

**GENDER INEQUALITY IN ELEMENTARY EDUCATION: A
SOCIOLOGICAL STUDY OF KARGIL DISTRICT,
JAMMU AND KASHMIR**

DISSERTATION

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LIST OF ABBREVIATIONS

UEE	Universalization of Elementary Education
UNDP	United Nations Development Programme
OECD	Organization for Economic Cooperation and Development
GDI	Gender Development Index
GEM	Gender Empowerment Measure
GID	Gender Institution and Development
GGI	Gender Gap Index
MDGs	Millennium Developmental Goals
DPEP	District Primary Education Programme
DRC	District Report card
NPE	National Policy Education
SSA	Sarva Shiksha Abhiyan
NGO	NON- Government Organization
RTE	Right to Education
UNESCO	United Nations Educational Scientific and Cultural Organization
NKC	National Knowledge Commission
Govt.	Government
MOE	Ministry of Education
NSS	National Sample Survey
UGC	University Grants Commission
DEC	Distance Education Council
NPEGEL	National Programme for Girls at Elementary Level
ST	Schedule Tribe
CEO	Chief Education Officer
ZEO	Zonal Education Officer
SPSS	Statistical Package for The Social Science
DISE	District Information System for Education
NPC	National Education Commission

CHAPTER-1

1.1 Gender Inequality in Elementary Education: An Introduction

Education has been the main instrument of human development and its importance emphasizes through fundamental rights. As we know, the progress and prosperity of a nation and of community is determined by the level of education. Education is one of the indices of development. In order to achieve the level of development, pursuit of knowledge is very important which stems from systematic learning. Particularly Elementary Education in the beginning is essential. Providing good elementary education is a strong foundation for pursuing higher education. The Government of India has made sincere efforts to provide compulsory elementary education to the children. Elementary education is a mandatory on the part of Government which is included in the Constitution of India as a Right to Education recently. But due to several constraints like economic, social and cultural barriers gender inequality in elementary education is evident which needs to be addressed. Therefore, the researcher has attempted to explain the extent of gender inequality in elementary education in Jammu and Kashmir.

In modern times, although the educational systems across the globe are theoretically open to all regardless of their social identity to ensuring equality of educational opportunities is one of the most explicitly stated goals of governments, yet in practice, either by custom or by extra legal action, certain individuals or members of socially subordinate groups in many societies get excluded from educational opportunities (Anderson and Foster 1964).

In culturally diverse Indian society, there are sharp multiple inequalities and disparities in education and economic development in terms of caste, creed, tribe, religion and gender despite having history of prolonged struggle and affirmative actions by the state to reduce social inequalities in independent India. Not all social groups have equal access to available resources and opportunities particularly in educational field. Women, in general, constitute the most deprived and disadvantaged section of Indian society who have always faced multiple barriers in getting educational opportunities. In contemporary India, knowledge and skill play a crucial role which is broadly driven from formal education. Education has the unique ability to promote social change and personal wellbeing, simultaneously “contribute to building a just and democratic society” (Aikman & Unterhalter, 2007). Education certainly has the capability to play

a key role in gender formation and change. Gender is a socially constructed and intersectional identity, it constantly intersects with social class, ethnicity and religion, culture, disability, sexuality, age etc. Education offers real opportunities to challenge gender stereotypes (Ahmad Gul and Khan, 2013). Education not only broadens the mental horizon of people but also promotes socio-economic well-being of family, community and nation. It is an important means to achieve social mobility and move upward in the social ladder. In independent India, however, women have made significant strides by entering in every field of education. Even then, a large number of women still remain restricted to vicious circles of family expectations, gender discrimination and stigma. There are significant differences in women's specific status across regions, caste and class, communities and religions (Ministry of Women and Child development, 2007).

Understanding the indicators of gender inequality is a vital step in addressing gender related problems and issues; they explain where, why and how gender inequality arises. These measuring indicators are of great importance, because what is measured is more likely to be prioritized and evidence gathered against indicators can help to identify which gender issues should be taken more seriously. Indicators can be used for advocacy and can help make the case for action by highlighting key issues, backed up with statistics and other evidences. Several indicators have been developed by many organizations like UNDP (United Nations Development Programme), OECD (Organization for Economic Cooperation and Development), World Economic Forum, etc. The UNDP has developed two distinct indicators viz., the Gender-related Development Index (GDI) and the Gender Empowerment Measure (GEM). The OECD has developed Gender Institutions and Development (GID) database. The World Economic Forum has developed Gender Gap Index (GGI) and similarly the MDGs (Millennium Developmental Goals) speak of measuring indicators of gender inequality. Thus, many indicators are being used to measure gender inequality from time to time. These international and regional gender indices are useful because they allow for cross-national comparisons of gender inequality, and they condense complex data into clear messages about the extent of gender inequality that prevails worldwide.

When the education system was setup also known as Kothari Commission (1964-66), The Kothari Commission proposed for a common school system. Subsequently, a resolution on National Policy Education (NPE) was passed in 1968 with reaffirmation of common school

system (Kumar2006:22). NPE (1986) restated the issues of quality of educational opportunity and free and compulsory education for all children up to 14 years which was mentioned in the Constitution of Indian. NPE (1986) emphasis on the improvement of equalization of opportunities for education through a common school system with prominence on the education of girls, Schedule Caste/Schedule Tribe (SC/ST) children along with physically and mentally challenged children. The changes in NPE (1986) were demanded and after six years the policy gets revised NPE of (1992) which was mentioned that equal access to educational opportunities was also the states agenda of education such as, universal access and enrolment, universal retention of children up-to 14 years of age and significant improvement in the quality of education to enable all children to achieve essential levels of learning (Kumar 2006:22, Jha et. al. 2008:54).

Elementary Education is the important stage of education which provides an individual pathway to develop livelihood occupation and social mobility. In 2000, the government decided to merge all elementary educational projects into umbrella programme called Sarva Shiksha Abhiyan (SSA). In 2002 the fundamental right to education was passed by the Indian Parliament at the 86th amendment guarantees free and compulsory education as a fundamental right to all children in the age of 6-14 years (Kumar 2006:37, Jha et. al. 2008:24). The 86th Amendment to the Constitution, the Right to Education (RTE) Act 2009 received presidential assent on 26 August 2009 taking forward the agenda of free and universal elementary education to every child of the age of 6-14 years shall have right to free and compulsory education in a neighborhood school till completion of elementary education (Jha and Parvati 2010:20-21) Is it only the total magnitude of financial resources provided by government for education continued to be far below the often repeatedly level of six percent of national income in the 1990s and even later as argued by Jha.et.al (2008).

Education plays an important role in socio-economic development of a country; moreover, women education has immense importance in this regard. Educated women are not only raising their own socio-economic status but they are enhancing intellectual horizon of their children, uplifting socio-economic condition of their family and playing a significant role in raising their family status. There is a strong linkage between education of women and the development of a nation. In fact, women education has come to be considered more important than that of men. **Dr. Karve**, a pioneer for the cause of women education, once said, "If you educate a man, you

educate an individual, if you educate a woman, you educate the whole family.” **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 sector of life.

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), Disparities of gender in education exists in many countries of world. There are differences among countries and regions (UNESCO, 2000) reported that fifty-nine countries out of 176 have achieved the target of equal access to schools while two-third of countries in the world had not achieved the target and gender parity in education.

Hansa Mehta Committee was appointed in 1961 by the National Council for Women’s Education to examine the problem for girls at all stages of education. The committee proposed undifferentiated curricula for boys and girls. Further, the committee recommended that “the education of women should be so planned as to enable them to follow a career of their choice without, in any way, neglecting their responsibilities for child-rearing and home-making”. The government of India appointed an Education Commission under the chairmanship of Dr. D. S. Kothari in 1964. This Commission also made valuable recommendation regarding women’s education in India and recognised that the education of women is of even greater importance than that of man. National Policy on Education (1986) also laid emphasis on women’s education. The Ninth Five Year Plan Envisaged Universalization of Elementary Education (UEE) with its goal of universal access, retention and universal achievement. Sarva Shiksha Abhiyan (SSA) launched in 2001, focused exclusively on girl’s education in educationally backward district. The National Knowledge Commission (2006) was set up by the Prime Minister Dr. Manmohan Singh under the chairmanship of Dr. Sam Pitroda as an advisory body to the prime minister with a

mandate to guide policy and direct reforms in the education system and give much emphasis on the education of women. Such positive measures have led to improvements in enrolment at the primary level, from 97.4 million in 1990-91 to 122.40 million in 2002-03 (Dua 2008). Various other initiatives taken by the government to improve women education include scheme of strengthening of boarding and hostel facilities for girls students of secondary and higher secondary schools in Navodya Vidyalayas and Kendriya Vidyalayas and National Open School, Area intensive programmes for Educationally Backward minorities, change in admission procedures and inclusion of mother's name, vocationalisations of Secondary Education, Mahila Samakhya, Initiatives taken by UGC and Distance Education Council with focus on women and minorities and opening of community polytechnics. To enhance the literacy rate among children, Government of India has launched several programmes such as Sarva Shiksha Abhiyan, Right to Education, and National Programme for Education of Girls at Elementary Level (NPEGEL) and Kasturba Gandhi, Balika Vidyalaya, National Commission for Women, National Policy. Pre - Matric Scholarship etc. and other initiatives. This special act came into the practice in 2010 which emphasis free and compulsory education to the children. This act is more applicable to the children of 6-14 years whose parents are not affording to bare the expenses. It also stresses that compulsory education is on obligation of the appropriate Government to provide free elementary education and ensure compulsory admission, attendance and completion of elementary education to every child in the age group of six to fourteen. In spite of good constitutional provisions, policies and programs in favor of women many evils social practices and customs still exist in the society which prevent women from availing opportunities available for them. As a result, they still constitute educationally and socially backward and deprived section of our society as is evident from poor literacy rate and educational achievement of women. Table 1.1 shows the literacy rates of District Kargil, Jammu & Kashmir and India.

Table 1.1 Comparative analysis table of Literacy Rates of District Kargil, J&K and India

Literacy rate	2001				2011			
	Male	Female	Total	Gender Gap	Male	Female	Total	Gender Gap
National	75.85%	54.16%	65.38%	21.69%	82.14%	65.46%	74.04%	16.68%
J&K	66.60%	43.00%	55.50%	23.60%	76.75%	56.43%	67.16%	20.32%
Kargil	75.83%	42.38%	60.85%	33.45%	83.15%	56.30%	71.34%	26.85%

Source:GoI Census, 2001 and 2011

It can be seen from the above table 2 that the state increased in the female literacy rate from 43% to 56% of J&K, and the Kargil district had 42% to 56% in the span of 10 years (2001 to 2011). The state female literacy is lower than the national average as per the recently concluded Census and also the gender gap (20.32), (26.85) is higher than the gender gap at national level (16.68). It brought the fact to fore that the efforts put in by the Government through various interventions to reach to the far- flung areas and bring down literacy gap has materialized at ground level yet there is tremendous scope for bringing further improvement and needs more focused research.

The State Governments directed by the Central Government to consider primary education to be compulsory. Additional grant released to the states for strengthening the elementary education in India. Adequate infrastructures like school building, drinking water, teaching aids, toilets and additional teachers provided to all schools under this scheme. In line with them this study seeks to explore the issues of gender inequalities in elementary education system. On the other hand, it incorporates some of the critical observations, provision of resources, raised by politico-economy scholars.

1.2 Statement of the Problem

Prior research reveals educational inequalities by various demographic and school related factors such as gender, social background, and access to educational resources. To build on this foundation, further research is needed to further examine factors and moderating influences that are associated with gender gaps, and to assess how the effects of the state increasing educational

attainment, public policies targeted to girls, and changing educational landscape are having an impact. Several important questions emerge from the literature regarding gender inequality in education. For example, although socioeconomic and other family background factors have been shown to influence educational attainment, it is less clear how these factors may differentially affect boys and girls. Time devoted to learning and other educational resources are also important to investigate, and it may be the case that parents are prioritizing sons' education over daughters' education through the allocation of these resources. Finally, the role of attitudes toward the education of girls is underexplored. In order to answer these questions, this research of the study will explore the relative contributions that social background factors, learning resources, time devoted to learning, and cultural attitudes make to academic learning and academic relevance as there is not much work available on the above issues of gender inequality in education. The gender inequality in education which covers majority of population has not studied much at the micro level study in the far-flung area of district Kargil, so that the existing problems can be clearly understood. So, this study would help understand the better actual scenario of gender inequality in elementary education of district Kargil in the state of Jammu and Kashmir. The study also has policy level relevance as it would attempt to understand the on-ground situation and suggest appropriate approach, policy and programmes to uplift the condition of disparate population of society vis-à-vis of gender disparity in education. Thus, the study would have relevance pertaining to knowledge on the subject, welfare policy in particular and society in general.

1.3 Significance of the Study

There are many factors that contribute to the gender gap in the study of gender inequality in education. Studies show that girls are put to work, helping their mothers fetch water and firewood, mainly in the rural areas; work load at home (domestic chores) such as caring for younger children, sweeping and cooking. These are social problems associated with the economy of the families. Another constraint is school distance. Lack of transportation facilities for students is a problem of children in the rural areas face difficulties to travel long distances to schools, which cause tiredness and absenteeism. It is to be noted that in some of the areas the students walk (one-way) 1-05 Km to reach their schools. This is worse when students are needed at home for work. And, no doubt, girls are prone to such burdens. A related issue is a matter of safety for girls on their way to school or home. Moreover, a mix of traditional mores (i.e. norms

and beliefs), crippling poverty, lack of parental interest, support and encouragement, and pastoral or nomadic lifestyles of some of the students are among the main factors inhibiting greater female participation in the school system. Many other factors conspire against girls' education as well as, most notably, the practice of early marriage, though in this regard there is an improving trend. Lack of sanitary system and availability of clean water in schools can also pose a sense of discomfort. In addition, war and conflict over the years have been contributing to regional and gender imbalances as regards access to education. War has shuttered many schools and has caused the destruction of infrastructure besides causing displacement particularly in the border areas. This has aggravated the situation in the field of study. This study will make an attempt to answer all these queries and try to make a policy input to government.

1.4 Rationale of the Study

The present study has important academic relevance as there is not much work available on the above issues of gender inequality in elementary education in the study area. The gender inequality in elementary education which covers majority of population has not studied much at the micro level study in the far-flung area of district Kargil, so that the existing problems can be clearly understood. So, this study would help to understand the better actual scenario of gender inequalities in elementary education of district Kargil in the state of Jammu and Kashmir. The study also has policy level relevance as it would attempt to understand the on-ground situation and suggest appropriate approach, policy and programs to uplift the condition of disparate population of society vis-à-vis of gender inequality in elementary education. Thus, the study would have relevance pertaining to knowledge on the subject, welfare policy in particular and society in general.

1.5 Operational Definitions of Concepts

To ensure clarity, it is essential to clarify the concepts used and the framework of study adopted in research work. The main concepts used and the conceptual framework adopted in the present study are briefly explained below.

1.5.1 Concept of Gender

The concept of gender that was evolved during the early 1970's is used as an analytical category to differentiate the biological sex differences and the ways in which these differences are

employed to assign behavior and complexes as masculine and feminine. An attempt has been made by the feminists and sociologists to bring out a distinction between the concepts of 'sex' and 'gender'. While the term Sex carries a biological implication, Gender is a socio-cultural construct. The purpose behind accentuating the sex/gender distinction was to argue about the actual physical or moral consequences of biological differences, in order to promote a patriarchal system in the society. It was also aimed at generating a consciousness among the woman folk that while their male counterparts were born to execute patriarchal authority, they were naturally better suited to adopt domestic roles and household chores. The concept of gender varies with time period and context, the common core of meaning that the gender concept carries while engaging with how different cultures work in, through and off gendered realities. It is important to note that gender has always been an element of societal realities in every society, but its emergence as a concept and distinctive tool to gauge the position of the female sex in a society that accepts male supremacy is a recent and modern phenomenon. Gender is a socially constructed phenomenon that refers to the issue of sexual differences that exist between men and women in every society. But the degree to which these differences, their manifestations and consequences may prevail varies from one society to another. It must also be noted that within each society the nature and extent of these differences varies from one group to another. The concept of gender has been addressed in diverse specialized disciplines like anthropology, history and literary studies among the others, and each of these disciplines refigures the concept differently taking consideration of the combination of biological and sociological factors. The biological differences between men and women lead to a general belief that women are physically weak and comparatively less intelligent than their male counterparts. Hence they are left with no choice but to always remain dependent on the men folk. Further, they are considered incapable of performing any other job except procreation and domestic tasks. Many scholars hold the view that the inequalities that exist between men and women are the outcome of culture and not biological differences. Giddens observation that while sex refers to the anatomical and physiological differences that define male and female bodies, gender is related to the social, psychological and cultural difference between males and females further enlightens us on the concept of sex and gender (Giddens, 2009).

It was in 1968 that an American psychoanalyst, Robert Stroller, talked about the distinction between sex and gender. He used the word sex to categories population on the basis of their

physical features such as external genitalia and internal genitalia that are organs that produce the sex cells and hormonal states. He further elaborates the secondary sex characteristics into two categories, that of male and female and says it is due to the differences in physique between men and women than men comparatively more muscular and stronger than women. On the contrary, gender refers to the socio-psychological and cultural differences between men and women. Stroller opines that while the corresponding term for sex is male and female, for gender it is masculine and feminine. Gender is socially created concept, which attributes different social roles and identities to men and women (Giddens, 2009). Gender denotes a hierarchical division between women and men embedded in both social institutions and social practices. Gender is thus a social structural phenomenon but it is also produced, negotiated and sustained at the level of every day interaction (Jackson & Scott, 2002). Bella Abzug asserts that the distinction between sex and gender implies that the status and roles assigned to women and men in our society are socially constructed and subject to change. Gender is therefore a fundamentally dynamic concept which questions the evident immutability of social roles and positions.

Therefore, one understands that while the term sex explains the biological differences between men and women and that is as primary source from which social inequalities between them starts, the word gender signifies asymmetrical status of men and women that emanates from the social culture and institutions rather than biological features (Giddens, 1998; Haralombus, 1995; Worell, 2001). Gender, that is a complex of individual rights, identity, and equality, often intersects with positions demarcated by caste, creed, community and religion. However, despite the flexibility of the meaning of the term gender, it also continues to retain a certain core reference to the social organizations of power relation between the sexes (Scott, 1988). Consequently, every culture and every contextual configuration of elements within a culture, refers to this core, yet reconfigures the meaning of gender, gender relations, gender inequalities differently under specific political and cultural contexts. Keller thus (1987) explains “masculine and feminine” are categories defined by culture and not by biological necessity.

1.5.2 Concept of Gender Inequality

Gender inequality has become a matter of great concern all over the world. Gender differences are to great extent products of social and cultural constructions. These social constructs are influenced by behaviors, expectations, roles, representations and sometimes to values and beliefs that are specific to either men or women (Joseph Saud, 1996). Although gender differences are

influenced by biological components, there are socially agreed differences and connotations that culture assigns them. Hence, these comprise the area of gender differences and it is primarily due to these differences that gender inequality prevails. One of the prominent features of gender inequality is social disparity in distribution of opportunities between men and women.

Although there is no single parameter to determine the key dimensions of gender inequality, many scholars state that it is multidimensional phenomenon composed by diverse spheres like economic, political, legal, educational, health and family systems (Dijkstra, 2002; Harvey et al. 1990). Stacey defines gender inequality as a system that validates and perpetuates the suppression of women by men in every field of their private and public affairs (Stacey, 1997). In her celebrated text *Sex, Gender and Society* (1972), Ann Oakley further explores the construction of gender. She asserts that the Western cultures have played a good deal in exaggerating the already existing gender differences and says that the socially determined gender roles limits a woman's position to that of a housewife and mother (Oakley, 1972).

The well-known French theorist Simone de Beauvoir has highlighted this socially constructed difference in 'The Second Sex' with her thought provoking statement that 'one is not born, rather becomes a woman' (de Beauvoir, 1972). De Beauvoir's argument clarifies that gender differences are created in hierarchal opposition, where the masculine principle always maintains the privileged status and the feminine remains the subverted and is regarded the other (Ibid). She further charges theology and metaphysics for this unequal and disparate treatment given to women in our society. J.S. Mill, an English philosopher of nineteenth century, in his essay "The Subjugation of Women" (1869), also holds the view that one of the leading causes of gender inequality has been the metaphysical theories as they create, sustain and encourage gender inequality. Such theories profess that there is a fixed human nature, and that men and women have absolutely distinct nature. Mill, who was an empiricist, believes that it is practically impossible to know what a woman is in herself because one lacks a direct insight into her personality as a whole. Thus, gender inequality has become a common phenomenon in every sphere of our society. The United Nations Development Program mentions in its Human Development Report of 1997 that there is no such field where men and women are given equal treatment and opportunities.

1.5.3 Determinants of Gender Inequality

The major determinants of gender inequality include the social setup, culture, religion, geographical conditions, economic setup, moral standards and education level of the society. All these factors individually or in combination make up the face of gender discrimination. But, the conflict of gender inequality is divergent in nature as it originates from a single point with different angles. The male chauvinism does not stop on biased categorization of the society in two groups but further it glorifies one as more privileged and another as merely less privileged. Furthermore, the privileges for one group are decided in accordance with their physical strengths, not the mental capabilities.

1.6 Theories of Gender Inequality

Women live in varying social and political conditions and their status also differs depending on their occupation and income. Hence, considering this different theories have been propounded to explicate their status depending on the above mentioned factors. There are many indices regarding theories of gender inequality; women and men not only live under different social statuses, but they are also positioned in unequal social positions; women, in comparison to men of the same social position, are offered lower financial benefits and social status as well as less power and opportunities. One must consider the fact that this type of inequality originates from social institutions and not from any biological or character difference between the two-opposite sex; the third index of status declares that although every individual is different from the other depending on their abilities, talents and other distinctive characteristics, there are no natural or inborn factors that distinguish the two sexes from each other (Humm & Gembele, 1997).

1.6.1 Biological Explanation

Biological justifications of the sexual division of labour emphasize the physical differences between men and women. The fact is that male and female physical attributes differ in such aspects like the reproductive anatomies, brain structure and musculature provide the base for sexual division of labour. There are biologists who argue that though there are similarities between the boys and girls, it is from puberty onward that complete sexual division is observed due to their hormonal differences, potentiality and strength (Kimmel, 2004). Scholars of this group hold the opinion that separation of sexes exists among all animals including human beings and this further determines separation in their roles and leads to division of labor (Jaha, 2002).

Thus biological explanations are in support of division of roles and labor among the sexes. George Pitter Murdock holds the view that the prevailing biological differences between male and female sex are the chief source of division of labour. He opines that men are physically stronger than women; men have been blessed with muscular strength and they show better potential to handle laborious tasks. On the other hand, women are physically delicate and less strong than their male counterparts; it is therefore that women are considered fit for lighter tasks that can be performed in their homes and surrounding areas. Hence, it is due to the natural and biological differences that women and men play different roles and practice division of labour (Jaha, 2002). Thus, the division of men and women into specific social roles leads to sex differences; while men take up jobs outside the house women take care of household and domestic chores. Consequently, the sexual division of labour is a result of inherent differences in sex, particularly women's childbearing and nursing and men's physical strength. Moreover, these physical differences when combined with social, psychological and ecological conditions determine the functions of men and women in the society. One may conclude that in a way the different position of men and women in the social structure that arises due to sexual division of labour generates sex differentiated behavior through a diverse range of processes, one such process being the formulation of gender roles.

1.6.2 Cultural Explanation

The debate that whether sexual division of labour originates either due to biological differences in men and women or due to the cultural impacts has been going on for ages. There are scholars who hold the view that it is since 1970s that culture overrules the biological differences and that gender roles are predominantly culturally produced (Kimmel, 2004). Though the social roles and status of men and women vary from society to society, it is an acknowledged fact that every society assigns functions on the basis of gender and that no society grants a superior status to women than men. Men are engaged in outside jobs away from home and women are considered adequate for household chores. Since women do not go out to work but work within the four walls of the house, their labour goes unpaid; they are not paid in monetary terms for the activities they perform. Furthermore, if women step out of the household threshold to work they are paid less as compared to their male counterparts. However, a man has been brought up in such a way that he attaches his dignity and masculinity to a job that offers high income and greater possibilities for development. Another fact that draws our concern is that even if a woman goes

out to work her responsibilities are usually not shared by her partner or other family members; in fact, she is expected to fulfill all her household duties regardless of her occupational status and any lapses from her side do not go unnoticed (Worell, 2001). Oakley states that the role of a nurturer played by a mother is a cultural construction; working mothers in no way compromise with the upbringing of their children and their profession, irrespective of its nature, does not have any such detrimental effects on the growth and development of children. Studies illustrate that the children of working mothers are less likely to be delinquent than those of non-working mothers (Haralombus, 1995). Gender roles are thus culturally recognized and apply to the individuals on the basis of their socially identified sex.

Gender inequality is a global phenomenon and it differs from place to place, country to country depending upon socio-economic indicators (Das and Vidya,2007:47). Gender inequality in India stems from two important sources of differences between men and women i.e. (1) earning capacity that make women utterly dependent upon men and (2) cultural taboos and traditions that greatly restrict the autonomy of women. Biological differentiation has perpetuated a structure, which has deprived women of normalcy of life chances as available to men (Rao, 2007: 198). Gender inequality is reproduced through two interrelated processes: Institutionalization and Legitimation. We will consider gender inequality in comparison to other kinds of unequal social relations. Institutionalizing of gender inequality is a process through which social relationships take on the qualities of an institution. Some social relationships are more institutionalized than others. Social inequalities can also be institutionalised to a greater or lesser degree. Long term, institutionalised inequalities like those based on gender, race and social class are significantly different from other kinds of unequal social relations in the ways they are experienced and understood (Jackman, 1994). Legitimation of gender inequality refers to the process through which inequalities are justified. They are understood in ways that make them fair and reasonable. Inequalities may be perhaps merely tolerated. They may be invisible or unrecognized (Wharton,2005:219-221).

1.7 Research Objectives

Keeping in view the issues, thrust and scope of the studies in the review of literature, the present study sets the following Objectives –

- To examine the social, economic and educational profile of Kargil District in Jammu and Kashmir.
- To analyse inequality in access to education with respect to Gender of Kargil District in Jammu and Kashmir.
- To understand and explore the women’s participation in education with respect to their enrolment and rate of dropouts in Elementary Education of Kargil District in Jammu and Kashmir.
- To explore the reasons behind gender inequality in Elementary Education of Kargil District in Jammu and Kashmir.

1.8 Hypotheses

Related to the foregoing objectives, the hypotheses of the study are as below –

- The socio – economic and educational profile of Kargil District in Jammu and Kashmir is not good.
- Access to education with respect to gender is unequal of Kargil District in Jammu and Kashmir.
- Women’s enrolment rate and rate of dropouts both are high of Kargil District in Jammu and Kashmir.
- Socio – cultural, economic and political reasons are responsible for gender inequality in Elementary Education of Kargil District in Jammu and Kashmir.

1.9 Research Method of the Study

Research Methodology is a way to systematically solve a research problem. It is a science of studying how research is done scientifically. It is the procedure by which the researchers go about their work of describing evaluating and predicting phenomenon. It aims to give the work plan of research. It is used in both broad and specific sense. In a broad sense, the major concerns of methodology are wider issues of philosophy of social science, such as, how social scientists go about their work, how they conduct investigations and assess evidence, etc. In a limited sense, it refers to the general approach and methods used in empirical research. Methodology for the

study specifies what information is to be gathered, from where, and what methods of data collection and analysis are to be employed. The methodology of the present study is discussed by the researcher for the purpose of this research work in this chapter is organized around the following topics. It briefly described the framework of study, the universe and sample selection of data, used research methodology, for data collection, data processing and methodologies used to analyze the output, field work experiences, limitations of the study and issues for further research. Research designs are closely linked with the objectives and hypothesis of the study. Accordingly, the approach of the research design descriptive has been applied. Descriptive research design is a scientific method which involves observing and describing the behavior of a subject without influencing it anyway. This research design gives the opportunity to use both quantitative and qualitative data in order to find data.

1.9.1 Area of the Study

For the purpose of present study, Kargil District of 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. The area of Indian state of Jammu and Kashmir is 222,236 km² and it comprises three natural regions viz., Jammu, Kashmir and Ladakh. Kargil is a district of Ladakh division in the Indian states of Jammu and Kashmir. Kargil lies near the Line of control facing the Pakistan-administered region of Gilgit-Baltistan to the north, the Kashmir and Jammu divisions to the west, district Kargil is a sparsely populated region with diverse linguistic, ethnic and religious groups, living in isolated valleys separated by some of the world's highest mountains. Kargil while winters are long and cold with temperatures often dropping to -40°C (-54°F) with recorded temperatures of -60°C (-76°F) in the tiny town of Drass, situated some 56 km from the Kargil town. The Suru River flows through the district. National Highway 1D, connecting Srinagar to Leh, cuts through Kargil. This highway is typically open for traffic only from June to mid-November due to heavy snowfall at the ZojiLa, Kargil is located 204 km from the capital city of Srinagar. According to the 2011 census Kargil district has total area of 14,086 km², and the total population of district Kargil is 140,802. Its population growth rate over the decade 2001-2011 was 18.02%. Kargil has a sex ratio of 810 females per every 1000 males, and a literacy rate of 71.34%, male literacy at 83.15% and female literacy at 56.30%. There were 3 Govt. Degree Collages, 18 higher secondary schools, 61 high schools, 282 upper primary schools and 233 primary schools and the total there 594 schools.

1.9.2 Universe and Sample Size

The universe of the study consists of four blocks as Kargil block, Drass block, Sankoo block and Chiktan block, and four middle schools as Govt.Girls Middle School Baroo Kargil, Govt.Girls Middle School Drass, Govt, Middle School Thang Sankoo, and Govt. Girls Middle School Chiktan of Kargil district of Jammu and Kashmir. The universe of the study consists of students, parents and teachers of the selected schools. A total of 136 respondents were selected for the present study from Kargil district of Jammu and Kashmir. Convenience sampling method was adopted to select the blocks and schools. There was no discrimination made among the respondents based on community, caste, religion, culture, ethnicity and languages.

1.9.3 Sample Size of the Study

After selecting area and universe of the study, which was conducted in Kargil district of Jammu and Kashmir, 15 students, 15 parents and 4 teachers from each school was collected based on simple random sampling technique, The Sample size of the present study is total 136.

Figure 1.1 Flow Chart of Sampling

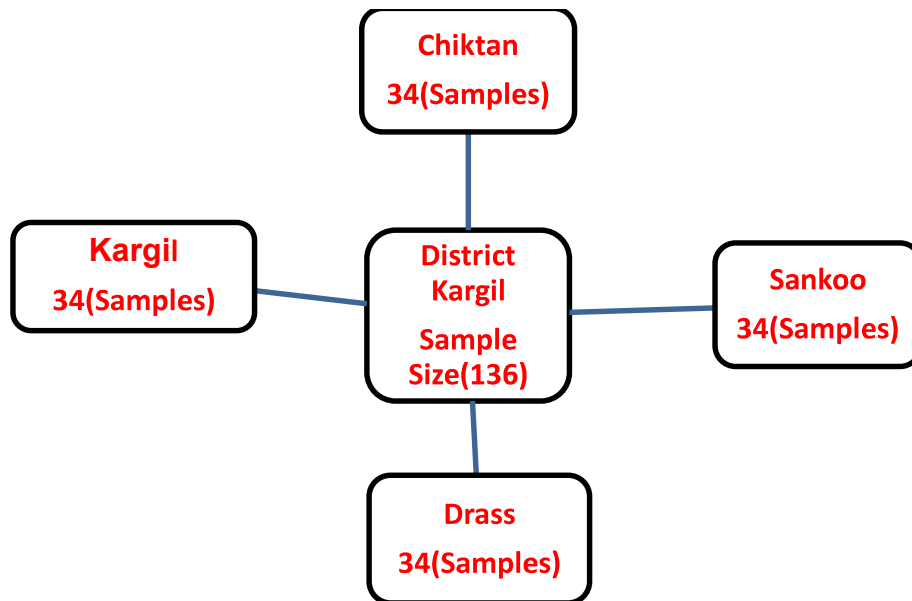
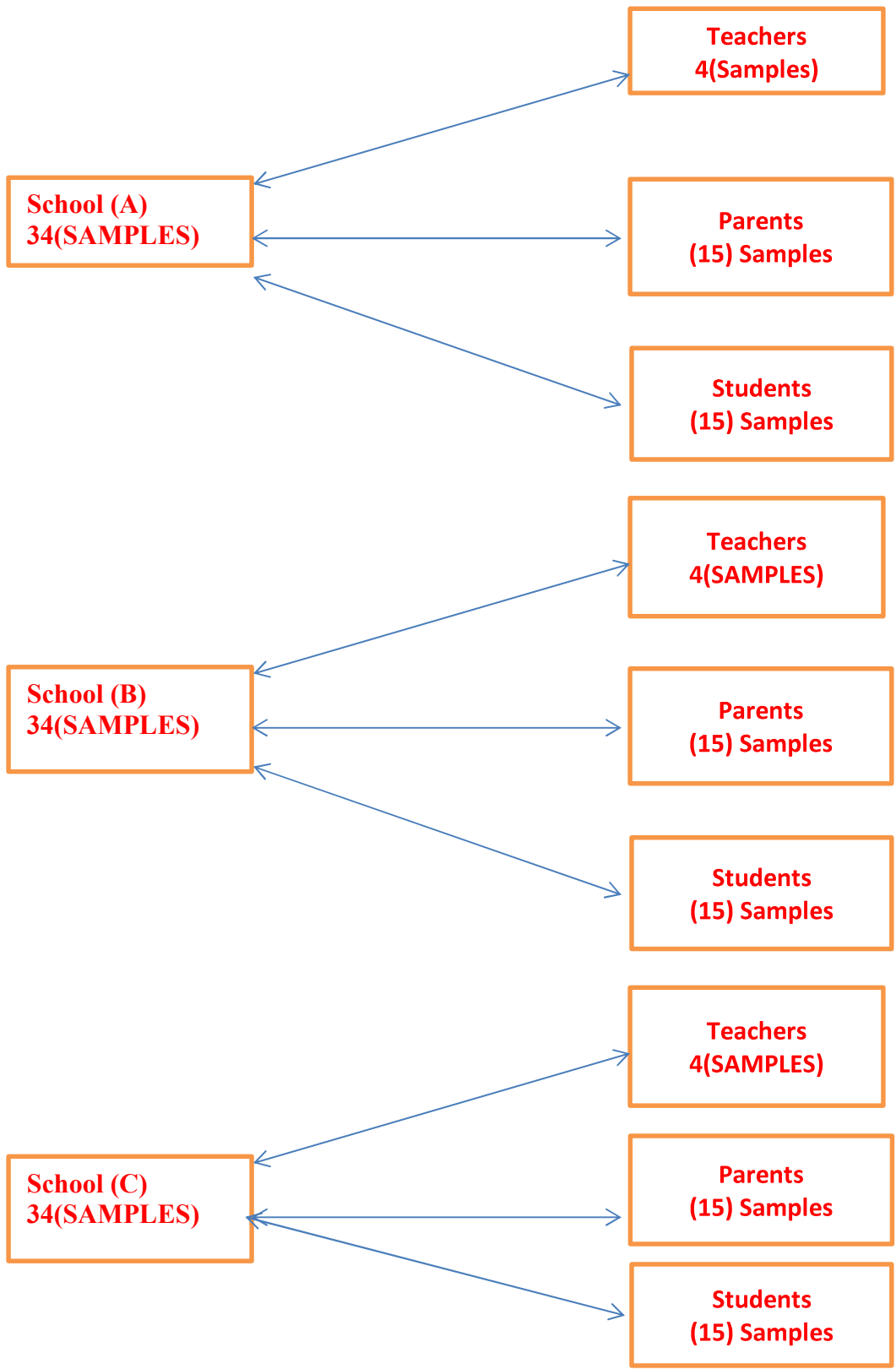


Figure 1.2. Flow Chart of Sample Collection



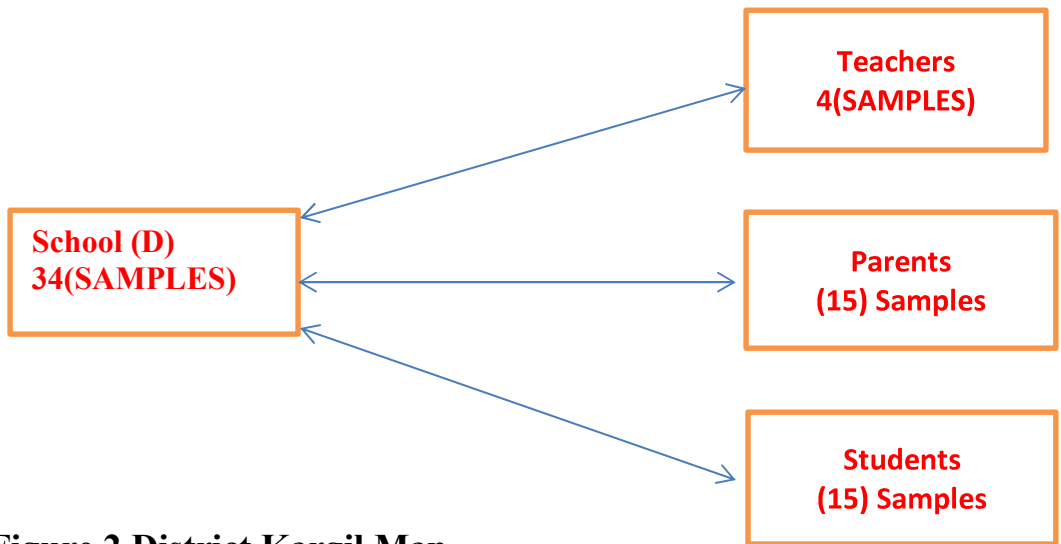
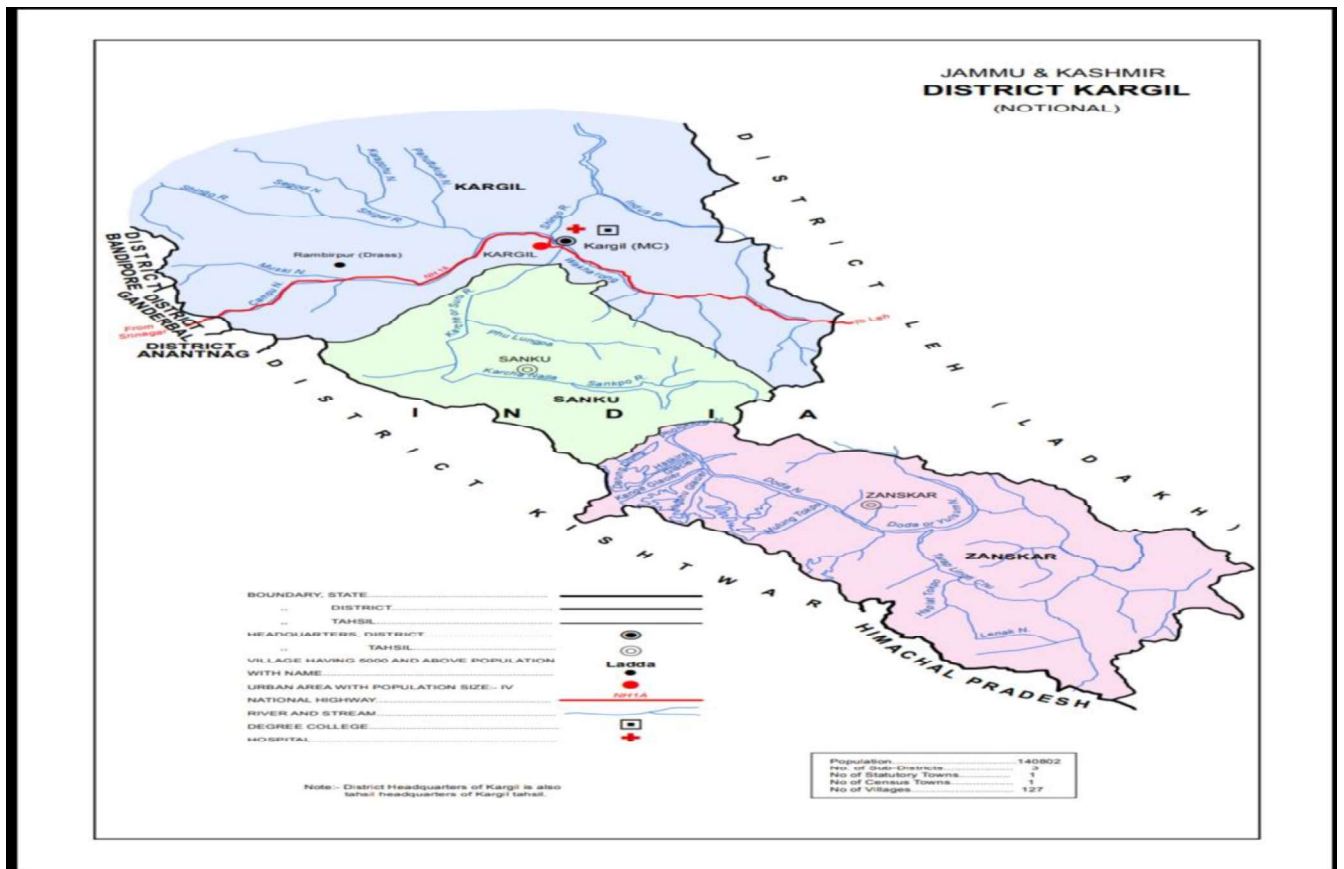


Figure 2 District Kargil Map



Sources: District Census Handbook Kargil (2011)

1.9.4 Tools and Technique of Data Collection

In the present study, the survey method and a Questionnaire have been used to collect the primary data. For the collection of secondary data will be collected from, various Books, journals, research literature books, Data were also collected by survey of office records from CEO's and ZEO's Census of India 2001-2011, and supplemented with State Digest of Statistics Government of Jammu & Kashmir, and other published work wherever necessary, Government organizations and websites and other relevant data sources etc.

1.9.5 Data Analysis and Interpretation of Data

After the completion of data collection, the data were entered into SPSS 15.0 version for the Accuracy of the data. Using the descriptive statistics mode of SPSS frequencies, present data was handled by substituting column means. In the present study, to analyze the quantitative data, frequency analysis has been used and presented in the form of proportions or percentages and also draw crosstabs.

1.10 Chapter Plan

To make the research more elaborate and descriptive, the present work has been derived into five chapters. The chapters plan is comprehended in such a comprehensive way that the issue can be dealt in details from theoretical level to field derived data.

The first chapter entitled “**Introduction**” chapter deals with the brief explanation of gender inequality and elementary education, and also provides the methodology and research design of the present study including conceptual and analytical perspective. This chapter describes the objectives of study, the hypothesis, universe and sample of study, tools techniques of data collection, methodology and how data are processing and analysis.

The Second chapter entitled “**Review of Literature and Theoretical Framework**” Literature review in this chapter paves the way to formulation of the research objectives, hypotheses and theoretical framework also deals with previous studies done in previous times.

The Third chapter entitled “**Gender Inequality in Elementary Education: An Empirical Analysis of Kargil District of Jammu and Kashmir**”. This chapter explores insight the socio-economic conditions of Female students in district Kargil, and this chapter will also interpret the understanding and behavior of teachers and Parents about understanding of gender inequalities and educational challenges.

And the lastly, chapter Fourth entitled “**Summary, Conclusion and Suggestions**” research explains result of the research findings, conclusion and givens some useful suggestions related to gender inequality in elementary education in India.

CHAPTER-2

2.1 Review of Literature and Theoretical Framework

Our literature review focuses on the work on Gender Inequality in Elementary Education. Available literature on women's education in Jammu and Kashmir reiterates that educational status of women in India is inferior as compared to their male counterpart, which are as follows:

Naomi Hossain and Naila Kabeer (2004), Bangladesh has achieved remarkable success in expanding primary education, especially for girls despite continuing prevalence of widespread poverty and social devaluation of women and girls. This paper argues that underlining this success is a confluence of both demand- and supply- side factors involved in bringing about a profound social change. It explores the changing structure of economic opportunities and gender relations affecting parent's perception of the value of female education. The challenge now is to improve the quality of education that may prove more difficult than the expansion of access.

King and Hill, (1993), They suggests that female schooling is more important than male schooling for social outcomes such as fertility, child health, and infant mortality 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. The gender gap might be attributable to discrimination, the differential treatment of men and women.

Kane.W, Emily and Kyyro, K, Else, (2001), For "whom does Education Enlightened Race, Gender, Education and Beliefs about social inequality"? It revealed that education is positively associated with four questions addressing affirmative action, suggesting that education may empower them to endorse this group-based remedy for social disparity.

Calrnan and Tarr-Whalen (2005), Educational failure in the United States is not restricted to poor children; it is common among middle class children as well. Middle-class children often have the same problems that quality early education reduces for poor children. While being left back and dropping out of school occurs in higher percentages in poor children, in real numbers, most children who fail and drop out are from families living above the poverty line.

Ojobo. James A, (2011), made a study on “Education: A Catalyst for Women Empowerment in Nigeria”. This paper examines the place of education as a catalyst for women empowerment in Nigeria. It was seen that in spite of all the laudable goals and objectives of education, Nigerian women still suffer a lot of constraints and inhibitions which militate against both personal and national development. This paper recommends more involvement of women in educational policy formulation and encourages the women to organize themselves to meet the challenges for personal and national emancipation.

McGhee, Cynthia, (2008), the purpose of this applied research descriptive survey study was to identify and analyse the attitudes and beliefs of teachers and parents regarding the types of involvement. The survey instrument used provided information on current parental involvement in school activities. The researcher explored the attitudes and beliefs of 26 teachers and 78 parents and compared the results. The research also examined whether differences exist in parents and teacher’s participation practices regarding parent involvement activities. As the 130 results indicate, teachers and parents value the importance of parent involvement in education. There were similarities between teachers and parents regarding what they reported as important. However, there was statistical significance to responses in the areas of communication, student learning and collaborating with the community, the researcher makes recommendations and provides direction to the elementary school regarding the development and implementation of a family school partnership program.

Bruno Bettelheim (1975) is a psychiatrist specialising in child development. He studied collective childrearing practices in a kibbutz and found that a close, continuous mother-child relationship is not essential for effective socialisation. Fried (1975) provides a cultural explanation for the sexual division of labour and male dominance, noting a great variation in gender roles between societies. But resorts to biological arguments to explain division of labour (Haralambos, 1980: 375-376).

Sherry B. Ortner (1974) attempts to provide a general explanation for the universal devaluation of women. Ortner claims that it is not biology as such that ascribes women to their status in society but the way in which every culture defines and evaluates female biology. In every society, a higher value is placed on culture than on nature. Culture is the means by which man controls and regulates nature.

Shah (1983) highlighted various social factors like early marriage, practice of Purdah, poverty, restricted lives within four walls of the house and superstitions etc. due to which Muslim women

and girls in India suffered from various form of inequity. Such inequalities disallowed them from satisfying their needs individually and play their part effectively in the family, in civil life, in the community and at work. He argued that superstitious belief and restrictions on women is the main reason of educational backwardness of Muslim girls. The purdah system confined Muslim women inside the house and made their education enormously complicated. Even where both the sexes i.e. boys as well as girls were allowed to go to school, the numbers of drop-out among girls was very high at very early age.

Kingdom, (2007) this paper provides an overview of school education in India,

- It places India's educational achievements in International perspectives, especially China,
- The paper examines schooling access in terms of enrolment and school attendance rates, and schooling quality in terms of literacy rates, learning achievement levels, school resources, and teacher inputs.
- It suggests a future research agenda and appeals for rigorous evaluation of the impacts and costs of the numerous existing educational interventions in order to learn about their relative cost- effectiveness for evidence-based policy- making.

Ananya's (2013) study seeks to observe the level of gender disparity in India. The study pointed out that there is a great disparity between literacy rates of women in various states of India. The main reasons for such disparity in education are basically strong preference for sons and, subsequently, growing inattention for the girl child. Daughters are considered as permanent members of their in-law's house. They are socialised and trained to perform the roles of wives, mothers and daughters-in – law in their future life. It results in low enrolment rates of girls in schools, low retention rates and high dropout rates. The study also highlighted that the establishment of schools in faraway places, absence of female teachers in schools are some important decelerating factors for most orthodox families for not letting their girls in educational institutions. Society's Customs and traditions along with family norms are some other key factors that lower down the education of women.

Ranganath N. Santosh Rao Dr. K Atchyuta & Srinivas Dr. N, (2011) made a study on "Gender Equality in Education". It is found that educational inequality is a major infringement of the rights of women and girls and an important barrier to social and economic development. To promote gender equality and parity in education, States must target their efforts not only towards education itself, but also towards society's cultural and institutional framework.

Kakati. Dr. Kunja Kusum, in (2003) studied about the education of women and social change- A case study in two villages of Barpeta District. The field work was done during October and November 1995. Main findings of the study were –

- In the investigation a great discrepancy was found between the educated and uneducated respondents in their attitude towards equality of educational facilities for boys and girls. Their parents did not motivate them. It was their peer group and their brothers in several cases, who encouraged them to go to vocational education.
- The out of school girls simply got into the vocational education being pursued at home because they had to make a living.

Manjrekar (2003), Why has education been peripheral to the concerns of the contemporary women's movement in India, especially given the legacy of struggle by women to establish their right to education? How can the women's movement re-engage with questions of education? Part of the challenge in thinking through concerns about gender and education lies in uncovering the dialectical linkages between the formal education systems and larger social and economic processes and their influence on girls and women's lives.

Rekha (2006) studied Muslim women and girls education in three slum areas of Hyderabad and revealed that most of the Muslim women reported themselves to be illiterate. The enrolment rate for the Muslim girl was high at the primary level, but as they moved towards higher education their number started decreasing. Many of the girls drop out due to marriage and low value placed on the girl's education. Some of the factors that were found to play an important role in decision making regarding girl's education were low standard of living, shortage of educated marriage partner and early marriages. It was also observed that socialisation of the girls in the family and cultural norms place girl's education at a greater risk than that of boys. Therefore, girls are at disadvantage in comparison to boys not only with regards to their chances of school entry and retention but in the kind of academic environments provided by the home as well. Schools are rooted in the larger social structure characterised by hierarchical gender relations and ideologies that devalue the position of women.

Sachchedananda, (1982), Expansion of literacy in Bihar had not been keeping pace with the expansion of population. Bihar had the bulk of disparity in education with regard to every high and middle socio-economic disparity rates and various districts. There were seven districts with low disparity in literacy and seven with high disparity in literacy. The districts which were high

in an urban industrial component were also high in literacy rate. The enrolment of girls was highest in the district which had a large number of missionary and voluntary organization working for the upliftment of the tribal. The percentage of literacy among tribal was 11.64.

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.

According to Zakir Hussain, and Swagata Sarkar, (2011) Parent's investment made on education for girls are likely to be seen as lower than boys because of the limited opportunities open to women in the labour market and the near certainty they will marry out of the family so that any future earnings will acquire to their husband family. Dowry costs also increases as educated girls have to be married to correspondingly educated boys. Males are expected to contribute to the family income by their own labour, are to look after their siblings, have to share in household task and so the opportunity cost of educating girls in low income families is typically high.

Annie John and Shinde, (2012), the role of education in facilitating social and economic progress is well accepted today. The literacy rate among Muslims in 2001 was far below the national average. Education contributes to economic growth. Education is a crucial social factor that initiates the process of social, economic and cultural development of communities. Muslims girls are among the least educated sections of Indian society. The constitution of India in Article 15(1) on rights to equality provides the basic policy framework that enshrines the vision of girl's education and the spirit in which their education is to be provided.

Sunita Bose; (2012) Says, that in India a strong preference for son over daughters in Indian families have been documented over centuries. But a major consequence of such son preference is selective neglect or discrimination against daughters in nutrition, health care, and education. Girls are much less likely to go to school than boys. Girls are not withdrawn from school at an earlier age, because they have to help out at home or due to financial difficulties. Son preference is more prevalent in the north compared to the rest of India perhaps as a result of regional cultural differences that place lower value on women and their national connections in these

areas. These regional differences in son preference carry on impacting the gender differential among children.

Qadir (2013) tried to unravel the extent of gender disparity in educational institutions, in district Kulgam, Jammu and Kashmir, especially due to privatization of education. The study found that enrollment of girls keeps on declining as we move from primary to higher standards of education. Parents were giving more preference to boys' education and better career facility than that of girls'. While in case of girls' education they usually prefer government schools where there was low fees. Gender disparity in education was declining due to entrance of a large number of students to the formal system of education in government schools but women were still lacking quality education that becomes a negative factor for ensuring their higher studies. The daily attendance of boys and girls in different classes indicates that among absentees most of them were girls. The reason behind this was that they have to perform certain household activities with prime importance and their education was taken for granted at all. Girls often skip schooling due to their role in agricultural activities, domestic activities, sibling care duties and many more.

Sharma. Santosh, (2004) Pseudo Gender Equality and the Empowerment of women, reveals from the study that:

- There is urgent need for women's education, though it is a basic human right.
- Women are in fact a vital part of human resource of a country.
- Education is the most effective instrument to channelize these resources for the national development.
- Education is considered a key instrument for this change to abolish this evil of gender discrimination.
- Education liberates from ignorance and enhances her self-esteem.

Ahmed. Nabi and Siddiqui Mohd Abid, (2006) "Empowerment of socio-economically weaker sections through Education; Commitments and Challenges." it is found that urban women belonging to educated classes and the higher socio-economic groups enjoys more psychological secure and status rather than the girls belonging to the urban slums and rural and remote areas continue to lag behind or even deprived to receive primary and secondary education.

Dr. Sameena, and Jameel Ahmed, (2015) Has shown that gender disparity in education in Jammu and Kashmir state mainly depends upon the people's patriarchal mind-set because people

always credit male child than female child. There are also some factors which denied the women education in Jammu and Kashmir State like terrain poverty, unemployment and lack of infrastructure etc. Inequality in women education status is very low because of early marriage and less opportunities given to women education. Girls are not able go to school due to inadequate transportation and communication facilities, conflicting societal role expectations etc.

Dhar (2015) has tried to analyze gender inequalities in education, employment, and health sectors. The study found that there exist gender gaps in literacy rates in all the states of North-East India. Gender differences in literacy status were striking in states like Aruanachal Pradesh, Manipur and Mizoram where enrollment ratio of girls was lower as compared to boys. Though gender disparity was very high in terms of education, there exists a gender difference in health indicators also. Men were found to have better nutritional status in comparison to women in most of the North-Eastern states. Women were experiencing low labour force participation rate. This gender inequality in labour force participation rate was more pronounced in urban areas than in rural areas. Unemployment rates were also more pronounced in urban areas. Gender differences were also found in per day wages in both rural and urban areas in North-East India.

Fayaz (2011) in his study 'gender disparity and policies of inclusion' mentions that the participation of women in the field education in Jammu and Kashmir is not very satisfactory. There is a wide gap between male-female literacy rates. Although women have equal rights in the constitution, the gender disparity in numbers of institutions, enrolment, teachers & teachers-student ratio still persists.

Ruchi (2013) shows in her study that there is a wide gender disparity in the education of both male and female in Jammu and Kashmir State. This wide disparity is due to the poverty, lack of female teacher, lack of infrastructure facilities, early marriage and parental illiteracy especially of mothers had always been an obstacle in the spread of women education within Jammu and Kashmir rural-urban differentials in terms of literacy rate are quite wide. Literacy rate is quite high in those districts with higher urban population which are concentrated mostly in plain areas as compared to those districts which are primarily mountainous and have low level of urbanization and resultant low level of literacy in general and female in particular.

Shokeen (2014) in his study shows that educationally women in the state of Jammu and Kashmir are very backward when compared to the women at national level. The level of education among

women is very low. He shows some of the factors which hinder women education in the state of Jammu and Kashmir such as poverty, child marriage, customs and cultural practices, etc.

Suri (2010) in her paper shows that the literacy rate of women in Jammu And Kashmir State has remained very low as compared to men. This gender gap in literacy in the state is a historical phenomenon. She also highlighted some of the problems which women face while acquiring education like the mountainous topography of the state is major hindrance in achieving the desire goal of complete literacy and lack of school within reachable areas lack of infrastructure, whether vagaries and lack of employment opportunities etc.

This is what the present study is concerned with 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, however, the review of available literature reveals that academic search to acquire knowledge has raised many issues and point out the need to make a gendered comparison with regard to elementary education. it is necessary to understand the nature and extent of the problem, as well as possible explanations for the inequality.

2.2 Theoretical Framework

Throughout the world education is regarded as a primary means to bring about any desired change in society. It occupies a central place in contemporary society as a significant determinant of progress and prosperity of individual, communities and nation. Education is equally important for both men and women but women's education is particularly important for overall development of society. As rightly said by Pt. Jawahar Lal Nehru "In order to awaken people, it is the woman who has to be awakened, once she moves, the country moves and thus we build the India of tomorrow". Women's education plays an important role in reducing prevailing inequalities while lack of women's education becomes an obstacle in bringing about required socio-economic transformation. To begin with, it would be appropriate to understand the meaning and function of education from different point of view and theoretical explanations to explore and examine the issue under study. According to a philosopher of education George F. Kneller, "In its broad sense, education refers to any act or experience that has formative effect on

the mind, character, or physical ability of an individual. In its technical sense, education is the process by which society, through schools, colleges, universities, and other institutions, deliberately transmits its cultural heritage- its accumulated knowledge, values and skills - from one generation to another” (Noryati, 2009).

2.2.1 Functionalist Perspective on Education

The French sociologist Emile Durkheim argues that the major function of education is the transmission of society’s norms and values. He believes that any society can survive only if there is a sufficient degree of homogeneity among its members. Education perpetuates and reinforces this homogeneity by fixing the essential similarities in individuals without which cooperation, social solidarity and, therefore, social life itself would be impossible. For him education also provides a link between the individual and society so that they consider themselves as a part of something larger than themselves and develop a sense of commitment to the social group (Haralambos, 2014) Durkheim also argued that education teaches individuals specific skills necessary for their future occupations. This function is particularly important in industrial society with its increasingly complex and specialized division of labour. He emphasizes on the vital role of education in the socialization of children through which they gain an understanding of the common values in society like religious, moral belief and sense of discipline. Thus, the schooling enables children to internalise the social rules that contribute to the functioning of society (Giddens, 2013 and Abraham, 2015). Davis and Moore also acknowledge education as a means of role allocation but they linked educational system more directly with the system of social stratification. They view social stratification as a mechanism for ensuring that the most talented and able members of society are allocated functionally most important positions in society. The education system is an important part of this process (Haralambos, 2014:665) Parsons highlighted the role of schools as ‘focal socializing agency’ and as a bridge between family and larger society. He argues that a child learns particularistic values from the family and universalistic values from the school and education prepares the child to perform his/her future roles. The school prepares children for this transition. It establishes universalistic standards in terms of which all pupils achieve their status in larger society. He emphasises the function of education in role allocation in society (Giddens, 2013 and Haralambos, 2014).

2.2.2 Liberal Perspective on Education

From a liberal perspective “education fosters personal development and self-fulfillment. It encourages the individual to develop his mental, physical, emotional and spiritual talents to the full” (Haralambos, 2014). John Dewey, one of the most influential proponents of the liberal view of education, argued that the job of education is to encourage individuals to develop their full potential as human beings because schooling is for all help to foster the physical, emotional and spiritual talents of everyone as well as their intellectual abilities. Some advocates of liberal perspective to education hope that education will help to reduce inequality as by developing the potential of all human beings the stratification system would become more open. Ivan Illich stressed the connection between the development of education and the requirements of the economy. According to him schools perform four basic tasks; the provision of custodial care; the distribution of people within occupational roles; the learning of dominant values, and the acquisition of socially approved skills and knowledge (Haralambos, 2014 and Giddens, 2013:873). He however, regards schools as repressive institutions which indoctrinate pupils, smother creativity and imagination, induce conformity and stultify students into accepting the interests of the powerful. He also suggests alternative means to facilitate learning process like learning webs and skill exchange (Haralambos, 2014).

2.2.3 Conflict Perspective on Education

Liberal education has come under attack from Marxist sociologists as well as right-wing politicians. Marxists argue that the liberal view of education tends to ignore the inequalities in society which make liberal ideals impossible to achieve without major social changes Conflict perspective explains why some people benefit more from the education system while some others do not get benefit. This perspective is based on the view that there exists a conflict of interest between groups in society. In particular the powerful are seen to gain at the expense of the less powerful. This means that education serves the interests of the powerful and maintains their power, justifies their privilege and legitimises their wealth (Haralambos, 2014:665).

Bowles and Gintis also argue that the major role of education in capitalist society is the reproduction of labour power. In particular, they maintain that education contributes to the production of workers with the kinds of personalities, attitudes and outlook which will make them fit them for their exploited status. Apart from the direct effects provided by the education system, as just outlined, Boweles and Gintis argue that education is also indirectly beneficial for capitalism as it justifies legitimation of inequality by making society appear fair and just. Thus, consciousness does not develop and the stability of society is not threatened (Haralambos, 2014:666). Althusser argues that the reproduction of labour power involves two processes First, reproduction of the skills necessary for an efficient labour force, second, reproduction of ruling class ideology and the socialization of workers in terms of it. These processes collectively produce efficient, submissive and obedient labour power. The role of education in capitalist society is the production of such a labour force.

2.2.4 Interactionist perspective on Education

This approach explores “the ways in which teachers and students interpret and give meaning to educational situations” (Alias, 2009:15). The Interactionist perspective has indicated that students do not simply react to their position in the class structure and perform accordingly in the classroom. Rather their level of educational attainment is the result of a complex series of interaction. This perspective has important implications for the question of equality of educational opportunity. In particular, it suggests that if a teacher did not associate social class characteristics with ability there would be greater equality of educational opportunity. Interactionist argue that “a person’s self-concept, their view of themselves, develops from interaction with others, interaction in the classroom with teachers and students helps to shape a person’s self-concept and their self-concepts can have a significant effect on their educational attainment” (Haralambos. 2014:702 and Alias, 2009). The Interactionist theorists are paying attention to the studies of schools as social institutions.

Education is equally important for both male and female. But Women’s education is considered particularly important for overall development of a society. As rightly said by, Pandit Jawahar Lal Nehru, “if we educate a man, we educate a man only, but if we educate a woman, we educate the whole family”. Education helps in generating awareness among females about their legal, social, economic and political rights, and benefits to battle against a wide range of social evils. It

empowers them to understand their possibilities, creating abilities, looking for job and enhancing their health and wellbeing conditions. Education helps female "in lightening the burden of tradition of ignorance and strict seclusion within the home, in equipping them with the expertise and knowledge required to play modern roles, in widening their horizons and in raising their status up in society". Therefore, educating women facilitates their political participation and financial autonomy as well as enhances their personal satisfaction and through them of the entire family and after that entire country in broader sense (Bhatt, 2011).

2.2.5 Feminist Approach to Gender Inequality

Thus, feminist theories of gender relations can offer a more sociological conception of the differences between women and men and often place greater stress on structural and institutional factors. There are a number of feminist theories, drawing on a range of intellectual traditions and focusing on different aspects of gender relations in their explanation of gender inequality (Giddens, 2001: 72). Feminist theories are a generalised, wide ranging system of ideas about social life and human experience developed from a woman-centered perspective. Feminist theory has been consistently critical of existing social arrangements and has focused on such essential sociological variables as social inequality, social change, power, interests and beliefs and the social institutions of family, law politics, work, religion and education (Ritzer, 2011: 447).

2.2.6 Liberal Feminism

Liberal feminism argues that women may claim equality with men on the basis of an essential human capacity for reasoned moral agency; that gender inequality is the result of a patriarchal and sexist patterning of the division of labour; and that gender equality can be produced by transforming the division of labour through the repatterning of key institutions like law, work, family, education, and media (Bem, 1993; Epstein, 1998; Friedan, 1963; Lorber, 1994; Rhode, 1997) (Ritzer, 2011: 454).

Liberal Feminist theory is a traditional theory which has evolved from liberalism and seeks to follow the liberal principles of justice, liberty and equality to women, without questioning male power. Mary Wollstonecraft's, book, "A Vindication of the Rights of Women" (1791), John Stuart Mill's (189), "The Subjection of Women" (189), Harriet Taylor's (1963), These

Feminists are visionary architects of liberal feminism who combine feminist ideals with humanist tenets, i.e. gender justice based on humanism. It sees sexism as dysfunctional because it deprives society of one-half of its creative workforce (Tandon, 2008: 41). The main sources of gender inequality are gendered socialization of children, gendered stereotyping and devaluation of women, division of labour into women's jobs and men's jobs, women's primary responsibility for child care and household maintenance, devaluation and low pay for women's jobs, restricted entry into top positions, limitations on reproductive choice or abortion (Lorber, 2005: 26).

According to liberal feminism gender differences are not based in biology and, therefore women and men are not all that different: their common humanity supersedes their proactive difference. If women and men are not so different then they should not be treated differently under the law. Women should have the legal rights as men and the same educational and work opportunities. Liberal feminism accepts and works with the gender system, with the goal of purging it of its discriminatory effects on women. Today this goal is termed undoing gender. A parallel current goal is mainstreaming gender-ensuring that government or organizational policies address women's needs (Lorber, 2005: 27-28).

2.2.7 Marxist Feminism

Marxist feminists argue that women's exploitation is not attributed entirely to men. They see capitalism rather than patriarchy as being the principal source of women's oppression and capitalists as the main beneficiaries. Like radical feminists, they see women's unpaid work as housewives and mothers as one of the main ways in which women are exploited. Marxist feminists also emphasize greater stress on the exploitation of women in paid employment. The disadvantaged position of women is held to be a consequence of their lack of ownership of the means of production, which in turn deprives them of power. Like radical feminists, Marxist feminists agree with radical feminists that women are exploited since the advent of capitalism. They are more sensitive to the differences between women who belong to the ruling class and proletarian families. Marxist feminism like radical feminists, see a desire for radical change; they want to establish a communist society in which the means of production will be communally owned and as a result of this Marxist feminists believe that gender inequalities will disappear (Haralambos, 2000:137).

Marxists feminism once proposed that all women should get paid for house work and childcare they should not do it for love alone and if the wives were waged workers, they would be part of the gross national product and could get raises and vacations and sick leave. But there is a sense in which wives are paid for their work for the family; husbands supposedly are paid enough to maintain their families as well as themselves. They are supposed to get what is called a family wage. The problem is that when a husband pays his wife for work in the home, either directly or indirectly, she is an economic dependent with few financial resources, a dangerous situation should her husband get sick, die or leaves her. The Marxist feminism solution, like that of liberal feminism, is that women too should have permanent full time jobs. They would have independent means to fall back on in case they got a divorce or become a widow or they did not have to get married at all, since they would be economically independent. For a mother, this solution entails affordable and accessible childcare services (Lorber,2005:50). According to this perspective the main sources of gender inequality are exploitation of women in unwaged work for the family; use of women workers as a reserve army of hired labour when the economy needs workers, fired when it doesn't; low pay for women's jobs.

2.2.8 Radical Feminism

Radical feminism argues that men are responsible for exploitation of women. Radical feminists believe that it is primarily men who have benefited from the subordination of women. Women are seen to be exploited because they undertake unpaid labour for men by carrying out childcare and housework, and because they are denied access to positions of power. They see society as patriarchal – it is dominated and ruled by men. Men are the ruling class and women are the subject class. Family is the key institution oppressing women in modern societies. They believe that only revolutionary change can offer the possibility of their liberation. Shulamith Firestone believes biology is responsible for women's oppression particularly in the fact that they give birth (Haralambos, 2000: 136).

Radical feminists seen in every institution and in society's most basic structures – heterosexuality, class, caste, race, ethnicity, age and gender-systems of oppression is gender, the system of patriarchy. Through participation in patriarchy, men learn how to hold other human beings in contempt, to see them as non-human and to control them. Within patriarchy men see and women learn what subordination looks like. Patriarchy creates guilt and repression, sadism

and masochism, manipulation and deception, all of which drive men and women to other forms of tyranny. They see patriarchy is the most significant structure of social inequality (Ritzer, 2011: 462). They identified some sources of gender inequality which are Patriarchy –a system of men’s oppression of women; men’s violence and control of women through rape, battering, murder and war; legitimation of women’s oppression in medicine, religion, science, law and other social institutions; objectification of women’s bodies in advertisements, mass media and cultural productions; sexual exploitation in pornography and prostitution; sexual harassment at work, in schools and on the street (Lorber, 2005:117).

2.2.9 Socialist Feminism

The theoretical project of socialist feminism develops around three goals: (1) to achieve a critique of the distinctive yet interrelated oppressions of patriarchy and capitalism from a standpoint in woman’s experience; (2) to develop explicit and adequate methods for social analysis out of an expanded understanding of historical materialism; and (3) to incorporate an understanding of the significance of ideas into a materialist analysis of the determination of human affairs (Reitzer, 2011: 465-466).

Socialist feminism makes it clear that gender equality demands redistribution of responsibilities in the family and degendered access to economic opportunities. Households need to be restructured so that mothers and fathers share work for the family and work for the pay. The typing of jobs as “women’s work” and “men’s work” needs to be eliminated. Women must have the opportunity to go up career ladders and attain position of power and authority in professions and in politics. But the focus on redistribution in the family and in the public sphere is not enough to redress gender inequality. What is also needed is reorganization of the devalued and powerless status of women, especially those of disfavoured racial ethnic groups. Women are sexually vulnerable and lack control over procreation. They are exploited as sex objects. As long as there are significant social and cultural differences between women and men beyond the biological, economic equality will not translate into fullfledged gender equality (Lorber, 2005: 75).

2.2.10 Postmodern Feminism

De Beauvoir’s, “The Second Sex” (1949) the writings of postmodern critics like Helen Cixous, Luce Irigaray and Julia Kristeva transcend the boundaries of feminism and offer to women

freedom from oppressive thought. According to Cixous, woman must develop feminine writing to change the male defined world. In other words, woman must write herself by putting into words her 'othernesses. Irigaray agrees with Cixous, that feminine sexuality and the female body are sources of feminine writing but disagrees with her application of male philosophical thought to writing. Irigaray argues that for women's liberation women should join together and speak boldly in the active voice avoiding false security. Kristeva also believes that like those women can overcome binary opposition, postmodern feminism goes the farthest in challenging gender categories as dual, oppositional and fixed. It argues that sex, sexuality and gender are shifting, fluid; multiple categories and those they do not exist without doing identity and display. Postmodern feminism criticize politics based on a universal category, women and presents instead a more subversive view that undermines the solidarity of a social order built on two sexes, two sexualities and two genders. The introduction of third terms – intersex, bisexuality and transgender – immediately calls into question the opposition of one to the other that the binaries imply. Additional changes come from queer theory which claims that there is hardly the limit to sex, sexuality and gender categories. Ambiguities and border shifts undermine the foundations of biological, sexual and gender differences. Equality will come when there are so many recognized sexes, sexualities and genders that one cannot be played against the other (Lorber, 2005:265).

2.2.11 Islamic Feminism

Islamic feminism locates the genesis of women's exploitation and oppression in the misinterpretation of Quran. Historically, women had equal status in Islam, but as “societies moved away from the Quran or formed wider interpretations of its text, equitable practices changed dramatically; hierarchical exercises of power were commonplace and women were relegated to subservient roles” (Villaverda, 2008).

According to Islamic feminism, Islam has developed in ways that are contrary to women's rights not because Islam in its essence is incompatible with gender equality, but because of the authority of patriarchal understandings that distorted Islamic law. “By clinging to medieval jurisprudence, male clergy and conservative scholars turned Islam into a misogynist discourse that promotes gendered hierarchy,” (Harbi, 2014). Islamic feminism is that the Qur'an ensures various rights to women, which are always denied to them as an outcome of prevailing

patriarchal interpretations (Schneider, 2009). Islamic feminism, which infers its comprehension and command from the Quran, seeks rights and justice for women, and for men, in the totality of their existence. Women in Islam have equal access to health and other welfare services. It is required to put into practice in Muslim society, followed by Islamic law not by socio-cultural norms. Islam gives detailed commandments with respect to women and set down clear rules for the relationship between man and women. The following quotations from the Quran make it obvious that both man and women have equal right in Islam, Qur'an says:

"And for women are rights over men similar to those of men over women" (2:226).

"We shall reward the steadfast according to their noblest deeds. Be thy men or women, those that embrace the faith and do what is right we shall surely grant a happy life: We shall reward them according to their noblest actions" (Quran, 16: 97).

It is apparent from the above verses of Qur'an that women is equal to man and both will be rewarded similarly for their great deeds and no distinction at all be made between them. Therefore, Qur'an has been just to women's status. It affirms that role of women is not less imperative than man; she is equivalent to him in bearing personal and common obligations and in accepting rewards for her deeds. The privileges of women are similar to that of man in all regards (Ali, 2011).

2.3 Conclusion

It emerges from the above brief review of literature that there is no study on the current scenario of gender inequality in elementary education in Kargil district of Jammu and Kashmir, though there are some studies focusing on other states of India. The issues of socio-economic conditions and access to education, women's participation in education and the reasons behind gender inequality in education have been raised in the available literature mostly on macro level in general terms. Gender inequality in education is one important aspect of educational disparity. Inequality and differences between communities is another critical aspect of this broader phenomenon of disparity in India. Thus, gender disparity in education becomes a major issue of research in contemporary Indian society where women suffered discrimination in almost all

fields particularly education. While the above-mentioned review of literature explains different aspects on inter community variations in terms of gender inequality in education. As my observation of approach to study the research as functionalist approach in relation to education the main functions of education are to bind members of society together – this creates social unity and solidarity. A functionalist's perspective on education is to have a consensus perspective: examine society in terms of how it is maintained for the common good. A functionalist will put an emphasis on positive aspects of schools such as socialization, the learning of skills and attitudes in school. The bourgeoisie have the wealth and the power to rule. The proletariats are exploited because they are not treated fairly. Marxists argue that the education system plays a key role in disseminating the ideology of the ruling class. Education acts as a force of oppression for the children of the working classes. And my approach to study the area on the bases of Islamic feminism, because in Islam women has equal rights but due to misinterpretation of Quran, which are always denied to them as an outcome of prevailing patriarchal interpretations. There is serious lack of empirical study based on primary sources to understand on-ground situation.

Chapter 3

Gender Inequality in Elementary Education: An Empirical Analysis of Kargil District of Jammu and Kashmir

3.1 Introduction:

This chapter has been designed by collecting data from three types of respondents, teachers, students and parents. We have collected both qualitative and quantitative. We have used well designed questionnaire for teachers and for parents and students we have used research schedule of total 136 respondents. In which total teacher sample were 16 teachers from four schools, students 60 samples and parents 60 samples. We have used descriptive statistics to interpret the results of our study. For the analysis we have Used SPSS Software.

Before outlining the socio-economic and educational background of the state, a brief geographic, demographic, and administrative arrangement is provided. Kargil is a district of Ladakh division in the Indian states of Jammu and Kashmir. Kargil lies near the Line of control facing the Pakistan-administered region of Gilgit-Baltistan to the north, the Kashmir and Jammu divisions to the west, district Kargil is a sparsely populated region with diverse linguistic, ethnic and religious groups, living in isolated valleys separated by some of the world's highest mountains. Urdu and Ladakhi are the main languages of Kargil district, however there are many other languages with diverse dialect i.e. Dardic Shina, Balti-Purig. The languages do vary with the geography of the area. Urdu is used for communication as the local language. (UNDP Report 2007) Kargil while winters are long and cold with temperatures often dropping to -40°C (-54°F) with recorded temperatures of -60°C (-76°F) in the tiny town of Drass. Kargil is located 204 km from the capital city of Srinagar. According to the 2011 census Kargil district has total area of $14,086\text{ km}^2$, and the total population of district Kargil is 140,802. According to Census 2011, District Kargil total population is 140,802, with population growth of 18.02 percent during the recent last decade (2001-2011). If the population of the district is seen on the bases of religion, then it is to be marked that Muslims comprises of 77 percent and Buddhism of 14 percent. The remaining 8 percent of population belongs to Hinduism and Sikhism.

3.1.1 Education Profile of Kargil District

After, providing a brief picture of geographic and demographic of the area it is imperative to discuss its educational profile of the district. The total literacy rate of India registered as 74.04 percent, whereas Jammu and Kashmir constitute 67.16 percent and district Kargil has literacy rate of 71.34 percent. Male literacy rate is (83.15 percent), which is comparatively higher than female literacy rate of female literacy (56.30 percent). According to Census of India 2011, literacy rate of population is defined as “the percentage of literates in the age group of seven years and above. Literates are defined as a person aged 7 years and above who can both read and write with understanding in any languages is taken as literate” A person who can only read but cannot write is not literate. It is not necessary that to be considered as literate, a person should have received any formal education or passed any minimum educational standard.

3.2: To examine the Socio-Economic and Educational Status of Students and Parents of Kargil District of Jammu and Kashmir.

3.2.1 Socio-Economic and Educational Status of Students in Kargil

Education of a child depends upon the educational and economic status of their family. Mostly, in rural areas in India people still live together in joint families. The family is a unique institution in that it is one of the same times both a private and public institutions (Patel 2005:15) The socio-economic and educational profile of Kargil district prepared by primary survey which is based on the following variables. In my study there are mainly two types of families are recognised such as nuclear and joint family.

Table 3.2.1 shows the more than half of the household 56.7% families reside as joint or complex family structure and remaining of the households, which is 43.3% resides in nuclear family structure in district Kargil. It shows that villages still prefer to have attributes of joint family. There might be various factors behind it, as the most instrumental factor is economic. For instance, if they have more person in the family they would be able to earn more, which is also one of the factors of growing population in villages. In joint family number of members is mostly high.

Table 3.2.1 Type of Family

Type of Family	Frequency	Percent
Nuclear	26	43.3
Joint	34	56.7
Total	60	100.0

Source: Estimated from field data

Note: Figure in Parenthesis is Percentage of Total

Fig.3.2.1 Percentage Distribution of Type of Family

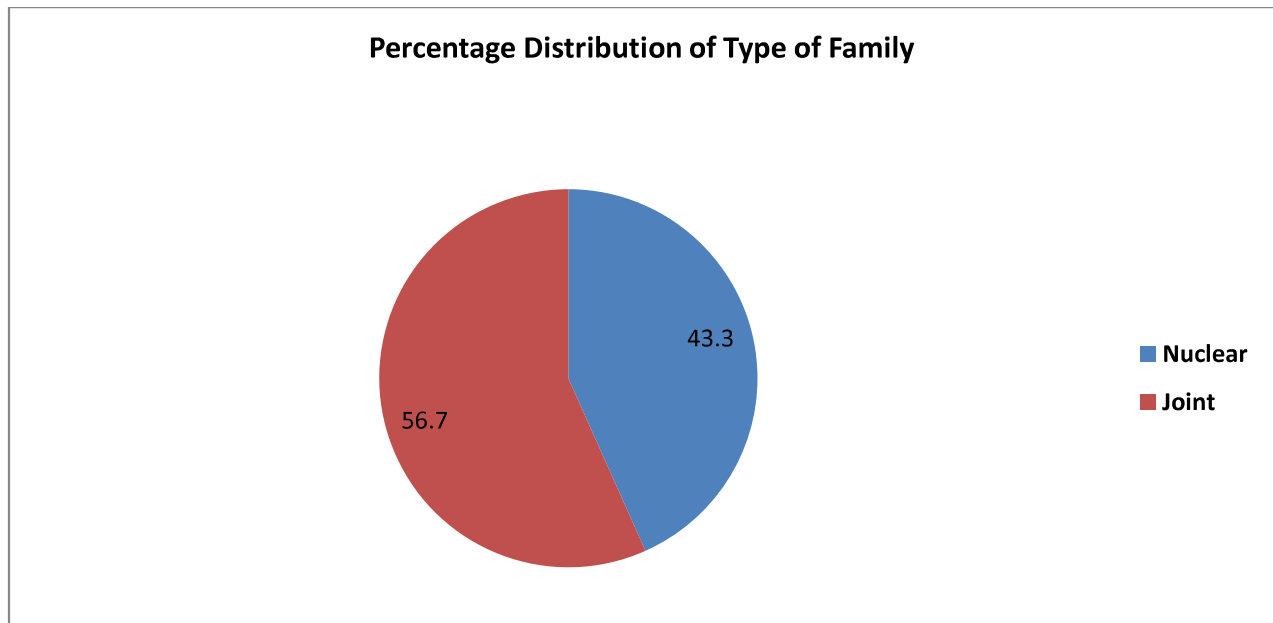


Table 3.2.2 shows that number of members in the family has ten to fourteen members, 21.7% has 6 family members, 15% family has 4 family members, and 13.3% family has 8 persons, 11.7% has 7 family members, similarly 6.7% has 9 family members in the family, 5% family's has both 14 and 10 members and 1.7% has 22 family members which is the highest in the family, 3.3 % has both 11 and 12 numbers of family. The member in a household varies from four to twenty-two, whereas the average of the family members in the household is thirteen. It could be considered as these families are joint families whereas in nuclear family, numbers are comparatively less. For consideration, it varies from four to six persons in small households. The data reveals that strength of family members also affect the educational levels of these children because of most of the family members are engaged in the processing of earning money.

Table 3.2.2 Number of persons in a Family

Total Number of persons in a Family	Frequency	Percent
4.00	9	15.0
5.00	8	13.3
6.00	13	21.7
7.00	7	11.7
8.00	8	13.3
9.00	4	6.7
10.00	3	5.0
11.00	2	3.3
12.00	2	3.3
14.00	3	5.0
22.00	1	1.7
Total	60	100.0

Source: Estimated from field data

Note: Figure in Parenthesis is Percentage of Total

Fig.3.2.2 Percentage Distribution of Number of persons in a Family

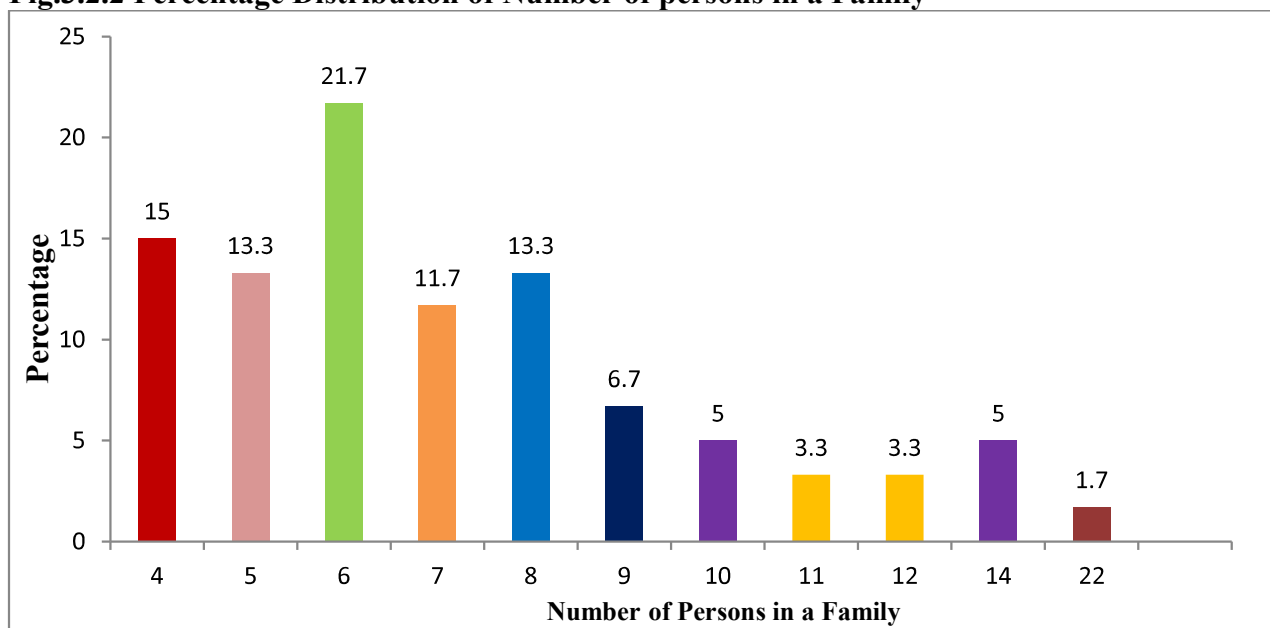


Table 3.2.3 shows distribution of age of the students on the bases of Gender. The male population is 9 and the female is 51 respondents, the lowest age is 11 years and the highest age is 15 years old.

Table 3.2.3 Gender of the Students

Gender	Frequency	Percent
Male	9	15.0
Female	51	85.0
Total	60	100.0

Source: Estimated from field data

Note: Figure in Parenthesis is Percentage of Total

Fig.3.2.3 Percentage Distribution of males and Females

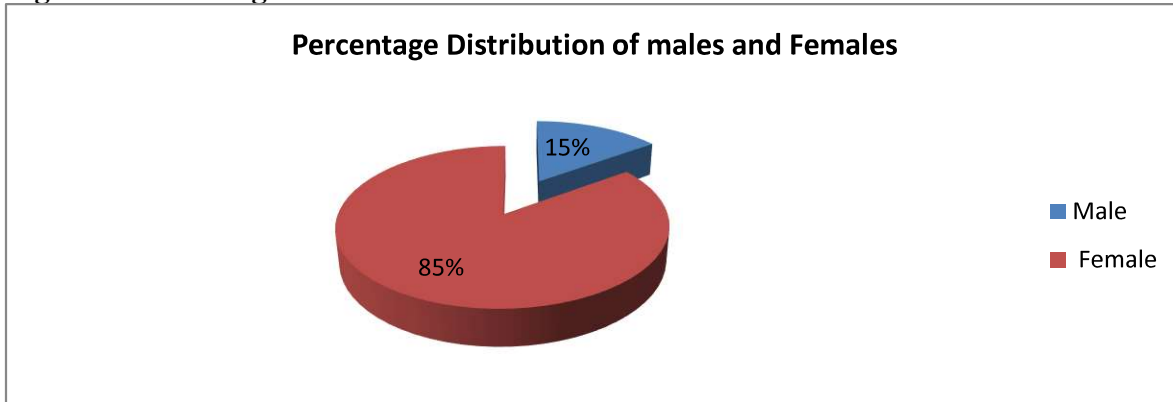
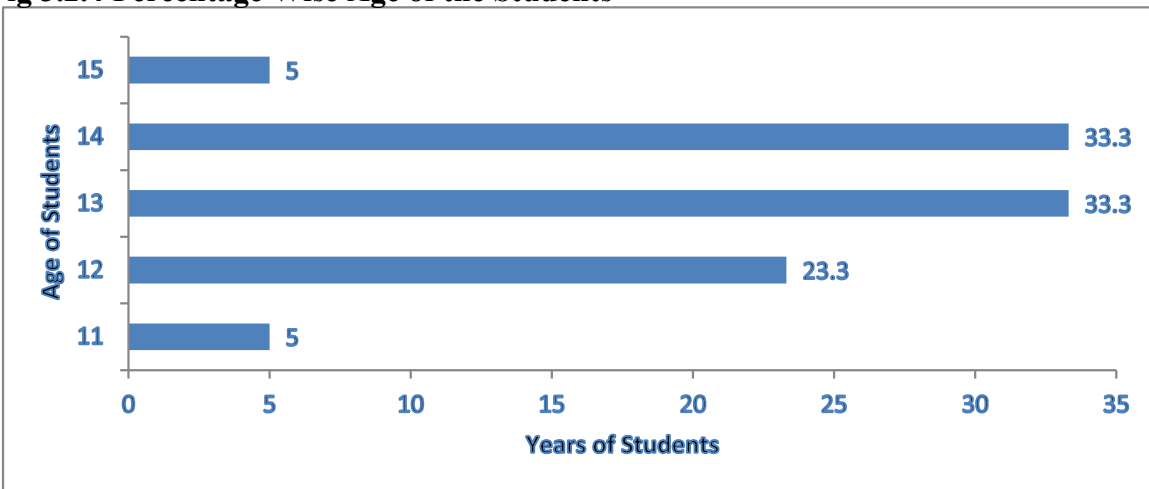


Figure 3.2.4 shows distribution of age of the students, the lowest age is 11 years and the highest age is 15 years old. The percentages are 5% students are 11 years old, 23% students are 12 years old, and 33.3% are from two age groups which are 13 and 14 years old. Lastly 5% students are 15 years old

Fig 3.2.4 Percentage Wise Age of the Students



Source: Estimated from field data

Note: Figure in Parenthesis is Percentage of Total

Table 3.2.5 shows class wise distribution of students, the lowest number of students from class 6th is 30.0% and the highest number of students from class 8th is 38%, respectively. From class 7th is 31.3% students.

Table 3.2.5 Class wise distribution of Students

Class	Frequency	Percent
6th	18	30.0
7th	19	31.7
8th	23	38.3
Total	60	100.0

Source: Estimated from field data

Note: Figure in Parenthesis is Percentage of Total

Fig.3.2.5 Class wise distribution of students

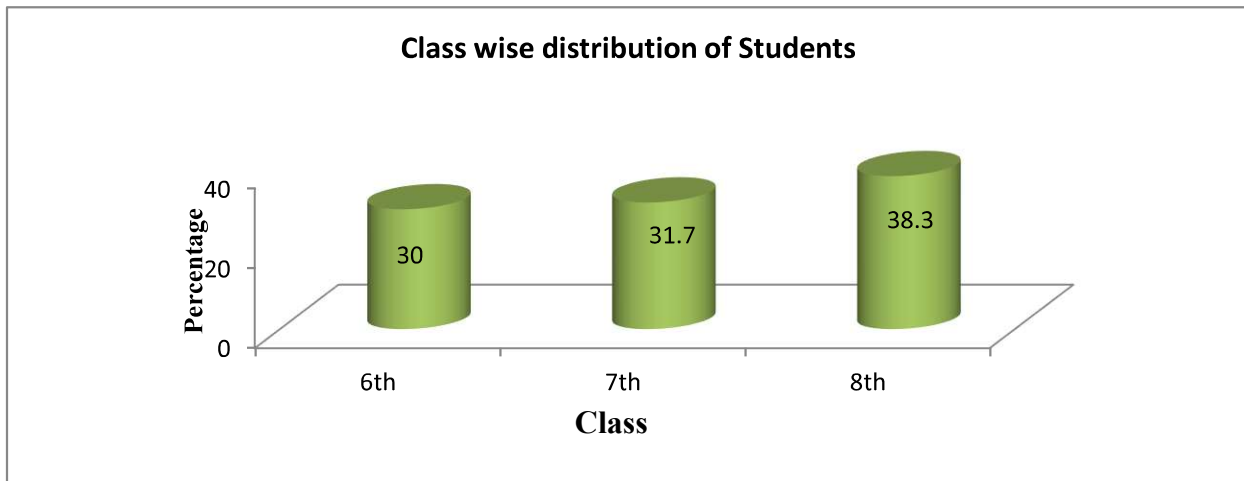


Table 3.2.6 shows the Educational status of parents affects the education of their ward too; India is a paternal society, where father or male members are considered as parent of a child. Many children are excluded from the education as their parents are not aware of their benefits of Education as well as their parents are illiterate. Educational status of fathers as 3.3 % are uneducated, 10% are primary, 35.0 % are in secondary level, 26.7 % are in intermediate, 23.3% are in graduate similarly 1.7% are post-graduate. Maximum educational qualification of father is 1.7% as post graduate respectively the minimum qualification of father is 3.3% as uneducated. Therefore, the maximum parents are not educated as 35.0% are in secondary level and also 26.7% are intermediate. It shows that parents are not much educated in the area.

Table 3.2.6 Educational Status of Father

Class	Frequency	Percent
Uneducated	2	3.3
Primary	6	10.0
10th	21	35.0
12th	16	26.7
Graduate	14	23.3
Post Graduate	1	1.7
Total	60	100.0

Source: Estimated from field data

Note: Figure in Parenthesis is Percentage of Total

Fig. 3.2.6 Percentage wise of Educational status of Father

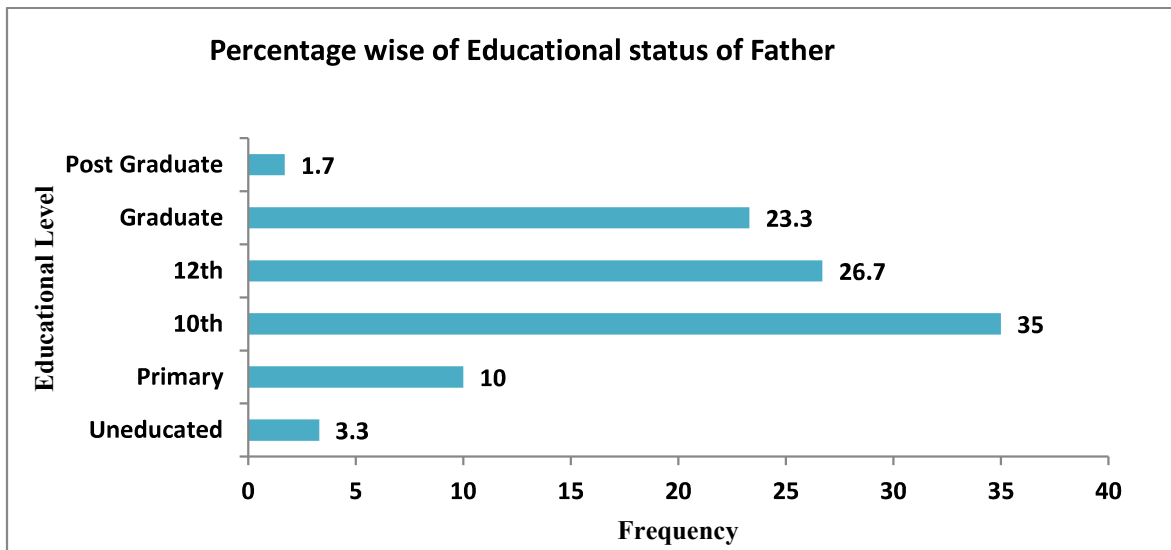
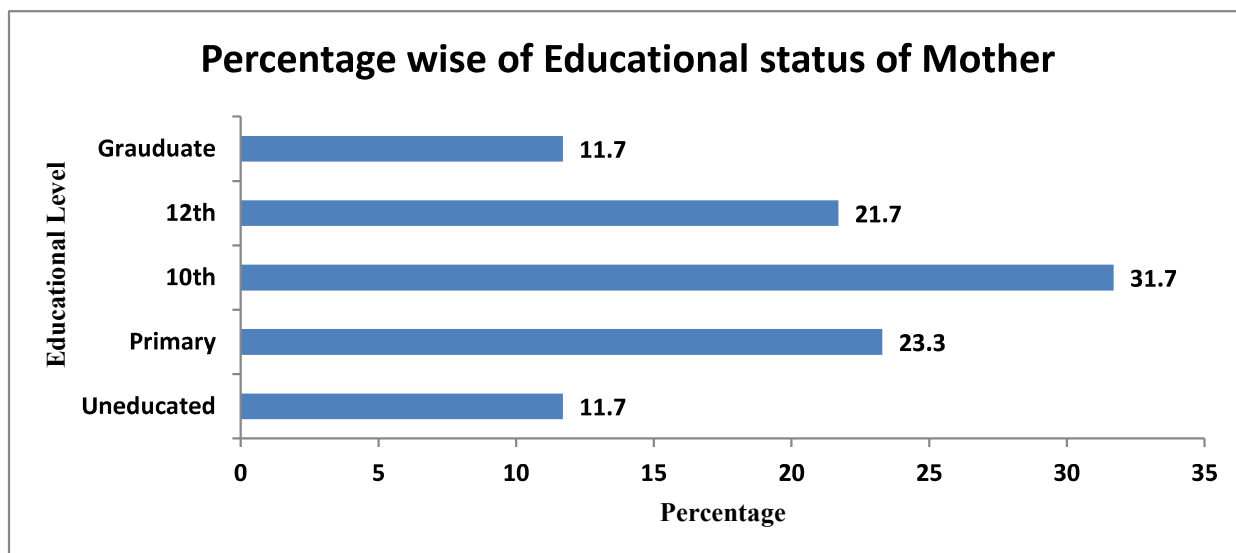


Figure 3.2.7 shows the Educational status of mother as 11.7 % are uneducated, 23.3% are primary, 31.7 % are in secondary level, 21.7 % are in intermediate, and 11.7% are in graduate. Maximum educational qualification of mother is 11.7% as graduate, respectively the minimum education qualification of mother is also 11.7% as uneducated. Therefore, the maximum mothers are not educated as 31.7% are in secondary level and also 21.7% are intermediate. It shows that women are not much educated as compared to men's in the area.

Fig.3.2.7 Percentage wise Educational status of mother



Source: Estimated from field data

Note: Figure in Parenthesis is Percentage of Total

Table 3.2.8 shows the occupation of fathers as highest number of occupations is 48.3% as business and 43.3% occupations are in service respectively 8.3% occupations are agriculture. It shows that father’s occupations are mostly in business sector which also affects their children from having education. Many children are excluded from the education since their parents are not aware of the benefits of education.

Table 3.2.8 Occupation of Fathers in Percent

Occupation of Fathers	Frequency	Percent
Agriculture	5	8.3
Business	29	48.3
Service	26	43.3
Total	60	100.0

Source: Estimated from field data

Note: Figure in Parenthesis is Percentage of Total

Fig. 3.2.8 Percentage wise Distribution of Occupation of Fathers

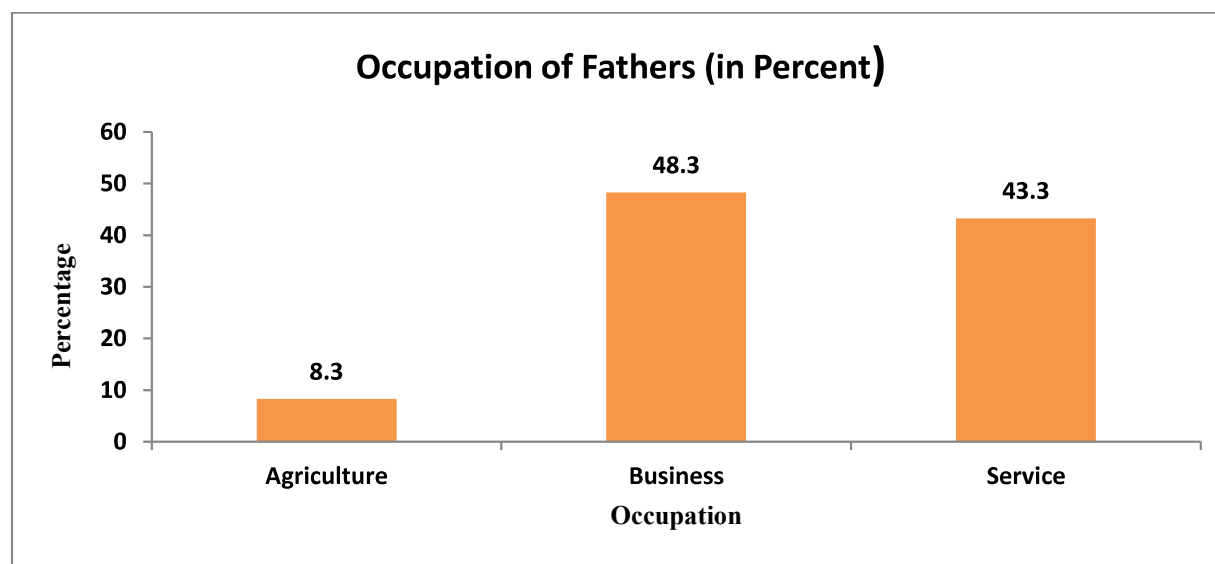


Table 3.2.9 shows the occupation of mothers as highest number of occupations is 63.3% as housewife and 23.3% occupations are in service respectively 13.3% occupations are in business. It shows that women are not much educated as the numbers of women's occupations are housewife and they are working on little area of cultivating land so they produce that much of grain and some vegetables which are sufficient for their families only for a period of time which is also a matter of inequality towards women's.

Table 3.2.9 Occupation of Mother in Percent

Occupation of Mothers	Frequency	Percent
Housewife	38	63.3
Business	8	13.3
Service	14	23.3
Total	60	100.0

Source: Estimated from field data

Note: Figure in Parenthesis is Percentage of Total

Fig. 3.2.9 Percentage Distribution of Occupation of Mothers

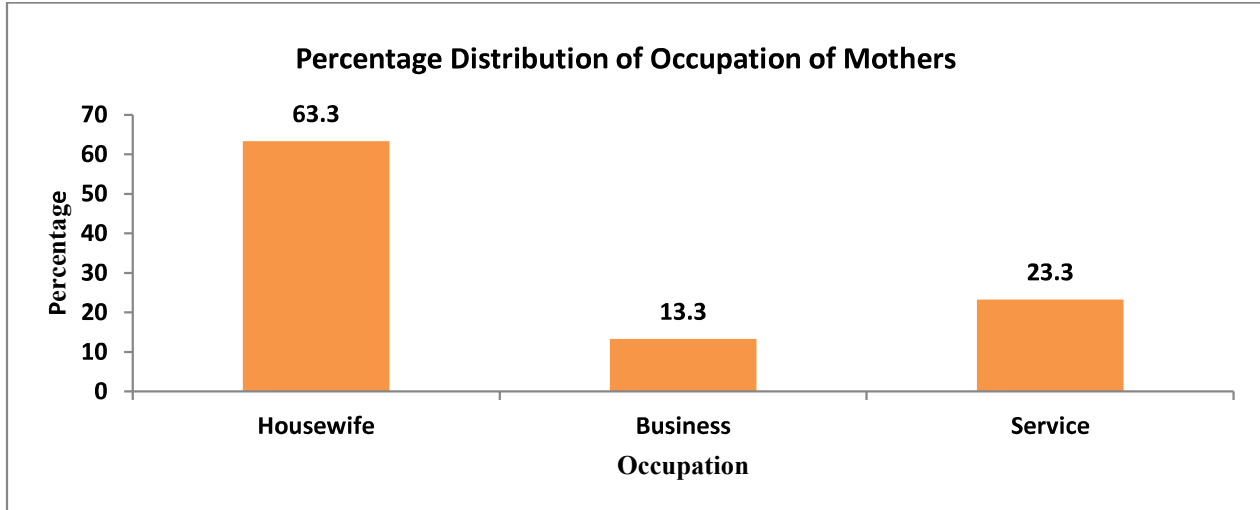


Table 3.2.10 shows that more than 36.7% of student's family's monthly income is less than 10000 rupees per month. These were the groups, who have small piece of land in their villages and they work in others field in peak days of harvest, also work as daily wager labors. Whereas 13.3% has 20000, these are those peoples who have working in lower posts in offices and 10% families has 15000, 10% families have working in Indian army and other forces which has 30000 monthly income these are also not much educated and 5% are working in government service which has 40000 monthly income.

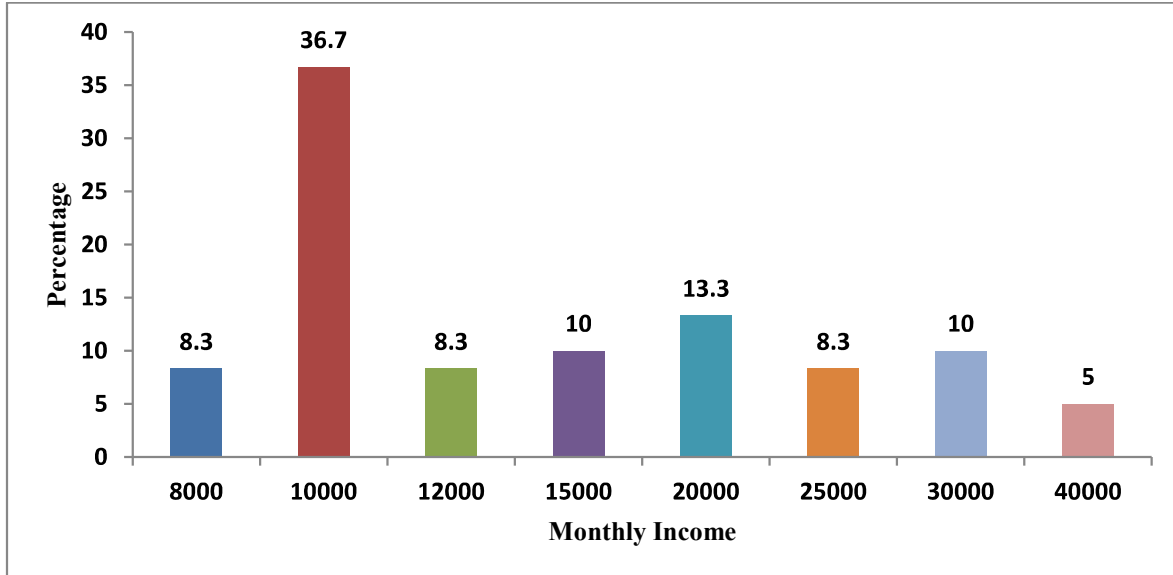
Table 3.2.10 Monthly Income of Students Family

Monthly income of your family	Frequency	Percent
8000	5	8.3
10000	22	36.7
12000	5	8.3
15000	6	10.0
20000	8	13.3
25000	5	8.3
30000	6	10.0
40000	3	5.0
Total	60	100.0

Source: Estimated from field data

Note: Figure in Parenthesis is Percentage of Total

Fig.3.2.10 Percentage Distribution of Monthly Income of Students Family

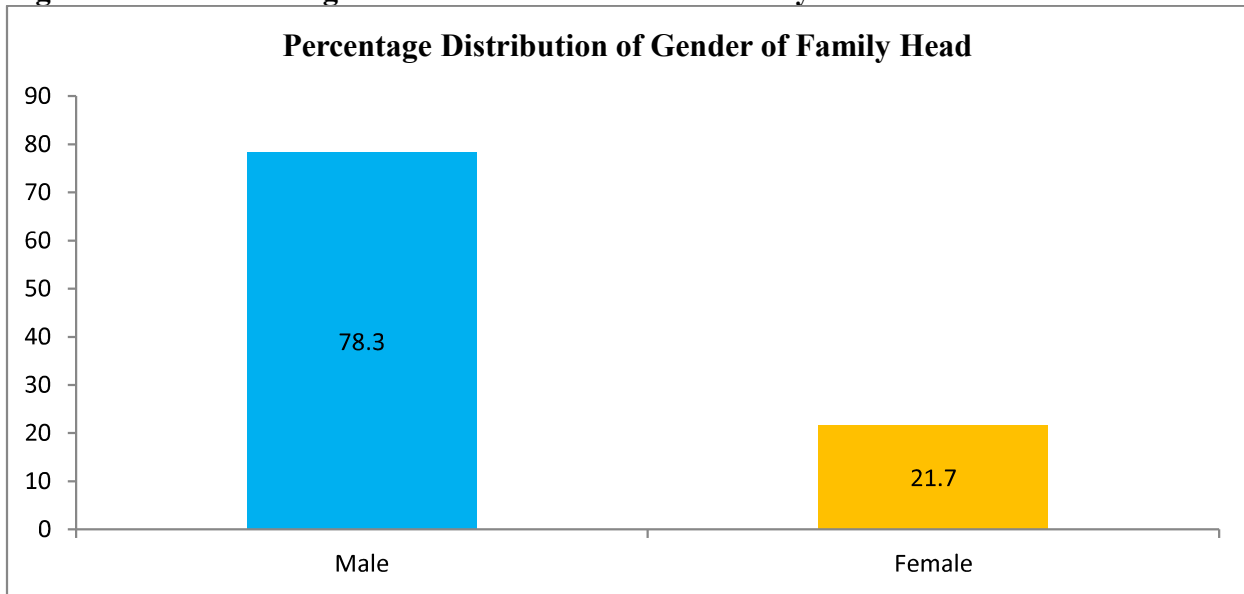


3.2.2 Socio-Economic and Educational Status of Parents in Kargil district of Jammu and Kashmir.

Indian Society is mainly dominated by male members, where all the decisions are taken by male members in the household.

Figure 3.2.2.1 shows that only 21.7 percent households were female headed whereas 78.3 percent households were male headed. According to Data these 21.7 percent families, who had female members as head of the family are either widow or separated. The fact is that elementary education of a child is certainly determined by his / her parents on the bases of their socio-economic status, here one point is noticeable that in Kargil district most of the families pay more attention towards boys' education instead of girl's education.

Figure 3.2.2.1 Percentage Distribution of Gender of Family Head



Source: Estimated from field data

Note: Figure in Parenthesis is Percentage of Total

Table 3.2.2.2 shows the educational status of parents as lowest percentage is 5% are uneducated, and the highest percentage are 23% intermediate 16.7% are both primary and secondary level, 30% are graduates and lastly 8.3% post graduates. Maximum educational status of parents is 8 3% as post graduate respectively the minimum qualification of parents is 05% as uneducated .it shows that maximum parents are in intermediate qualifications.

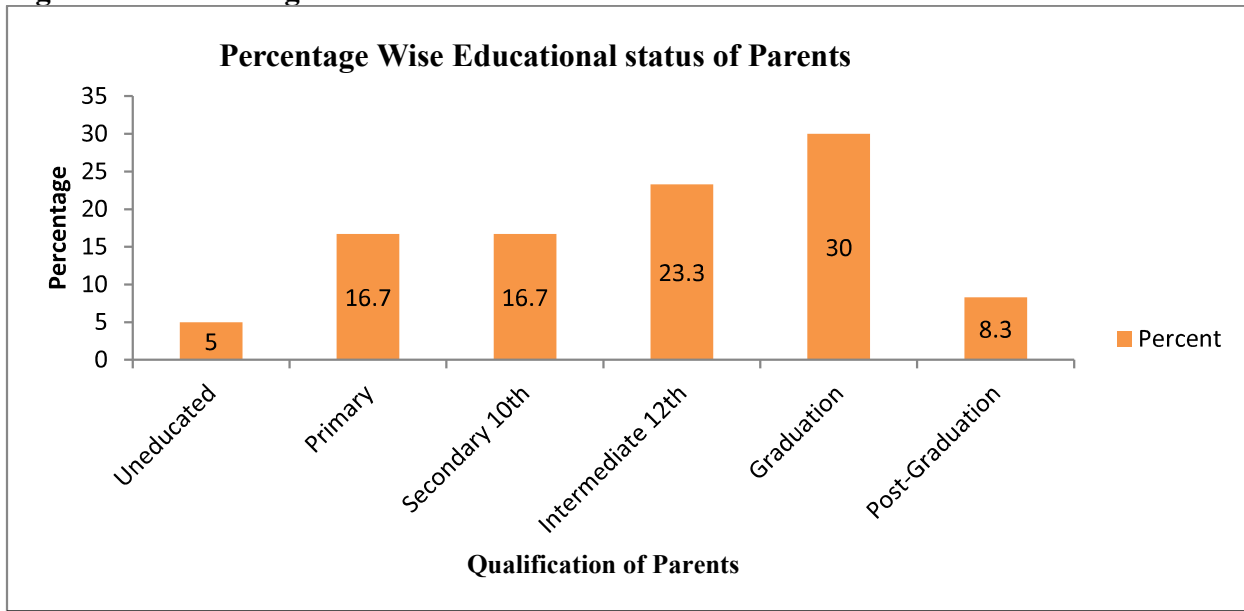
Table 3.2.2.2 Educational Status of Parents

Educational status of Parents	Frequency	Percent
Uneducated	3	5.0
Primary	10	16.7
Secondary 10th	10	16.7
Intermediate 12th	14	23.3
Graduation	18	30.0
Post-Graduation	5	8.3
Total	60	100.0

Source: Estimated from field data

Note: Figure in Parenthesis is Percentage of Total

Fig. 3.2.2.2 Percentage Wise Educational Status of Parents

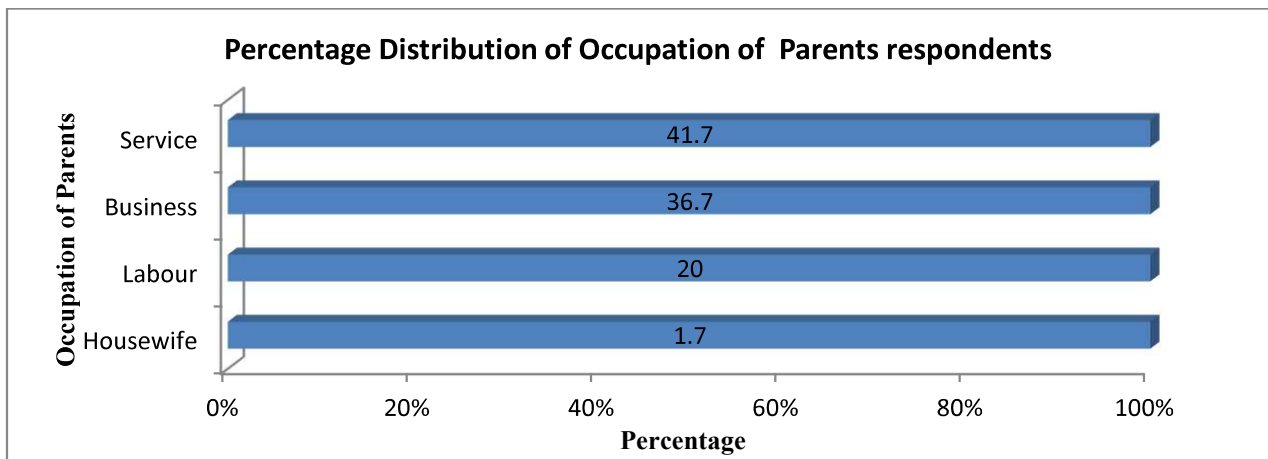


Source: Estimated from field data

Note: Figure in Parenthesis is Percentage of Total

Figure 3.2.2.3 shows that Occupations of parents are 1.7 percent are housewives, 20 percent are labors, and 36.7 percent are business and 41.7 percent are government services.

Fig. 3.2.2.3 Percentage Distribution of Occupation of Parents Respondents

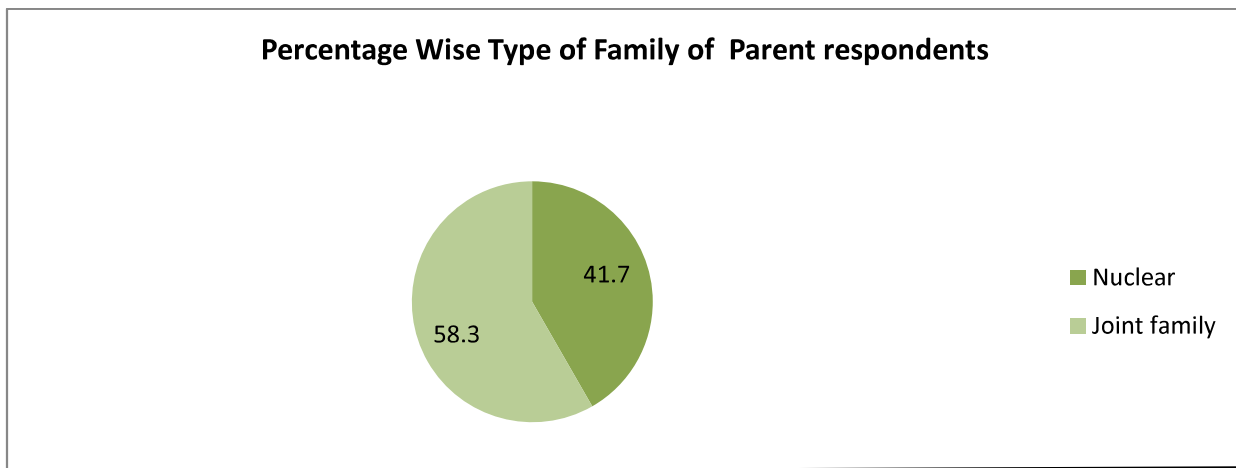


Source: Estimated from field data

Note: Figure in Parenthesis is Percentage of Total

Figure 3.2.2.4 shows the household 58.3 percent families reside as joint or complex family structure and remaining of the households, which is 41.7 percent resides in nuclear family structure in district Kargil. It shows that villages still prefer to have attributes of joint family. There might be various factors behind it, as the most instrumental factor is economic. For instance, if they have more people in the family they would be able to earn more, which is also one of the factors of growing population in villages. In joint family number of members is mostly high.

Fig. 3.2.2.4 Percentage Wise Type of Family of Parent Respondents



Source: Estimated from field data

Note: Figure in Parenthesis is Percentage of Total

Table 3.2.2.5 shows that number of member in the family of parents has ten to fourteen members, 20 percent has 6 family members, 13.3 percent family has 4 family members, and 11.7 percent family has 5 persons, 10 percent has 10 family members, similarly 6.7 percent has 13 family members in the family, 5% family's has both 12 and 11 members and 7 members The member in a household varies from four to twenty, whereas the average of the family members in the household is fourteen. It could be considered as these families are sort of joint families whereas in nuclear family, numbers are comparatively less. For consideration, it varies from four to six persons in small households. The data reveals that strength of family members also affect the educational levels of these children because of most of the family members are engaged in the processing of earning money.

Table 3.2.2.5 Total Number of persons in the household of parent’s family

Number of Persons in Family	Frequency	Percent
4.00	8	13.3
5.00	7	11.7
6.00	12	20.0
7.00	3	5.0
8.00	4	6.7
9.00	5	8.3
10.00	6	10.0
11.00	3	5.0
12.00	3	5.0
13.00	4	6.7
14.00	5	8.3
Total	60	100.0

Source: Estimated from field data

Note: Figure in Parenthesis is Percentage of Total

Fig.3.2.2.5 Percentage Wise Total Number of persons in the household of Parents Family

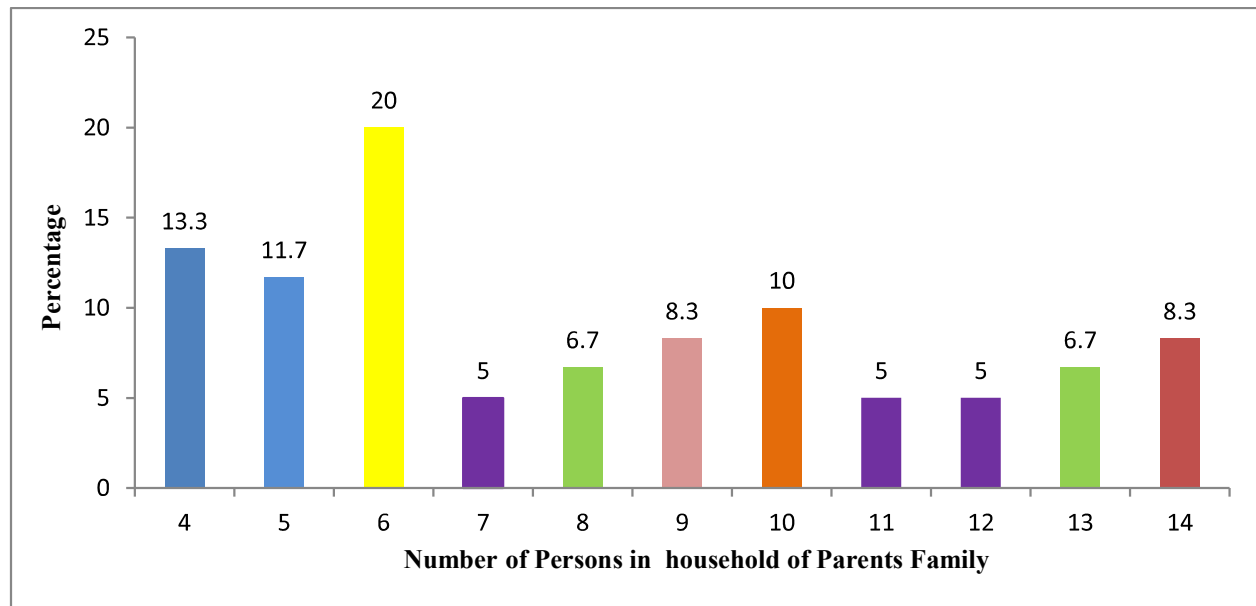


Table 3.2.2.6 shows that more than 23 percent of parent’s monthly income is 10000 rupees per month. These were the groups, who have small piece of land in their villages and they work in others field in peak days of harvest, also work as daily wager labors. Whereas 18.3 percent has 15000 rupees, these are those peoples who have working in lower posts in offices and 11.7

percent has 20000 rupees, 20 percent monthly income is 25000 rupees working in Indian army and other forces, 6.7 percent has 12000 which has monthly income these are also not much educated and 6.7 percent are working in government service which has 40000 rupees is monthly income.

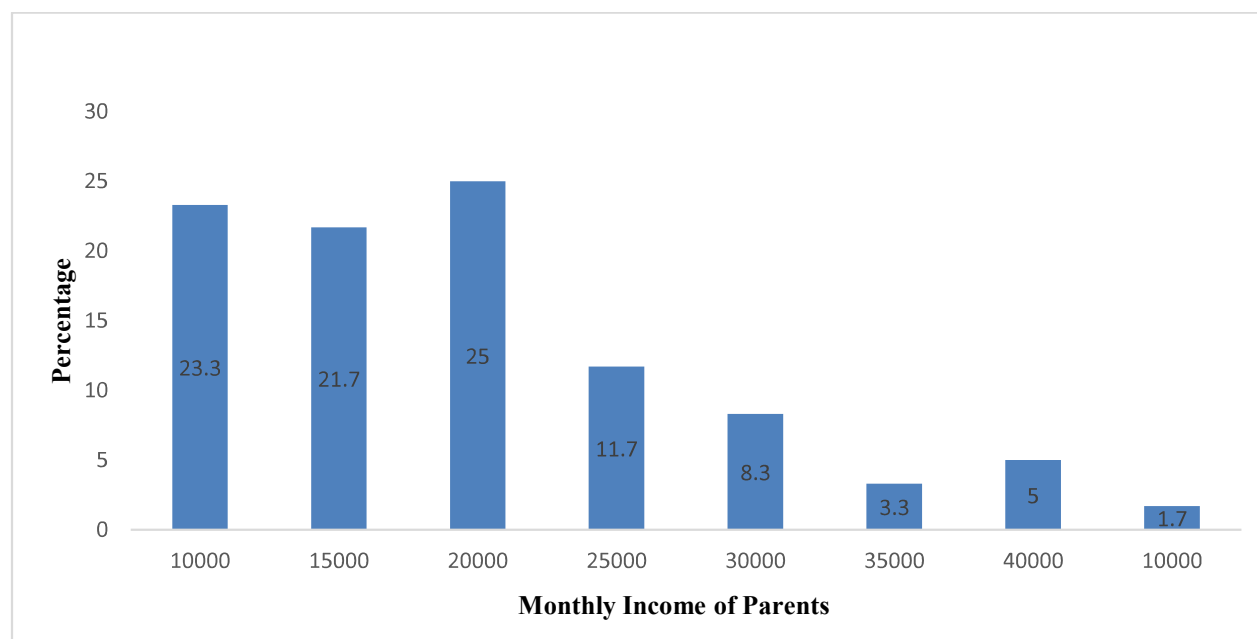
Table 3.2.2.6 Monthly Income from all Sources Parents

Monthly Income from all sources Parents	Frequency	Percent
10000	14	23.3
15000	13	21.7
20000	15	25.0
25000	7	11.7
30000	5	8.3
35000	2	3.3
40000	3	5.0
10000.00	1	1.7
Total	60	100.0

Source: Estimated from field data

Note: Figure in Parenthesis is Percentage of Total

Fig.3.2.2.6 Monthly Income from all Sources Parents



3.3: To Analyse Inequality in Access to Education with respect to Gender in Kargil District of Jammu and Kashmir.

Education has always been a tool invested with power, as representing the interest of ruling class. By the virtue of representing ruling class ideas, it reproduces existing inequalities through symbols and cultural notion in order to preserve the status. So, the kind of inequalities were existed in the long past of India it is also being perpetrated in the 21st century. Education is considered as primary tool for the one development. It has been realized that without proper and equal educational opportunities for all, the achievement of economic as well as social development is not possible. Elementary Education sector is the most sub-sector of the education system. Education for all was the basic thrust of the educational policies and priority has been given to the elementary education in the educational planning.

Issues of Access to Education in Schools

Govinda and Bandhopadhyay (2013) write that provision of Primary Schools in the villages that qualifying for the opening of a formal school is fairly complete. However, children who live in small villages with very small population continue to face difficulties in accessing school facilities within 1-3 kilometers. Similarly, the uneven physical access to school and its facilities in across the state, area of field and localities varied. The increasing number of enrolments does not assure complete and quality education free from biases. This section explains how access to education play role in achieving complete and quality elementary education without being gender inequality.

Table 3.3.1 shows that the distance of their school from home as the data shows that the distance of 1 km distance between schools to home is 1 km, 2 km distance between schools to home is 38.3%, respectively 3 km distance between school to home is 10%, which reveals that the problem of children in the rural areas face difficulties to travel long distances to reach schools, which cause tiredness and absenteeism. It is to be noted that in some of the areas the students walk (one-way) 1-3 Km to reach their schools. This is worse when students are needed at home for work. And, no doubt, girls are prone to such burdens. A related issue is a matter of safety for girls on their way to school or home. And all the students are going by walk. This is shown in figure B.

Table 3.3.1 Distance from School to Home

What is the distance of your school from home	Frequency	Percent
1 km	31	51.7
2 km	23	38.3
3 km	6	10.0
Total	60	100.0
Transportation do Students Use to get to School	Frequency	Percent
By walk	60	100.0

Source: Estimated from field data

Note: Figure in Parenthesis is Percentage of Total

Fig. 3.3.1 Percentage of Distance from School to Home (A, B)

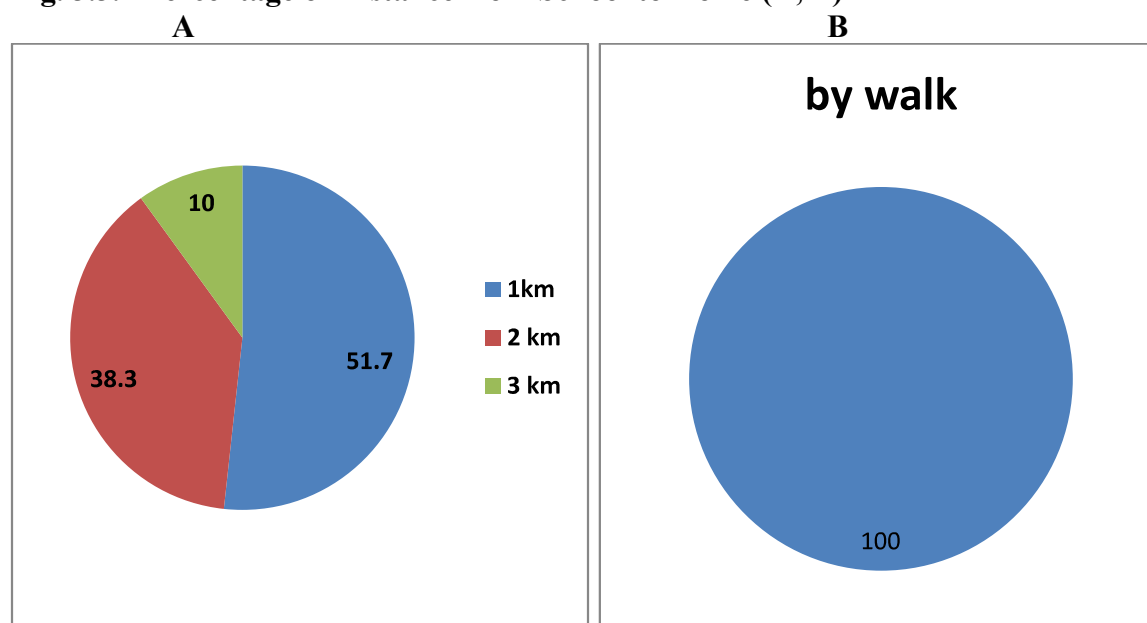


Table 3.3.2 shows that the source of drinking water in the school is 90% use piped water and 10% uses tank/open well water. The main sources of drinking water in government schools are piped water and that is extremely broken and, in some schools, it was full of mud. Therefore, school is responsible to provide water facility through any of ways. However, the increase pollutions in the atmosphere bound us to focus more on providing safe drinking water in government schools.

Table 3.3.2 Main Sources of Drinking Water in the School

Main Sources of Drinking Water in the School	Frequency	Percent
Piped water	54	90.0
Tank/pond/Open well	6	10.0
Total	60	100.0

Source: Estimated from field data

Note: Figure in Parenthesis is Percentage of Total

Fig. 3.3.2 Percentage Wise Main Sources of Drinking Water in the School

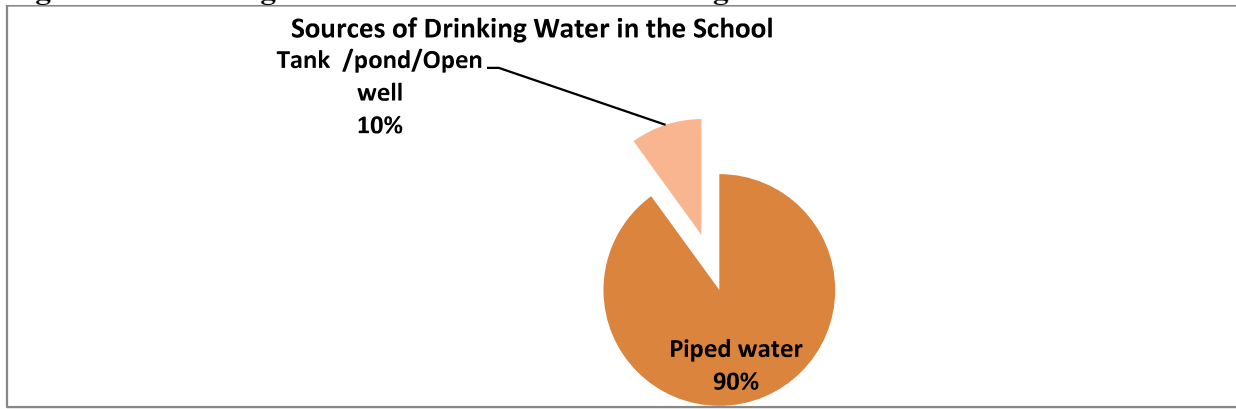
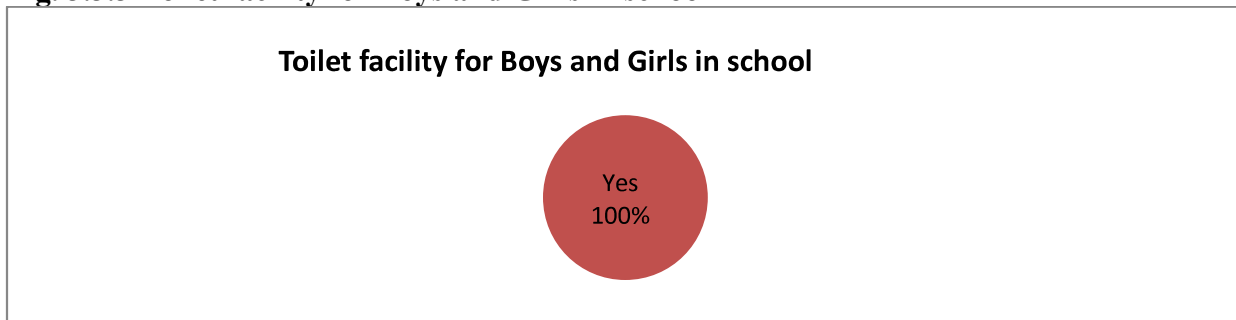


Figure 3.3.3 shows that 100% schools have toilets for boys and girls, but according to field observation there were number of schools where toilets were barely available but in not working condition .it was built as a structure of building without any toilet seats placed in it to on official papers. In some schools there is no facility like water tank, flowing waters etc. so toilet is an important and necessary for good school. It is a part of sanitation programme which ensures cleanliness, good health, and prevents from various diseases.

Fig. 3.3.3 Toilet facility for Boys and Girls in school

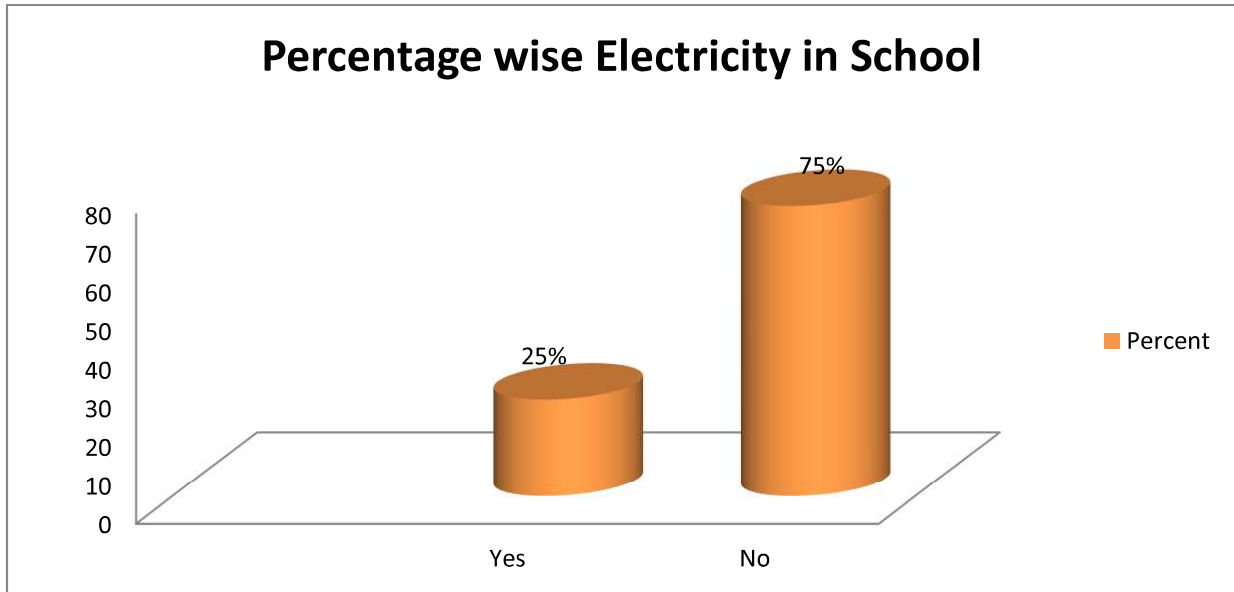


Source: Estimated from field data

Note: Figure in Parenthesis is Percentage of Total

Figure 3.3.4 shows that 75% schools have no electricity and 25% schools has been using electricity in schools, it is also a drawback for students in cold winter and harsh summers due to hot weather and for smart class electricity must be in all government schools.

Fig. 3.3.4 Percentage wise Electricity in School



Source: Estimated from field data

Note: Figure in Parenthesis is Percentage of Total

Table 3.3.5 shows that 63.3% parents are equally spent money to their children’s study, but 36.7%, parents spent relatively more money to their sons over daughters, so it is a matter of concern and inequality on girls

Table 3.3.5 Parents Spent More Money to Your Brothers for Food, Uniform, Others

What do You Think Parents Spent More Money to Your Brothers for Food, Uniform, Others	Frequency	Percent
Neutral	38	63.3
Agree	22	36.7
Total	60	100.0

Source: Estimated from field data

Note: Figure in Parenthesis is Percentage of Total

Fig. 3.3.5 Percentage Distribution of Parents Spent More Money to Your Brothers for Food, Uniform, Others

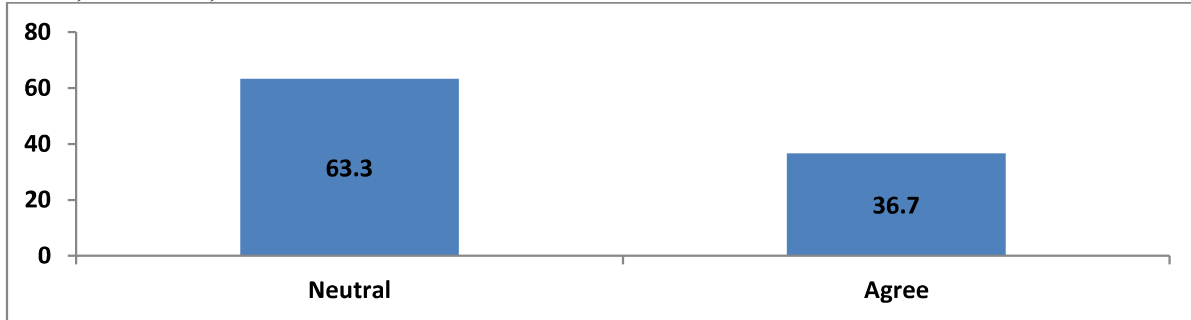


Table 3.3.6 shows that 20% societies feel that their girls should remain in the household to help their parents on fields and others activities instead of having formal education, 51.7% society feels that girls should go for a formal education, and 28.3% societies feels often that their girls should remain at household.

Table 3.3.6 Society Feels Girls should remain in the household instead of having Formal School Education

What do You Think Your Society Feels Girls Should Remain in the Household instead of Having Formal School Education	Frequency	Percent
Yes	12	20.0
No	31	51.7
Often	17	28.3
Total	60	100.0

Source: Estimated from field data

Note: Figure in Parenthesis is Percentage of Total

Fig. 3.3.6 Percentage Distribution of Society Feels Girls should remain in the Household instead of Having Formal School Education

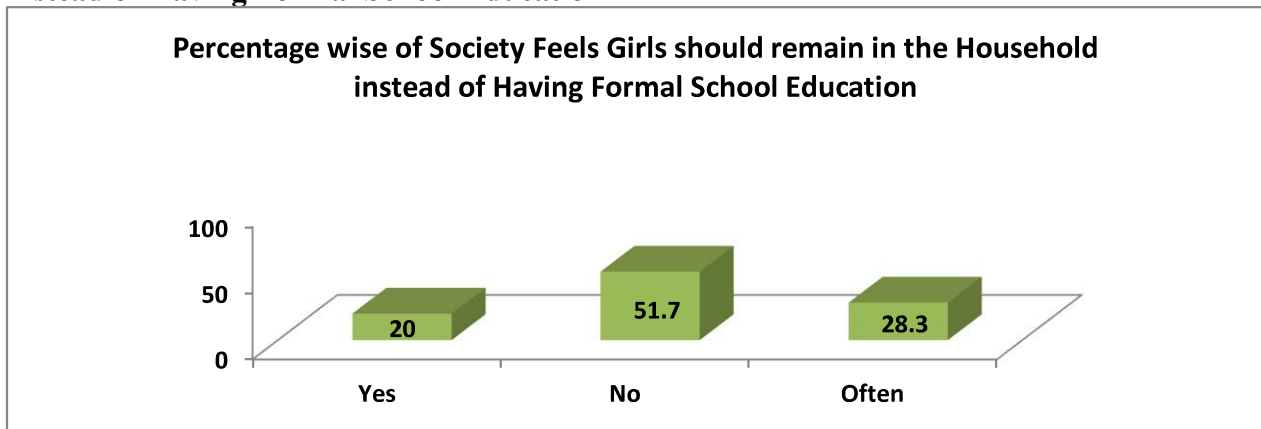


Table 3.3.7 reveals 30% girls feel the sort of religious restrictions for getting formal education, as their parents wants to send them religious institutes for religious education, their parents does not want them to have formal education and 70% girls doesn't feels they have any sort of religious restriction for having formal education. Therefore, religious restriction is also a factor for not having formal education in schools.

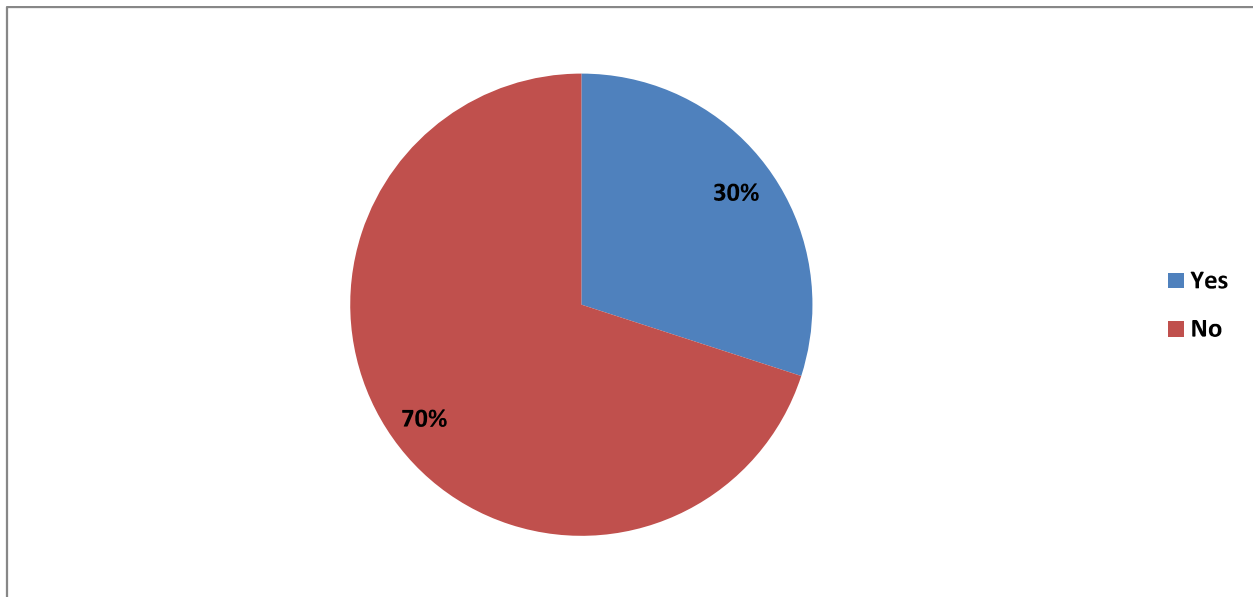
Table 3.3.7 Girls feel any sort of Religious Restrictions for Getting Formal Education

Do You Feel any sort of Religious restriction for Girls for Getting Formal Education?	Frequency	Percent
Yes	18	30.0
No	42	70.0
Total	60	100.0

Source: Estimated from field data

Note: Figure in Parenthesis is Percentage of Total

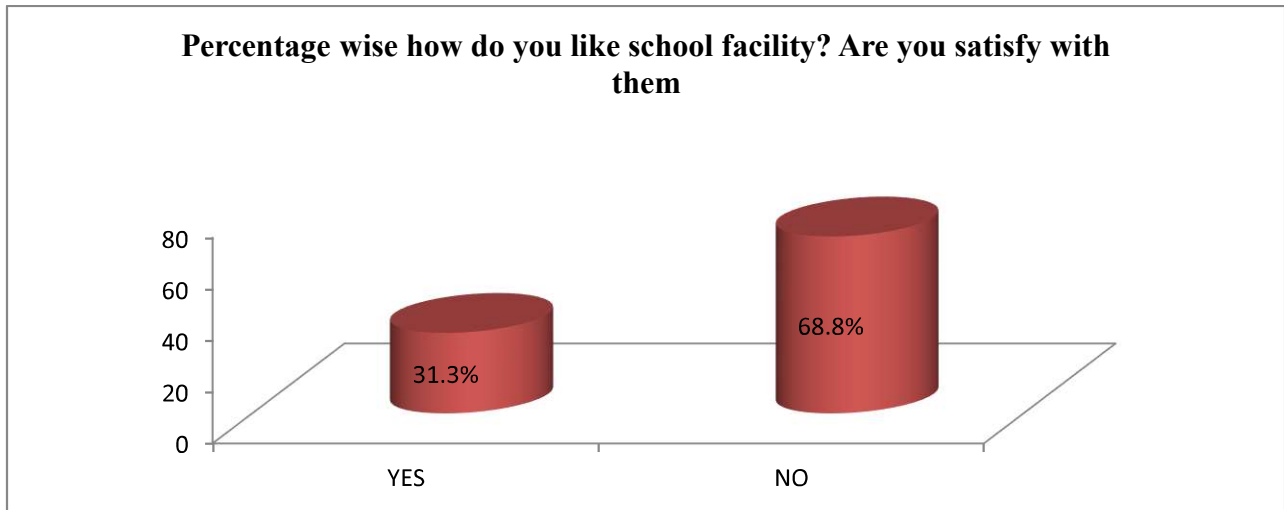
Fig.3.3.7 Religious Restrictions for Girls for Getting Formal Education (in Percent)



3.4 Status of Parents and Teachers, Problems and Inequality in Access to Education.

Figure 3.4.1 shows that 68.8 percent teachers are not satisfied with the existing school facilities and 31.3 percent has satisfied with the existing facility, during field visit interaction with teachers they reveal that the facilities in elementary educational level schools is not much good which is also a factor for accessing schooling for children’s in a remote area of Kargil district.

Fig. 3.4.1 how do you like School Facility? Are you satisfied with them?



Source: Estimated from field data

Note: Figure in Parenthesis is Percentage of Total

Table 3.4.2 shows that 93.8 percent teacher think that gender inequality in classroom is important as both every gender should have equal attention in the class which is the most important factor for retention of students in the school and 6.3 percent think gender equality is not much importance in the classroom.

Table 3.4.2 Do you think gender equality is important in class room

Do you think gender equality is important in class room	Frequency	Percent
Yes	15	93.8
No	1	6.3
Total	16	100.0

Source: Estimated from field data

Note: Figure in Parenthesis is Percentage of Total

Fig. 3.4.2 Percentage wise gender equality is important in class room

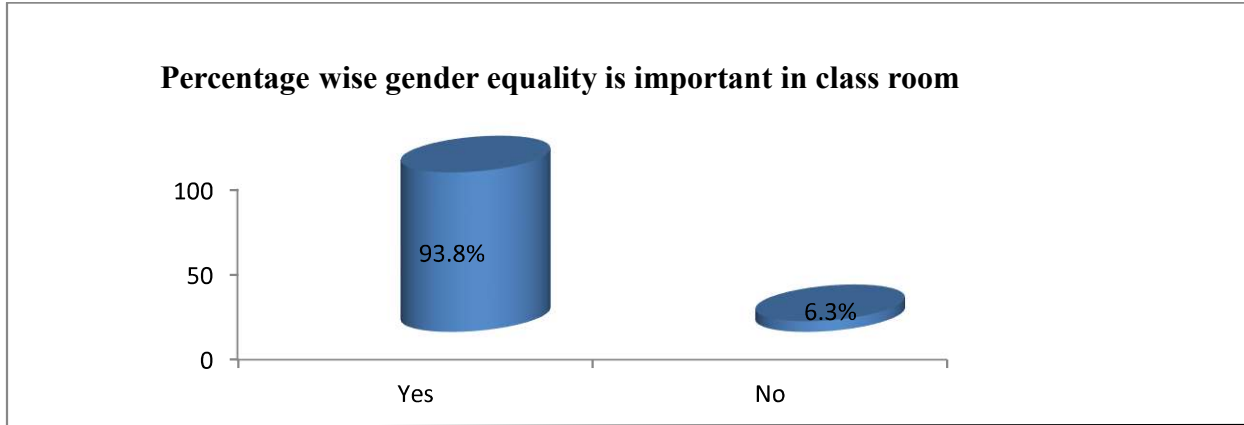
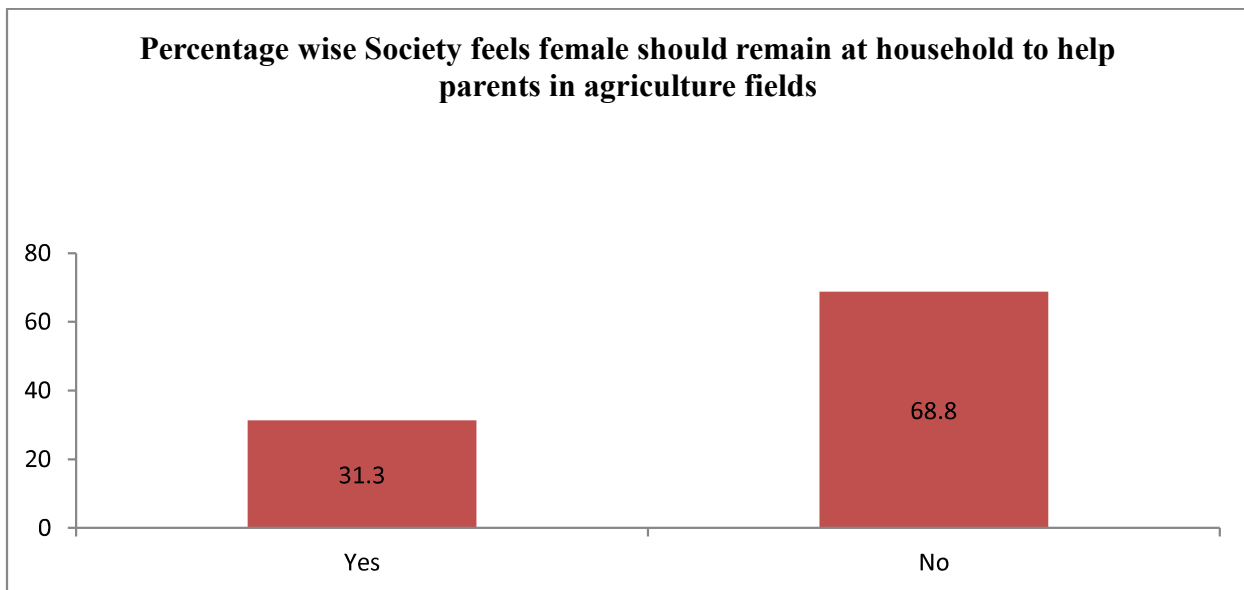


Figure 3.4.3 shows that 68.8 percent public in the society feels that females should remain at household to help parents in agriculture fields and 31.3 percent public feels their females should remain at house hold ton help their parents in agriculture and other fields which is also a gender inequality with females as they are marginalized on the bases of gender.

Fig. 3.4.3 Society feels female should remain at household to help parents in agriculture fields

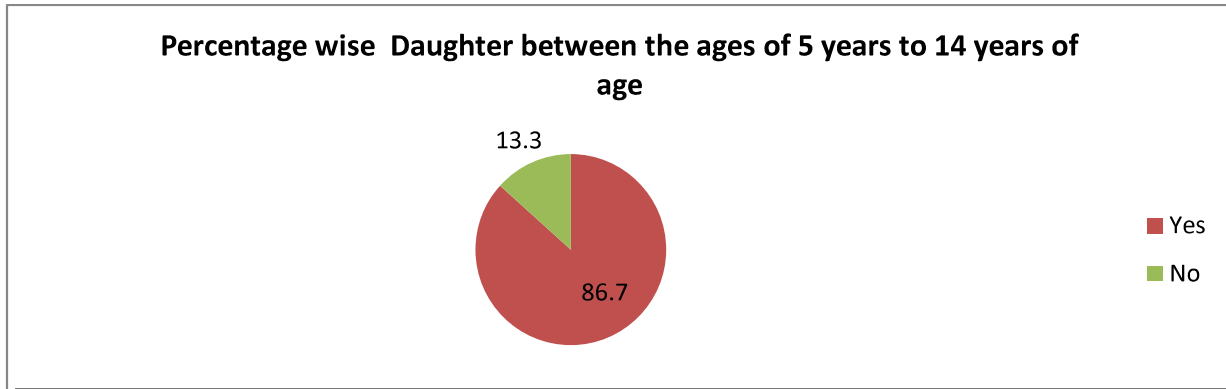


Source: Estimated from field data

Note: Figure in Parenthesis is Percentage of Total

Figure 3.4.4 shows that 86.7 percent respondents have daughter between the age of 5 years to 14 years of age and 13.3 percent have not daughter of 5 to 14 years of age, so it shows that peoples sent their daughters to school, but not formally for education, they sent their daughters to government schools for temporary bases only for elementary education after they cannot access more education.

Fig 3.4.4 Percentage wise Daughter between the ages of 5 years to 14 years of age

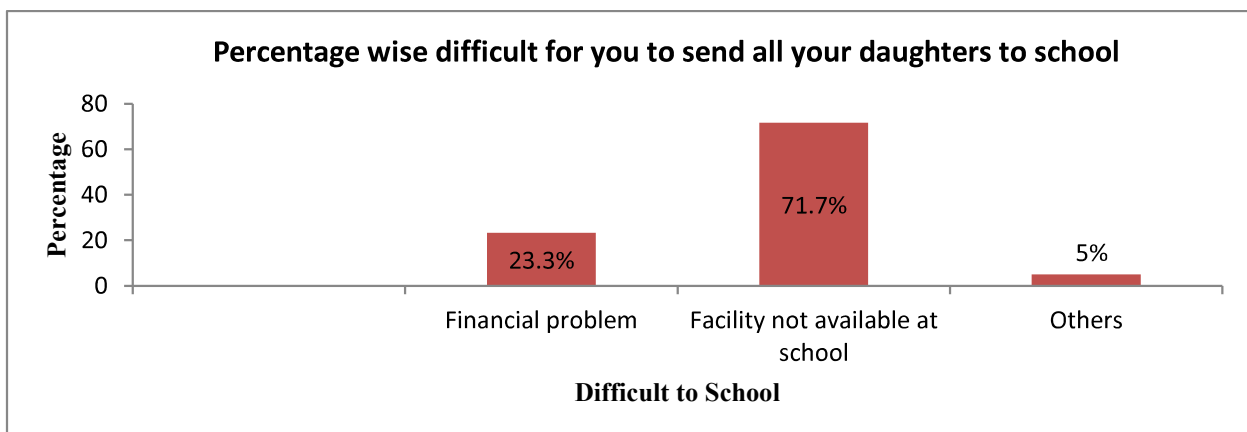


Source: Estimated from field data

Note: Figure in Parenthesis is Percentage of Total

Figure 3.4.5 it shows that difficulty for sending all daughters to school has some problems and difficulties to send them school as 71.7 percent feels that the facilities not available at school due to they cannot send their daughters to school as it is a matter of their security and other social factors and 73.3 percent has financial problem and 5 percent has other problem which they cannot send their daughters to school, these are the factors of difficulties.

Fig. 3.4.5 Difficult to send all daughters to school

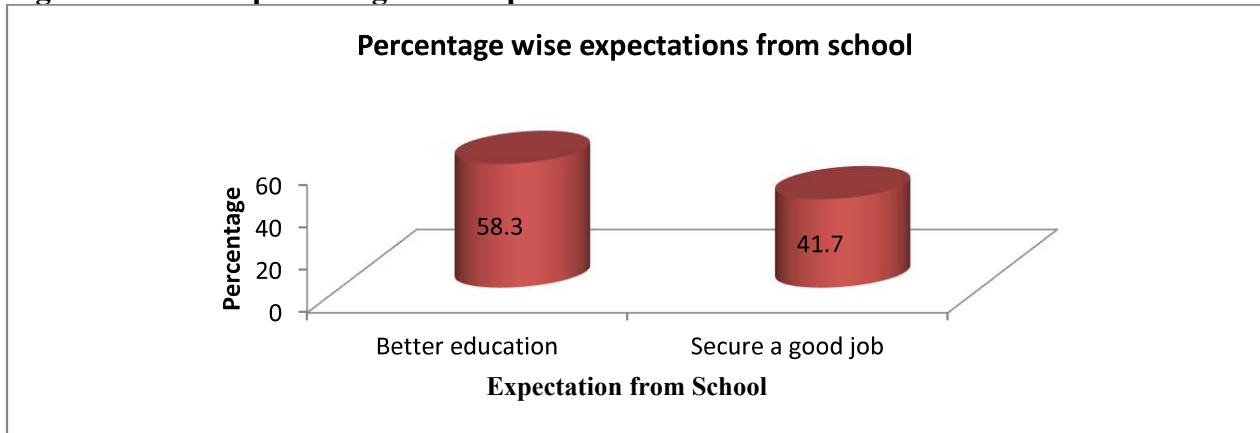


Source: Estimated from field data

Note: Figure in Parenthesis is Percentage of Total

Figure 3.4.6 it shows that the parents' expectations from school has determined on which bases as data shows that 58.3 percent parent's expectation from school has better education for their children and 41.7 percent parents expects to secure a good job of their children from the education of school.

Fig. 3.4.6 Parents percentage wise expectations from school

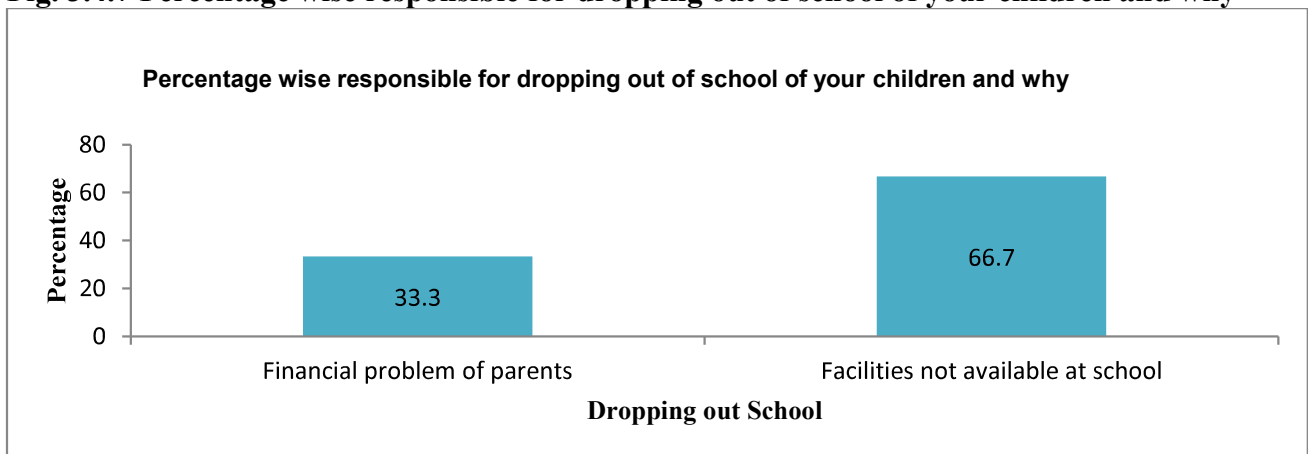


Source: Estimated from field data

Note: Figure in Parenthesis is Percentage of Total

Figure 3.4.7 shows that the responsible for dropping out school of children has been analyses on the bases of survey data that 33.3 percent has dropping school due to financial problems of their parents and 66.7 percent has dropping school due to facilities and basic requirements of daily life which may cause dropping out of schools in elementary level education.

Fig. 3.4.7 Percentage wise responsible for dropping out of school of your children and why

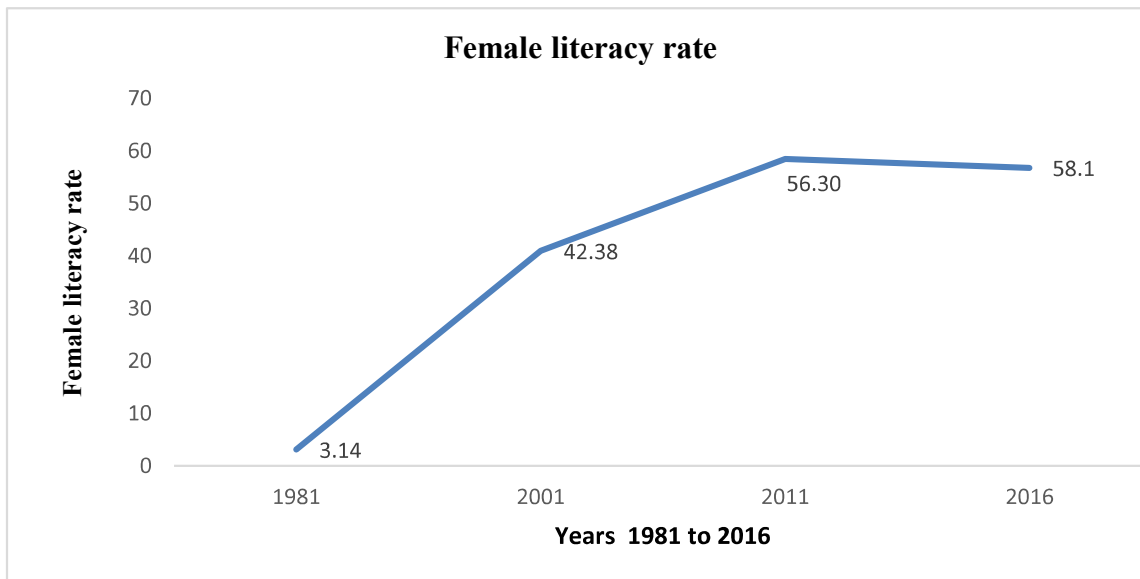


Source: Estimated from field data

Note: Figure in Parenthesis is Percentage of Total

Figure 3.4.8 shows the U- DISE report card of Kargil district that the female literacy rate is very low as compared to male literacy as it shows that in 1981 female literacy rate was 3.14%, in 2001 the female literacy rate was 42.38%, in 2011 the female literacy rate was 56.30% and in 2016 the female literacy rate was 58.1%. So, there is very much literacy gap between male and females in Kargil district.

Figure 3.4.8 Trend line of Female Literacy Rate in Kargil district



Sources: U-DISE Report Card- Kargil

Table 3.4.9 the data from District profile of Kargil CEO Office report shows that Primary and Upper Primary enrollment of boys and girls in Government and Private schools as the 67.68% boys enrolled in Government Primary schools and 64.52% girls are enrolled in govt. primary schools and 32.31% boys enrolled in Upper primary in Govt. schools and 35.49% girls are enrolled in Upper Primary in Govt. schools. Hence, in private schools Boy’s enrollment is greater than Girls in Private aided schools as 71.23% boys are enrolled in Primary class in Private schools and girls are 66.28% are enrolled in Primary class in Private schools and 28.76% boys enrolled in Upper Primary class in Private schools as compared to girls are 33.71% are enrolled in Upper Primary class in Private Schools.

Table 3.4.9 Gender wise Enrolment (in Numbers) in Government and Private Schools

Category	Government Schools		Private School	
	Boys	Girls	Boys	Girls
Primary	2861 (67.68%)	3936 (64.52%)	5200 (71.23%)	2035 (66.28)
Upper Primary	1366 (32.31%)	2165 (35.49%)	2100 (28.76%)	1035 (33.71%)
Total	4227	6101	7300	3070

Sources: District Profile of Kargil (2017-2018) CEO Office.

3.5 Conclusion

This chapter provides a social, economic and educational arrangement of the study of Kargil district; it gives a snapshot of the status of elementary education in Kargil district. In this chapter, it has also been discussed throughout that how the socio-economic status of one can determine the educational and economic attainment. we also get aware that how inequalities are at the margin of gender inequality. While we talk about the socio-economic background of students and parents and their economic and educational status as Kargil district is one of the most backward area of Jammu and Kashmir and being at the actual line of control and hilly area they have the status of schedule tribe and has insignificant economic growth. There economic condition is very low as due to remote areas and not having agricultural resources, they have facing a lot of economic crises. In context of education in Kargil district is very poor as schools have very low access of education awareness and curricular activities the schooling system is lacking back in the area, gender disparities in literacy continue to be very large. When it comes to the household socio-economic status continue to be at per since 48% earn less than 15000 per month, therefore, how we can think of spending more on education rather to focus on their livelihood? In this way, girls have less access to schools because they think the money invest for girls is not good as compared to boys, as boys have full access for education after elementary education they have sent outside the state for further studies, but girls have remained at household to help their parents on fields and household works. Though, elementary education is free of cost buy kind of segregation they face in the school due to gender. Education is the way through which one can improvise his/her social and economic conditions in the society. But it is fact that education of girls is not satisfied as parents are not serious about their daughters to get

more education, however there is a large scale of practice to attract the masses by saying and also making education for all through various policies and programs. It can be also said that education system is not knitted in that way which could capture the socially disadvantaged. Through this chapter it is clear to understand that gender inequality is very much prevalent in elementary schools of Kargil district which needs to some policies, planning and affirmative actions to be eliminated from roots. The central government along with state and community participation could enhance the quality of complete elementary education in Kargil district. Access and participation are important because, there is abundance of government schools to provide free and compulsory education to all but till what extent it has been successful in its promises. Does provision assure access and participation really, through this study, it seems completely obscured because the females are unprivileged with schools whether in terms of acquiring knowledge or participating in the various functions of schools. The area in which the public sector is lagging behind keeping in view the odd weather conditions of the region, the state demands special infrastructure facilities as compared to rest of the country, but in spite of the huge funding it is still unavailable in the public sector in general and the Kargil district in particular.

Chapter 4

Summary, Conclusion and Suggestions

4.1 Introduction

Inequalities in elementary education not only emanate from the social and economic inequalities, but also contribute to further emphasizes of social and economic inequalities , In the broad sense this research is mainly concerned with inequalities in elementary education by gender, type of family by social groups – caste and religion, by economic groups of population classified by monthly per capita household expenditure, each separately , we have also concentrated on two important indicators on elementary education as socio-economic conditions of students, parents and teachers access to education and attainment . In the present research work, an attempt is made to analyze the study of gender inequality in elementary education, using elementary level factors and observations.

4.2 Major Findings

This section discusses the major findings based on the objectives formulated in the beginning of the research.

- 1) The study area is covered under one district, namely Kargil. The study area consists of mainly only two religions i.e. Muslim and Hindu. The major population of the study area is Muslims, and the area is dominated by Muslim populations which is 76.87% while the Hindu constitutes only 7.34%.
- 2) It is evident from caste wise distribution of the study area that the population of schedule tribe (ST) is maximum.
- 3) The Family is the primary unit of all societies. The number of family members is very important factor of the living standard of any household. The average number of members per households in the study area is 21.7% with a range of 4 to 13 persons per family.
- 4) In our study, we found that peoples are mostly in rural areas and their family structure are joint family system, both the results of type of family from students, parents are 56.7% and 58.3% joint families.

- 5) The gender of student respondents is 15% males and 85% females and the age of students, maximum lies in (13 to 14) years.
- 6) The educational status of parents (father) 3.3% and (mothers) 11.7 % are uneducated. The male parents are mostly doing business as 48.3% and service 43.3%. The female parents are mostly housewives 63.3%.
- 7) Gender bias is higher in rural areas compare to the urban areas. Parents spend lesser amount on their female child. Parents send their male child to private unaided institutions. However, they send their females child to free govt. institutions.
- 8) The economic background of students is 36.7% of the families are having monthly income of 10000 rupees per month.
- 9) The schools available for students from their home to school at 2 km distance, there is no transportation for the students to reach schools.
- 10) The drinking water facility provided by school, almost 90% are availing piped water. And Accesses to electricity for schools are very poor only 25% school are enjoying electricity.
- 11) Gender problems are feels on the bases of religion among female students to participate in formal education 30% respondents are facing these problems.
- 12) The societal approach regarding girl child is day by day improving peoples now a day's support women empowerment etc. but our findings 20% of respondents with traditional mind setup still want their girls remind inside home instead of attending schools.
- 13) Parents with a more traditional gender role attitude are likely to have lower aspiration of higher education for their children and this matter is significant only for girls not boys, and girls experience less supportive and favorable attitudes to attain education than boys.
- 14) Gender inequality exists both in rural and urban areas, but it's higher in rural areas. This can be endorsed to a number of factors like social dogmas, engagement of girl child in domestic activities and other agricultural activities etc.

Therefore, the study finds, Gender disparities pervades at almost all levels of education. Widespread gender bias, parental and familial values, caste, poor socio-economic conditions further aggravate gender inequalities making it difficult for the dream of inclusive growth with justice come true. Thus, the challenges in achieving gender equality particularly in educational sphere remain significant. Policy initiatives need to address the critical issues of equality and

mainstreaming gender within the education system and larger society as a whole. Further, necessary interventions at community level are also required to ensure that education in general and gender inequality in particular get the access and benefit of opportunities available in all spheres of life.

4.3 Conclusions: An Overview

The present study is concerned with the gender inequality in elementary educational status in Kargil district of Jammu and Kashmir. In order to understand and analyse nature of problems and constraints to gender inequality in education at different levels so that a comprehensive strategy can be evolved to remove such constraints for their educational advancement. Empirical evidence collected through the present study reveals that inequalities in elementary education is clearly linked to socio-economic and cultural factors which are very complex and multi-dimensional. The preceding analysis reveals that the participation of both males and females in educational pursuit has increased significantly over generations, yet it continues the females are to be low at Higher Secondary school, graduation and above.

Gender inequality in elementary education as indicated by comparatively higher educational status of males than females was clearly observed in all generations. The reasons for the high rate of illiteracy and low educational attainment of females, as indicated by field work, can be attributed to lack of interest and motivation for formal education, rural background and low economic status. Most of the families under study showed a marked improvement in terms of literacy and educational attainment for both males and females. However, Literacy and level of educational attainment differ, for males and females, not only in terms of older and younger generations but also in terms of educational status of parents, caste, income groups and occupation of the head of the household. As regards the disparity in the older generation is considered, majority of the females of this generation were illiterate and only a few had education up to primary and high school. Whereas the number of illiterate males was comparatively less than females and most of them had education up to high school or higher secondary school and some of them were graduates and Post graduates.

Parent's education was found to influence children's education, as the higher the educational level of the parents, the greater was the participation of their daughters in educational pursuit. Educated parents are likely to guide, motivate and inspire their daughters for getting educated after realizing the importance of education for their daughters and to maintain the tradition of literacy and education in their families. Daughters of highly educated mothers were also found in a relatively better position and are more likely to go for formal education as compared to uneducated mothers. The uneducated parents or low educational level of parents, High rate of illiteracy and low educational attainment among women which is most clearly visible in this generation was mainly due to the lack of importance attached to women's education that were expected to learn their domestic roles within their homes. They were born and brought up in rural areas characterised by lack of schools specially girls schools and more importantly lack of any interest and even reluctance among their parents towards their education. Thus, under the influence of rural socio-cultural environment, low parental motivation towards daughter's education for whom religious education and learning household chores was more important for their daughters than formal education appear to be important reason for not sending their daughters to schools.

Economic status of the parents seems to be another factor which influences their children's accessibility to educational opportunities in the most significant way as it was found that parents with higher levels of income were in a better economic position to bear expenses involved in the formal education of their children irrespective of the gender of their children. They were found less likely to discriminate between sons and daughters in matters of formal education on economic grounds. Parents who were economically well off were also in better position to place their children including daughters in a better formal educational institution to provide them with good quality education as compared to poor parents. Poor economic conditions of parents badly affect the educational status of their children particularly their daughters who are withdrawn from their formal educational pursuit due to economic constraints. In some cases, however, sons are allowed to continue their educational pursuit upto a certain level and available limited resources are utilised for potential bread winner for the family.

The average age at which these respondents entered school was six to seven years. The main cause for their late entry to school was lack of easily accessible schools and mountainous and difficult topography of the district. It is to be noted that the average distance between educational institutions and home was two to three km. and they used to cover part of the distance on walking and partly by public conveyance, the study found that majority of the respondents considered lack of infrastructural facilities as one of the major hurdles in meeting their educational needs. For instance, the problem of easy access to school was found as one of the biggest problems. Lack of infrastructural facilities in the schools such as school building with a proper boundary wall, basic amenities like drinking water, separate toilets for girls, libraries and hostel accommodation were also found to be the major problems in the way of women's education and lead to high drop-out rate. Lack of separate toilets facilities for girls in schools at this stage becomes a very strong reason for their drop-out. Most of the schools are far away from their homes without facilities for accommodation. Even if accommodation is available parents cannot afford it due to economic constraints. Transport facilities in most of the areas of the district are totally absent or insufficient. Due to the poor transportation facilities they could not reach school at right time or face difficulties. Parents' unwillingness to allow their daughters travel long distances and use poor transport facilities to reach school. Such hurdles never allowed some of the respondents to even get admitted in a school and, hence, they remained illiterate. The need for providing better and greater access to educational opportunities at all levels to this geographically disadvantaged section is to be addressed through state intervention on priority basis.

During the course of study, it was commonly observed that, in matters of girl's formal education, parents do not treat their daughters and sons equally. Majority of them accord more importance to education of their sons. For, notwithstanding their own educational level, they want to provide their sons with all the facilities for formal education. With regards to their daughter's education, such eagerness and concern do not exist among them. They seem to realize that women's education is not necessarily linked to employment. Even in the case of their employment no financial benefits accrue to their parental family. Moreover, not sending a girl to educational institutions benefits the parental family in many ways. For instance, at home they perform not

only the task of household chores, but besides looking after younger siblings and cattle, they also perform many tasks in agricultural fields.

An analysis of both quantitative and qualitative data collected through present study show that the issue of gender inequality in elementary education and development is linked to a complex of factors which may facilitate or hinder their educational advancement. Gradual and positive changes in the attitudes of people towards female's education are evident in increasing interest and concern among young girls and their parents for their education. Much needs to be done to improve their educational status by identifying factors which work against their educational advancement. The prospects of gender inequality in educational advancement largely depend on sincere and concrete efforts at local, familial and national level which can play an instrumental role in minimizing the negative effects and maximizing the positive role of socio-economic, cultural and institutional factors affecting gender inequality in elementary education in multiple ways. The study has identified and analysed the role of various socio-economic, demographic and cultural factors which retard the educational progress of gender inequality in the study area. Keeping in view multidimensional effects of these factors on gender and slow progress of gender inequality in education, there an urgent need of adopting measures of varied nature.

The study clearly reveals that majority of the respondents, who never attended schools or dropped-out from the schools, stated poverty to be the major cause of their educational backwardness in spite of the financial assistance and fee concessions provided by the government. Their educational backwardness may be because either they are unaware of these facilities or these financial assistance or concessions are not adequate enough. Though loud able, financial help provided by the government is not adequate enough to mitigate financial burden on their families. For, it also involves extra expenditure on buying books, stationary and other items required by educational institutions from time to time. These factors put together compel parents to withdraw daughters from their educational pursuit. Some time they are not allowed to go to school at all. Therefore, in the face of poverty and other financial considerations women's education is not considered as a priority area. However, in those cases where economic conditions allow parents to send a limited number of children to schools, sons' education is given preference over daughters' education and daughters are held back. Therefore, our study finds that

gender inequality is also one of the key factors that impede girl's education significantly. This dismal picture requires state and community intervention in the form of financial assistance to children from poor families. What is more important is that special schemes for financial assistance and attractive incentives may be introduced by the state for those parents who take active and sincere interest in the promotion of their daughter's education and intensive campaigns for generating awareness regarding such assistance and programmes for promotion of women's education at large scale may be initiated by community leaders and NGO's.

Equally important factor which creates problems in the way of women's education is their involvement in domestic work which does not allow them to get education. Most of the fathers have no regular employment and they depend largely on agricultural activities or work as labour and daily wager to earn their living. The girls along with their mothers are engaged in household activities. Due to the shortage of water in most of the areas of Kargil, it is, primarily, the responsibility of the females to fetch water. Besides, they also provide a helping hand in agricultural and allied activities. Thus, their involvements in household chores leave them with no time to pursue formal education. What is more important to note is that their education is not considered as useful as it is generally believed that women's primary role is child bearing and rearing and to look after the household affairs. To overcome such constraints and problems parents need to be counseled and convinced about the value and importance of children education, especially those of the daughters. Evening schools should be established to impart education to these children. Non-formal education and distance education especially at higher level can also play an important role in this regard. Ignorance and illiteracy of parents and the prevalent cultural practices in the study area prompt them to marry off their daughters at an early age. It also came out in open during the course of study that parents marry their daughters off in order to guard their family honour. Consequently, their educational journey is cut short. The educational set up in some of the primary schools in rural areas of Kargil district, has been adversely affected due to remote sensing area and border actual line area. The state government has introduced Rehber-e-Taleem (RET) Scheme and posted local staff in rural areas to meet this challenge. However, this scheme has degraded the education standard because the staffs are generally raw and untrained. So, students do not get good quality of education and girls suffer the most. They are not allowed to join coaching Centre outside the areas and the result is that

they could not pass the board exam even after two or three attempts and finally they are compelled to discontinue their studies at an early age. The scheme (RET) may be reviewed and improved by taking into consideration the shortcoming and should be implemented with due emphasis on quality education.

The study observed that socio-cultural practices, patriarchal values and prejudice against women restricted their access to institutions of learning. Many of the respondents disclosed that it was more because of their grandparents' opposition, who had a significant say in decision making, than that of their parents' that they were deprived of the chance of being educated. Majority of these grandparents were illiterates. Their illiteracy and ignorance especially those of grandfathers who had final say in decision making negatively affected their granddaughters' education. Thus, efforts at community level need to be oriented towards both male and female education as educated male will significantly improve the educational status of future generation of their families. The demand for educated girls would rise in future. As brought out by the present study and other empirical studies that educated males are more likely to marry educated girls, than uneducated ones. Moreover, educated young males will be in a better position to get parents and grandparents convinced about the importance of female education because, after all, whether they are young or old, males have a significant say in decision making.

The efforts made by the central as well as state government and various NGO's through various means have not completely succeeded in satisfying the special expectations and aspirations of women in the state due to many constraints discussed earlier. To promote the education of women at all levels and reduce the gender disparity in providing knowledge and education, a strong need based and committed state and community intervention is required to raise the educational status of women. There is urgent need to change the mindset of the people in general and community leaders in particular. To generate awareness and attitudinal changes among the masses regarding women's education, NGOs and media can play a vital role as agent of social change by highlighting and discussing issues concerning gender inequality in elementary education at different platforms through which they can highlight their problems. Little has been achieved by both government as well as civil society in the area to empowerment gender inequality in elementary education through educational advancement. So, much more needs to be done on this count. More and more policy initiatives and proper implementation of programmes

by the government combined with community leader's interest and sincere efforts for their educational advancement is the need of the hour. Existing programmes need to be reviewed as per current requirements. This requires serious attention from policy makers, administrators and community leaders.

4.4 Suggestions for Further Research

1. The present study has depicted some of the educational problems of gender inequality in elementary education in Kargil district of Jammu and Kashmir.
2. The status of gender inequality in elementary education in the state of Jammu and Kashmir needs to be examined further.
3. Planned and systematic sociological studies of comprehensive nature at large scale are needed to assess the educational status of gender inequality in the state of Jammu and Kashmir.
4. A comparative study of gender inequality in elementary education is also recommended as it will bring into open some useful insights related to gender inequality in education in general.
5. An investigation into inequality between the education of men and women in Jammu and Kashmir needs to be undertaken to have a better and in depth understanding of the issue.
6. Comparative studies concerning gender inequality in elementary education and several other forms of inequality in the area need to be carried out.
7. Studies aimed at exploring problems and prospects of elementary education as well as higher education of women in general and gender inequality in particular may also be undertaken in different regions of country.

4.5 Contribution and Limitations of the Study

1. The study is limited in its scope as sample for the present study is small. The specific results obtained may not be applicable for the whole of the State of Jammu and Kashmir to make policies and programmes because of the difference in socio-economic and cultural background of the people in Kargil district, and rest of the State.
2. It is to be noted that the size of the sample data is small and relates to a specific locality, researcher had to rely on respondent's memory to elicit information regarding various items related to gender inequality.
3. Besides, some of the respondents were reluctant to give information on income, wealth, education and other issues which they considered as personal and did not want to talk about in detail.
4. The study is also handicapped due to inadequate availability of reliable secondary data related to the number of schools, especially primary schools in Kargil district.
5. However, the general results emerging from this study will be useful for educational planning and policy formulation relating to gender inequality in education particularly elementary level education at local, state and national level.
6. Their past experiences could be explained in terms of their current frame of mind. Hence, data discussed in the study should be treated with caution.
7. Keeping in view the cost, time, energy and labour the study considered a limited number of variables in analysing gender inequalities in elementary education.

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Annexure - 1.1

INTERVIEW SCHEDULE FOR STUDENTS OF ELEMENTARY LEVEL EDUCATION

I Mr. Mudassir ahmad, an M.Phil. Research scholar at Department of Sociology at Babasaheb Bhimrao Ambedkar (Central) University Lucknow. This interview schedule is a part of my M.Phil. Dissertation, The information given by you will be used to understand comprehensively and analyze the Gender Inequalities in Elementary Education. Individual information of respondents will not be published or shared with others. I am thankful to you if you spare some time to answer the following questions.

Background Information:

1. Name of School / Institute, where you study (mention):

2. Name of respondent.....

3. Gender (tick mark):

a) Male b) Female c) Transgender

4. Age (in years):

5. Class.....

6. Religion:

a) Hindu b) Muslim c) Christian

d) Others.....

6. Category of Caste:

a) SC b) ST c) OBC

d) General e) others (mention).....

7. Educational Status of your father (tick mark):

a) Uneducated b) Primary c) Secondary (up to 10th)

d) Intermediate (+2) e) Graduate f) Post graduate

g) Others (mention):

8. Educational Status of your mother (tick mark):

a) Uneducated b) Primary c) Secondary (up to 10th)

d) Intermediate (+2) e) Graduate f) Post graduate

g) Others (mention):

9. What is/was the occupation of your father?

- a) Agriculture b) Business c) Service d) Others
(Mention)

10. What is/was the occupation of your mother?

- a) Agriculture b) Business c) Service
d) Others (mention)

11. Type of family you belong to:

- a) Nuclear b) Joint c) Extended

12. Total Number of persons in your family (mention).....

13. What is the monthly income of your family from all sources (in rupees).....

14. In what type of community is your School located?

- a) A geographical isolated area
b) A village or rural (farm) area
c) On the outskirts of a Town/City
d) Near the Centre of Town/City

15. How do you feel at School on first day.....

.....
.....
.....

16. What is the distance of your school from your home.....

.....
.....

17. What are the main means of transportation do students use to get to school?

- a) By walk
b) By bicycle
c) School bus
d) Public transportation
e) Others

18. Does the school have any toilet facility for the female students?

- a) Yes b) No

19. Do girls and boys have separate toilet facilities in school?

- a) Yes b) No

20. What are the main sources of drinking water in the school?

- a) No Drinking Water source
- b) Piped Water
- c) Borehole
- d) Tank/Pond/River/Stream/Open Well

21. Does the school have electricity?

- a) Yes
- b) No

22. Have your family ever encouraged for study and why.....

.....

23. What do you think, are you discouraged by any of your family members from having school education.....

.....

24. What do you think your parents spent relatively more money to your brothers for food, uniform or other co- curricular activities etc.?

- a) Strongly Disagree
- b) Disagree
- c) Neutral
- d) Agree
- e) Strongly Agree

25. What you think members of your society feels that girls should remain in the household for helping parents in agriculture field instead of having school education.....

.....

26. Please indicate your view about your experience about teachers in schools [Please tick the appropriate choice: 1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree

20a. Do you feel the attitudes of teachers are not in favor of girls rather than boys in having school education?	1	2	3	4	5
b. Do you feel that the teachers are showing more affection & encouragement towards the boys in schools?	1	2	3	4	5

27. Do you feel any sort of religious restrictions for girls, for getting formal education.....

.....
.....

28. Does anybody discourages you for getting formal education.....

.....
.....

29. Does school help you to become a self-reliant person in the society.....

.....
.....

30. Any suggestions (please mention):

.....
.....
.....
.....

Thank you very much for your precious time!

Annexure - 1.2

QUESTIONNAIRE/INTERVIEW SCHEDULE FOR TEACHERS

I Mr. Mudassir ahmad, an M.Phil. Research scholar at Department of Sociology at Babasaheb Bhimrao Ambedkar (Central) University Lucknow. This interview schedule is a part of my M.Phil. Dissertation, The information given by you will be used to understand comprehensively and analyze the Gender Inequalities in Elementary Education. Individual information of respondents will not be published or shared with others. I am thankful to you if you spare some time to answer the following questions.

Background Information:

1. Name of respondent.....

2. Name of School / Institute, where you teaching (mention):
.....

3. Designation.....

4. Gender (tick mark):

a) Male b) Female c) Transgender

5. Age (in years):

6. Category of Caste:

a) SC b) ST c) OBC
d) General e) others (mention).....

7. Religion:

a) Hindu b) Muslim c) Christian
d) Others.....

8. What is your monthly income from all sources (in rupees).....

9. Village Name.....

10. Educational Qualification.....

11. Teaching Experience.....

12. Do you like to be regular in School and why.....

.....
.....

13. Are you happy with existing facilities and equipment's in your School and why.....

.....
.....

14. What do you expect from society

.....
.....
.....

15. What do you think students background matter in case of gender equality in elementary education

.....
.....
.....

16. Do you think gender equality in classrooms is important.....

.....
.....

17. Have you received any education in gender equality during your training.....

.....
.....

18. Are you satisfied with the present number of enrolment of girl students?

a) Yes b) No

If not, what is the main reason for the deficiency in the enrolment of girl students?

- a) Poverty of the parents.
- b) Apathy of the parents towards education of their children.
- c) Lack of interest for education among children.
- d) Lack of facilities.
- e) Any other reason

19. Does children's face any problem in the classroom on the bases of gender and what are these.....

.....
.....
.....
.....

20. What do you expect from other teachers/cliques either male or female teacher

21. How do you think women are treated in the following areas? Please tick the appropriate choice: [1=Fair, 0= Unfair]

	Fair	Unfair
a) School	1	0
b) Home	1	0
c) Society	1	0
d) Workplace	1	0

22. Did the public in your society feels that females should remain in the as household or helping parents in agriculture fields instead of getting formal school education?

- a) Yes
- b) No

23. Do you meet student parents at regular interval and why.....
.....
.....

24. What is the best thing to motivate Children's for schooling.....
.....
.....

25. Any other suggestion related to gender inequalities in our state level elementary education, Which you would like to give (please mention):
.....
.....
.....
.....
.....

Thank you very much for your precious time!

Annexure - 1.3

QUESTIONNAIRE/INTERVIEW SCHEDULE FOR PARENTS

I Mr. Mudassir ahmad, an M.Phil. Research scholar at Department of Sociology at Babasaheb Bhimrao Ambedkar (Central) University Lucknow. This interview schedule is a part of my M.Phil. Dissertation, The information given by you will be used to understand comprehensively and analyze the Gender Inequalities in Elementary Education. Individual information of respondents will not be published or shared with others. I am thankful to you if you spare some time to answer the following questions.

Background Information:

1. Name of respondent.....

2. Gender (tick mark):

a) Male b) Female c) Transgender

3. Age (in years):

4. Village Name.....

5. Educational Qualification.....

6. Occupation

6. Category of Caste:

a) SC b) ST c) OBC
d) General e) others (mention).....

7. Religion:

a) Hindu b) Muslim c) Christian
d) Others.....

8. Type of family you belong to:

a) Nuclear b) Joint c) Extended

9. Total Number of persons in your family (mention).....

10. What is your monthly income from all sources (in rupees).....

11. Are you happy with your children's education

.....
.....

12. Are you able to manage your family well and how.....

.....

13. Do your children go to school and why.....

.....

14. Do you have any daughters between the ages of 5 years and 14 years of age?

a) Yes

b) No

15. Is that your daughter currently registered at school?

a) Yes

b) No

16. What makes it difficult for you to send all of your daughters to school.....

.....

17. Did anybody pursue to send or not sent your daughters to school.....

.....

18. How serious would it be if your daughter never learned to read or write?

a) Very serious

b) Somewhat serious

c) Not serious at all

19. How likely is that your daughters will learn to read and write if they attend school?

a) Very likely

b) Somewhat likely

c) Not likely at all

20. Upto what level you will want your children to study.....

.....

21. What do you expect from school.....
.....
.....
.....

22. What is the attitude of school teachers towards girls having school education
.....
.....
.....

23. Do you think that girls should remain household or helping parents in agriculture fields instead of getting formal school education.....
.....
.....
.....

24. Whom do you see responsible for dropping out of school of your children and why.....
.....
.....
.....

25. Any other suggestion related to gender inequalities in our state level elementary education, Which you would like to give (please mention):
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Thank you very much for your precious time!

Urkund Analysis Result

Analysed Document: 1,2.docx (D53090102)
Submitted: 5/29/2019 10:19:00 AM
Submitted By: gbl.bbau@gmail.com
Significance: 4 %

Sources included in the report:

Yashmeen Tayyab (GD2416) - Thesis.docx (D18115359)
final ph.d matter for binding new.pdf (D37652266)
6. chapter 2.doc (D30735651)
6. chapter 2.doc (D30735660)
6969d8f9-39d4-430a-a6c7-1b9ccdd54bdb

Instances where selected sources appear:

14