

# Role of Governmental and Non-Governmental Policies for Promoting Female Education in Jammu and Kashmir

**Ruhee Rashid**

Department of Education, OPJS University, Churu, Rajasthan, India

**Email address:**

ruheerashid760@gmail.com

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**Abstract:** The purpose of this study is to discuss the role of governmental and non-governmental policies for promoting female education in Jammu and Kashmir. These policies includes Sarva Shiksha Abhiyan (SSA), National Programme for Education of Girls at Elementary Level (NPEGEL) and Kasturba Gandhi Balika Vidyalaya (KGBV), Jammu and Kashmir Children's Welfare Society, Nusrat-ul-Islam Society, The Iqbal Memorial Trust, Society for Human Welfare and Education, Jammaati-Islami, Jammu and Kashmir Yateem Trust, The Vishwa Bharati Women's Welfare Institution have been discussed.

**Keywords:** Female, Education, Government and Non-Governmental Policies

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## 1. Introduction

Jammu and Kashmir state government understand that for bringing the all round improvement of women, removal of gender gap in education is a precondition and so initiated different programs and schemes to improve the educational circumstances of women.

For the implementation of this precondition, legal and socio-economic events were accepted.

High priority has been given to the women education in Five Year Plans. In these Plans better influence was laid on Universalisation of Elementary Education (UEE). [1].

The government of India started the District Primary Education Programme (DPEP) depend upon the Sixth Plan ( Fourth Educational Survey) highlights that attainment of elementary education was not a main difficulty due to non-openness of schools but socio-economic reason in rural area. The main purpose of Sixth Plan defines the Universalisation of Elementary Education (UEE) program would be especially towards the high retention and enrolment of girls in institutions. The Central Government District Primary Education Programme (DPEP) has reduced gender gaps to less than 5 percent and dropout rates to less than 10 percent.

Fifth five year plan (1974-78) onwards the women's issue had been move from welfare to development. The authority of women has been accepted as the central problem for determining the status of women education. The Seventh

Five Year Plan (1985-1990), stressed on retention and enrollment of girls at the elementary stage particularly in rural areas, Scheduled Tribe, the Scheduled Casts and Other Backward Classes. The Eighth Five Year plan (1992-1997), make sure that the benefits of improvement of women education do not by pass and it is concerned that a particular programs for females to praise the general improvement programs and to check the flow of benefits to females in health, employment and education. Both Ninth Five Year Plan (1997-2002) and Tenth Five Year Plan (2002-2007), authorize female as cause of development and Socio-economics change as a most important promise. Education was measured to be the very important factor leading to their empowerment [2]. The Eleventh Five Year Plan (2007-2012) stressed on bridging on gender difference in educational admission focusing particularly on Muslim Communities, Tribal, Scheduled Caste and Scheduled Tribe through portion of better possessions and more perspective- detailed programming, with a subordinate plan concerned with Muslim girl's education. The state government has implemented several comprehensive schemes and policies to improve the female education. These include Sarva Shiksha Abhiyan (SSA), National Programme for Education of Girls at Elementary Level (NPEGEL) and Kasturba Gandhi Balika Vidyalaya (KGBV).

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After sixth plan the Seventh Plan (1985-90), was to increase the retention and enrolment of girls at the elementary level particularly belonging to the Schedule Tribes, Schedule Castes, rural areas and other weaker sections. In Seventh Plan the main issue which distinguishes the economic freedom of women and beneficiary programmers' for their improvement. The Eighth Five Year Plan (1992-97), pressed to implement the special programs for women in employment, education and health. The Ninth Five Year Plan (1997-2002) and the Tenth Five Year Plan (2002-2007), authorize the women as agents of development and socio-economic alteration as a main commitment. The most important factor for empowerment of women is education. The 11th Plan (2007-2012) will focus specially on Schedule Tribe, Schedule Caste, Muslim and Tribal people through the part of bigger resources and sub-plan for the education of Muslim girls. Different programs and policies have also been approved by the central government for women education.

Kasturba Gandhi Balika Vidyalaya (KGBV) is a scheme launched in July 2004, for setting up residential schools at upper primary level for girls belonging predominantly to the SC, ST, OBC and minority communities. The scheme is being implemented in educationally backward blocks of the country where the female rural literacy is below the national average and gender gap in literacy is above the national average. The scheme provides for a minimum reservation of 75% of the seats for girls belonging to SC, ST, OBC or minority communities and priority for the remaining 25%, is accorded to girls from families below poverty line. The scheme is being implemented in 27 States/UTs namely: Assam, Andhra Pradesh, Arunachal Pradesh, Bihar, Chhattisgarh, Dadar & Nagar Haveli, Delhi, Gujarat, Haryana, Himachal Pradesh, Jammu and Kashmir, Jharkhand, Karnataka, Madhya Pradesh, Maharashtra, Manipur, Meghalaya, Mizoram, Nagaland, Orissa, Punjab, Rajasthan, Tamil Nadu, Tripura, Uttar Pradesh, Uttarakhand and West Bengal. 2578 KGBVs were sanctioned by Government of India till date. Of these, 427 KGBVs have been sanctioned in Muslim concentration blocks, 612 in ST blocks, 688 in SC blocks. As on 31st January, 2009, 2423 KGBVs are reported to be functional (i.e. 94%) in the States and 1,90,404 girls enrolled in them (50,630 SC girls (27%); 58,682 ST girls (31%); 50,161 OBC girls (26%); 18,206 BPL girls (9%); 12,725 Minority girls (7%). Out of the total 2578

sanctioned KGBVs, 547 KGBVs have been constructed + 1262 are in progress and 769 have not been started. The Kasturba Gandhi Balika Vidyalaya scheme is merged with Sarva Shiksha Abhiyan in the XIth Plan with effect from 1st April, 2007. [3, 4]

The National Evaluation of the KGBV scheme was undertaken between 29th January to 20th February 2007 in 12 States of Karnataka, Tamil Nadu, Andhra Pradesh, Madhya Pradesh, Rajasthan, Gujarat, Jharkhand, Bihar, Himachal Pradesh, Uttar Pradesh, Arunachal Pradesh and Orissa, with 12 independent experts in girls education and another joint Evaluation of NPEGEL & KGBV scheme was also undertaken between 19th November to 14th December, 2007 in States of Assam, Manipur, Chhattisgarh, Maharashtra, Haryana, Punjab, Jammu & Kashmir, Uttarakhand, Meghalaya, West Bengal, Mizoram, Tripura and Dadar & Nagar Haveli.

## 2. Review Literature

*Nidhidwivedy (2013)*, has done a study on "Education status of farming females - A study of rural area of Sikkim in North-Eastern India". From this study it concluded that there are many reasons for English education started off late and there are no senior secondary and secondary boards in Sikkim and the State is fully dependent on Central Boards of School Education system. The appointment of women in economic activities in Sikkim is widespread, ranging from the formal to the informal sector; while a majority of the activities women achieve in the informal sector. This study also analyzed the existing information about the education status of farming females and presented the findings pertaining to this parameter. The data shows that 21% of the sampled farming females are found to be illiterate and only 03% of the sampled farming females have always (till secondary level) access to education [5].

*Bilal S. A. G. et al. (2014)*, made a study on "Assessment and understanding of gender equality in education in Jammu and Kashmir." From this study, it can be concluded that the position of women in Jammu and Kashmir reflects pathetic scenes. Women of Jammu and Kashmir are educationally backward when compare to women at national level. Their level of education is very low. It was an issue of serious concern and difficulty for the entire country as it affects every human being of the society. The constitution of India promises every support and support in mainstreaming the disadvantaged part of the society and to remove histories of discrimination. Gender difference exists both in urban and rural areas, but it was higher in the rural areas. This can be certified to a number of factors like engagement of girl child in domestic activities, social dogmas and other agricultural activities etc. It concludes that education is an important way for improving the economic and social condition of the women of Jammu and Kashmir. Therefore, it is necessary for proper supervision and quick check of implementation of the education rules in the state [6].

*Kumar S. (2014)*, done a study on "The girl-education

scenario of Jammu and Kashmir: A case study of Anantnag district.” From this study it concludes that disparity in educational contribution reflects existing inequality in the family of rural areas. These inequalities are due customs which have great influence on the behavior of people, social norms and determine the role that boys and girls have to play in the family and community. Moreover girls in rural areas are unable to decide participation in schooling and continue their study because the decision making body in their family is male member. They overcome the traditional and social barriers forced on them not only by their family members but also by the society at large. Not only men but women have also the right to have freedom of movement, financial autonomy and participation in decision making process at all stages. To make sure their autonomy from the burden of slavery, they need to contribute in every field like, health, media employment, administration, and marketing and so on [7].

*Mukherjee S. et al. (2014)*, made a study “Status of female education among santal, kheria sabar and birhor tribal communities of Puruliya district, West Bengal, India”. From this study it was found that in tribal world, particularly among tribal women, education has always been measured less concern due to too much stress of continuing daily means of subsistence. In this study, evidences confirmed that economic backwardness leads to poor educational standard among the tribal women of the selected communities of Puruliya district [8].

*Nina B. et. al (2016)*, explained the progress of education in Afghanistan since the fall of the Taliban has been explained as brittle, limited in reach, depth and uncertainty of sustainability. This was particularly true for participating of Afghan women in higher education, within a culture that remains opposed to women's education. This study revealed that the attitudes of Afghan women who wanted to gain a higher education within a situation where 20% of university students are female. This study also explained that while progress has been made in enabling a small percentage of women to pursue higher education, there are still important and lasting obstacles for Afghan women seeking such a path [9].

### **3. Polices for Promoting Female Education in Jammu and Kashmir**

#### **3.1. Sarva Shiksha Abhiyan (SSA)**

The program Sarva Shiksha Abhiyan (SSA) helps girl's education through universalization of educational opportunities and removal gender discrepancy. The Jammu and Kashmir State has joined Sarva Shiksha Abhiyan later late in 2003 due to its situation particularly disturbance due to typical topography and militancy. In 2006-2007, 148 primary schools were upgraded to Middle (upper primary) schools. There were 108560 children who were not enrolled in schools, out of which 20702 children have been given educational benefits through Non-Residential Bridge Courses

(NRBC). Since 804837 girls get enrolled against 930476 boys therefore the gender gap appears to be closed. This constitutes about 46.62% of the total enrolment in Jammu and Kashmir [10].

#### **3.2. National Program for Education of Girls at Elementary Education (NPEGEL)**

The National Program for Education of Girls at Elementary Level (NPEGEL) is a prepared by Government of India to reach the girls, who were not in school through the development of a model school in each cluster through more powerful district supervision and mobilization of girls enrolment in schools. In 2003-2004 the NPEGEL was approved for the State of Jammu and Kashmir. The NPEGEL had been started in 104 blocks in 12 districts of state of Jammu and Kashmir. During 2005-2006, the Jammu and Kashmir State has about 302 Model Cluster Schools (MCS) were in functional. In 2007-2008, 261 MCS have also been sanctioned which are yet to be operationalised [10].

#### **3.3. Kasturba Gandhi Balika Vidyalaya (KGBV)**

In July 2004, Kasturba Gandhi Balika Vidyalaya scheme was launched for setting up residential schools at primary, middle (upper primary) level for girls belonging to minority communities, Scheduled Tribe, Schedule castes and Other Backward Classes. It was considered to support greater participation of girls in education at the primary, upper primary level. In 64<sup>th</sup> meeting on 22<sup>th</sup> February 2005, the Board of Sarva Shiksha Abhiyan Mission approved the Kasturba Gandhi Balika Vidyalaya plan for 14 blocks of Jammu & Kashmir State. All these blocks for establishment of 14 KGBVs has been declared as Educationally Backward Blocks (EBBs) in Annual Works Plan and Budget 2007-2008 under SSA for Jammu and Kashmir. On 31 January 2008, the percentage of girls enrolled in these 14 operational KGBVs include 10.63 per cent of Schedule Tribe, 16.65 per cent of Schedule Caste, 2.30 per cent of Other Backward Class, 4.48 per cent of Below Poverty Line category and 65.94 per cent of Muslims [11].

In addition these programs, there are additional centrally funded schemes such as Vocationalisation of Education at Higher Secondary (10+2) Level, Teacher Education and Integrated Education of Disabled Children etc. for over all development of education in Jammu and Kashmir. The voluntary action in education is clearly a community, people based, non-governmental and social initiative aimed to develop the condition of education of a group of people and thus decrease the disparity in education faced by them in the society. (Siddiqui, 2004) [12]. There are very few NGOs/voluntary organizations working in the field of education to promote girls education in Jammu and Kashmir State are discussed below:

#### **3.4. Jammu and Kashmir Children's Welfare Society**

This organization was set up in 1997 to provide free

medical care, education and financial assistance to the poor children. It has adopted 250 needy children as well as several orphans whom it provides free education.

### 3.5. *Nusrat-ul-Islam Society*

The foundation of this organization was laid in 1999 by a reserved religious and reformer Mirwaiz Rasool Shah popularly known as Sir Syed of Kashmir with a purpose of spreading both religious as well as modern education to the people of Jammu and Kashmir. The society is currently running and managing two primary and high school each, one lower high school, three middle school and one oriental college.

### 3.6. *The Iqbal Memorial Trust*

The Iqbal Memorial Trust is a charitable society. In December 1978 in Srinagar it was established with the objective of establishing professional and educational centers, bringing socio-cultural advancement and promoting higher education, fostering moral and spiritual values in education etc. [13]. The Trust has given scholarships to meritorious and poor students and free uniform and books, loans to deserving pupils.

### 3.7. *Society for Human Welfare and Education*

This is one of the oldest social welfare organizations and was established in 1941 in Jammu and Kashmir. Its most important purpose is to providing education to children belonging to poorer families.

### 3.8. *Jammaati-Islami*

This is also one of the oldest organizations and was established in 1942 in Shopian village of Kashmir, when its leaders Saad-ud-Din, Moulvi Ghulam Ahmed and Qari Saif-ud-Din returned to the valley after attending the Jamaat-e-Islami Hind conference organised by Maulana Mawdoodi in 1941 at Pathankot in Punjab state have been influenced by his objectives and ideology. Later on, Jamaat-e-Islami association of madrasas increased along with the number of followers and students. Actually Jamaat-e-Islami, Jammu & Kashmir gave the feeling that their madrasas and schools were imparting religious education based on Hadis and Quran. It also deals with itself to a struggle against injustice, illiteracy and social evils. The organization is running about 30 schools in the state [14].

### 3.9. *Jammu and Kashmir Yateem Trust*

This organization was established in 1972 by the well-known Kashmiri writer and poet Tak Zainagiri. Its main objectives are to help orphans, destitute, widows, disabled and the aged persons, arranging marriage for girls from poor families and providing loans without interest to poor families to set up small businesses. Nearly its whole staff works on a voluntary basis.

### 3.10. *The Vishwa Bharati Women's Welfare Institution*

The Vishwa Bharati Women's Welfare Institution is also one of the oldest organizations and was established in 1951 to support events for social upliftment, social awakening and female education. It runs a Balwadi and a degree college for women [14]. In addition to these voluntary organizations, there are many other non-governmental organizations working for the overall development of education in state of Jammu and Kashmir. Because of these interferences there has been a regular rise in literacy rate among women which can be determined on the beginning of statistics obtainable on women's education.

## 4. Conclusion

It is found that from these governmental and non-governmental policies and programs have more participation of females in education in J&K. With the help of these polices girls getting free education up to 8<sup>th</sup> standards. They receiving free books, free uniforms free midday meals. Both government and NGO's frame more and more polices for promoting girls education in Jammu and Kashmir so that poor girls can get education easily.

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