

Females Enrollment and Employment in Schools: A Study of Jammu Division

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Abstract- Education is an essential base of good life. Education develops personality of an individual in all fields and aspects making him intelligent, learned, bold, and courageous and possessing strong good character.

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. According to 2011 census, women constitute about 47.09% of total population of Jammu Division. In 2001 female literacy rate was 51.14 percent as against 74.22 percent among males. Whereas, literacy rate of females rose to 56.86% in 2011. However, by 2010-11, the situation had considerably improved with girl's enrollment reaching 46.15 percent at primary stage, 45.42 percent at middle stage and 44.14 percent in secondary stage.

Index Terms- Education, Socio- Economic, Intellectual, Development, Nation, Literacy, Enrolment.

I. INTRODUCTION

Education plays catalytic 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." 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." On the other hand, education also makes the women strong, empowered, creates self-reliance and brings determination in life. It has a central role in the struggle to achieve women's equality and empowerment both in the family as well as in the community. Lack of education, information and low level of literacy aggravate the situation of deprivation in all sectors of life.

II. WOMEN EDUCATION IN INDIA

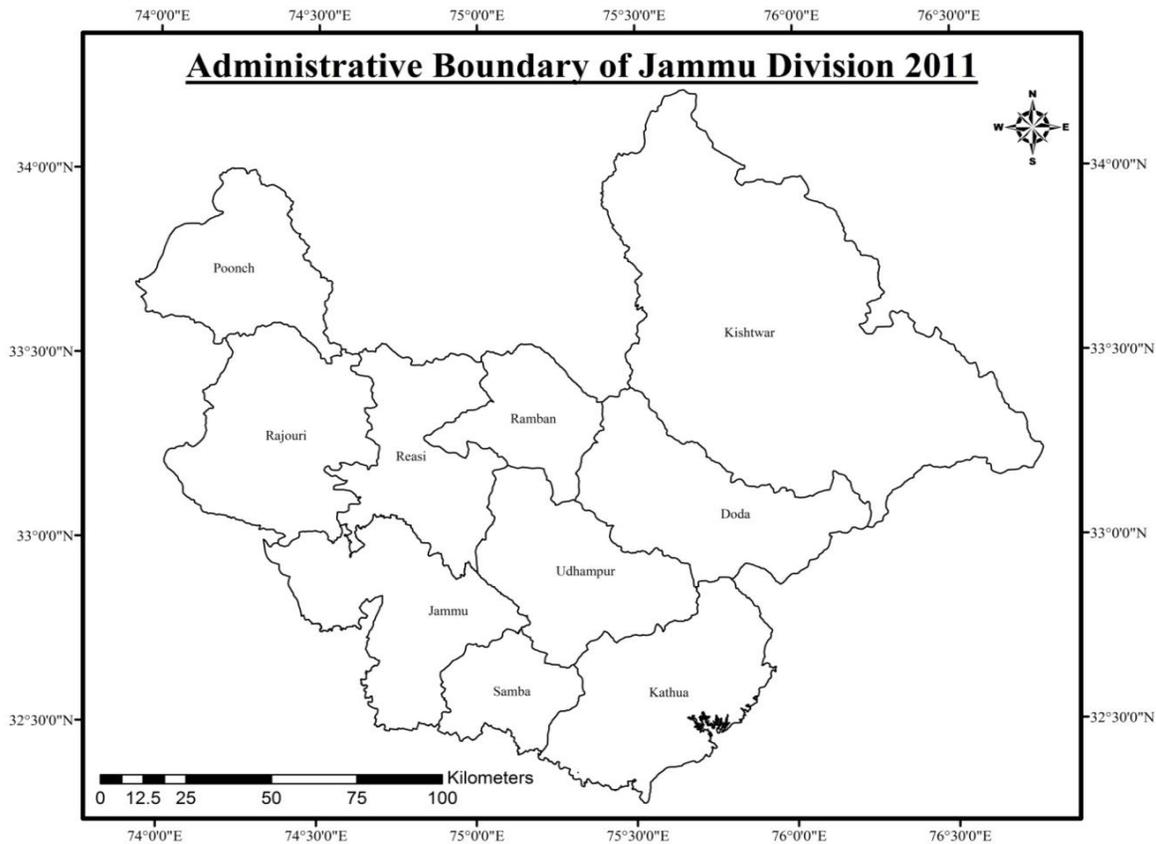
The status of women in the Indian society has been a complicated one. It passed through fluctuations over the ages. While it was high during the Vedic Period, it slumped in the post Vedic Period. Again, in the modern period it rose. The constitution of independent India guaranteed equal rights for women not only in legal, social, political spheres but educationally also. Education panel of the Planning Commission at its meeting held in July 1957, reviewed that, "suitable committee should be appointed to go into various aspects of the question relating to the nature of education for girls at the elementary, secondary and adult stages and to examine whether the present system was helping them to lead a happy and more useful life". The Government of India in the Ministry of Education accordingly set up the National Committee of Women Education. The resolution on the National Policy of Education stresses the importance of women education in these words, "the education of girls should receive emphasis not only on grounds of social justice but also because it accelerates social transformation". Education of women is directly dependent and closely related to the social status of them. Education of women is essential for happy and healthy homes, improvement of society, economic prosperity and national solidarity. Education of women is more important than of men, if new generation is to be made cultured and educated, if social transformation is to be brought rapidly, and if moral character of the children is to be built during the most impressionable years of their lives.

III. STUDY AREA

Jammu Division forms parts of the transition between Himalayas range in the north and dusty plains of Punjab in the South. The Jammu Division stretches between 32°-17'N to 34°-12' North Latitude and 73°-58'E to 76°-47' East Longitude. Study area is a part of beautiful state of Jammu and Kashmir. Jammu Division constitutes the southernmost unit of the state of Jammu and Kashmir. The state occupies the total geographical area of 2, 22, 870 Sq km, but on 1st January 1948, with the declaration of the ceasefire 83808 sq km area stayed under the illegal occupation of Pakistan. In case of altitude, the region extends from 300 meters above the mean sea level in the outer plains, to over 5000 meters in middle Himalayas. Administratively Jammu Division is divided into ten districts viz. Jammu, Kathua, Udhampur, Doda, Rajouri, Poonch, Samba, Reasi, Kishtwar, and Ramban. There is luxurious growth of vegetation all over the "outer hills" and the "middle mountains" area which is mostly of tropical variety. On the whole Jammu

Division present an intricate mosaic of mountain ranges and hills characterized with river terraces, valleys and gorges.

Study Area



Source: Jammu and Kashmir, Census of India, 2011.

IV. OBJECTIVES

The following are the specific objectives of the paper:

- To study the gap between the literacy rates of males and females in Jammu Division.
- To estimate the growth of enrollment of girls vis-à-vis boys in primary, middle and secondary education in Jammu Division.
- To examine the increase in the number of women teachers employed in primary, middle and secondary schools.

V. DATA BASE

The present study is mainly based on secondary data. Secondary data has been collected from the published record of various departments and other sources. Secondary data related to the enrollment of students by sex in primary, middle and secondary stage and the number of teachers by sex working in primary, middle and secondary schools in Jammu Division are obtained from the Directorate of Economics and Statistical Department, Government of Jammu and Kashmir. The district-wise literacy data are taken from the census publication.

VI. PROGRESS OF FEMALE LITERACY RATE

According to 2011 census, women constitute about 47.09% of total population of Jammu Division. In the field of education these disparities between males and females are still larger. Table (1) shows the gap between the literacy rate of males and females. In 2001 female literacy rate was 51.14 percent as against 74.22 percent among males. The disparity index (ratio of male literacy rate to female literacy rate) in 2001 was 1.45. The literacy rate of females rose to 56.86 percent; on the other hand rate for males increased to 79.42 percent. In 2011, the disparity index is 1.39.

Table (1): Gender Wise Literacy Rates in Jammu Division

S.No.	Year	Male literacy rate	Female literacy rate	Disparity Index
1	2001	74.22	51.14	1.45
2	2011	79.42	56.86	1.39

Source: Jammu and Kashmir, Census of India, 2011.

Table (2): District Wise Literacy Rate in Jammu Division

Districts	Year					
	2001			2011		
	Male Literacy Rate	Female Literacy Rate	Disparity Index	Male Literacy Rate	Female Literacy Rate	Disparity Index
Jammu	84.79	69.26	1.22	89.77	77.41	1.15
Samba	82.65	64.50	1.28	89.76	74.39	1.20
Kathua	75.02	53.55	1.40	81.40	64.58	1.26
Udhampur	71.21	45.08	1.57	79.93	58.22	1.37
Reasi	49.86	35.57	1.40	69.93	47.55	1.47
Ramban	59.51	24.21	2.45	71.97	40.04	1.79
Kishtwar	57.17	27.74	2.06	71.75	44.13	1.62
Doda	70.60	34.69	2.03	80.36	50.34	1.59
Rajouri	69.76	44.51	1.56	78.38	57.20	1.37
Poonch	65.04	35.96	1.80	81.04	54.80	1.47

Source: Jammu and Kashmir, Census of India, 2011.

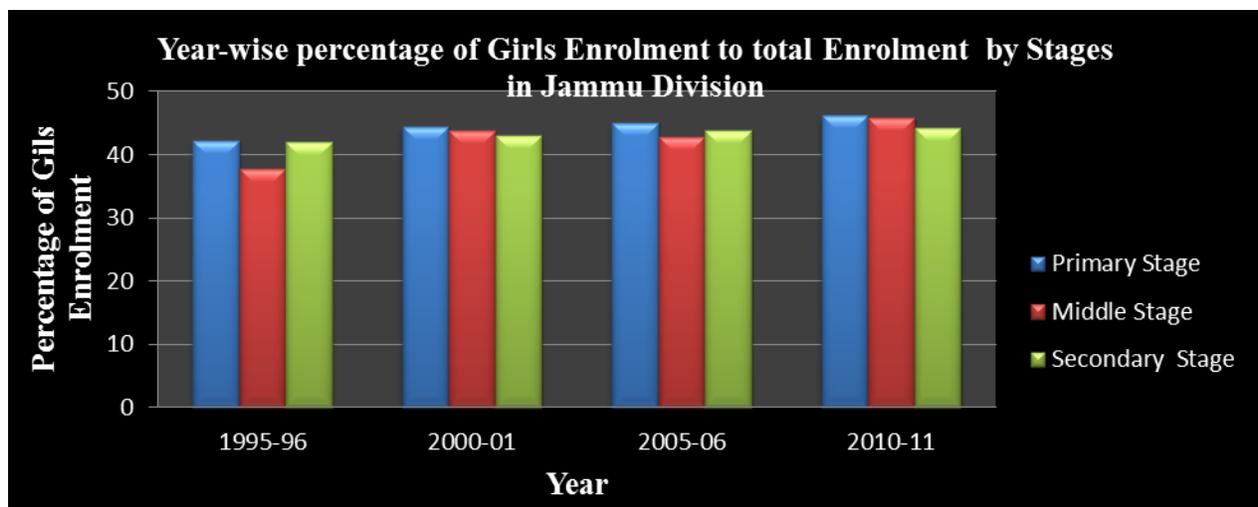
Table (2) shows district wise literacy rate in Jammu Division. This table clearly shows that the literacy rate among females has increased at a faster rate than among males. In 2001, the disparity index of Jammu district was lowest i.e. 1.22 among all the districts of Jammu Division, on the other hand, highest disparity index was in Ramban district. By 2011, the situation

had considerably improved. In 2011, again Jammu district had lowest disparity index i.e. 1.15 and again Ramban district had highest disparity index i.e. 1.79 respectively. This table clearly shows the decreasing trend of disparity index among all the districts of Jammu Division from 2001 to 2011.

Table (3): Year-Wise percentage of Girls Enrolment to Total Enrolment by Stages in Jammu Division

S.No.	Year	Primary Stage (I - V)	Middle Stage (VI - VIII)	Secondary Stage (IX - XII)
1	1995-96	42.24	37.80	41.96
2	2000-01	44.40	43.77	43.02
3	2005-06	45.11	42.91	43.85
4	2010-11	46.15	45.42	44.14

Source: Regional Digest of Statistics 2010-2011(Jammu Division)



Source: Prepared on the basis of above table.

Table (3) shows the progress of girl’s enrollment in Primary, middle and secondary stages. In 1995-96, the enrollment of girls was 42.24 percent at Primary stage, 37.80 percent at middle stage and 41.96 percent at secondary stage. By 2010-11, the situation had considerably improved with girl’s enrollment reaching 46.15 percent at primary stage, 45.42 percent at middle stage and 44.14 percent in secondary stage. This table clearly shows that the enrollment of girls has increased at a faster rate than that of boys at primary, middle and also secondary stage.

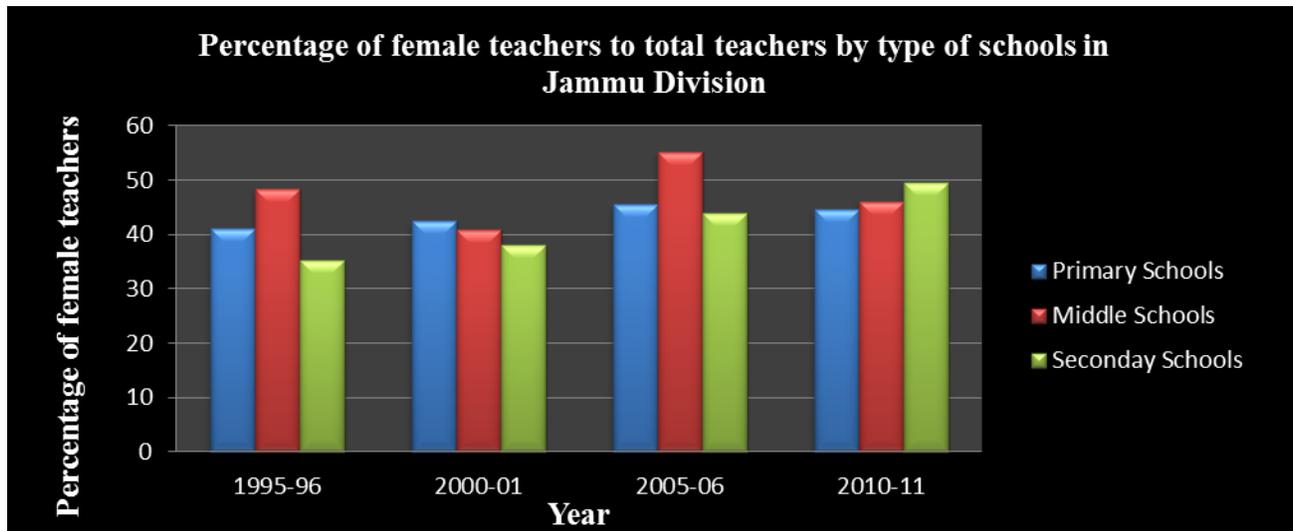
Progress of Female Teachers in Different Stages of School Education in Jammu Division

Table (4) shows the percentage of female teachers to total teachers in primary, middle and secondary schools. The female teachers constitute only 41.03 percent in primary schools, 48.31 percent in middle schools and 35.23 percent in secondary schools in 1995-96. By 2005-06, these figures rose to 45.43 percent in primary schools, 55.18 percent in middle schools and 43.46 percent in secondary schools. This increase in number of female teachers is a healthy sign towards gender equality.

Table (4): Percentage of Female Teachers to Total Teachers by Type of Schools in Jammu Division

S.No.	Year	Type of Schools		
		Primary Schools	Middle Schools	Secondary Schools
1	1995-96	41.03	48.31	35.23
2	2000-01	42.53	40.75	37.95
3	2005-06	45.43	55.18	43.46
4	2010-11	44.58	46.09	49.39

Source: Regional Digest of Statistics 2010-2011(Jammu Division)

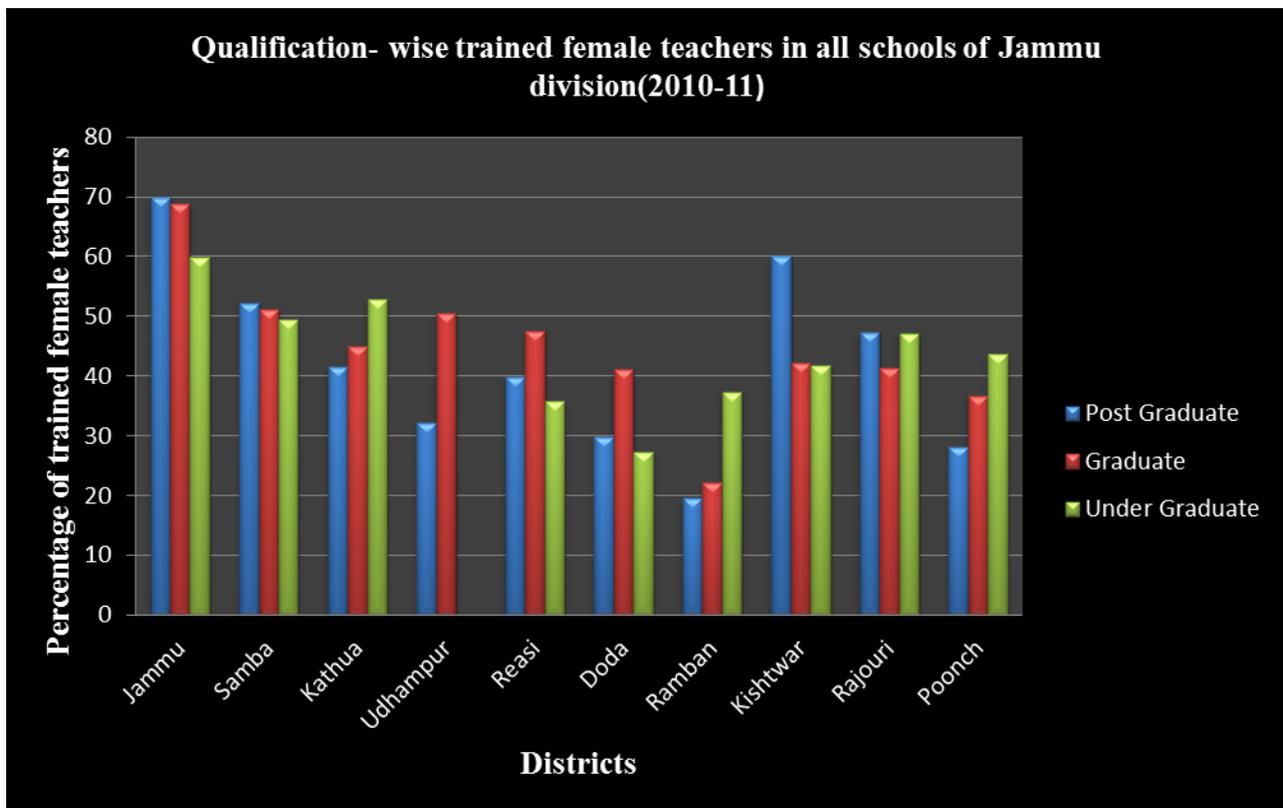


Source: Prepared on the basis of above table.

Table (5): Percentage of Qualification Wise number of Trained Female Teachers to Total Teachers in all Schools of Jammu Division

Districts	Post Graduate	Graduate	Under Graduate	Total
Jammu	70	68.8	59.77	68.67
Samba	52.2	51.14	49.41	50.56
Kathua	41.62	44.84	52.80	46.76
Udhampur	32.25	50.55	Not available	49.19
Reasi	39.93	47.51	35.68	39.08
Doda	29.76	41.08	27.29	34.69
Ramban	19.5	22.05	37.34	26.92
Kishtwar	60	42.08	41.79	45.3
Rajouri	47.2	41.32	47.10	44.81
Poonch	28.16	36.63	43.61	35.53
Total	45.60	50.51	44.60	47.69

Source: Regional Digest of Statistics 2010-2011(Jammu Division)



Source: Prepared on the basis of above table.

Table (5) shows the percentage of qualification wise number of trained female teachers to total teachers in all schools of Jammu Division (2010-2011). This table clearly shows that number of trained female teachers to total teachers is maximum in Jammu District i.e. 68.67% followed by Samba (50.56%), Udhampur(49.19%), Kathua(46.76%),Kishtwar(45.33%), Rajouri(44.81%), Reasi(39.08%), whereas Ramban district has

lowest number of Trained Female teachers i.e. 26.92%. This table also clearly indicates that 45.60% of trained female teachers in Jammu Division are Post Graduate, 50.51% are Graduate and 44.60% are Under Graduate.

VII. PROBLEMS OF GIRL'S EDUCATION

There are certain factors, which hamper the progress of girl's education at the school level. Some of these are given below:

- The foremost problem is a social one. Though a large proportion of parents have accepted the need for education of their daughters yet, the subordinate status of a daughter in comparison to a son in the family leads to the disparity in education of boys and girls. The discriminatory attitude stems from the fact that in Indian families, girls are expected to assume responsibility for house work at a relatively early age. Ordinarily, a girl is expected to help her mother in the household chores as well as looking after the younger siblings.
- Illiteracy among mothers is another problem. Jawaharlal Nehru had once said that when we educate a boy we educate a boy we educate a single individual, but when we educate a girl we educate a family.
- The economic dependence of women on men (husbands or fathers) is a great barrier threatening their self respect. This dominance of male members of the family over female members can also be explained in terms of economic dependence. Attempts have to be made to educate girls in such a way that they become economically independent. This will lead to an overall improvement of their quality of life.
- Child marriage is another problem. Even as child marriage remains a legal offence, it continues to be prevalent in the study area. This is a great problem affecting the education of girls adversely.

VIII. FOCUS ON EDUCATION OF WOMEN IN 11TH FIVE YEAR PLAN

The main goal of the 11th five year plan is to achieve universal primary education at primary level and empower women by eliminating gender disparity at all levels of education. The government of India and the state government in this Endeavour have focused on women's education in the development plan over the years. Some of the ongoing initiatives in the state which shall spill over to 12th five year plan are:

- Sarva Shiksha Abhiyan (SSA), a flagship programme, is being implemented in the state for improvement in Gross Enrolment ratio apart from UEE and Universal retention.
- National Programme for education of girls at elementary level (NPEGEL) aimed at to enhance education of girls by providing need based incentives like stationary, books, uniforms etc to the girl student. 287 girl's middle schools have been developed under NPEGEL in the state.
- Kishori Shakti Yojna (KSY) 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.
- Pre-metric scholarship by state government is provided to girls to enhance their level of literacy

and to reduce burden on the parents for sustained education.

IX. BROAD SOCIAL BENEFITS OF EDUCATING GIRLS

The broad social benefits of educating girls include the following:

- Children of more educated mothers tend to be better nourished and suffer less from illness. A young woman's lack of schooling has a profound effect on the lives of her children. In Indonesia, the children of women with no formal schooling are almost three times more likely to die than those born to women with secondary education.
- Children and particularly daughters of more educated mothers are more educated mothers are more likely to educate themselves and become literate. That women might have the chance of a healthier and happier life should be the reason enough for promoting a girl's education. An educated woman has the skills, information and self confidence that she needs to become a better parent and citizen.
- The more years of education women have, the fewer children they tend to have. Cross country studies show that an extra year of schooling for girls reduces fertility rates by 5 to 10 percentage. And the children of an educated mother are more likely to survive. In India, for example, the infant mortality rate of babies whose mothers have received primary education is half of children whose mothers are illiterate.
- Educated women are less likely to die in child-birth as educated mother acquires the knowledge about the importance of planning pregnancies
- Girl's education is the assured route of women's economic empowerment, thus freeing her from dependence on her husband, father and brother. Earning money elevates a women's self esteem and her standing in her home and community. It can also propel a woman out of destructive relationship or encourage her to change its terms.

X. CONCLUSION

Education is the most crucial input for empowering women with skills and knowledge and giving them access to productive employment in future besides raising the literacy level of the women. Considering this, a lot has been done for spread of education in Jammu Division and considerable educational facilities have been provided even in remote, hilly and backward areas of the division during the past six decades of plan development. Jammu and Kashmir is the only state where education is free up to the university level. Unique features of the educational programmes since independence are that free education has been brought within the reach of even the poorest sections of the population. Besides, there are other incentives like free noon meals, free books, free uniforms, scholarships etc. However, as time passed by, females made rapid progress especially in school education. The gap between males and

females in literacy rate is getting reduced, the growth rate of enrollment of girls is also increasing, the gender disparity index is fast decreasing and more importantly, more and more females are taking to teaching in schools. These are favorable trends and need to be nurtured. Last, but not the least, there is need for the recruitment of qualified female teachers as that can be looked upon a source of inspiration for the females to get inclined towards education.

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