

## Female Education Ratio in the Age Group of 6-14 Years in Educational Zones of Ganderbal, J&K, India

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**Abstract:** The present study entitled “Female Education Ratio in the Age Group of 6-14 Years in Educational Zones of Ganderbal” was conducted to study total enrolment and Dropout rate of boys and girls studying in the sample schools of the above mentioned educational zones. The investigator developed self-constructed information blanks, Information schedules and used Self-observation and Door to Door School survey techniques to get accurate results from different degree colleges of Srinagar. The investigator for the present piece of research followed the exact procedure as advocated by most of the imminent researchers in the field of education and psychology. For this purpose the data received from the different Schools was analysed statistically using percentage statistics. All the calculated values shown at appropriate section were analysed later and placed in a tabulated form. The study revealed that the Dropout rate is more among female students than male students.

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**Key Words:** Dropouts, Detention, Retention, Dropout Rates.

### 1. Introduction

J&K state that has its own distinct & peculiar cultural ethos. The state has a predominant place as it shares the international boundary with Pakistan & China. It comprises three main regions, Kashmir, Ladakh & Jammu. However for administrative purpose the state is divided into two main divisions, Kashmir with eight districts (including two district of Ladakh regions) & Jammu with six districts. Srinagar is the summer capital & Jammu is the winter capital of the state. The slow growth of the state of J & K can be attributed to various factors. The climate of armed militancy in Kashmir during the past decades has been a major factor. Low production in agriculture & allied sectors has impeded employment & income generation. Poor industrial infrastructure along with poor investment climate has left the industrial sector in its infant stage. Lack of good government & sound fiscal management has also be responsible for the poor economic growth of the state. That is why J&K state remains backward than other states in educational field. As per 2001 census the literacy rate in J&K state among the population age of seven years & above is 54% compared with 65% for all India. The male literacy is 66% & the female rate is 42% in 2001 census. These are still lower than the all India rate of 76% for males & 54% for Females. The military presence and consequential insurgency is a major factor in the lack of economic development in Kashmir (Habibullah, 2008). The lack of economic Development in Kashmir has a direct effect on employment opportunities for Kashmiri students when they finish school. Without a solid economy, the job

market cannot make equate support the influx of educated and qualified individuals with relevant jobs. Kashmir's average per capita income is more than 100 times less than the United States, at about \$324 a year (US Department of Commerce, 2007; India Economic Survey, 2007). The loss of profits from trade and tourism due to the insurgency severely affected economic development in Kashmir. The two issues of economic and educational underdevelopment in Kashmir are interrelated, and must be addressed concurrently in order for real progress to transpire. The violence causes the people of JK to disregard progress or development, and focus on the politics of the region. In 200, human rights groups and local NGOs put the total figure of lives lost due to the insurgency at more than 84,000, although most agree to 70,000 (Pal, 2006). Many of the lost lives have been male heads of household, who leave their family for the Kashmiri cause only to die on the battlefield. These men leave behind families, who, after the father's death, are led by illiterate mothers who cannot provide for their families (Schofield, 1997). This Phenomenon is creating towns of widows and their families like Dardpora (“town of pain”). The number of orphans caused by the conflict is estimated to be around 100,000 (Mc Givering, 2000). For the countless widows of the conflict, education of their child is their top priority; irrespective of their economic status they want to provide quality education to their children (Zahoor, 2008). Yet, in order to support their household, children /students must leave school /college early to work, causing 85% of JK students to drop out after secondary / higher

secondary institutions (Parvaiz, 2007). The other factors responsible for the educational backwardness of the (J &K) state is poor female literacy rate, poor family literacy via, Gender based discrimination & economic exploitation, Occupation of girl child in domestic chores, low retention rate & high dropout rate. College life is as important as school life. College life conjures up images of a new & exciting life. It represents the dawn of a new age where adolescents come out of the protected confines of school life into a world of new responsibilities opportunities' & challenges as young adult who have to prepared to face the world. The school & subsequently college environment have a profound effect on the young & are a major factor in their socialization in this regard. They are one of the strongest institution in the life of the young adults & thus have an unprecedented opportunity to improve their lives by providing a nurturing & safe environment for enhancing their mental health status. Dropout students are defined as those who leave the specific level in the educational system without obtaining a first qualification.

## 2. Importance of Study

The importance of this study is to find out the literacy rate at the ground level & the main reason responsible for the dropout of boys & girls at college level in district Srinagar. Due to this study it is to be found whether the J & K state especially district Srinagar educationally backward or at what stage is the percentage of dropouts in the district Srinagar. So that the present study will give suggestions for increasing the literacy rate as well as to decrease the dropout rate at the higher education level. According to the national educational scenario, J&K is subsumed as educationally backward with reference to the established indices namely, literacy rate, teacher - pupil ratio, drop-out rate and the absorption pattern of the educated persons. The Government from time to time has taken various initiatives, in the form of Centre/State - supported schemes, especially for Backward/underprivileged sections of the society to boost education in the State with the help of the surveys. Broadly speaking, this sector has the following commitments on the part of the State is to:

- Eradicate illiteracy
- Work for overall educational development of the State
- Implement various educational policies, programmes and schemes
- Administer and monitor schools/colleges.
- Provide teachers' training
- Work for behavioral modifications.

It was only possible due to the surveys, during the post -independence period that the government

launched a campaign of Building up a network of educational institutions. At the time of independence, only 7% of the population was literate. The need for universal education for all children in the age group of 6-14 years recognized as crucial input for nation - building, was given due Consideration in successive five - year plans. The educational backwardness of the State was more or less before independence. Appreciating the urgent need of providing greater facilities for education, the State Government decided as early as in 1930 to introduce a scheme of compulsory education for boys up to the primary standard. Accordingly a law entitled "The Primary Education Act (Act 3 of 1986 was enacted and was made Applicable to only few districts but was not implemented. The very low percentage of literacy in the State (j & k) is a legacy of the past and the cumulative effect of several factors i.e., the dearth of educational institutions, the economic backwardness of the people to finance the cost of educating their children and, above all, the preaching's of religious leaders. Literacy is an effective instrument for social and economic development and national integration. It is defined in census (2001) operations as the ability to read and write with understanding in any language. In modern context, the word refers to reading and writing at a level adequate for communication or at level that lets one understand and communicate ideas in a literate society, so as to take part in that society. The United Nations Educational, Scientific and Cultural Organization (UNESCO) defined literacy as 'the ability to identify, understand, interpret, create, communicate and compute, using printed and written materials associated with varying contexts. As per 2001 Census, our State ranks 33rd in literacy among the state s of India just above Bihar and Jharkhand.

## 3. Statement of the Problem

The problem for the present investigation is given as under:

***"Female Education Ratio in the Age Group of 6-14 Years in Educational Zones of Ganderbal, J&K, India"***

## 4. Objectives

The following objectives have been formulated for the present Investigation:

1. To Study the number of children enrolled at Primary Level in educational zones of Ganderbal.
2. To Study the number of Children who have passed the middle school level.
3. To Study the causes of dropout at the primary level in these educational zones.

### 5. Analysis And Interpretation Of Data

In order to achieve the objectives formulated for the present study, the data collected was statistically analyzed by employing Percentage statistics. The

statistic analysis findings of this technique have been presented in a tabular form as per the following arrangements.

**Table-1: Total No. of Middle of Schools and Percentage of the Female Students Enrolled:**

Total No. of Schools	Total No. of Students	Total No. of Male Students	Total No. of Female Students
45	1534	826	708
Percentage		53.84 %	46.15 %

It is clearly evident from the above table that the total numbers of Middle schools working in the Educational Zone Ganderbal are 45. The total number of students enrolled in these schools is 1534. The total

numbers of female children enrolled are 708 and comprise 46.15 % of total enrolment in these Middle schools.

**Table-2: Total No. Govt. Middle Schools and Percentage of the Female Students Enrolled:**

Total No. of Govt, Schools	Total No. of Students	Total No. of Male Students	Total No. of Female Students
32	1051	548	503
Percentage		52.14 %	47.85 %

It is clearly evident from the above table that the total numbers of Govt. Middle schools working in the Educational Zone Ganderbal are 45. The total numbers of students enrolled in these schools are 1051. The total

numbers of female children enrolled are 503 and comprise 47.85 % of total enrolment in these Govt. Middle schools.

**Table-3: Total No. Private Middle Schools and Percentage of Female Students Enrolled:**

Total No. of Private Schools	Total No. of Students	Total No. of Male Students	Total No. of Female Students
13	483	278	205
Percentage		57.55 %	42.44 %

It is clearly evident from the above table that the total numbers of Private Middle schools working in the Educational Zone Ganderbal are 13. The total numbers of students enrolled in these schools are 483. The total numbers of female children enrolled are 205 and

comprise 42.44 % of total enrolment in these Govt. Middle schools.

It is pertinent to mention here that there is low education ratio of female students in Private Middle Schools to that of Govt. Middle Schools in Educational Zone Ganderbal.

**Table-4: Total No. Govt. Girls Middle Schools and Percentage of Girls Students Enrolled:**

Total No. of Govt Girls Middle Schools	Total No. of Students	Total No. of Male Students	Total No. of Female Students
09	270	110	160
Percentage		40.74 %	59.25 %

It is clearly evident from the above table that the total numbers of Govt. Girls Middle schools working in the Educational Zone Ganderbal are 09. The total numbers of Students enrolled in these schools are 270.

The total numbers of female children enrolled are 160 and comprise 59.25 % of total enrolment in these Govt. Girls Middle schools.

**Table-5: Showing the Enrolment of Various Govt. and Private Middle Schools.**

S.No	Name of the School	Total Students	No. of Male Students	No. of Female Students
1.	BMS Bobsipora	14	08	06
2.	GMS Malpora	11	08	03
3.	BMS Mirpora	20	16	04
4.	New Light Public School Gotlibagh	35	31	04
5.	BMS Baderkund	39	26	13
6.	GMS Chundina	42	18	24
7.	Dastgeeri Public School Chundina	40	23	17
8.	Islamia Hanfia Model School DangarPora	21	12	09
9.	BMS Darend	27	12	15
10.	BMS Gadoora	48	28	20
11.	GMS Gotlibagh	78	44	34
12.	GMS Baba Wayil	20	08	12
13.	MS Wayil Woodar	50	30	20
14.	GMS Wayil	25	13	12
15.	GNS Chanhar	24	08	16
16.	S.A Model School Wayil	59	35	24
17.	Reyan Public School Wayil	95	48	47
18.	GMS Gunderahman	17	04	13
19.	BMS Hakimgund	28	16	12
20.	BMS Harran	85	45	40
21.	MS Sindhbal	48	22	26
22.	Baba Aadullah Sindhbal	43	29	14
23.	Baba Shakuridin Kujjar	37	17	20
24.	GMS Nunar	31	01	30
25.	Kindergarten Public School Nuner	18	09	09
26.	Bukhari Model School Shallabugh	47	23	24
27.	BMS Serch Chowdhary Bagh	35	12	23
28.	MS Hardumerdbagh	21	07	14
29.	Rehamnaya English Medium Public School	18	10	08
30.	BMS Urpash	18	18	-
31.	BMS Chapergund	13	08	05
32.	MS Shahjinag	15	08	07
33.	BMS Saloora	18	10	08
34.	GMS Ganderbal	22	06	16
35.	BMS Gangerhama	40	19	21
36.	BMS Fatehpora	33	19	14
37.	BMS Duderhama	47	27	20
38.	New Moonland Public School Dhobipora	28	19	09
39.	BMS Beehama	16	05	11
40.	Waheed Memorial Beehama	36	20	16
41.	BMS Pandach	23	17	06
42.	Khushhall Valley Educational Trust	06	02	04
43.	BMS Warpoh	08	07	01
44.	BMS Bakura	64	43	21
45.	MS Gratbal Khulmulla	71	35	36
S.No	Name of the School	Total Students	No. of Male Students	No. of Female Students
<b>Total</b>		<b>1534</b>	<b>826</b>	<b>708</b>

## 6. Suggestions

The following suggestions are recommended by the investigator:

1. The Schools should be made convenient and acceptable for girls. This can be done in a number of ways like exempting girls from paying fees, period of free education may be made longer than boys, staffing of primary schools with fairly elder and mature women teachers can also increase the holding power of schools.
2. A Nursery or Pre-Primary should be attached to every Girls school where the pupils are allowed to bring their younger brothers and sisters during school hours, etc. As many girls are not sent to schools, not because of social stigma, but because they are required at home to look after younger brothers and sisters and shoulder the household work.
3. Special incentives like additional commensurate with hardship of rural areas should be given to women teachers.
4. Accommodation for lady teachers should be provided near the schools.
5. A social climate needs to be created among the village community to enroll all girls of school going age.
6. Central and State Governments should join hands and seek cooperation of all voluntary organizations to spread education for girls every nook and corner of the country.
7. Voluntary agencies can further play an important role in creating the right kind of public opinion in favor of women education.
8. Increase student's engagement via meaningful curriculum and effective instructions.
9. Various incentives like scholarships, free uniform, free books should be provided to needy and desirable students.
10. Training should be given to teachers so that they will be able to motivate the students to continue studies.
11. More Middle Schools should be established for more beneficiaries.
12. Programmes and practices like early intervention of out of school enhancement services should be established.
13. Research support (Extension, Guidance, Development of materials, Teaching Aids and Evaluation tools) should be used.
14. More Girls Middle schools should be established in far off places.

15. Private run schools need to work for increasing the female children enrolment.

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