09	0.44	0.06	0.05	0.01	0.10	0.00	0.00	0.00	0.00	0.26
1980-81	5.49	3.50	2.37	0.68	1.67	1.15	0.53	0.46	0.83	0.57	0.26	0.46	0.16	0.10	0.06	0.61	0.05	0.04	0.01	0.17	0.01	0.00	0.01	2.36
1985-86	6.77	4.18	2.59	0.62	2.33	1.55	0.72	0.47	1.33	0.90	0.43	0.47	0.20	0.12	0.09	0.73	0.05	0.04	0.01	0.23	0.01	0.01	0.00	0.42
1990-91	7.79	4.67	3.12	0.67	3.07	1.94	1.13	0.58	1.64	1.10	0.54	0.49	0.24	0.15	0.09	0.61	0.04	0.03	0.01	0.49	0.01	0.01	0.00	0.44
1995-96	9.04	5.20	3.84	0.74	3.72	2.35	1.37	0.58	2.45	1.55	0.90	0.58	0.50	0.32	0.18	0.58	NA	NA	NA	NA	NA	NA	NA	NA
2000-01	11.19	6.10	5.09	0.83	4.60	2.65	1.95	0.74	3.51	2.07	1.44	0.69	0.42	0.23	0.19	0.82	0.011@	0.01	0.69	NA	NA	NA	NA	NA
2005-06	12.36	6.58	5.78	0.88	4.77	2.69	2.08	0.77	3.60	2.03	1.57	0.77	0.73	0.40	0.33	0.84	0.37	0.16	1.34	NA	NA	NA	NA	NA
2007-08 (P)	11.36	5.93	5.43	0.92	7.26	2.86	2.33	0.81	4.97	2.49	2.02	0.81	0.52	0.31	0.21	0.69	0.14	0.09	0.05	0.60	NA	NA	NA	NA

Note: T-Total, M-Male, F-Female, F/M-Female to Male P: Provisional @- Excludes Medical Colleges, Agriculture and Physical Education; NA- Not Available; P: Provisional. † Ratios are calculated by the authors.

Source: Digest of Statistics, 2007-08.

Teacher-Student Ratio:

An analysis of figures in Table 8 reveals that gender disparity also persists in teacher-student ratio at all level of education i.e., primary school to college. The female to male ratio in teacher-student ratio was 0.85, 0.87 and 0.76 at primary, middle and high and higher school respectively in 1974-75. It reached to 1.32, 1.10 and 1.14 in 2007-08. It has been found that the gender disparity in teacher-student ratio has improved by 0.47 at primary, 0.24 at middle and 0.38 at high and higher secondary level of education. At university level, there has been improvement in gender disparity among teachers in colleges of general education. However in case of colleges of special education, female-male ratio in teacher-student ratio has decreased from 6.06 in 1980-81 to 4.60 in 1990-91, thus depicting and increase in gender disparity among the teachers of university education.

From the foregoing discussion and the data base, it is clear that there exists gender disparity in education in Jammu and Kashmir. Despite the fact that women have been entitled equal rights in the constitution, disparity in participation of men and women in educational system still persists. With low female enrolment and high dropout rates, development in women's education is not an easy task. The statistics however shows that one of their eight Millennium Development Goals the United Nations specifically to "Promote Gender Equality and Empower Women" with their target being to "Eliminate gender disparity in primary, secondary and tertiary education, preferably by 2005, and in all levels of education no later than 2015." has been yet met.

Policies of Inclusion:

Inclusion is concerned with the identification and removal of barriers. Inclusion is about the presence, participation and achievement of all. Inclusion involves a particular emphasis on those groups who may be at risk of marginalization, exclusion or underachievement. This indicates the moral responsibility to ensure that those groups that are statistically most at risk are carefully monitored, and that, where necessary, steps are taken to ensure their presence, participation and achievement in the education system.

In Five Year Plans, high priority has been accorded to inclusion of women in educational system. During these Plans, great emphasis was laid on UEE (Universalisation of Elementary Education) and UPE (Universalisation of Primary Education). In order to achieve it, the government of India launched the District Primary Education Programme (DPEP) (Srivastava, 2005). Based on the Fourth Educational Survey, the Sixth Plan emphasized that achieving elementary education was a major problem not due to non-availability of schools but socio-economic reasons in rural areas. The Sixth Plan stated the programme of UEE (Universalisation of Elementary Education) would be specially directed towards high enrolment and retention of girls in schools. The Seventh Five Year Plan (1985-90), stressed on enrolment and retention of girls at the elementary stage specially belonging to rural areas, the Schedule Castes/Schedule Tribes and other weaker sections. The key issue which characterized the Seventh Plan was the economic independence of women and this was followed by the evolution of beneficiary oriented programmes for their development. The Eighth Five Year Plan (1992-97), tried to ensure that the benefits of development do not bypass women and it implemented special programmes for women to complement the general development programmes and to monitor the flow of benefits to women in education, health and employment. The Ninth Five Year Plan (1997-2002) and the Tenth Five Year Plan (2002-2007), took up empowering women as agents of socio-economic change and development as a major commitment. Education was considered to be most important factor leading to their empowerment (Das and Sagar, 2007).

TABLE 7
Teachers and Female/Male Ratio by Stage of Education and Sex (1974-75 to 2007-08)

	Primary						Middle						HS/HSC						General						Professional						Special							
	M		F		F/M ^y		T		M		F		F/M ^y		T		M		F		F/M ^y		T		M		F		F/M ^y		T		M		F		F/M ^y	
	T	M	F	F	F/M ^y	F/M ^y	T	M	F	F	F/M ^y	F/M ^y	T	M	F	F	F/M ^y	F/M ^y	T	M	F	F	F/M ^y	F/M ^y	T	M	F	F	F/M ^y	F/M ^y	T	M	F	F	F/M ^y	F/M ^y		
1974-75	81.83	51.23	3060	0.60	10262	7268	2994	0.41	12312	8540	3772	0.44	1108	840	268	0.32	618	515	103	0.20	78	70	8	0.11														
1980-81	10659	6482	4177	0.64	13228	8779	4449	0.51	14868	10010	4858	0.49	1139	831	308	0.37	747	618	129	0.21	96	55	41	0.75														
1985-86	11970	7072	4898	0.69	16286	10911	5375	0.49	16929	11392	5537	0.49	1211	871	340	0.39	822	671	151	0.23	76	68	8	0.12														
1990-91	16440	9835	6605	0.67	17999	11515	6484	0.56	21550	14928	6622	0.44	1254	884	370	0.42	889	694	195	0.28	83	72	11	0.15														
1995-96	22755	13803	8952	0.65	23872	14300	9572	0.67	24124	16580	7544	0.46	1097	739	358	0.48	NA	NA	NA	NA	NA	66	60	6	0.10													
2000-01	27532	16769	10763	0.64	30989	19659	11330	0.58	27206	17877	9329	0.52	1116	733	383	0.52	553*	376	177	0.47	NA	NA	NA	NA														
2005-06	37279	22133	15146	0.68	32483	18623	13860	0.74	29046	17664	11382	0.64	1226	786	440	0.56	NA	NA	NA	NA	NA	NA	NA	NA														
2007-08	36718	21082	15636	0.74	36573	21026	15547	0.74	30303	17667	12636	0.72	1321	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA														
(P)																																						

Note: T-Total, M-Male, F-Female, F/M-Female to Male, P: Provisional, *: Excludes Physical Education College, Medical and Agriculture College; Ratios are calculated by the authors
 Source: Digest of Statistics, 2007-08.

TABLE 8
Teachers and Student Ratio and Female/Male Ratio by Level of Education and Sex (1974-75 to 2007-08)

	Primary						Middle						HS/HSC						General						Professional						Special							
	M		F		F/M ^y		T		M		F		F/M ^y		T		M		F		F/M ^y		T		M		F		F/M ^y		T		M		F		F/M ^y	
	T	M	F	F	F/M ^y	F/M ^y	T	M	F	F	F/M ^y	F/M ^y	T	M	F	F	F/M ^y	F/M ^y	T	M	F	F	F/M ^y	F/M ^y	T	M	F	F	F/M ^y	F/M ^y	T	M	F	F	F/M ^y	F/M ^y		
1974-75	49.74	52.59	44.71	0.85	13.45	13.99	12.13	0.87	5.44	5.85	4.45	0.76	0.29	25.13	32.59	1.30	9.67	10.60	5	0.47	4	3	8.00	2.67														
1980-81	51.51	53.86	56.33	1.05	12.62	13.03	11.93	0.92	5.58	5.74	5.35	0.93	0.29	12.38	19.35	1.56	6.43	6.33	7	1.11	14	4	24.25	6.06														
1985-86	56.56	58.93	52.92	0.90	14.31	14.23	13.41	0.94	7.86	7.90	7.76	0.98	0.16	12.89	25.00	1.94	6.63	6.14	5	0.81	7	5	21.00	4.20														
1990-91	47.38	47.65	47.20	0.99	17.06	16.90	17.34	1.03	7.61	7.40	8.23	1.11	0.20	16.44	24.59	1.50	4.22	3.71	6.5	1.75	8	5	23.00	4.60														
1995-96	39.73	37.68	42.64	1.13	15.58	16.44	14.30	0.87	10.16	9.32	11.96	1.28	0.24	45.00	50.56	1.12	NA	NA	NA	NA	NA	NA	NA	NA														
2000-01	40.64	36.33	47.08	1.30	14.84	13.44	17.29	1.29	12.90	11.58	15.46	1.34	0.50	33.14	50.26	1.52	1.83	1.75	2.5	1.43	NA	NA	NA	NA														
2005-06	33.16	29.77	38.28	1.29	14.68	14.48	14.96	1.03	12.39	11.49	13.77	1.20	0.42	49.38	75.45	1.53	NA	NA	NA	NA	NA	NA	NA	NA														
2007-08	30.94	30.20	39.90	1.32	19.85	13.63	15.03	1.10	16.40	14.07	16.05	1.14	0.73	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA														
(P)																																						

Note: T-Total, M-Male, F-Female, F/M-Female to Male, P: Provisional; Ratios are calculated by the authors.
 Source: Digest of Statistics, 2007-08.

The 11th Plan (2007-2012) will focus on bridging gender disparities in educational access, focusing specifically on Schedule Caste, Schedule Tribe, Tribal and Muslim communities through allocation of greater resources and more context-specific programming, including a sub-plan on Muslim girls' education.

The developmental programmes for women in the state have been following the national planning guidelines. The introduction of planning in the State started to recognize the system of education and enrich its content so as to meet the needs of people particularly in the context of developing economy. The State government took certain specific measures for the inclusion of women in mainstream education and implemented several comprehensive plans in this context. The table 9 shows the total outlay and expenditure on education allocated in different plans in the state. With each successive plan, the plan outlay and expenditure on education increased (Rekhi, 1993).

Since the first Five Year Plan, provisions have been made with the major thrust on education of women. The total out lay incurred on education increased from Rs. 1274.15 lac to Rs. 216037 lacs in the first plan to Eleventh Plan respectively. Similarly the total expenditure on education increased from 48.86 Lacs to 36669.46 lacs in the first plan to Tenth Plan respectively. With the result the literacy level raised from 12.95 per cent in 1961 to 65.67 per cent in 2008. However, gender disparity in education still exists.

TABLE 9
Distribution of Outlay to Education in Various Plans

Plans	Total plan outlay (in Lacs)	Allocation to Education (in Lacs)	Actual Expenditure on Education	Total Outlay (%)	Actual Expenditure (%)
1 st	1274.15	66.06	48.86 Lacs	5.18	3.83
2 nd	5127	281.68	235.51 Lacs	5.49	4.49
3 rd	7514.84	612.75	557.64 Lacs	8.15	7.42
4 th	15740	794	827.11 Lacs	5.04	5.25
5 th	36340	2318	1694 Lacs	6.37	4.66
6 th	900*	4030	5052.55 Lacs	4.47	5.61
7 th	1400*	8262	141.57 Lacs	5.90	10.11
8 th	5200*	483.43*	-	9.29	-
9 th	1000000	100066.5	87781.57 Lacs	10.006	8.79
10 th	1450000	136612.8	36669.46 Lacs	9.42	2.53
11 th	2583400	216037	NA	8.36	NA

Note:* Figures in Crores.

Source: I, II, III, IV, V, VI, and VII Five Year Plans of the Commissioner Planning, Jammu and Kashmir, Srinagar and Draft Eighth Plan (1992-97) and Annual Plan 1992-93. Planning and Development Department, J&K Government. Digest of Statistics, 2008-09.

Governmental Policies/Programmes for Promoting Gender Equality in Education in Jammu and Kashmir:

State government realized that for bringing the holistic development of women, elimination of gender disparity in education is a prerequisite and therefore launched various schemes/programmes to improve the educational conditions of women. These include Sarva Shiksha Abhiyan (SSA), National Programme for Education of Girls at Elementary Level (NPEGEL) and Kasturba Gandhi Balika Vidyalaya (KGBV). In order to bridge the gender gap and remove or minimize the disparities in educational attainment, various policies and programmes that have been initiated by the central government for education of women and implemented in Jammu and Kashmir are given below:

Sarva Shiksha Abhiyan (SSA):

Sarva Shiksha Abhiyan (SSA) promotes girls education through equalization of educational opportunities and elimination gender disparities. The State of Jammu and Kashmir joined Sarva Shiksha Abhiyan a little late in 2003 owing to its circumstances particularly disturbance due to militancy and typical topography- (sparsely populated habitations). During 2006-07, 148 primary schools were upgraded to upper primary schools. There were 108560 out of school children, out of which 20702 children have been provided educational opportunity through Non-Residential Bridge Courses (NRBC). The gender gap appears to be closed as 804837 girls get enrolled against 930476 boys therefore constituting about 46.62 per cent of the total enrolment (J&K State Report, 2008).

National Programme for Education of Girls at Elementary Education (NPEGEL):

The National Programme for Education of Girls at Elementary Level (NPEGEL) is a focused intervention of Government of India, to reach the 'Hardest to Reach' girls, especially those not in school through the development of a 'model school' in every cluster with more intense community mobilization and supervision of girls enrolment in schools. The National Programme for Education of Girls at Elementary Level (NPEGEL) was sanctioned for the State of Jammu and Kashmir in 2003-04. National Programme for Education of Girls at Elementary Level had been initiated in 104 blocks in the 12 districts of Jammu and Kashmir. Table 10 depicts the numbers of model schools taken up in each district during the years 2004-05 and 2005-06 (Annual Works Plan and Budget 2007-08, SSA for Jammu and Kashmir).

The State has about 302 Model Cluster Schools (MCS) in operation. Further 261 Model Cluster Schools have also been sanctioned during 2007-08 which are yet to be operationalised (J&K State Report: 2008)

Kasturba Gandhi Balika Vidyalaya (KGBV):

The Kasturba Gandhi Balika Vidyalaya scheme was launched in July 2004 for setting up residential schools at upper primary level for girls belonging predominantly to the Schedule castes, Schedule Tribes, Other Backward Classes and minority communities. It was designed to encourage greater participation of girls in education at the upper primary level (Department of Elementary Education and Literacy, MoHRD, GoI).

The Project Approval Board of Sarva Shiksha Abhiyan Mission in its 64th meeting on 22nd February, 2005 approved the Kasturba Gandhi Balika Vidyalaya plan for 14 blocks of the state of Jammu and Kashmir All the blocks where the establishment of 13 KGBVs has being proposed have been genuinely declared as educationally backward blocks (EBBs) (Annual Works Plan and Budget 2007-08, SSA for Jammu and Kashmir). On 31 January, 2008, percentage of girls enrolled in these 13 operational KGBVs include 16.65 per cent of Schedule Caste, 10.63 per cent of Schedule Tribe, 2.30 per cent of Other Backward Class, 65.94 per cent of Muslims and 4.48 per cent of Below Poverty Line category

(http://ssa.nic.in/girlseducation/KGBV_enrolled_operational_15Jan08.pdf).

Besides these programmes, there are other centrally sponsored schemes such as Integrated Education of Disabled Children, Vocationalization of Education at 12th Level and Teacher Education etc. for over all development of education in the state.

Non-Governmental Policies/Programmes for Promoting Gender Equality in Education in Jammu and Kashmir:

The voluntary action in education is obviously a non-governmental, community and people based social initiative aimed to improve the condition of education of a group of people and thus reduce the inequality in education that is faced by them in the society (Siddiqui, 2004). There are very few NGOs/voluntary organizations and have not played significant role in the field of education. However, the private aided/un-aided schools are found in significant numbers. Some of the voluntary organizations working in the field of education in Jammu and Kashmir State are discussed below:

Jammu and Kashmir Children's Welfare Society:

This organization was set up in 1997 in order to provide free education, medical care and financial assistance to the poor children. At present, it has adopted 250 needy children including several orphans whom it gives free education to (ASHA: Kashmir NGOs appeal for support by Aravinda aid@vsnl.com).

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.

The Iqbal Memorial Trust:

The Trust has given loans to needy students, scholarships to poor and meritorious students and free books and uniform to deserving pupils (Muttalib, 1989).

Society for Human Welfare and Education:

This society was set up in 1941 and is one of the oldest social welfare organizations in Kashmir. Its primary objective is providing education to children from poorer families.

ammaati-Islami:

Jammaati-Islami organization was established in 1944. The organization is running about 30 schools in the state (Alvi, 1997).

The Vishwa Bharati Women's Welfare Institution:

The Vishwa Bharati Women's Welfare Institution was established in 1951 to promote measures for female education, social upliftment and social awakening. It runs a degree college for women and a Balwadi (Alvi, 1997). Besides these voluntary organizations, there are other non-governmental organizations working for the overall development of education in the state.

As a result of these interventions there has been a continuous rise in rate of literacy among women which can be ascertained on the basis of statistics available on women's education.

Conclusion:

From the above analysis, it can be concluded that there exists gender disparity in literacy in general and in rural and urban areas in particular. With almost half of the population being illiterate, low female enrolment in schools and high dropout rates, overcoming gender disparity in education seems to be a difficult task. In the present study, it has been found that at all the levels of education,

the gender disparity in number of institutions, enrolment, teachers and teachers-student ratio has not improved gradually because in some years F/M ratio has increased or decreased. The efforts made by the government through legislative, constitutional and legal measures have not totally succeeded in fulfilling the cherished expectations and aspirations of women in the state because there is shortages of teachers, infrastructural gaps and several habitations continue to lack schools altogether. There is need for the recruitment of qualified female teachers, good physical infrastructure of institution of learning, low cost schooling and reasonable teacher student ratio. Therefore, the planners, administrators and implementers involved in literacy programmes must pay greater attention to guide the process of bridging the gender inequalities in education because a well educated population is an important asset and critical for economic growth and development of the State.

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