EDUCATIONAL RESEARCH ON Jammu and Kashmir

Edited by
Dr. Ismail Thamarasseri

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PREFACE

The Jammu and Kashmir (J&K) State is the northernmost state of India. J&K is geographically varied and culturally rich. Geographically the state is divided into three regions, i.e., Jammu, Kashmir and Ladakh. The J&K State has a peculiar topography which creates hindrance in achieving the desired goal of Universalisation of Education. The network of schools is spread sparsely and the majority of populace lives in far flung and inaccessible areas, countenancing many problems like lack of easy access to institutions, lack of infrastructure, poor weather etc. Earlier the level of literacy was very low in J&K State keeping it amongst the bottom four States of India. Literacy rate of urban areas has not shown perceptible improvement as compared to rural literacy rate. The later has grown reasonably thereby exhibiting an encouraging and increasing trend. The higher growth of rural literacy can be attributed mainly to increasing number of educational institutions which has significantly increased over the years.

J&K is one of the educationally backward states of the country, although a significant breakthrough has been made in the field of education in the state during past decades. The literacy rate at state level has increased from 26.67 % (36.29 % males and 15.88 % females) as per census 1981 to 55.52 % (66.60 % males and 43.00 % females) as per census 2001 against 65.38 % at national level (census 2001), showing an increase of 28.85 % points over the two decades i.e., from 1981 to 2001. Compared to all the states and union territories of India, the J&K ranks 33rd in literacy. The literacy rate at State level has further increased to 68.74 % with a dispersion of 78.26 % for males and 58.1 % for females as per census 2011, there by registering an increase of 13.22 % over the previous census 2001. The literacy rate of the State has registered an exponential growth rate of 2.12 % per annum besides exponential growth of population (aged 7 years and above) by 1.81 percent per annum. Gender disparity in literacy is historical phenomenon. In 1981, the literacy rate for males was 36.39 percent while as it was only 15.88 percent in case of females. The gap in literacy rate was 20.51 percentage points in favour of males. The gap in literacy has increased from 20.51 percentage points in 1981 to 23.60 percentage points in 2001. While as it has decreased from 23.60 percentage points to 20.25 percentage points in 2011 exhibiting the convergence of literacy rates to some extent. This large disparity still continues in male/female literacy situation.

The analysis of the progression of the literacy rate during 2001 census and 2008 survey results, reveals that urban males have highest literacy rate (83.15 %) while as the rural females are least literate (52.70 %). The analysis also shows that during both the years the literacy among females is at a disadvantages position than their counterparts. It is also prevalent that urban areas have much literacy concentration than rural areas. However, the micro-analysis of the facts shows encouraging results as far as female literacy rate is concerned. The female literacy at both Rural and Urban has shown higher growth in literacy than males. The highest progression has been made by rural females while as least progression by urban males. Rural females have shown growth of 15.96 percentage points while as urban females have recorded 8.38 percentage points during the period of 2001-2008. While as rural males have managed a growth of 8.43 percentage points and urban males by 3.15 % points. At combined level also, females have registered a higher growth rate (14.11 %) in literacy than males (6.70 %), resulting in an overall growth of 10.15 % during 2001-2008.

The highest estimated literacy rate in the State has been recorded in district Jammu with the indicator standing at 42.86 % in 1981 (52.60 % males and 32.24 females), 77.00 % in 2001 (84.40 males and 68.50 females) and 83.98 % in 2011 with corresponding male and female literacy rates of 89.77 % and 77.41 % respectively, showing a gap of 12.36 % points. Thus there has been no change in the rating in literacy rate of this district since 1981. District Ramban stood at bottom level when estimated literacy was compared with other districts, with the indicator standing at 56.90 % in 2011 with a dispersion of 71.97 % for males and 40.04 % for females, showing a gap of 31.93 % points. The district had 25.35 percent literacy rate in 1981 which increased to 66.74 percent in 2008. Instead of an increase in literacy rate, the district has registered a declining trend in literacy rate from 66.74 % in 2008 to 56.90 % in 2011 of about 10 % points. This is questionable and puts a big question mark on the reliability of the survey results. The literacy rate in district Pulwama has improved from 20.47 % in 1981 to 49.60 % in 2001 indicating more than doubling of literacy rate since the formation of the district, with a dispersion of 60.7 percent for males and 37 percent for females, showing a gap of 23.7 %. The literacy rate as per 2011 census has been estimated at 65.00 % with a dispersion of 75.41 % for males and 53.81 % for females, showing a gap of 21.6 %. The literacy has also shown an increasing trend, thereby registering an increase of 15.4 % during 2001-11. It still lags behind the State level by a differential of 3.74 % in literacy rate.

The gender gap in literacy has declined from 23.50 % to 20.25 % during 2001-11 which is a positive sign of improvement of female literacy. Though females are still at disadvantageous position than their counterparts but there are strong signs of convergence in near future. The analysis has brought this fact to the fore that the efforts put in by Government through various interventions to reach to the rural areas areas and bring down literacy gap has started materializing at ground level and there is hope of greater convergence of literacy status through rural and urban areas and especially among male and female as well. Besides that, the number of the Schools both at the Elementary and Secondary level have increased manifold during last two decades as per the guidelines and norms of National/State Education Policy. At present, 23454 Government Schools (14453 Primary Schools, 6976 Middle Schools, 1418 High Schools and 607 Higher Secondary Schools) are functioning in the State, besides, 2 SIE's, 22 DIETs, 1600 Cluster Resource Centres and 4728 Private Schools. These educational institutions are spread far and wide, in remote areas, inaccessible areas and difficult terrains. It is quite appreciable that the State Government with the help of Govt. of India under different Centrally Sponsored Schemes and State Plan Schemes have succeeded to a great extent in establishing primary schools within the radius of 1 km, Upper Primary Schools within a radius of 3 km, High Schools within a radius of 5 km and Higher Secondary Schools within a radius of 7-10 kms.

This book is a compilation of five dissertations on diverse topics on J&K education. This book is useful for those who interested in J&K education in general and students of Education in particular. Readers will identify, a variety of areas like Gender Education, Academic Achievement, School dropouts, Kasturba Gandhi Balika Vidyalaya (KGBV) and Educational profile of some selected districts of J&K. The editor express his gratitude to the authors of all these great works. The editor shall ever remain obliged to his teachers, parents, friends, colleagues, family members, research scholars and students for their kind directions, guidance and assistance. The editor takes this opportunity to express his sincere thanks to Prof. N.A. Nadeem, Prof. Nighat Basu, and all other staff members of the Central University of Kashmir for their valuable support. To them all, editor offer his grateful thanks to M/s. Empyreal Publishing House, Guwahati, Assam who came forward willingly undertakes the publishing of this book.

July, 2017 **Dr. Ismail Thamarasseri**
Srinagar (J&K)

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UNIT 1

ACADEMIC ACHIEVEMENT OF STUDENTS FROM JOINT AND NUCLEAR FAMILIES AT SECONDARY SCHOOL LEVEL

Mohd Shabir Shah

A CONCEPTUAL FRAMEWORK OF THE STUDY

The family is a permanent, the most complete and primary institution that looks after the needs of an individual. It is the family where the child comes in contact with human beings specially the mother and the child has physical and social contact. It is the group into which the child is born. A family exerts powerful influence on the academic achievements of the students. It is said that family is a "unit of kinship" that makes its members strong enough to achieve something in life (UNESCO, 1992).The child gets his first lessons in co-operation, tolerance, love and affection in the family. The family has tremendous influence on the character, education and morality of the person. The child develops his sense of self through observing the reactions of his parents. He learns to define himself as his parents define him. Parents play the roles of nurturing, caring for, teaching and training children; children are expected to play the roles of good and teachable trainees. The way parents nurture, train and care for their children vary according to forms of family organization. Family is one of the main socializing institutions of the society. Since ancient times, the family has been the most important child care institute in India as children are expected to grow under the glory of family where a satisfactory rearing of child is ensured. According to Pope, "the family is more sacred than the State." It was pointed out by Will and Ariel Durant that the family is nucleus of civilization. The universal declaration of human rights prescribes the family as the natural and fundamental unit of society. Family is virtually a social organization or a unit of men and women out of relationship. It is a basic unit of social structure, the exact definition of which can vary greatly from time to time and from culture to culture. How a society defines family as a primary group, and the functions it asks families to perform, are by no means constant. There has been much recent discussion of the nuclear family, which consists only of parents and children, but the nuclear family is by no means universal.

The importance of family lies in bringing up the child to a full man in the family atmosphere. It has been a time honoured belief in our culture that the child is a gift of God that must be nurtured with care and affection within the family and society as a future dawn. As per Confucius-the strength of a Nation is derived from the integrity of its homes. It is the famous saying that a comfortable home is a great source of happiness. It ranks immediately after health and good conscience as aptly said by Byron. Without loving heart there is no meaning for home. Let us describe the theoretical framework of this research by defining family and giving insight into the Indian family system.

The nuclear family or elementary family is a term used to define a family group consisting of a pair of adults and their children. This is in contrast to a single-parent family, to the larger extended family, and to a family with more than two parents. Nuclear families typically centre on a married couple; the nuclear family may have any number of children. There are differences in definition among observers; some definitions allow only biological children that are full-blood siblings, while others allow for a stepparent and any mix of dependent children including stepchildren and adopted children. The term nuclear family first appeared in the early twentieth century. It is a dominant form of family organization in modern, industrialized and urban societies. It usually consists of husband wife and dependent children. In traditional, agrarian and rural societies Joint family form dominates. It consists of husband, wife/ wives, their children, and other relatives. More over the relationship between parent involvement and educational achievement was also found to be stronger for global achievement indicators such as cumulative GPA rather than for subject-specific indicators. Traditionally, families in India have been classified as joint in nature. Joint families consist of one or more married couples residing with their children and other close relatives, such as grandparents, aunts, and uncles, all in one home. A nuclear family structure, which is becoming increasingly common, constitutes a single married couple and their children (Ahuja, 1993; Bisht & Sinha, 1981; Muttalib, 1990).

The structural differences between the joint family and the nuclear family lead to different interaction patterns among members of the two family types. Children in joint families are often indulged and over protected, which encourages child's dependence on the mother and other family members. In nuclear families, the child is in more direct contact with his or her parents, and the number of adult role models decreases. As compared to children from joint families, children from nuclear families are encouraged to function in an individualized manner, take initiative, and act independently. Fathers play an important role in nuclear families since they are

often more approachable and psychologically available to their children (Bisht & Sinha, 1981). Thus, children's experiences growing up in such a complex society can be unique.

Family setting and background is playing a vital role in strengthening or devastating student's academic performance. Peaceful and favourable environment within the home has a significant effect on the student's academic performance. Family setting is the basic institution for future of the students. Family is the most important socializing agent which moulds the child in society. It is an informal socializing agent for a child and the future of the child depends upon this socializing agent. It is right to say that families are different in terms of various factors i.e. some families are more prestigious, more dignified, wealthy than others. Some families have domestic issues, tension and problems which badly affects student's academic performance. Some parents and other family members are illiterate and contentious which create tension and problems from an ordinary issue in home and consequently the children remain depressed and it affects student's academic performance and hence they show poor academic performance. Conversely, students belonging to the socialized and educated families show excellent academic performance. They have a favourable environment for studies in their homes. In preindustrial societies, the ties of kinship bind the individual both to the family of orientation, into which one is born, and to the family of procreation, which one founds at marriage and which often includes one's spouse's relatives. The nuclear family also may be extended through the acquisition of more than one spouse, or through the common residence of two or more married couples and their children or of several generations connected in the male or female line. This is called the extended family; it is widespread in many parts of the world, by no means exclusively in pastoral and agricultural economies. The primary functions of the family are reproductive, economic, social, and educational; it is through kin itself variously defined that the child first absorbs the culture of his group.

There is usually little confusion about what we mean by family when we talk with friends about our own family life because we usually connect with people from our own social class and culture who share our values and norms about families. However there is great dissimilarity in family structure. The smallest unit of the family is known as conjugal families, which must include a husband and wife. Nuclear families may or may not include a husband or wife. They are composed of any two or more persons related to one another by blood, marriage or adoption who share a common residence. Family is regarded as a social institution because it is an area of human social life that is organized in discernible pattern and because it helps in achieving important societal goals. Family practices have a profound influence on many aspects of social life.

Researches reveal that there are a variety of factors which are responsible for the poor and unsatisfactory academic performance of the students. These factors are; low socio-economic status; extraordinary involvement in co-curricular activities; ineffective teaching and administration; absenteeism; lack of basic educational facilities; culture; trend of unfair means during examination; illiteracy of the parents; domestic issues and problems; large family size; lack of parents attention & control; unfavourable environment inside the school and home etc. The student living in rural areas is directly affected with these factors.

ACADEMIC ACHIEVEMENT

Academic achievement is the excellence in the field of formal type of education including the co-curricular activities. It reflects the total output and achievement level of the students in context of the academia. The purpose of this research is to trace out the level of academic achievement of students from joint and nuclear families. It is conspicuous that the families exert more influence over the academic achievement of the students at the different levels of studies. It is also supported by the different studies showing the positive results relevant to the academic achievement of the students at PG, UG, Higher Secondary and Secondary school levels in connection with the joint and nuclear families.

Parent's academic socialization is a term describing the way parents influence students' academic achievement by shaping students' skills, behaviours and attitudes towards school. Parent influence students through the environment and discourse parents have with their children. Academic socialization can be influenced by parents' socio-economic status. Highly educated parents tend to have more stimulating learning environments. Performance Children's' first few years of life are crucial to the development of language and social skills. School preparedness in these areas help students adjust to academic expectancies.

JOINT FAMILY

The word "family" comes from the Latin word "familia", which means household. This was truly applicable to a **Joint Family** in India. Living together under the same roof with grandparents, their sons and grandsons, with their wives and children, is indeed a unique experience, especially in Indian villages. The earnings of every adult member go into a common fund or pool out of which all expenditure is incurred. The final authority in

family matters is the grandfather, but the grandmother has authority over all the younger women in the family. There was extended kinship in the real sense of the word. Family ties were close and highly commendable. There is a common kitchen and there is no question of even newly married couples having separate arrangements for cooking and eating food. The parental hold on the children was remarkable; defiance of elders was unthinkable. There was total and genuine respect for all elders, and firm discipline was maintained. Joint families, like the autonomous village community and the caste system, were distinctive features of the Indian social structure for centuries. Since all the members were joint sharers in the common property of the family, inheritance was by survivorship and the principle of primogeniture, the eldest son succeeding to the property of his father on the latter's demise. Women seldom enjoyed equality of status. In fact, they were all too preoccupied with domestic duties and chores to think of rights and privileges. But the joint family system has been rapidly breaking up in India as a result of the increasing individualistic and independent attitudes of grown-up children. In a joint family there is no scope for individual initiative or enterprise. The experience has been that there is far too much of suppression, implicit, blind obedience to the eldest member's dictates, even when these commands are irrational, biased and discriminative in nature and impact. A joint family allows for no argument, dissent or discussion; it is all command on one side and obedience on the other. Disobedience is almost unimaginable.

There is seldom any case of a rebel, defiant child. The caste system further imposed social restrictions. Every member, male or female, was bound by the customs, traditions and culture to which the elders were habituated. There certainly was social and economic security for all members. No member of the joint family, elder and youngster, had to bother about food and shelter-problems which cause a great deal of worry to people who are living separately and entirely on their own limited resources. Expenditure on illness also came from the common kitty. But this didn't ensure happiness always. Each couple in olden times had a fairly large number of children, the belief being that there would be shelter and food for every additional pair of hands. The fires of the common kitchen would be kept burning all the day through. The feeding system was very much like the community kitchen. As compared to the busy, crowded joint family establishment in sprawling though old-fashioned, badly ventilated and congested ancestral mansions, the small, separate homes of couples choosing to live away from their parents often look like "empty shells" when both husband and wife are away to work. Under the traditional joint family system, women were never allowed to take up employment elsewhere, though many of them worked on the families jointly owned farm, small or big. But in modern times, women, both before and after marriage, take up employment in offices and factories to supplement the family income. In joint families there was no incentive for supplementing the parents' or husband’s not income; nor was there any eagerness to maintain or enhance the standard of living.

NUCLEAR FAMILY

The nuclear family or elementary family is a term used to define a family group consisting of a pair of adults and their children. This is in contrast to a single-parent family, to the larger extended family, and to a family with more than two parents. Nuclear families typically centre on a married couple; the nuclear family may have any number of children. There are differences in definition among observers; some definitions allow only biological children that are full-blood siblings, while others allow for a step-parent and any mix of dependent children including stepchildren and adopted children. Family structures of one married couple and their children were present in Western Europe and New England in the 17th century, influenced by church and theocratic governments. With the emergence of proto- industrialization and early capitalism, the nuclear family became a financially viable social unit. The term nuclear family first appeared in the early twentieth century. Alternative definitions have evolved to include family units headed by same-sex parents, and perhaps additional adult relatives who take on a cohabiting parental role; in this latter case it also receives the name of conjugal family. The concept that a narrowly defined nuclear family is central to stability in modern society has been promoted by familialists who are social conservatives and has been challenged as historically and sociologically inadequate to describe the complexity of actual family relations.

Merriam-Webster dates the term back to 1947, while the Oxford English Dictionary has a reference to the term from 1925; thus it is relatively new, although nuclear family structure dates back thousands of years. The term nuclear is used in its general meaning referring to a central entity or "nucleus" around which others collect.

In its most common usage, the term nuclear family refers to a household consisting of a father, a mother and their children all in one household dwelling. George Murdock, an early and influential observer of families, describes the term in this way: The family is a social group characterized by common residence, economic cooperation and reproduction. It contains adults of both sexes, at least two of whom maintain a socially approved sexual relationship, and one or more children, own or adopted, of the sexually cohabiting adults.

Many individuals are part of two nuclear families in their lives: the family of origin in which they are offspring, and the family of procreation in which they are a parent.

According to some sociologists, "[The nuclear family] no longer seems adequate to cover the wide diversity of household arrangements we see today." (Edwards 1991; Stacey 1996). A new term has been introduced, postmodern family, intended to describe the great variability in family forms, including single-parent families and couples without children."

Professor Wolfgang Haak of Adelaide University detects traces of the nuclear family in prehistoric Central Europe. In 2005 archaeological dig in **Elauin** Germany, analyzed by **Haak**, revealed genetic evidence suggesting that the 13 individuals found in a grave were closely related. Haak said, "By establishing the genetic links between the two adults and two children buried together in one grave, we have established the presence of the classic nuclear family in a prehistoric context in Central Europe.... Their unity in death suggests a unity in life. This paper does not regard the nuclear family as "natural" or as the only model for human family life. "This does not establish the elemental family to be a universal model or the most ancient institution of human communities. For example, polygamous unions are prevalent in ethnographic data and models of household communities have apparently been involving a high degree of complexity from their origins." In this study evidence suggests that the nuclear family was embedded with an extended family. The remains of three children (probably siblings based on DNA evidence) were found buried with a woman who was not their mother but may have been an "aunt or a step-mother".

The term nuclear family can be defined simply as a wife/mother, a husband/father, and their children. However, this straightforward structural definition is surrounded by a cloud of ambiguity and controversy. Most of the debates have centered around three questions. First, is the nuclear family universal—found in every known human society? Second, is the nuclear group the essential form of family—the only one that can carry out the vital functions of the family (especially, rearing the next generation) or can other family patterns (e.g., single mothers, single fathers, two women, or two men) be considered workable units for fulfilling these functions? The third issue concerns the link between the nuclear family household and industrial society. In the old days, before work moved outside the home to factories and offices, did parents and children live together under one roof with grandparents and other relatives? Did the nuclear family break away from this extended family system as a result of industrialization?

The debate over the universality and necessity of the nuclear family began in the early twentieth century. Pioneer anthropologist Bronislaw Malinowski (1913) stated that the nuclear family had to be universal because it filled a basic biological need—caring for and protecting infants and young children. No culture could survive, he asserted, unless the birth of children was linked to both mother and father in legally based parenthood. Anthropologist George P. Murdock (1949) elaborated on the idea that the nuclear family is both universal and essential: "Whether as the sole prevailing form of the family . . . or as the basic unit from which more complex families form, [the nuclear family] exists as a distinct and strongly functional group in every known society"

The debate about the nuclear family and industrialism centred on the writings of one of the leading sociologists of the post-World War II era Talcott Parsons (1955). The nuclear unit, he argued, fits the needs of industrial society. Independent of the kin network, the "isolated" nuclear family is free to move as the economy demands. Further, the intimate nuclear family can specialize in serving the emotional needs of adults and children in a competitive and impersonal world.

In later years, the assumptions about the family held by Malinowski, Murdock, and Parsons have been challenged by family sociologists as well as by anthropologists, historians, feminist scholars, and others. Research in these fields has emphasized the diversity of family not only across cultures and eras but also within any culture or historical period.

Anthropologists have pointed out that many languages lack a word for the parent-child domestic units known as families in English. For example, the Zinacantecos of southern Mexico identify the basic social unit as a house, which may include one to twenty people (Vogt 1969). In contrast, historical studies of Western family life have shown that nuclear family households were extremely common as far back as historical evidence can reach, particularly in north-western Europe - England, Holland, Belgium, and northern France (Gottlieb 1993). These countries have long held the norm that a newly married couple moves out of their parents' homes and sets up their own household. Despite the continuity of form, however, different social classes, ethnic groups, religious persuasions, and geographical regions have had different practices and beliefs with regard to parent-child relations, sexuality, family gender roles, and other aspects of family life.

Family life also has changed in response to social, economic, and political change. Many scholars believe that in the eighteenth century and the early nineteenth century, the modernizing countries of Western Europe witnessed a transformation of family feeling that resulted in "the closed domesticated nuclear family." The new family ideal, Lawrence Stone (1977) argued prescribed domestic privacy and strong emotional attachments between spouses and between parents and children. On the other hand, some scholars have argued that strong emotional bonds between family members have existed for centuries, and others have argued that the "closed domesticated nuclear family" was a middle-class ideal that came to be applied slowly and incompletely outside that class. In Eastern Europe, however, the nuclear norm did not prevail. Households were expected to contain other relatives besides the nuclear unit (i.e., a third generation or a parent's sibling and possibly that person's spouse and children). It is true that in those parts of Europe about half of the households at any particular time were nuclear, but this unit served as just a stage the family might pass through.

As these examples show, it is important to distinguish between the nuclear family as a cultural symbol and as an observable domestic group (Schneider 1968). The nuclear family is a symbol deeply rooted in Western culture; it is represented in art, family photographs, advertising, and television. However, the family ideal of any particular culture does not necessarily describe the social realities of family life. For example, the nuclear family remains the preferred cultural pattern in the United States despite the fact that the proportion of nuclear family households is smaller than in the past (Skolnick 1991). The persistence of this ideal is reflected in the fact that most divorced people remarry. Further, there is no evidence that most single mothers prefer to raise their children by themselves. In most Western nations, particularly the United States, the wish to become a parent at some time in one's life is virtually universal. Today's longevity means that the parent-child relationship can last fifty years or more. It remains a central attachment in most people's lives.

In any particular time and place, families have always been more varied than the prevailing image of what the ideal family should be. However, although family types are even more diverse than in the past, most contemporary families are still variations on the traditional nuclear family pattern (e.g., the two-job family, the empty nest couple with grown children, or the blended family). An unsettled period of family transition has resulted from major shifts in economic, demographic, political, and cultural trends in the industrialized world and beyond. These changes have altered people's lives dramatically, but other institutions of society-government, business, religion-have not yet caught up with the new realities.

The traditional Western concept of the nuclear family as the only normal, natural family has had a profound influence on research, therapy, and public policy. It has encouraged the tendency to define any departure from that arrangement as unhealthy or immoral. This concentration on a single, universally accepted pattern has blinded students of behaviour to historical precedents for multiple legitimate family arrangements.

HIGH SCHOOL LEVEL

In India, High school is a grade of education from Standards IX to X Standards and it is also called secondary school level. Usually, students from the ages 14-17 study in this section. These schools may be affiliated to national boards like: CBSE, ISC and NIOS or various state boards. Education is compulsory until age 14. Although most are stand-alone day schools, some popular schools are residential. Traditional second stage in formal education typically begins at the ages of 14-16 and ending at the ages of 16-18.

NEED AND SIGNIFICANCE OF THE STUDY

The aim of this research is to explore that does nuclear or joint family setup exerts any influence on the academic achievements secondary school students or not. For teachers this research will provide the reason that domestic aspects like family types are also involved in making a student successful academically. This research is beneficial for teachers, parents and students in overcoming the academic problems related to family structure. It also highlights the problems that the students may face while living in a joint or nuclear family setup. More than this it will also be helpful in knowing that which kind of home environment would be supportive for their children's academic achievements. This research investigated the influence of Nuclear and Joint Family System on the academic achievements of the students of secondary level. Both male and female students living in joint and nuclear family systems are included in this study. Now a day's nuclear family is most common in emerging societies. This trend has a great impact on academics of the students. This study is reveals the reciprocal relationship between type of family and academic achievement of students. For teachers this research will provide the reason that domestic aspects like family types are also involved in making a student successful academically.

STATEMENT OF THE PROBLEM

The attempt was to find the Academic Achievement of the students at secondary level from Nuclear and Joint families. Hence the problem under investigation is entitled as "Academic Achievement of Students from Joint and Nuclear Families at Secondary School Level".

OPERATIONAL DEFINITIONS OF KEY TERMS

- **Family**: A group of people who are economically and socially dependent on one another, influence each others' ideas and values, and depend on one another for unconditional love and support. Family consists of a framework of people that provide love and support, either biological or not. The family is built upon a mutual feeling of kinship, based on blood, adoption or marriage relations, and traditionally established around marriage. A family consists of a domestic group of people (or a number of domestic groups), typically affiliated by birth or marriage, or by analogous or comparable relationships-including domestic partnership, cohabitation, adoption, surname and ownership. Family is the smallest, organized, durable network of kin and non-kin who interact daily, providing domestic needs of children and assuring their survival.

- **Nuclear Family:** Nuclear Family consist a couple and their dependent children; it is regarded as a basic social unit. Nuclear Family is a group of people who are united by ties of partnership and parenthood and consisting of a pair of adults and their socially recognized children. Children in a nuclear family may be the couple's biological or adopted offspring.

- **Joint Family System:** In joint families the network of relatives acts as a close-knit community. Joint families can include, aside from parents and their children: Spouses of children, Cousins, aunts, uncles, Foster children/adopted children etc. Workload is equally shared among the members. The women are often housewives and cook for the entire family. The patriarch of the family (often the oldest male member) lays down the rules, works (if not retired) and arbitrates disputes. They are also responsible in teaching the younger children their mother tongue, manners and etiquette.

- **Academic Achievement:** Academic achievement may be defined as excellence in all academic disciplines, in class as well as co- curricular activities. It includes excellence in sporting behaviour, confidence, communication skills, punctuality, arts, culture and the like which can be achieved only when an individual is well adjusted. Academic achievement is knowledge attaining ability or degree of competence in school tasks usually measured by standardized tests and expressed in a grade or units based on pupils' performance. Good (1959) refers to academic achievement as, "The knowledge obtained or skills developed in the school subjects usually designed by test scores or marks assigned by the teacher. Mehta K.K. (1969) defined academic achievement as "academic performance includes both curricular and co-curricular performance of the students. It indicates the learning outcome of the students. In class rooms students performs their potentials efficiently, as a result of it, learning takes place".

- **Secondary school level:** The formal education which is received in High Schools/ Secondary Schools usually caters class 9^{th} and 10^{th}. It commence after middle schooling (6^{th}, 7^{th} & 8^{th}) and before senior secondary or higher secondary level (11^{th} & 12^{th}).

OBJECTIVES OF THE STUDY

The investigator was conducted the present study based on the following objectives.

- To Study the academic achievement of the secondary school students from nuclear families.
- To Study the academic achievement of the secondary school students from joint families.
- To compare the academic achievement of students from joint and nuclear families.

HYPOTHESIS

The following hypothesis was formulated for the present study.

- There is no significant difference in the academic achievement of the students from joint and nuclear families.

METHODOLOGY

Educational research methods can be categorised on the basis of end results or goals, data gathering technique, method of data processing, degree of control exercised, approach, source of the data, and a number of other considerations. In order to tackle any problem, the proper method or methods should be selected in advance. "The decision about the method depends upon the nature of the problem selected and the kind of data necessary

for its solution" (Sukhia, 1956). The validity and the reliability of the findings depend upon the method adopted and hence methodology occupies a very important place in any type of research. Since this study attempts to bring out relevant details from students, teachers and parents regarding various practices adopted and expected outcomes of the systems of internal assessment in educational institutions. Normative Survey method was found appropriate for this study.

THE NORMATIVE SURVEY METHOD

While historical studies search, describe and interpret what existed in the past, there are other kinds of investigations which study, describe and interpret what exists at present. The literature of such investigations includes expressions like 'Descriptive Survey'. 'Normative Survey' is generally used for the type of research that attempts to find out that normal or typical condition or practice at the present time.

The normative survey is the most commonly used approach to solve educational problems. It is followed in studying local as well as state, national and international aspects of education. It involves interpretation, comparison, measurement, classification and generalisation all directed towards a proper understanding and solution of significant educational problems. The type of information the normative survey method procures is in wide demand and is capable of rendering important service because (Sen, 1968):

- It determines the present trends and solves current practical problems
- It secures historical perspective through a series of cross-sectional pictures of similar conditions at different times
- It suggests the course of future developments
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SAMPLE AND SAMPLING PROCEDURE

The sample size is of 100 secondary school students. It is randomly taken from the two Secondary Schools at Beerwah (Rural area) and two schools from Srinagar (Urban area). Stratified Random Sampling Method is adopted for the selection of sample. Due to administrative reasons the sample is selected only from Private schools.

TOOLS EMPLOYED

Information blank was administered for the present study. It is a self constructed questionnaire employed to get relevant data from the students. It consists of two sections including Personal Details and Details related Family Type which was expected to meet the demand of this research.

STATISTICAL ANALYSIS

The scores analyzed through appropriate statistical techniques such as Mean, Standard Deviation and T-Test etc.

SCOPE AND DE-LIMITATIONS OF THE STUDY

The present study is confined to the private secondary school students of Beerwah and Srinagar. This study only intended to study the academic achievement of secondary school students in association with their type of family (Nuclear or Joint). Several other factors also may be influence the academic achievement of students.

REVIEW OF RELATED LITERATURE

The phrase ‘review of literature’ consists of two words: Review and Literature. The word ‘literature’ has conveyed different meaning from the traditional meaning. It is used with reference to the languages e.g. Hindi literature, English literature, Sanskrit literature. It includes subject content: prose, poetry, dramas, novels, stories etc. Here in research methodology the term literature refers to the knowledge of a particular area of investigation of any discipline which includes theoretical, practical and its research studies.

The term ‘review’ means to organize the knowledge of the specific area of research to evolve an edifice of knowledge to show that his study would be an addition to this field. The task of review of literature is highly creative and tedious because researcher has to synthesize the available knowledge of the field in a unique way to provide the rationale for his study.

The very words 'review' and 'literature' have quite different meanings in the historical approach. In historical research, the researcher does much more than review already published material; he seeks to discover and to integrate new information which has never been reported and never considered. The concept and process implied in the term 'review of literature' have such different meanings in historical as compared with survey and experimental research.

Reviewing the literature has two phases. The first phase includes identifying all the relevant published material in the problem area and reading that part of it with which we are not thoroughly familiar. We develop the foundation of ideas and results on which our own study will be built. The second phase of the review of literature involves writing this foundation of ideas into a section of the research report. This section is for the joint benefit of the researchers and readers. For the researcher, it establishes the background in the field. For the readers it provides a summary of the thinking and research necessary for them to understand the study.

A review of related literature is an account of what has been published on a topic by accredited scholars and researchers. Occasionally you might be asked to write one as a separate assignment, but more often it is part of the introduction to an essay, research report, or thesis. In writing the literature review, your purpose is to convey to your reader what knowledge and ideas have been established on a topic. The literature review is integral to the success of academic research. A major benefit of the review is that it ensures the researchability of your topic before "proper" research commences. All too often students new to research equate the breadth of their research with its value. Initial enthusiasm, combined with this common misconception, often results in broad, generalized and ambitious proposals. It is the progressive narrowing of the topic, through the literature review, that makes most research a practical consideration.

A literature review is an evaluative report of studies found in the literature related to the selected area. The review should describe, summarize, evaluate and clarify this literature. It should give a theoretical basis for the research and help you determine the nature of your own research. Select a limited number of works that are central to your area rather than trying to collect a large number of works that are not as closely connected to your topic area.

Review of related literature; besides, allowing the researcher to acquaint to himself with current knowledge in the field or area in which he is going to conduct his research. By reviewing the related literature the researcher can avoid unfruitful and useless problem areas. He can select those areas in which positive findings are useful likely to result and his endeavours would be likely to add to the knowledge in a meaningful way. The final and important specific reason for reviewing the related literature is to know about the recommendations previous researcher listed in their studies for further research.

THE REVIEW OF LITERATURE IS ESSENTIAL DUE TO THE FOLLOWING REASONS

- One of the early steps in planning a research work is to review research done previously in the particular area of interest and relevant area quantitative and qualitative analysis of this research usually gives the worker an indication of the direction.
- It is very essential for every investigator to be up-to-date in his information about the literature, related to his own problem already done by others. It is considered the most important prerequisite to actual planning and conducting the study.
- It avoids the replication of the study of findings to take an advantage from similar or related literature as regards, to methodology, techniques of data collection, procedure adopted and conclusions drawn. He can justify his own endeavour in the field.
- It provides as source of problem of study, an analogy may be drawn for identifying and selecting his problem of research. The researcher formulates his hypothesis on the basis of review of literature. It also provides the rationale for the study. The results and findings of the study can also be discussed at length.

Bruce W. Tuckman (1978) has enumerated the following purposes of the review

- Discovering important variable.
- Distinguishing what has been done from what needs to be done.
- Synthesizing the available studies to have perspective.
- Determining meanings, relevance of the study and relationship with the study and its deviation from the available studies.

So the review of literature indicates the clear picture of the problem to be solved. The scholarship in the field can be developed by reviewing the literature of the field. This study was specially designed to explore the difference of family type on the academic achievement of the students at Secondary School Level. This study will be beneficial for the parents, teachers and students because it will help to suggest some remedial measures for the effective and better academic achievement of the students at Secondary School Level regarding family type.

STUDIES RELATED TO RELATIONSHIP BETWEEN ACADEMIC ACHIEVEMENT AND JOINT AND NUCLEAR FAMILIES

LOPATA (1973**)** is agreed with Charles Horton Cooley who is a socialist and is of the opinion that family has many important functions. It provides encouragement, emotional support and strong intimation. Thus both joint and nuclear family setups have some obligations and functions regarding their children's academic and social success.

RAVEN (1977) the student's school performance is associated with their background and especially, to those activities which are occurred in their homes. There is also enough evidence that the activities which go on in student's homes are linked to the social studies of their parents and that many working class parents do not succeed to produce even minimum level of stimulation for their children's intellectual facilities.

IQBAL CHOUDHURY (1977) Family is a universal and multi-functional institution even in highly developed societies. It is a coordinating agency even in advanced societies. In fact, the formal and informal religious and secular education of the children is the responsibilities of the family.

SARKER (1979) studied the relationship between mental health and some family characteristics of middle class school going adolescents. The sample consisted of randomly selected 400 school going children (212 boys and 188 girls) of age grup13 to 17 years. Families today had mostly either autonomic (which means parents to be mostly independent) or mother dominant (mother to be the decision maker mostly) family structure. The mentally unhealthy group of children had higher family tension than the health group. The children from families with syncretic division of functions had better mental health. The family structure (excepting syncreyic division of functions) was not related to the mental health of the children.

VEERESHWAR (1979) studied the mental health and adjustment problems of college going girls. A sample of 406 girls in the age group of 18-20 years was taken from the undergraduate students. There was a significant difference in the area of family adjustment between urban and rural girls. Family problems were more unsatisfactory for rural girls. The percentage of cases requiring help was very low for both the groups. The scores of urban and rural girls in the area of education showed a significant difference. The college or educational area was a problem for rural girls more than for urban girls. The social area held problems for both urban and rural girls. The difference between the two was significant i.e. the percentage of rural girls showing unsatisfactory adjustment in social area was higher. Personal emotional problems were shown less by urban girls than by rural girls and the difference was significant. The difference in adjustment of urban and rural girls was not significant in the area of health. Both groups showed quite satisfactory health adjustment.

HOMCHAUDHURI (1980) examined correlates of academic performance of college students (tribal) of Mizoram. The investigation aimed at surveying the levels of self-concept, anxiety, family influence and socio-economic status and studying the relationship of these factors with academic performance. Results showed that self-concept emerged as the most significant correlate of academic performance. Socio-economic status also came out as a significant correlate of academic performance. Anxiety had low positive significant relationship with academic performance. The high achievers were significantly more anxious than low achievers. The high achievers showed quite a high level of expectation with regard to their performance in the examination. The low achievers showed an abnormally high level of expectation and great judgment discrepancy with regard to performance.

CLARK (1983) says that, any group of people that are related by blood or marriage especially a group of two mature people and their children is called family. Usually, there are two major types or family: nuclear family and extended family. Nuclear family is composed of only the husband and his wife together with their children while extended family is composed of the husband, the wife, the children and other family members living together in a large family compound.

COMER AND HAYNES (1991) stating that "achievement gains have been the greatest when parents are involved at all levels of school life, through general support of schools 'academic and social goals, active

participation in daily activities, and in school planning and management, a pattern that is referenced as meaningful parental participation".

EPSTEIN (1991) conducted a research which found that students with teachers who intentionally emphasize family involvement have larger achievement gains in literacy than those who do not.

SHAH (1991) examined the effect of family climate on adolescents' school adjustment. It was noted that boys from a positive home climate were better adjusted in school than those from poor home climate. In the case of girls, in urban areas family climate has been found positively related to school adjustment. In rural areas the opposite results were found. The effect of family climate varied with SES, intelligence, sex and locality of the adolescents. The prevalence rate of health hazards had been estimated at 6.42% (Rozario et.al., 1990) with greater disturbance at the age of 13 years in boys, resulting in poor academic a performance and adjustment.

CHRISTENSON ET.AL. (1992) cited multiple studies which support the positive impact of family involvement on educational outcomes. Five factors that affect student achievement were identified parent expectations and attributions, structure for learning, home affective environment, discipline, and parent involvement.

GODBOLE (1993) studied perceived parental acceptance, self-concept and academic achievement. The findings of study were that higher level of self-concept, Socio Economic Status (SES), intelligence was separately associated with high parental acceptance and low rejection and concentration. Large family size was associated with low parental acceptance and high parental rejection while no association was found for concentration. Large sibling size was associated with high parental rejection and has no significant association with acceptance and concentration. Academic achievement was not independent of perceived parental rejection and concentration though acceptance has no such association.

ACCORDING TO VASHIST (1993), a problematic child generally comes from a problematic home. The interaction and reinforcement that originate from an unfavourable home life carry over into school and sometimes that they hinder all academic progress. A child who is unhappy, disturbed and mentally tortured simply has no enthusiasm for worthwhile, and successful has not been met at home, he will try in one way or another to satisfy it in another place.

MAJORIBANKS (1996) Family setting and background is the key to a student's life and outside of school, has the most important influence on student's academic achievement and consists of factors such as socio-economic status; two-parent versus single-parent households; divorce case; parental practices and aspirations; family size; maternal characteristics; and neighbourhood.

SANDERS (1996) explored the effects of teacher, family, and church support on the school-related attitudes, behaviours, and academic achievement of African American, urban adolescents. To achieve this objective, 826 students in an urban school district in the south-eastern United States completed a questionnaire measuring: student perceptions of teacher support; student perceptions of parental support; church in vocation; school behaviour; academic self- concept; achievement ideology; and academic achievement. Interviews were conducted with a subset of the research population (40 students) to enhance and aid in the interpretation of the questionnaire data. Results of the quantitative and qualitative analyses showed that students' perceptions of teacher and parental academic support and church in vocational involvement indirectly influence achievement through their positive and significant influence on one or more of the attitudinal and behavioural variables measured. Students' academic self-concepts, achievement ideology, and school behaviour, therefore, were qualities influenced by the school, family, and church.

MIZELL (1997) studied structural and social psychological influences on the adolescent self-concept, adult achievement and adult mental health of African-American males. Regression models were estimated to predict adolescent aspirations, adolescent self-esteem, adult educational attainment, adult earnings, adult mastery and adult depression. The independent variables used in this investigation included the traditional structural variables such as poverty status, parental educational and occupational achievement, family structure and region of origin, as well as social psychological variables such as self-esteem, educational aspirations and mastery. As expected, the traditional structural variables were predictive of outcomes, but social psychological variables (esteem and aspirations) measured in adolescence also had significant effects even after controlling for the structural variables. For those who were impoverished in adolescence, the negative effects of poverty were exacerbated by larger family sizes, central city residence, and low parental educational attainment, but poverty status does not interact with socio-economic outcomes in affecting adult mental health.

PETERS & MULLIS (1997) Parental education had a significant positive effect on academic attainment of the students. The mother's education level had a 20% higher affect than the father's education level on the academic achievement of adolescents.

GOTTFRIED & FLEMING (1998) noted that environment inside the home was found to have a statistically positive and significant effect on academic intrinsic motivation. Children whose homes had greater stress on learning opportunities and activities were more academically intrinsically motivated.

NOYMONEE (1999) studied the school environmental factors influencing the creative thinking of secondary school students in Thailand. It was found that the taking care of guardians, the environment of students (technology, social, mass-media, pollution), the classroom interaction (the characteristics of teachers, the interaction of teachers and students, the encouragement about learning behaviour of students, the acceptance of students' ideas), the socio-economic status (level of education of guardians, monthly income of guardians, occupation of guardians, number of members in family) affected the level of creative thinking of secondary school students whereas the environment of students (culture) did not affect the creative thinking of secondary school students. There was high relationship between the creative thinking and the academic achievement of secondary school students. The environment around the students either technology, social, mass-media and pollution affected the level of creative thinking of secondary school students, it was found that the students belonging to the environment of high technology group were in high level of creative thinking. The social was the factor affecting the level of creative thinking in total and in different components, that is, fluency, flexibility, and elaboration. The classroom interaction between teachers and students had to play an important role in the creative thinking skills of secondary school students either the characteristics of teachers, the interaction behaviour of teachers and students, the encouragement about learning behaviour of students or the acceptance of students.

SAXENA (2000) studied the impact of family relationship on adjustment, anxiety, achievement motivation, self concept and academic achievement of high school students and found that family relationship played a determining role in promoting the adjustment of the students; significant difference was observed among boys and girls in the area of emotional, social and educational adjustment but boys had better educational adjustment than girls.

FAN AND CHEN (2001) found that parental expectations for their child's educational achievement have the strongest relationship with students' academic achievement, while home supervision has the weakest relationship.

MUNOZ ET.AL. (2001) examined the effect of specified demographic and psychological variables on the academic achievement of high school students from urban and rural settings. Psychosocial variables considered in this study were perceived closeness of the family, perceived discrimination, time management, and home and school factors. Results provided information on the predictive factors associated with academic achievement among high school students. The significant psychosocial predictors were advance program placement, economic condition, time management (i.e., as related to studying or doing homework), depression scale, parent-child conflict scale, and school location. Support for continued use of measures of psychosocial factors in the study of predictors of academic achievement was established.

CHAHAL ET.AL. (2003) investigated the contribution of variables like adjustment, personality, social support and family environment on the well-being of adolescents. A total of 480 adolescents (240 males and 240 females) with age range of 13-14 years were included in the study. The tests were PGI well-being scale, California psychological inventory, child and adolescent social support scale, adjustment inventory and family environment scale. Pearson product moment correlations were computed to find out the relationship pattern among the variables and stepwise multiple regression analysis was applied to check the contribution of each independent variable towards the dependent variable. For females, family cohesion, intellectual cultural orientation, achievement orientation, socialization and classmates' supports, adjustment and sociability were significantly important contributors of well-being. For males, family conflicts, organization, adjustment as classmates' support emerged as important contributors of well-being.

THAKKAR (2003) studied academic achievement, adjustment and study habits of rural and urban students. The findings of study showed that there was no significant relationship in academic achievement and study habits for rural and urban students. With regard to adjustment, in the areas of home and family, personal and emotional and total adjustment, there was positive significant difference between rural and urban students. However, in the areas of social and educational adjustment this difference was not significant. There was no

significant correlation between academic achievement and adjustment habit among rural and urban locality. With regard to adjustment among low and high achieving students on the rural section reveals a positive significant difference between low and high achieving students in the areas of home and family, personal and emotional, education, health and total adjustment. In social adjustment there was no significant difference observed between both low and high achieving groups. On the urban locality, there was no significant difference between low achieving and high achieving students in all the five dimensions of adjustment. On the whole, it was studied that the adjustment of high achievers was better as compared to low achieving students. There was significant difference in the areas of home and family, personal and educational adjustment. On the other hand in the area of social and health adjustment, there was no significant difference observed between rural and urban girls. There was no significant difference observed between rural and urban boys with regards to academic achievement and study habits. The adjustment pattern showed that urban boys were slightly better adjusted than their rural counter parts in the areas of home and family, personal and emotional, health adjustment. In the area of social adjustment, the rural boys were slightly better adjusted in comparison to the urban students. In the areas of home and family, personal and emotional and health adjustment significant difference was observed between rural boys and urban boys.

GANGULY (2004) studied determinants of academic achievement in rural and urban areas and found that parental care about child's education, emotional climate at home and socio-economic status of family had a positive correlation and crowded living conditions at home had a negative correlation with the academic achievement of students in rural and urban areas; library facilities, teacher's training, teacher's classroom behaviour and attitude towards teaching had a positive correlation and student teacher ratio had a negative correlation with the academic achievement of students; peer influence and movies had significant and positive, and the distance between home and school had significant negative correlation with achievement of students; attentiveness to study, school attendance, health and interest in study had a positive correlation with students' achievement.

EAMON (2005) smaller family size has been linked with higher academic achievement of the students. Students with fewer siblings are likely to receive more parents' attention and have more access to resources as compared to those children whose families are large in size. The additional attention and support leads to better school performance.

BABU ET AL. (2008) studied the achievement of higher secondary students in accountancy and their parental encouragement with the objective to find out whether there was any significant difference in gender, locality and family type with respect to higher secondary student's achievement in accountancy and found that there was significant and relatively low relationship of higher secondary students in respect of achievement in accountancy and parental encouragement; no significant relationship in respect of parental encouragement and achievement in accountancy for female students, urban students and students belong to joint family system; males, rural students and students of nuclear families showed better achievement than that of their counterpart.

HILL AND TYSON (2009) reported various types of parental involvement to be positively associated with academic achievement through a meta-analysis of 50 studies, with the exception of parental help with homework.

VIRGINIA COOPERATIVE EXTENSION (2009**)** in an article suggested that family acts effectively in shaping out the personalities of the children and developing life skills among the children. This developing of life skills among the children includes the educational development coupled with the function of nurturance and support. It means that family structure and the environment of a family can provide children the confidence that is necessary for the academic success.

CHOUDHARY (2009) studied family patterns and academic achievement of students and found that students from urban joint family were better in academic achievement than the students coming from rural joint family; students coming from urban nuclear family were better in academic achievement than the students coming from rural nuclear families; urban students were better in academic achievement than rural students.

SINGH ET.AL. (2009) investigated the effects of type of family and gender on self-efficacy and well-being of adolescents. Family was the source of support of any individual and one of the motivating factors for human being to grow and achieve One hundred adolescents (50 boys and 50 girls) from joint and nuclear families were administrated the measures of self-efficacy and well-being. Data were analyzed by ANOVA. Results revealed a significant effect of type of family and gender on self-efficacy. The interaction between type of family and

gender was also found to be significant; however neither family type nor gender had significant effect on the measure of well-being.

QAISER ET.AL. (2012) examined the effects of family structure on the academic performance of the students. But they took family structure in terms of family size and number of siblings and recommended that small family size and small number of siblings coupled with parents' participation enhances student's performance.
ANEESA ET.AL (2013) explored the impacts and implications of family dynamics on the adolescents' development. They were of the view that family communication supports good family functioning. They correlated family communication and family system as the predictors that can gauge family satisfaction among the adolescents. They found that the family satisfaction increases the chances of academic achievements.

BILAL ET.AL. (2013) Studied that both the nuclear and joint family systems, effects on the academic achievements of the students. In both nuclear and joint both family systems the role of parents is more influential than any other member of the family. The students get encouragement and confidence through the involvement of the parents. The involvement and attention of the parents are the significant factors that affect the academic performance of the students.

DISCUSSION

Indeed, one can argue that it is a key function of a literature review to define for the reader, the areas of work which are becoming important and which will have a profound influence on a subject in the future. The ability to do this comes gradually with a growing confidence in terms of one's understanding of a subject. In order to be able to recognize the influential research and key writers, it is important to search for literature in the relevant places. A literature review helps us to appreciate something of the sequence and growth of knowledge. As we survey the previous research of a problem, we may be able to identify areas which have not yet been investigated. These might suggest topics for future research projects, and also might suggest a particular focus or train of thought for our present dissertation. We thus can begin to think of knowledge as slowly accumulating in the past, and of research adding to this well into the future. Keeping in view all these studies this research investigates the academic achievements of the students at Secondary level from Nuclear and Joint Family Systems. The aim of this research is to explore that, does nuclear or joint family setup exerts any influence on the academic achievements of Secondary School students or not. Both male and female students living in joint and nuclear family systems will be included in this study. Here the academic achievement of students from both joint and nuclear families are compared with each other in order to give a clear definition of this thing that which students are academically rich whether students from Joint family or Nuclear.

There is no such a thing as the perfect review. All reviews, irrespective of the topic, are written from a particular perspective or standpoint in which the school of thought, vocation or ideological standpoint in which the reviewer is located. As a consequence, the particularity of the reviewer implies a particular reader. Reviewers usually write with a particular kind of reader in mind: a reader that they might want to influence. It is a factor such as these that make all reviews partial in some way or other. But this is not reason or excuse for a poor review, although they can make a review interesting, challenging or provocative. Partiality in terms of value judgement, opinions, moralizing and ideologues can often is found to have invaded or formed the starting point of a review. When reading a review written by someone else or undertaking a review, you should be aware of your own value judgements and try to avoid a lack of scholarly respect for the ideas of others.

Producing a good review need not be too difficult. It can be far more rewarding than knocking something up quickly and without too much intellectual effort. A large degree of satisfaction can be had from working at the review over a period of time. For a master's or doctoral candidate this might be up to a year or more. A large measure of that satisfaction comes from the awareness that you have developed skills and acquired intellectual abilities you did not have before you began research.

METHODOLOGY

We arrived to our principal concern, methods and methodology. By methods, we mean that range of approaches used in educational research to gather data which are to be used as a basis for inference and interpretation, for explanation and prediction. Although methods may also be taken to include the more specific features of the scientific enterprise such as forming concepts and hypotheses, building models and theories, and sampling procedures. If methods refer to techniques and procedures used in the process of data-gathering, the aim of methodology then is to describe approaches to, kinds and paradigms of research (Kaplan 1973). Kaplan suggests that the aim of methodology is to help us to understand, in the broadest possible terms, not the products of scientific inquiry but the process itself. In this study normative method was used. For the purpose of data

collection information blank was used including two section likely personal memorandum and information related to academic achievement.

VARIABLES & DESIGN OF THE STUDY

The present study was conducted on the following variables. (1) Independent variable: Academic Achievement. (2) Dependent variable: Type of family (Joint/ Nuclear). Research design is an important step in the research upon which the entire process of research is carried out. In the present study the investigator followed normative survey method. Educational research methods can be categorised on the basis of end results or goals, data gathering technique, method of data processing, degree of control exercised, approach, source of the data, and a number of other considerations. In order to tackle any problem, the proper method or methods should be selected in advance. "The decision about the method depends upon the nature of the problem selected and the kind of data necessary for its solution" (Sukhia, 1956). The validity and the reliability of the findings depend upon the method adopted and hence methodology occupies a very important place in any type of research. Since this study attempts to bring out relevant details from students, teachers and parents regarding various practices adopted and expected outcomes of the systems of internal assessment in educational institutions. Normative Survey method was found appropriate for this study.

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While historical studies search, describe and interpret what existed in the past, there are other kinds of investigations which study, describe and interpret what exists at present. The literature of such investigations includes expressions like 'Descriptive Survey'. 'Normative Survey' is generally used for the type of research that attempts to find out that normal or typical condition or practice at the present time. The normative survey is the most commonly used approach to solve educational problems. It is followed in studying local as well as state, national and international aspects of education. It involves interpretation, comparison, measurement, classification and generalisation all directed towards a proper understanding and solution of significant educational problems. The type of information the normative survey method procures is in wide demand and is capable of rendering important service because (Sen, 1968):

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SAMPLE AND SAMPLING PROCEDURE

The sample size is of 100 secondary school students. It is randomly taken from the two Secondary Schools at Beerwah (Rural area) and two schools from Srinagar (Urban area). Stratified Random Sampling Method is adopted for the selection of sample. Due to administrative reasons the sample is selected only from Private schools.

Table 1.1

Sample distribution based on the various sub samples is presented in the table 1.1

Locality	Sample
Urban	50
Rural	50
Total	100

TOOLS EMPLOYED

The instruments employed for collecting the required data for the study are called tools. The selection for suitable tools is of vital importance for successful research. Different tools are suitable for collecting various kinds of information for various purposes. Selection of valid and reliable tools for the collection of data is an

important aspect for any investigation. Information blank was administered for the present study. It is a self constructed questionnaire employed to get relevant data from the students. It consists of two sections including Personal Details and Details related Family Type which was expected to meet the demand of this research.

DATA COLLECTION

Random sampling has been used for data collection limited to district Srinagar and Budgam. An information Blank was used to get related information from 100 students 50 from Budgam and 50 from Srinagar i.e. rural and urban respectively. The Data was gathered from two Private schools from Beerwah District Budgam namely Mazhar-ul-Haq Secondary School Beerwah and SAMIE (Syeed Ali Memorial Institute of Education) and the two Private Schools from Lawaypora, District Srinagar Namely Tahira Khanams Public Higher Secondary School Lawaypora Srinagar. and Babur Reyan Public School Iqbal Colony Zainakote Srinagar. Instructions are given in the first part of information Blank. The Investigator requested the secondary school students to follow these instructions while responding to the tools. Secondary school students were further advised not to leave any item of the tool. 100 sets of tools were distributed to the secondary school students.

STATISTICAL ANALYSIS

First of all it necessary to mention that data is based on random sampling which is taken from different private schools from Rural and Urban on the base of family type i.e. 50 students from joint family (rural) and 50 students from nuclear(urban). The scores are analyzed through appropriate statistical techniques such as Mean, Standard Deviation and T-Test.

The **Mean** is a measure of central tendency. It is the value usually described as the average. The mean is determined by summing all of the numbers and dividing the result by the number of values. The mean of a population of *N* values (scores) is defined as the sum of all the scores, *x* of the population, $\sum x$, divided by the number of scores, *N*.

The **population mean** is represented by the Greek letter μ (mu) and calculated by using.

$$\mu = \frac{\sum x}{N}$$

Often it is not possible to obtain data from an entire population. In such cases, a sample of the population is taken. The **mean of a sample** of *n* items drawn from the population is defined in the same way and is denoted by *x*, pronounced ***x* bar** and calculated using.

$$\overline{x} = \frac{\sum x}{n}$$

When calculating the mean from a frequency distribution table, it is necessary to multiply each score by its frequency and sum these values. This result is then divided by the sum of the frequencies. The formula for the mean calculated from a frequency table is

$$\overline{x} = \frac{\sum fx}{\sum f}$$

STANDARD DEVIATION: Karl Pearson introduced the concept of standard deviation in 1893. It is the most important measure of dispersion and is widely used in many statistical formulae. Standard deviation is also called Root-Mean Square Deviation. The reason is that it is the square–root of the mean of the squared deviation from the arithmetic mean. It provides accurate result. Square of standard deviation is called Variance.

It is defined as the positive square-root of the arithmetic mean of the Square of the deviations of the given observation from their arithmetic mean. The standard deviation is denoted by the Greek letter **σ** (sigma) in statistics and probability theory, the **standard deviation** (**SD**) (represented by the Greek letter sigma, **σ**) measures the amount of variation or dispersion from the average. A low standard deviation indicates that the

data points tend to be very close to the mean (also called expected value); a high standard deviation indicates that the data points are spread out over a large range of values.

The technique of calculating the mean deviation is mathematically illogical as in its calculation, the algebraic signs are ignored. The drawback is removed in the calculation of standard deviation, where squares of the deviations from the mean one used. Standard deviation is the square root of the arithmetic average of the squares of the deviations measured from the mean.

The **standard deviation of a population**, **σ**, of *N* data items is defined by the following formula. Where **μ** is the population mean. For a **sample** of *n* data items the **standard deviation**, *s*, is defined by, Where *x* is the sample mean

$$s = \sqrt{\frac{\Sigma\left(x-\bar{x}\right)^2}{n-1}}$$

When data is presented in a frequency table the following computational formulae for populations standard deviation, **σ**, and sample standard deviation, *s*, can be used.

$$\sigma = \sqrt{\frac{\Sigma fx^2 - \frac{\left(\Sigma fx\right)^2}{\Sigma f}}{\Sigma f}} \qquad s = \sqrt{\frac{\Sigma fx^2 - \frac{\left(\Sigma fx\right)^2}{\Sigma f}}{\Sigma f - 1}}$$

T-TEST

When sample size is 30 or more, we can approximate the population parameters with the sample statistics. Unfortunately, in many practical and important situations large samples are not simple available. Does it mean that in such situations we cannot approximate population parameters with the sample statistics? Before we answer this question it is important to note that with small samples errors are likely to occur. So estimating population parameters with the sample statistics may introduce these errors. To avoid the errors involved a new variable called the student‘s t-variable has been introduced. The test statistic is known as student‘s t-test.

W. S. Gosset discovered the distribution of samples drawn from a normally distributed population. His pen name “Student” was used to publish the work in 1908 while he was still a staff of Guinness and was working on stout. He referred to the quantity under study as “t” and it has ever since been known as student‘s t‘.

The t variable is defined by the following formula:

$$t = \frac{\bar{x} - \mu}{\frac{s}{\sqrt{n}}}$$

Where $\bar{x}$ is the sample mean

μ is the population mean

To use the t-test, you must have one dependent variable and one independent variable. The independent variable must be of two levels only.

ASSUMPTIONS OF T-TEST: The following are the assumptions that must be satisfied before the t-test can be used:

- The Level of Measurement for the dependent variable must be Continuous. That is, the dependent variable is measured at the interval or ratio level rather than discrete categories.
- The sampling must be random. That is, the scores are obtained using a random sample from the population.
- When these assumptions are violated t-test cannot be applied.

TYPES OF T-TEST: There three types of t-tests. These are:

- One sample t-test
- Independent samples t-test, and
- Paired sample t-test

We will now consider only one which is employed in this study i.e.

INDEPENDENT SAMPLES T-TEST: This is used when you have **two different** groups (known as independent groups) and you want to compare the group scores. In this case we only collect data on one occasion from the two different groups

THE TEST WILL TELL US WHETHER

- There is a statistically significant difference in the mean scores for the 2 groups (e.g. Do Joint family students in their academic achievement differ significantly from those of Nuclear family in the measured variable?)
- Statistically you are testing the probability that the two sets of scores came from the same population.

The formula for Independent Sample t-test is given as:

$$t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\frac{s_1^2}{n_1} + \frac{s_2^2}{n_2}}}$$

CALCULATION OF MEAN AND STANDARD DEVIATION

Now the application of required formula has been done where we use the formula to get Mean & Standard Deviation. Here we can also use $\sqrt{\sum X^2/N}$.

$$\sigma = \sqrt{\frac{\Sigma(x-\mu)^2}{N}}$$

STANDARD DEVIATION

1. Whereas the Standard Deviation of Joint family Students =

or $\sqrt{\sum X^2/N}$.

$$\sigma = \sqrt{\frac{\Sigma(x-\mu)^2}{N}}$$

T-TEST IS USED FOR CHECKING OUT THE DIFFERENCE BETWEEN TWO GROUPS

So we use following formula: $t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\frac{s_1^2}{n_1} + \frac{s_2^2}{n_2}}}$

ANALYSIS AND INTERPRETATION OF DATA

Earlier, a theoretical framework of the present study, studies already done and the methodology of the investigation were discussed. Let us deals with the analysis of data by keeping in view of the objectives and the testing of formulated hypotheses of the study. The variables of the present study were academic achievement and type of family. The analysis of data was done to draw logical inference concerning the tenability of the hypotheses, which state the possible interactions between the dependent and independent variables. The hypotheses were tested with appropriate statistical techniques for significant relationship or differences along with discussion. In the present study, t-test was used to find out the relationship between academic achievement and type of family. The results are presented and all the hypotheses of the study were tested and verified. The implications of the results are analyzed and interpreted in relation to the problem of the study. The analysis of data was attempted as per the objectives of the study.

ACADEMIC ACHIEVEMENT OF THE SECONDARY SCHOOL STUDENTS FROM NUCLEAR FAMILIES

The first objective of the study is To Study the academic achievement of the secondary school students from nuclear families. The below table 1.2 shows the Mean and Standard Deviation (SD) and Number (N) of Nuclear family Students.

Table 1.2

Academic achievement of the secondary school students from nuclear families

Mean and Standard Deviation On the basis of Percentage			
Groups	Mean	Std. Deviation	Number
Nuclear	82.492	8.875	50

Here in above table 1.2, it is clear that the mean of Nuclear family students is good in performance. From table 1.2, we can interpret that 82.492 is the average percentage of secondary school students from nuclear families. It indicates a very good academic achievement percentage among secondary school students from nuclear families.

ACADEMIC ACHIEVEMENT OF THE SECONDARY SCHOOL STUDENTS FROM JOINT FAMILIES

The second objective of the study is to Study the academic achievement of the secondary school students from joint families. The below table 1.3 shows the Mean and Standard Deviation (SD) and Number (N) of Joint family Students.

Table 1.3

Academic achievement of the secondary school students from Joint families

Mean and Standard Deviation On the basis of Percentage			
Groups	Mean	Std. Deviation	Number
Joint	69.916	19.811	50

From above table 1.3 it is clear that the mean of the academic achievement of Joint family students is 69.916. Here we can interpret that, the average academic score of secondary school students from joint families is 69.916 %. It indicates a good academic achievement percentage among secondary school students from joint families.

COMPARISON BETWEEN THE ACADEMIC ACHIEVEMENT OF STUDENTS FROM JOINT AND NUCLEAR FAMILIES.

The third objective of the study is to compare the academic achievement of students from joint and nuclear families. The Table 1.4: shows the mean comparison of joint and nuclear family students in terms of their academic achievement.

Table 1.4

Comparison of Academic achievement of the secondary school students from Nuclear and Joint families

Mean, Standard Deviation and t-test values (sig. level)					
Student	N	Mean	SD	t-test	Level of Significance
Joint	50	69.916	19.811	4.10	Significant at 0.01 Level
Nuclear	50	82.492	8.875		

The Table 1.4 reveals that the Mean in terms of the Academic Achievement of Joint family is 69.916 with the Standard Deviation is 19.811 and Number is 50, whereas the Mean, Standard Deviation and Number of Nuclear Family students is 82.492, 8.875 and 50 respectively. Finally the table reveals that there is significant mean difference between the academic achievements between joint and nuclear family students. Here the mean difference favours the nuclear family students which conforms that the students from nuclear families are academically better than those of joint family students. In this case of study the null hypothesis stated prior is rejected.

CONCLUSIONS AND SUGGESTIONS

Every person sets up a goal or a target in his/her life. It might be what he/she would want to be when he/she would come to a certain age. It might also be a milestone that one would have set that would encourage and motivate him/her everyday to move towards it. It is this motivation that keeps everyone alive, moving and living the life devoid of its struggles. We all set goals in our life be it long time or short time. Short term goals could

be setting a target of scoring 100% in an upcoming quiz or test while a long term target could be reaching to a Manager's position right from a trainee in a time span of 5 years. Whether they are short term or long term, their fulfilment or what we call, their 'achievement' makes us extremely happy and motivates us to move even further. It helps us improve our self-confidence and builds in us a sense of self-trust. Every project, every chore requires motivation because without that nothing can be accomplished. And once this motivation leads to successful completion, the fruit that this success bears to us is immensely sweet. It is generally noticed by us that those who hold a very high degree of motivation and hold a thirst in heart of achieving high usually turn to produce outstanding results. This show how high levels of motivation and associated achievement go hand... here we are dealing with the academic achievement of students.

It is not easy to define, quantify and measure student achievement. The most common indicator of achievement generally refers to a student's performance in academic areas such as reading, language arts, math, science and history as measured by achievement tests. **Academic achievement** or **(academic) performance** is the outcome of education the extent to which a student, teacher or institution has achieved their educational goals. Academic achievement is commonly measured by examinations or continuous assessment but there is no general agreement on how it is best tested or which aspects is most important procedural knowledge such as skills or declarative knowledge such as facts. Key component of student performance accountability is accurately measuring student progress. Comprehensive assessments and data systems allow the researcher to identify both low- and high-performing schools. Schools that perform poorly can be held accountable, and those that show high marks can be studied and replicated. The academic achievement is influenced by many ways among which the involvement family is evident.

If parents have a certain amount of education, income, and/or occupational status, they are considered to be middle class and are expected to engage in specific cultural practices that will facilitate their children's educational success. This study identified how type of family (joint or nuclear) affect on the academic achievement of secondary school students.

SUMMARY OF ANALYSIS AND FINDLINGS

The present study was conducted on students at secondary school level to identify the difference among the students from joint and nuclear families. The summary of analysis is given below.

- There exists a very good academic achievement percentage (82.492 %) among secondary school students from nuclear families.
- There exists a good academic achievement percentage (69.916 %.) among secondary school students from joint families.
- The students from nuclear families are academically better than those of joint family students

GENERALISATION, DISCUSSION AND EDUCATIONAL IMPLICATIONS OF THE STUDY IN THE LIGHT OF THE FINDINGS

Each and every educational research will be focusing on the development of educational status of the country. In the same way the present study has also some educational implications for the development of students. The present study is an eye opener to the all concerned to the secondary education system. The present research was conducted to check the difference in the academic achievement of students from joint and nuclear families at secondary school level. The participants for this study were randomly selected from joint and nuclear family systems. It is obvious that parents play a vital role in shaping up the future of their children's and their behaviour too. It was hypothesized that there is no significant difference in between the academic achievement of the students from joint and nuclear families and after analysis result shows there is significant difference between the students from joint and nuclear families. In the light of above data analysis and discussion it is concluded that both family systems have a significant relation with the academic achievements. But, nuclear family systems have more positive effects on the academic achievements of the students. The students get encouragement and confidence through the involvement and the attention of the parents may it be the joint or the nuclear. Joint family students should be given more attention from their parents so that they compete with those of nuclear family students. The level of encouragement and interest is highly expected to those students who are from joint families.

SUGGESTIONS FOR THE FURTHER RESEARCH

In order to make the present study more meaningful and effective, similar studies in this field could be carried out. The areas of further research indicated by the study are following.The findings and results of the study have

revealed a number of facts. These provide researches with a quantity of relevant issues that could be subjected to further investigation. Some recommendations are as follows.

- The present study is done only to the secondary school students. Similar study can be conducted to other level students like Primary or at higher education level.
- The study conducted in a general manner only. It can be replicated on the basis of sex, locality, type and management of institution (Private/ Public) etc. Similar studies can be conducted by taking other variables like socio-economic status, age, caste, religion, high and low achievers etc.
- The study can be extended to larger sample covering the whole state/ province/ nation.
- The study can be extended to the areas like use of Mass media for propagating the relationship between academic achievement and family type etc.

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Appendix 1.1

DEPARTMENT OF EDUCATION
CENTRAL UNIVERSITY OF KASHMIR

Ismail Thamarasseri
Research Supervisor

Mohd Shabir Shah
Research Scholar

Dear Student,
This Information blank is prepared for my educational research entitled "ACADEMIC ACHIEVEMENT OF STUDENTS FROM JOINT AND NUCLEAR FAMILIES AT SECONDARY SCHOOL LEVEL". Please read the below statements and respond for the same. Your responses uses only for educational and research purposes. So please fill an appropriate box. Hope your kind co-operation for the same.

Personnel Details

1	Name of the student	
2	Parentage	
3	Roll No. in last Class (9^{th})	
4	Age	
5	Gender	☐ Male ☐ Female
6	Name of School	
7	Type of School Management	Private
8	Locality	☐ Urba ☐ Rural
9	Write the aggregate marks you scored in last examination.	
10	Are you attending any Private Tuition?	☐ Yes ☐ No

Details on Type of Family

11	How many members are there in your family	
12	Who is the head of your family	
13	Are all these members living together under one roof	Yes ☐ No ☐
14	Yours is a Nuclear or Joint Family?	Nuclear ☐ Joint Family ☐
15	What is the Monthly income of Your family	
16	Are your parents educated?	Illiterate ☐ Primary ☐ Secondary ☐ UG ☐ PG ☐ Doctoral ☐ Professional ☐

UG is Under Graduate and PG is Post Graduate

Thank you for cooperation

UNIT 2

A SURVEY ON SCHOOL-GOING AND OUT-OF-SCHOOL CHILDREN IN THE AGE GROUP OF 06 TO14 YEARS IN EDUCATION ZONE MAGAM OF DISTRICT BUDGAM

Parvaiz Ahmad Dar

INTRODUCTION

Education is systematic process through which a child acquires knowledge, experience, skills and sound attitude. It makes a child civilized, refined, cultured and educated. For a civilized and socialized society education is the only means. Its goal is to make an individual perfect. Every society gives importance to education because it is the panacea for all evils. It is the key to solve various problems of life. Every society endeavours to make its citizens educated in the best possible manner. All over the world, education is regarded as a potential investment for the future. An old proverb lays down. "If you are planning for one year, plant rice: if you are planning for five years, plant a tree and if you are planning for the future, educate your children". That is education is always considered as a ladder of development. It dispels darkness and brings light. Education is considered to be the most vital asset that the society has because knowledge is the priceless wealth that people will never mislay under any circumstances and the further the knowledge gets shared the further it will advance. Therefore elementary education forms the foundation for gaining basic knowledge without which the dream of education becomes impossible.

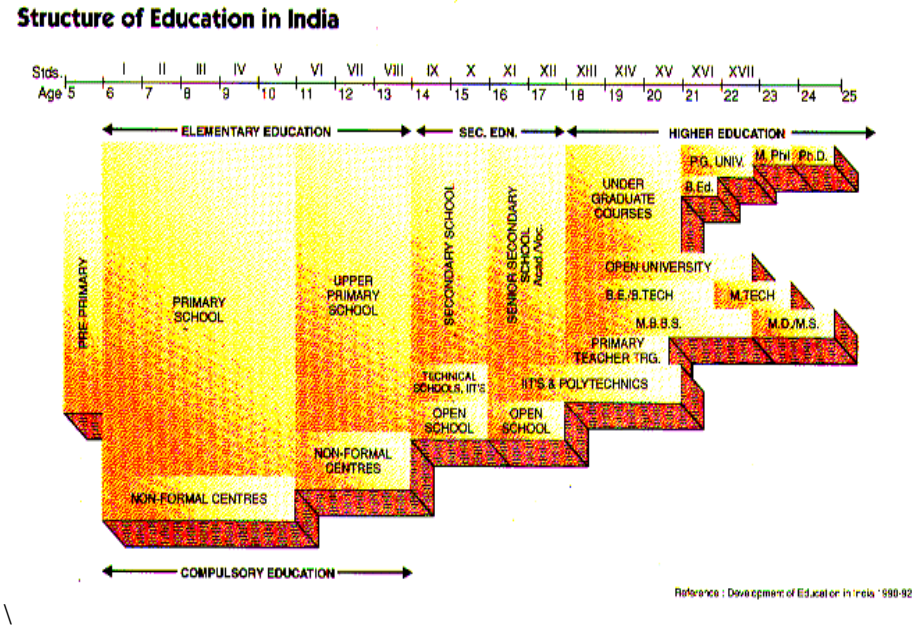


Fig. 2.1 Structure of Education in India

So far as elementary education in India is concerned, it comprises of eight years of schooling for the age group of 6 to 14 years. It combines of two stages of education:

- Primary school stage: From I to V class.
- Upper primary school stage: From VI to VIII class.

As mentioned above the entire school education can be divided in to four parts, namely: primary, upper primary, secondary and higher secondary levels. The National Policy of Education (1968 & 1986) and its revised formulation (1992) envisaged a uniform pattern of school education (10+2 pattern, 12 years of schooling) across the states. Since education is on the concurrent list, i.e. state subject; the States & UTs are free to evolve their own pattern of school education. Eight years of primary education is envisaged in two stages: a junior stage covering a period of five years and a senior stage covering a period of 3 years. It needs to be mentioned that 8 years of compulsory education was envisaged as one integrated unit, although there were two stages in the cycle. Hence elementary education became the compulsory component of education in India (Varghese and Mehta, 1999). It is this compulsory stage that has been incorporated as a directive principle in the constitution in 1950. The official age (entry) to obtain admission in Grade I is 6 years but a few States & UTs have 5 years as entry-age.

In twelve states of India primary education consists of Grades I to IV where as in rest of the states it is Grades I to V. The National Policy advocates Grade I to V at the primary and VI to VIII at the upper primary level of education. The states that have adopted Grades I to IV as its composition of primary level generally have grades V to VII as part of the upper primary education. (*EFA the Year 2000 Assessment, Country Report: India*). However, it may be noted that within a state, a complete uniformity is in existence but the type of institutions that offer school education (management) vary across the states and even within its districts and blocks. Different types of institutions that are in existence are schools run by government management, schools under the local bodies and private managed schools. The private managed schools can further be divided into private aided and unaided schools. In addition, private unrecognized institutions spread over across the country both in rural and urban areas are also in existence in large number.

Elementary education can be compared to the first stride that a person takes in life, it is impossible for people to run without first learning how they can walk (Long, 2000). With the attainment of independence new goals, demands and responsibilities necessitated for receiving changes in the system of education. There was a explosion of expectation in every walk of life including education. Free and compulsory education to all children up to the age of fourteen years is the Constitutional commitment in India. At the time of adoption of the Constitution in 1950, the aim was to achieve the goal of *Universalisation of Elementary Education* (UEE) within the next ten years i.e. by 1960. Keeping in view the educational facilities available in the country at that time, the goal was far too ambitious to achieve within a short span of ten years. Hence, the target date was shifted a number of times. Till 1960, all efforts were focused on provision of schooling facilities. It was only after the near realization of the goal of access that other components of UEE, such as universal enrolment and retention, started receiving attention of planners and policy makers.

Significant efforts have been made in the last fifty years to universalize elementary education. Since 1950, impressive progress has been made in every sphere of elementary education. In 1950-51, there were about 210 thousand primary and 14 thousand upper primary schools. Their numbers are now increased to 627 thousand and 190 thousand respectively as in the year 1998-99; thus showing an average annual growth of 2.30 and 5.58% per annum. As many as 83% of the total 1,061 thousand habitations have access to primary schooling facilities within 1 km and 76 per cent habitations to upper primary schooling facilities within a distance of 3 km. About 94% and 85% of the total rural population is accessed to primary and upper primary schools/sections. The ratio of primary to upper primary schools over time has improved which is at present 3.3. More than 84% of the total 570 thousand primary schools in 1993-94 had school buildings. The number of single-teacher primary schools has also considerably declined. The number of teachers both at the primary and upper primary levels of education over time has increased many folds. From a low of 538 thousand in 1950-51, the number of primary school teachers in 1998-99 increased to 1,904 thousand (MHRD, 2000). Similarly, upper primary teachers during the same period increased from 86 thousand to 1,278 thousand. The pupil-teacher ratio is at present 42: 1 at the primary and 37:1 at the upper primary level of education. Despite the significant improvement in number of teachers, the percentage of female teachers is still low at 35% and 36% respectively at the primary and upper primary level of education. However, the majority of teachers, both at the primary (87%) and upper primary (88%) levels are trained.

Over a period of time, enrolment, both at the primary and upper levels of education, has increased significantly. From a low of 19 million in 1950-51, it has increased to about 111 million in 1998-99 at the primary and from 3 to 40 million at the upper primary level. At present, the enrolment ratio (gross) is 92% and 58% respectively at the primary and upper primary level of education. The percentage of girl's enrolment to the total enrolment at the primary and upper primary level of education in 1998-99 was about 44% and 41%. Despite improvement in retention rates, the dropout rate is still high at 40% and 57% respectively at the primary and elementary level of education. The transition from primary to upper primary and upper primary to secondary level is as high as 94% and 83%. However, the learner's achievement across the country remained unsatisfactory and far below than the expectations. The Government of India initiated a number of programmes and projects to attain the status of universal enrolment. Despite all these significant achievements, the goal of universal elementary education is not achieved yet. Due to the several social and political disturbances in the state of Jammu and Kashmir the condition of the education sector is very poor, because the state lacks proper educational planning and infrastructure, but in recent years the state government with the help of central government try their best to bring an improvement in the field of education by launching many programmes, projects and policies. The state government also make elementary education free and compulsory from the age of 06 to 14 years. The school education ladder is divided into Primary, Middle, Secondary and Higher Secondary stages. The Jammu and Kashmir State Board of School Education (JKBOSE) which was established in 1970 plays a key role in the

school education system. The state Board of School Education affiliates various government and private schools, some schools are also recognized by Central Board of School Education (CBSE) there are also some Army schools and ICSE affiliated schools in the state.

OUT OF SCHOOL CHILDREN

Reducing dropout is central to improving access to basic education. Most of those who do not attend schools are children who have enrolled but who have crossed the threshold from regular attendance to regular absence. In most of the countries the numbers excluded this way are much greater than those who never attend schools. In low enrolment systems more than half the children who start primary schooling will fail to complete it successfully.

As many as 33.06 million children of age-group 6-11 years were out-of-school in 1998 of which girls constitute 20.34 million (61.52 %). The estimates further suggest that of the total 33.06 million out-of-school children, more than 17 million (48.94%) come from the most educationally backward states of Bihar (2.96 Million), Rajasthan (1.75 million), Uttar Pradesh (11.48 Million) and West Bengal (4.61 Million). The projected estimates of enrolment suggest that 40.11 million children (including overage and underage) would be additionally required to enrol in order to achieve universalization of primary education (UPE). This will also help in better implementation and effective monitoring of different incentive schemes. The aggregated estimates are of limited use. Unless the same is computed at least at the block level and out-of-school children located, the benefits of new programmes and schemes are not likely to reach them.

CONCEPT AND MEANING OF UNIVERSALIZATION OF ELEMENTARY EDUCATION

Just as strong foundation is very important of a building, in the same way elementary education is important in the education of the child and the progressive development of his/her personality. After 1947 universalization of elementary education (UEE) was emphasized in the constitution because at that time 85% of the India population was illiterate. The constitution emphasized that every state of India should provide elementary education to the children falling in the age group of 6 to 14 years. Universalization of elementary education in India means making education available to all children in the age group of 6 to 14 years; or from I to VIII standards. Opportunities for this education may be provided through formal and non formal means of education. It signifies that education is for all and not for a selected few. This concept accepts that education is the birth right of every child. This means all children belonging to rich and the poor, living in towns as were as in rural areas and in places which are accessible with difficulty have to be provided with facilities for elementary education. Universalization of elementary education is one of the most important goals of educational development in India. Article 45 of the Indian constitution directs the state to endeavour and to provide free and compulsory education in the age group of 6 to 14 years. Important aspects of universalization of elementary education are universal access, universal enrolment and universal retention.

UNIVERSAL ACCESS

Availability of schooling facilities is measured by a set of indicators concerning to access. As per norms, a habitation is entitled to have a primary school, if it has a total population of 300 & more and has no school within a distance of one kilometre. For upper primary schools, the corresponding norm is total population of 500 & more and a distance of three kilometres. However, the norm is often relaxed in case of hilly and tribal dominated areas, difficult terrains and border districts. A distance of one and three kilometre is treated as the maximum walking distance to which a child is expected to travel from his residence to school. The states have their own norms according to which they provide schooling facilities. Micro planning and school mapping related activities play an important role in making provision for schools and also deciding location where a school is to be opened. Efforts have been made in the recent past to conduct micro planning and school mapping exercises under the DPEP *and Lok Jumbish Programmes*.

UNIVERSAL ENROLMENT

Since universal enrolment is the most important component of universalization of elementary education (UEE), a detailed analysis of growth of enrolment is undertaken. In addition, out-of-school children and additional enrolment required to achieve the goal of universal enrolment, is also estimated**.**

(a) GROWTH IN ENROLMENT

Considerable progress has been made so far as enrolment at primary and upper primary levels of education is concerned. Enrolment at the primary level was 19.16 million in 1950-51; which has now been increased to 110.9 million in 1998-99. Compared to primary level, the growth in enrolment at the upper primary level is much impressive and substantial but is not adequate to attain the status of universal enrolment. From a low 3.12 million enrolment in the year 1950-51, enrolment at the upper primary level increased to 40.30 million in the

year 1998-99 accounting for thirteen fold increase as against six times at the primary level. The impressive growth is attributed to comparatively a low enrolment base in the initial year and consistent increase of girls' participation in upper primary education (Varghese & Mehta, 1999).

It has also been noticed that during the last forty-five years, the highest rate of growth have taken place during the period 1960 to 1965. Another interesting feature of the trend in growth of enrolment is the higher rates of growth of enrolment of girls at all periods of time that we have considered. Again, it has been noticed that after the period 1965 to 1970, the growth rates in all variables showed consistent decline. It has also been revealed that over a period of time, enrolment, teachers and institutions have increased but at different rates. During the previous decade (1990-98), number of primary schools, teachers and enrolment increased at an annual rate of 1.40, 2.07 and 1.64% compared to 2.89, 2.21 and 2.15% respectively at the upper primary level.

b) SHARE OF GIRLS IN ENROLMENT

The percentage share of girls to total enrolment both at primary and upper primary levels of education have increased considerably and consistently over a period of time from 1950-51 to 1998-99. However, girls share to the total enrolment at the upper primary level (40.50 %) continues to be lower than their share at the primary level (43.50%). In 1950-51, the share of girl's enrolment to total enrolment was 28.13% and 16.13% respectively at the primary and upper primary levels of education. In the next ten years, i.e. from 1950-51 to 1960-61, their share increased to 32.57% and 24.32% respectively at the primary and upper primary levels, which has further been improved to 43.50% and 40.50% in the year 1998-99. This means that for every three boys there were at least two girls in the system. Further, the state-specific percentage of girl's enrolment at the upper primary level reveals that a few states had considerably a higher percentage than the all-India average. Kerala had almost equal participation of boys and girls in the upper primary education. However, the major cause of concern is the educationally backward states, which have a much lower percentage than the all-India average. The comparatively low participation of girls suggests that unless the primary system is improved to a significant effect, the goal of universal enrolment may not be realized in the near future. The majority of out-of-school children also come from these states.

(c) ENROLMENT RATIO

Gross Enrolment Ratio between the period 1950-51 and 1998-99 improved significantly but the same is not adequate to attain the status of universal enrolment, if overage and underage children are taken out from enrolment. However, it may be noted that as we approach universalization of primary education (UPE), the percentage of over-age and underage children, as well as the enrolment ratio (gross) will decline. As against the grass enrolment ratio (GER) of 100.1 and 62.1% in 1990, the corresponding ratio in 1998 was 92.14% and 57.58 %. The boys/girls differential in GER at the primary and upper primary level declined significantly from 28% and 30 percentage points in 1990-91 to 18 and 16 percentages points in 1998-99. The erratic trend in GER is because of the projected population used in computing ratio. Otherwise, a consistent trend is noticed in absolute enrolment both at the primary and upper primary levels of education. The *Net Enrolment Ratio* is considered an ideal indicator but the same is not available from the official sources. However, recently as a part of EFA: The Year 2000 Assessment, NER at primary level was estimated by assuming that 1993-94 percentage of overage and underage children will remain constant in 1997-98.

There is a significant gap between GER and NER at the primary level. The NER in case of boys and girls in 1997-98 was as low as 78% and 64%, which suggests that boys/girls differential in NER to be of 14 percentage points. The overall NER at the primary level was 71%, which suggests that at least 29% children of the age group 6-11 were out-of-school in 1997-98. The educationally backward states have lower NER than the all-India average of 71%. An NER of 71% does not guarantee that all these children attend school regularly. This can be known only if the average daily attendance is analyzed. From the regular sources, it is not possible to obtain idea about children attending schools. However, on household sample basis NSSO (52nd Round) recently collected data on school attendance. It may be noted that because of the difference in data collection methodology and years for which information is available, different data sets i.e. MHRD, NCERT and NSSO are not comparable. However, they give reasonably good indication regarding children attending school. School, habitations and households are the unit of data collection respectively in the MHRD, NCERT and NSSO set of data. Many children those who attend school at present may not retain and dropout from the system even before completion of an education cycle. This severely affects the internal efficiency of the education system.

UNIVERSAL RETENTION

The retention rates computed during the period 1964-65 to 1998-99 reveals that both at the primary and elementary levels of education, it has improved gradually. At present the retention rates at the primary and

elementary levels are 60% and 43% respectively. This otherwise suggests a dropout rate of 40% and 57% respectively at the primary and upper primary level. Further, it has been noticed that throughout the period, the percentage of girls who remained in the system (up to Grade V) was lower than the overall retention at the all-India level. However, the differences between girls and boys in retention are less than the difference noticed between the two in enrolment. The boys/girls differential in retention rate in 1998-99 continues to be about 3% and 6% respectively at the primary and elementary level of education. At the primary level, Bihar, Rajasthan, West Bengal, Uttar Pradesh etc. had dropout rate higher than 50 %. Whereas Goa, Kerala, Chandigarh, Delhi etc. had lowers than 5% drop out in 1998-99. At the elementary level, it was as high as 77% in Bihar, 68% in Orissa, 53% in Uttar Pradesh and 74% in West Bengal. The boys/girls differential in a few states is also significantly high. Further, it may be noted that despite the policy of no detention up to the Grade V, a large number of children used to repeat a grade. This severely affects the internal efficiency of the education system and because of this; children take more years to become primary graduates than ideally required. The indicators of efficiency are calculated on the basis of assumptions that 1993-94 rates of repetition will remain constant throughout the evolution of cohort and no student will allow to repeat more than 3 times in a grade. After 3 repetitions, the child would either promote to next grade or will dropout from the system. The results reveal that boys take 7.2 years to become primary graduates against which girls are taking 8.0 years, thus showing a lot of inefficiency in the system. Needless to mention that ideal number of years a student should take to become a primary graduate is five years. The state-specific results also suggest that not a single state is exactly taking five years to produce a primary graduate. In the states of Uttar Pradesh and West Bengal, it was as high as 15 and 14 years. Input/ Output ratio calculated for measuring the efficiency of education system also supports this. The system at the all-India level is found to be efficient to the tune of only 67%, thus indicating a lot of scope of improvement. The inefficiency in the system is due to two reasons, namely high incidence of dropout and repetition. The state-specific indicators of efficiency reveal that a few states have lower level of efficiency even lower than the all-India average. Particularly, the states of Bihar, Uttar Pradesh and West Bengal need immediate attention where the level of efficiency is very low and graduates are taking more years than ideally required. Even if students graduate primary level, there is no guarantee that they will transit to upper primary level.

By this we mean that once a child joins a primary school, s/he should remain there till he completes elementary education. If the child leaves in between, then the idea of universalization stands defunct. Unfortunately 70% of all the first admissions leave the school before completing it. It gives birth to the problem of wastage and dropout. Mere enrolment of children is not enough, they have to be retained. The retention of the child in a primary school is of prime importance. But unfortunately instead of many programmes/schemes launched by our government, such as Sarva Shiksha Abhiyan (SSA 2001-02), District Education Revitalization programme (DERP1994), Mid Day Meal scheme(MDM) etc, we are still far away from the goal of universalization of elementary education. The dropout, wastage and stagnation rate is still high at elementary stage of education.

CURRENT STATUS

So for as current status of elementary education in India is concerned:

- 83% habitation has access to primary schooling facilities within 1KM of distance.
- 76% habitation has access to upper primary schooling facilities within 3KM of distance.
- About 94% and 84% of the total rural population is accessed to primary and upper primary schooling facilities.
- At present, the ratio of primary and upper primary schools is 3.3%
- Pupil-teacher ratio at present is 42:1 at primary level and 37:1 at upper primary level of education.
- Enrolment ratio is 92% at primary level and 58% at upper primary level.
- Dropout rate is still high at 40% at primary level and 57% at upper primary level.

THE RECENT INITIATIVES

Since independence, India has made considerable progress towards the goal of UEE. However, past trends do not indicate that the goal is right now in the sight. However, the trend can be reversed and goal may be achieved earlier than projected, if concerted efforts are made to bring all concerned under the umbrella of education. The Central Government initiated a number of projects and programmes under the *Centrally Sponsored Schemes* most of which have been initiated after the *National Policy of Education* was evolved in 1986 and *World*

Conference on Education for All held at Jomtien in 1990. Some of these projects in terms of their objectives and major achievements are briefly discussed below.

(a) THE SCHEME OF OPERATION BLACKBOARD: The scheme of *Operation Blackboard* (OB) was launched in 1987 to improve facilities in schools by providing for more teachers, rooms and teaching learning equipments. The OBB Scheme seeks to bring both the quantitative and qualitative improvements in primary education. The scheme had three components, namely (i) an additional teacher to single teacher primary schools; (ii) providing at least two classrooms in each primary school; and (iii) providing teaching-learning equipment to all primary schools. The scheme is implemented through the State Governments with 100% assistance from the Central Government towards the salary of additional teachers and teaching learning equipments. It was proposed to cover all primary schools under the OB scheme that were in existence as on September 30, 1986. Construction of school buildings is the responsibility of the State Governments but funds were arranged for this purpose from other Ministries like the Rural Development. However in the revised scheme, assistance is made available to State Governments on 75:25 share basis. For construction of school buildings, an amount of Rs. 2,308 crores (about 550 Million US $) has been invested on OB scheme. About 185 thousand classrooms are constructed, 1.49 thousand teachers appointed and 520 thousand schools were provided teaching-learning equipments. Recently the OB scheme has been extended to upper primary level and sanction of third teacher to primary school having enrolment more than 100 has also been provided. During the Ninth Plan, third teacher was provided to more than 22 thousand schools and about 78 thousand upper primary schools were covered and teaching-learning material supplied.

(b) NON-FORMAL EDUCATION: The *Non-Formal Education* (NFE) scheme was initiated in 1979 to cater learning needs of working children and children in difficult circumstances, were one of the important centrally sponsored schemes. The NFE programme is for the children of 6-14 age groups who remain outside the formal system due to various reasons. Initially, the focus of the programme was on to Nine Educationally Backward states but at present it is in operation in many states. In 1999, there were 297 thousand NFE centres, which had a total enrolment of 7.42 million. The duration of NFE course is two years and a locally recruited and trained instructor is provided to impart education (equivalent to formal system) at a time and place most convenient to learners in smaller groups. A large number of voluntary agencies are also involved in NFE programme. The total number of centre run by voluntary agencies was 59 thousand in 1998-99. An amount of Rs. 1,195 million to States & UTs and Rs. 400 million to voluntary agencies was released in 1998-99 for the implementation of the programme. The scheme is recently revised and named as *Scheme of Alternative and Innovative Education.* The scheme envisages that all habitations that do not have an elementary education centre within a radius of one kilometre will have one at the earliest. As a part of the scheme, school-mapping exercise will be conducted to identify school-less habitations, which will help to locate habitations where alternative centres are to be provided.

(**c) TOTAL LITERACY CAMPAIGNS**: The *Total Literacy Campaigns* mobilize communities and contributed to greater participation of children in schools. So far 450 districts have been covered under the TLC of which 250 campaigns have moved into post-literacy and 65 to continuing education stage. The campaigns cover an estimated 148 million persons. Of 94 million persons enrolled, so far 73 million persons have been completed level III. The uniqueness of the TLC lies in the fact that it is delivered through voluntarism. The programme is being implemented through the *Zilla (district) Saksharata Samities* created for the purpose. As mentioned, literacy rate has improved from 52% in 1991 to 62% in 1998.

(d) NATIONAL PROGRAMME FOR NUTRITIONAL SUPPORT (MID-DAY MEAL): The *National Programme for Nutritional Support* to *Primary Education* (launched in 1995) provides food grains/cooked meals to children in primary classes. The programme assures 100 grams of grains per day for attending schools for at least 80% of the total school days in a month. The programme had benefited more than 98 million children spread over 0.69 million schools. In the latest year, about 9.90 million children are covered under the scheme and allocated 2.71 million metric tonnes of grains (Annual Report: MHRD, 1999-2000). Along with teachers, local community is also given responsibility in the distribution of grains. In previous years, a significant gap has been noticed in quantity of food grains sanctioned and actually lifted. However, only 65% and 42% children of age group 6-11 and 11-14 years were found to be attended primary and upper primary schools in 1995-96 (NSSO, 1998). Since then the same, due to mid-day meal intervention might have improved to a significant effect. This is also reflected in the absolute enrolment during the period 1995-98. The evaluation of the programme shows that on one hand it has given boost to enrolment in a few states; on the other hand it has a positive impact on attendance in other states.

(e) DISTRICT PRIMARY EDUCATION PROGRAMME: The state specific basic education projects in Bihar (*Bihar Education Project*), Rajasthan (*Lok Jumbish* & *Shiksha Karmi*), Andhra Pradesh (*Andhra Pradesh Primary Education Project*), Uttar Pradesh (*Uttar Pradesh Basic Shiksha Project*) and the *District Primary Education Programme* are of recent origin. Among these, the scope and coverage of DPEP is much wider than other programmes of similar nature. The programme that was first introduced in 1994 in 42 districts spread over seven states is now under implementation in about 240 districts of fifteen states. The programme is structured in such a fashion so that it can provide additional inputs over and above the provisions made by the state governments for elementary education. 85% of the project cost is shared by the Government of India and the rest 15% by the concerned project states. The Government of India share is resourced by external funding from IDA, European Community, Government of Netherlands, DFID (UK) and UNICEF. Decentralized planning in a project mode, disaggregated target setting, community mobilization through *Village Education Committees*, participative planning process and autonomy to set targets, priorities and strategies are some of the salient features of DPEP. For guidance and supervision, state-specific autonomous bodies are created at the state level and at the district level, District Planning Teams were constituted. With the participation of the local community and others - both government and non-governmental agencies and individuals including the NGOs, district-specific plans were developed which are at different stages of implementation.

The DPEP is a centrally sponsored scheme providing special thrust to achieve UEE. It takes a holistic view of primary education development and seeks to operationalise the strategy of UPE through district specific planning with emphasis on decentralized management, participatory processes, empowerment and capacity building at all levels. DPEP aims at providing access to primary education for all children, reducing primary dropout rate to less than 10%, increasing learning achievement of primary school students by at least 25%, and reducing the gap among gender and social groups to less than 5%.

(f) SARVA SHIKSHA ABHIYAN (SSA): In addition to the Centrally Sponsored Schemes, states have initiated schemes to give momentum to their efforts towards the goal *of Education for Al*l. More recently, the Government of India has also initiated an ambitious programme called *Sarva Shiksha Abhiyan* (SSA): *An Initiative for Universal Elementary Education* to achieve the goal of UEE. The programme is initially planned to initiate in about 50 low female districts spread over fifteen states. It is envisaged that all the districts of the country will come under the programme before the end of the Ninth Plan (MHRD, 2000). Unlike the *District Primary Education Programme*, the SSA envisages to develop district-specific elementary education plans within the framework of decentralized management of education with a focus on *Panchayati Raj Institutions*. In the DPEP, the focus was only on the primary level. In these districts, it would be the first attempt to develop plans with the active involvement of local people in a participatory planning mode. District planning teams in these districts have already been formed and training in planning methodology is being imparted. It may however be noted that a recent SSA discussion document envisages habitation/cluster as a unit of planning as has been experimented in the *Lok Jumbish Project.*

The SSA, which is a holistic programme, envisages involving community in a big way. The community ownership is central to the SSA programme. All the existing centrally sponsored schemes discussed above will come under one umbrella programme i.e. SSA. This is expected to smoothen the flow of funds from Central Government to State level registered societies and District Planning Teams created for the implementation of the programme. However, not a single district covered under SSA has yet estimated actually how much funds over time have been received and utilized under different *Centrally Sponsored Schemes* or how much are they spending on elementary education. The targets under the SSA is that all children will bring back to school by 2003 and complete five years of schooling by 2007 and eight years by 2010. Accordingly, all children of age-group 6-11 years will have to be enrolled by the year 2002-03 and retain till 2007 to achieve UPE. As per the proposals, all the districts of the country will come under the SSA before the end of the Ninth Plan i.e. 2002. By no magic, it can be achieved. Even, the *Dakar Framework for Action* to which India is a signatory envisages achieving the goal of UPE by the year 2015. Therefore, the target dates should be left to the districts which can adopt district and block-specific targets and if necessary separately for boys and girls, SC and ST children and would be based on their present status of educational development. It may also quite possible that a few states and districts may achieve UPE even earlier than 2007. The focus of the programme is on to bridge gender and social category gaps at the primary by 2007 and elementary level by 2010 and universal retention by 2010.

To achieve UEE, in a holistic and convergent approach, the following key strategies have been worked out:

- Emphasis to be laid on retention and achievement rather than on mere enrolment

- Adopt incremental approach for creating school facilities. Education Guarantee Centres in un served habitations and 'back to school camps' for out of school
- Focus to be shifted from educationally backward states to educationally backward districts
- Adoption of disaggregated approach with focus on preparation of district specific and population plans
- Universal access to schooling facilities particularly to girls, disaggregated groups and out of school children
- Make education relevant by curricular reforms to promote life skills
- Improvement in school effectiveness, teacher competence, training and motivation
- Decentralization of planning and management through *Panchayati Raj Institutions/Village Education Committees* and stress on participative processes; and
- Convergence of different schemes of elementary education and related services such as early childhood care and education, school health and nutrition programmes etc.

EDUCATION ZONE MAGAM

Inarguably the most beautiful state in the country is the state of Jammu and Kashmir surrounded by the Himalayas and many other mountain ranges. The state is blessed with deep valley and breath taking sceneries. The population of the Jammu and Kashmir according to the 2011 census stands at about 12million. The literacy rate in the state is about 67.16%, a figure that needs attention from the government.

The description of the population census 2011 and 2001 are as under:

DESCRIPTION	2011	2001
Approximate population	125 crore	1.01 crores
Actual Population	12,541,302	10,143,700
Male	6,640,662	5,360,926
Female	5,900,640	4,782,774
Literacy	67.16%	55.52%
Male Literacy	76.75%	66.60%
Female Literacy	49.12%	42.22%
Male Literates	4,264,671	3,060,628
Female Literates	2,802,562	1,746,658

Table 2.1: Jammu and Kashmir population census data 2011

The literacy in Jammu and Kashmir has been seen upward trend and is 67.16% as per the 2011 population census, of that male literacy stands at 76.75% while female literacy is at 49.12%. The official census 2011 of Jammu and Kashmir has been conducted by Directorate of Census operations. Magam is a town, Municipal committee, and Tehsil headquarter of the Budgam District. Magam is also known as "The Gateway of Gulmarg. It is recognized for its hospitality, market establishment, and local businesses. The town is located in the District of Budgam, which is in the state of Jammu and Kashmir, India. It is 24 kilometres away from Srinagar, the summer capital of the state, located on the Srinagar-Gulmarg road. Some of the famous villages in the neighbourhood of Magam are Kanihama, Pethkanihama, Watamagam, Adina, Badran, Makhama etc. Magam is now growing as an education hub in the District of Budgam. It has the highest literacy rate among towns of the Budgam District. Magam has a number of educational institutions from primary to college level. Almost 55 government and private schools of nearly 18 villages come under the education zone of Magam.

NEED AND SIGNIFICANCE OF THE STUDY

A good quality elementary education is the birth right of every child. Education is necessary condition for the development of any country. It directs the political, social, cultural and economic life into a desirable channel. There are a number of problems in our educational system which becomes a big hurdle in the way of universalization of elementary education.

So the researcher hopes this study and its findings will surely help in the future journey of educational planning and decision making for school-going and out-of-school children, and to find out the reasons as to why children in the age group of 6 to 4 years are still out of schools instead of free and compulsory education.

OPERATIONAL DEFINITION OF KEY TERMS

- **Magam Zone:** Magam is a beautiful town in Budgam District of J&K. It is located nearly 24 km away from the summer capital of the state on Srinagar-Gulmarg road highway. Almost 55 government and private school of nearly 18 villages come under the education zone of Magam.

- **School Going Children:** Children who are enrolled in any educational institution and attend the regular classes for the purpose of education.
- **Out Of School Children:** Those children who are out of schools and does not receive any kind of formal education.
- **Dropout:** Someone who has left an educational institution without completing the course.
- **Wastage:** Means premature withdrawal of student before completing the course or leaving a course without completing it.
- **Public Schools:** A school that is controlled and paid by the government or a school that is maintained at public expenses for the education of the children.
- **Private school:** Also known as independent schools, non-governmental schools or non-state schools**.** Schools that are run and maintained by private bodies.

OBJECTIVES OF THE STUDY

The presented study/survey is framed based on the following objectives:

- To find out the total number of government and private schools in educational zone of Magam, District Budgam.
- To find out the total number of school going children in the age group of 6 to 14 years in the selected zone.
- To find out the total number of out of school children/dropouts in the age group of 6 to 14 years.
- To find out the total number of boys and girls enrolled in private and public schools.
- To find out the total number of teachers available in schools.
- To find out the ratio of male and female teachers in schools.

DELIMITATION OF THE STUDY

The present study "A survey on school-going and out-of-school children in the age group of 06 to 14 years in education zone Magam District Budgam" is limited to Magam zone of Jammu & Kashmir State Only.

REVIEW OF THE RELATED STUDIES

The review of the related studies is an essential part of any study it helps the researcher to define the limits of the problems. The survey of the related studies is a crucial aspect of the planning of the study. Research takes an advantage of the knowledge which has accumulated in the past as a result of constant human endeavour. A careful review of the research journals, books, dissertations and other sources of information on the problem to be investigated is one of the important steps in the planning of any research study. The review of the related literature serves the following specific purposes:

- The review of the related literature enables the researcher to define the limits of the field.
- It helps the investigator to delimit his/her research problem.
- By reviewing the related literature the researcher can avoid unfruitful and useless problem areas. S/he can select those areas in which positive findings are very likely to result and his Endeavour's would be likely to add to the knowledge in a meaningful way.
- Through the review of related literature, the researcher can avoid unintentional duplication of well established findings.
- The review of the related literature gives the researcher an understanding of the research methodology which refers to the way the study is to be conducted.
- It helps the researcher to know about the tools and instruments which prove to be useful and promising in the previous studies.
- Important specific reason for reviewing the related literature is to know about the recommendations of previous research listed in their studies for further research.

A Survey of related studies was undertaken by the investigator to get an insight into the work that has already been in the field of this investigation and also to get suggestion regarding the ways and means for the collection

of relevant data and interpretation of results. The investigator has gone through few studies conducted in India and abroad related to the area.

MOBILITY AND SCHOOL PERFORMANCE

While there exists an apparent relationship between mobility and academic achievement**, Kerbow, Azcoitia and Buell (2003)** suggested that students who move once during their school career rarely suffers any lasting effect. After analyzing six years of mathematics achievement data from Chicago public school, the researcher reported that students moving once during a school year may achieve academically 10% less than expected.

Astone and McLanahan (1994) after controlling for several family and demographic factors found that frequent mobility is associated with dropping out of school. According to study by ***Chokri in Tunisia (2003):*** Girls' dropout at higher rate than boys, and girls in the rural areas drop out at an even higher rate than those in the urban areas. Constraints identified for girls drop out were social and family reasons than for educational related reasons.

Indrani Guptha and Deepa Sankar (2002) studied the constraints that contribute to a particular child ever getting enrolled, not enrolled or dropping out? Supply side factors like the quality of schooling, especially in the government sector, is definitely one reason for slow update of education. About 13% were not correctly enrolled in schools, about 3% were not attending schools regularly. Why do teenagers drop out from school or attend school irregularly? The analysis finds that economic status of households, education of parents, social class and gender are the most significant variables that determine.

Judith's (2003): Investigation formed that the poverty at the household level discourages parents from enrolling their children in school or withdrawing them once the demand for fees become impossible to meet. It could also be the inability of the Government to provide adequate funding for school infrastructure or for the running of schools. This is one of the major constraints that prevent girls having access to education. Some parents have been convinced to send their girl child to school but they cannot afford to do so because of the lack of fund. The public schools are not even affordable for them and there is no scheme for such people.

Aikara (1979) also conducted a study on education of out of school children. The study intended to get a preliminary idea about the magnitude of the problem of out of school, children of the school going age and to find out the causes of the problems and to explore the possibilities of introducing a programme of open learning that would take care of the educational needs of the out of school children. The findings of the study are that the out of school children are from a relatively poorer educational occupational and economic background. Poverty and poor educational and economic background stood as constraints to enter school.

School environment and safety issues **(Boyyle et al 2002)**: Boyyle et al (2002) suggested that beating and intimidation affect children's motivation to attend school. Moreover verbal abuse from teachers as described by **Liu (2004)** also leads to dissatisfaction with schooling and dropping out.

The 42nd round of the National Sample Survey (July 1986-June 1987): Provides valuable information on the reasons for non-enrolment and dropout. Non availability of schooling facilities seems to account for only about 10% of the "never enrolled" in rural India and about 8% in urban India; the difference between the sexes is very small in rural areas but somewhat larger in the urban sector. However, nearly 30% of the persons surveyed, both in rural and urban India, gave the reason for "never enrolled" as being "not interested". The difference between the sexes here is large: a larger proportion of "never enrolled" females gave this reason in comparison with the males. The reason for being "not interested" could be considered as a demand side constraint to access: some authorities however, consider it as a supply side constraint rooted in poor facilities and quality of education.

Decentralization of education **(Vinod Raina, 2000):** The study concludes that there is little doubt that during the past decade, a noticeable desire to decentralize primary education has been evident in the country. However, the limited attempts to involve communities have not really translated in diminishing the role of the state in controlling and regulating education.

The study on participatory micro planning for universal primary education ***(Abhimanyu Singh, 1999):*** Observes that during the previous decade a new hierarchy of micro planning has evolved. Further, the study on role and contribution of NGOs to basic education concludes that NGOs' existed in India for over a long period and has contributed immensely towards its various developmental programmes. However, the study notices tremendous diversity among the NGOs.

Reconceptualising Access in Education policy: Method and Mindset: **Vongalis-Macrow, Athean (2010)** Enhancing access to education and knowledge is a long held principle enriched in education policy. Access to education offers leverage for educational attainment and achievement, at the individual and social level.

The study on early childhood care and education ***(Venita Kaul, 1999):*** Concludes that there has been a quantum leap in services and programmes related to ECCE during the last decade. The private sector is making rapid expansion in this area but hardly there is any system of regulation. The study emphasis the need to strengthen the linkages of ECCE programmes with primary education so that it caters to overall development of the child and not be limited to the academic learning aspect.

The study on role of private schools in basic education ***(Anuradha De, Manabi Majumadar, Meera Samson and Claire Noronha, 2000)***: Observes that private schools have been expanding rapidly in recent years. It cautions that increasing privatization will only increase the already strong gender bias in schooling. The number of private institutions is expected to increase, if government system is allowed to deteriorate further.

The study on out-of-school children ***(Sharada Jain, 2000)***: Presents various estimates of out-of-school children of age group 6-14 years that ranges between 63 to 75 million. The children engaged in full-time work as child labourers are estimated to be 60 million. Though significant progress has been made in the provision of education for all girls, the task is not yet complete**.** Provision of post primary education to girls in rural areas, continued thrust on gender sensitive and gender inclusive curriculum etc. are the major issues that are yet to be tackled with regards to education of girls.

The study on status of elementary teachers ***(A. S. Seetharamu):*** Mentions that teacher is rarely aware of the values of their work with the overall goals and values of EFA. EFA is not integral to their thinking process. It further mentions that for similar levels of qualifications, certification and performance teachers are paid different salaries. Another study on *primary teacher training in the EFA decade* **(C. Seshadri)** observes that primary teacher education has made remarkable progress in terms of increase in enrolments, variety of training and support institutions. The creation of National council of Teacher Education has, by and large, succeeded in creating a conducive climate for the pursuit of quality in primary teacher education.

The study on education of children with special needs ***(Sudesh Mukhopadhyay and M. N. G. Mani):*** Observes that the last decade of the century recognized that a child with disabilities and special education needs to constitute a significant group in the monitoring of EFA targets. However, there are still serious challenges, which would require increased effort and decisions for ensuring expansion of educational facilities in different parts of the country.

The study on financing of elementary education in India ***(J. B. G. Tilak):*** Reveals that government expenditure on elementary education as proportion of national income declined from 1.6% in 1990-91 to 1.4 % in 1996-97. It cautions that unless sufficient resources are devoted to elementary education, the goal might remain unaccomplished. The additional requirements of Rs. 137,000 crores in next ten years for universalisation according to study is neither unachievable nor un-affordable. The study suggests that a strong political commitment to finance liberally the education sector from domestic resources seems to be the only alternative.

In an Introduction to Universal Basic and Secondary Education (***David Bloom, 2004):*** Has identified the constraints and suggests the following points; 1. Open discussions on what people want primary and secondary education to achieve – that is, the goal of education. 2. A commitment to improving the effectiveness and economic affiance of education in achieving goals. 3. A commitment to extending a complete, high quality secondary education to all children. 4. More money and higher priority for education-especially an increase in funding from rich countries for education in poor countries.

A study on constraints of dropout, **(Naik*, 1941)*** has pointed out the economic, social and educational Constraints that give rise to wastage. The economic reasons are work at home or helping parents in their work etc. The social reasons are child marriage, lack of women teachers etc and the educational reasons are lack of provision for midday meals, lack of social health facility, lack of Educational awareness among parents and unattractive and incomplete schools. **(Gragg 1969)** also identified ten constraints indicative of the prospective dropout. They are excessive absence, placement in the lowest docile on a mental ability test, broken homes, and failure in school subjects, minimal family education, and low family economic status, lack of participation in school activities, school retardation and low score on a standardized grading test.

The Indian education system is perhaps the largest system in the world catering the need of more than 190 million students of different socio-economic background in pre-primary to primary, upper primary, secondary

and higher secondary to college and university level. Keeping in view the size of the system, it is bound to have certain limitations, which can be grouped under administrative and non-administrative problems. Instead of so many efforts since from the independence we are still away from the goal of universalization of elementary education. On the basis of review of the following studies on dropout and out of school children conducted in India and abroad it can be concluded that there are number of problems which become hindrance in the way of education of children like, lack of holding and attracting power of the school, unsuitable school schedule, parental indifference to education, poor health of the child, poverty of the parent or guardian, social customs, poor school programmers, repeated failure of the child on account of defective system of examination and heterogeneity of age group. These are some of the problems which become a cause of out of school children. There are so many other reasons related with this problem but whatever the reason is if significant efforts were taken at all levels of education this problem can be then tackled easily.

METHODOLOGY

The scientific status of research process depends on the quality of methods and methodology adopted for the inquiry. Methods in research refer to techniques and procedures used in the process of data gathering and methodology helps to understand not the products of scientific inquiry, but the process itself (Cohen, M & Morrison, 2000). "Scientific problems can be resolved only on the basis of data, and the major responsibility of the scientist is to set up a research design capable of providing the data necessary to the solution of the problem" said by George J. Mowly (1964). The selection of methods for research work depends upon the nature of the problem selected. Mainly methodology consists of tools, techniques and procedures. The success of investigation depends on the priority of the method and the tools and techniques the researcher uses. The purpose of the methodology section is to give an experienced investigator enough information to replicate the study. Methodology occupies a very important position in any kind of research. Methodology is the systematic analysis of the methods applied to a field of study. It comprises of the theoretical analysis of the body of methods and principles associated with a branch of knowledge. Typically it encompasses concepts such as paradigm, theoretical models, phases and quantitative and qualitative techniques. A methodology does not set out to provide solution, but it offers the theoretical underpinning for understanding which method, set of methods, tools or so called best practices can be applied to a specific research problem. It is the description of the procedure of techniques adopted in a research study or investigation. The decision about the method depends upon the nature of the problem selected and kind of data required for its solution.

Methodology occupies a very important position in any kind of research. It is the description of the procedure of techniques adopted in a research study or investigation. The decision about the method depends upon the nature of the problem selected and kinds of data required for its solution. This section deals with the methodology employed in order to achieve the different objectives of the study. Details regarding sample, description of the tools employed, techniques of collection of data and method of analysis of data with reference to various objectives of the study are presented. This section therefore presents a detailed description of the methodology which is followed at the various phases of the investigation.

RESEARCH DESIGN

Research design is an important step in the research upon which the entire process of research is carried out. In the present study, the investigator followed survey method. The present study has been completed through the survey method of research. This method has been the most popular and widely used method of research in social science and education. Survey studies investigate phenomena in their natural setting. Their purpose is both immediate and long range.

TOOLS USED

An important aspect of research work is the selection of suitable tool for collecting relevant data. The tools are data gathering instruments; the success of the investigation depends on the proper choice and intelligent application of tools. In the present study, the following tools are employed for the purpose of data collection:

- Information Blank-I (Community Information Form)
- Information Blank-II (School Information Form)

These tools are developed by the investigator itself with the guidance of the research supervisor. These tools are attached in the Appendices.

PROCEDURE OF DATA COLLECTION

The investigator collected the data from the schools present in the area and through door to door survey and also through formal and informal interactions with the community of sampling area. The names of schools visited are mentioned in the forthcoming sections of this chapter. The investigator collected an authentication

certificate from School of Education, Central University of Kashmir. In each school the investigator firstly approached the Zonal Education Officer, from there the investigator got the list of schools in the zone. The researcher visited 55 schools of Education Zone Magam of Budgam District, Jammu and Kashmir. In each school the investigator interacted with the Head Masters and teachers.

ANALYSIS OF DATA

In the preceding sections, a theoretical framework of the present study, studies already done and the methodology of the investigation were discussed. This section deals with the analysis of data by keeping in view of the objectives of the study. Analysis and interpretation of data form a vital link between theory and empirical evidence. Data analysis involves processing and interpretation of data. Processing of data involves the transformation of categories into coding schemes that are amendable to quantitative treatment. It demands organization, reorganization and understanding of data so as to reach certain conclusions in the light of theoretical concerns of the study. Interpretation of the data means that certain inferences are drawn from the study and the findings of research are linked to the already existing state of knowledge.

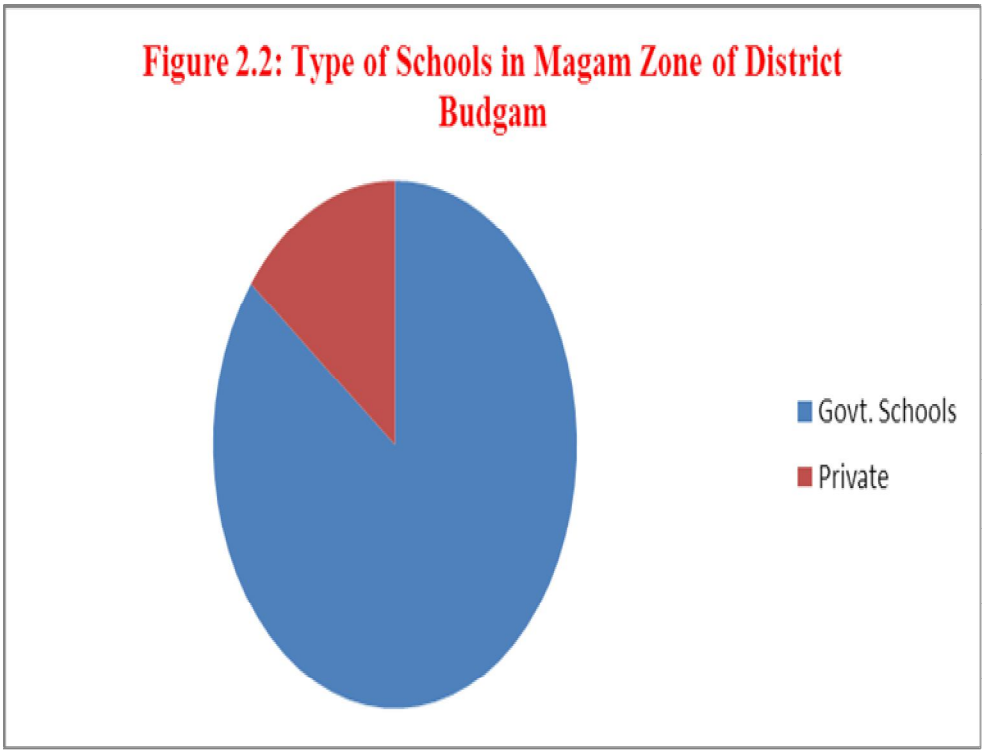
This section provides analysis and interpretation of the field level data collected from Heads, Teachers, students, community and from other sources. The research was guided by an interest of understanding the total number of school-going and out-of-school children in the age group of 06-14 years.

Table 2.2

List of Schools Available In Education Zone Magam, District Budgam

S. No	Schools	Govt/ private	Primary/upper primary/primary, upper primary with secondary or higher secondary
01	BHSS Magam	Govt.	Secondary with Higher secondary
02	GHSS Magam	Govt.	Secondary with higher secondary
03	HS Aripanthan	Govt.	Upper primary with secondary
04	HS Ichihama	Govt.	Upper primary with secondary
05	BMS Magam	Govt.	Primary with upper primary
06	BMS Adina	Govt.	Primary with upper primary
07	BMS Badran	Govt.	Primary with upper primary
08	BMS Pethkanihama	Govt.	Primary with upper primary
09	BMS Paripora	Govt.	Primary with upper primary
10	BMS Kandhama	Govt.	Primary with upper primary
11	BMS Iskanderpora	Govt.	Primary with upper primary
12	BMS Gumboora	Govt.	Primary with upper primary
13	GMS Babapora Magam	Govt.	Primary with upper primary
14	GMS Yagipora	Govt.	Primary with upper primary
15	GMS Adina	Govt.	Primary with upper primary
16	GMS Pethkanihama	Govt.	Primary with upper primary
17	GMS Badran	Govt.	Primary with upper primary
18	GMS Aripanthan	Govt.	Primary with upper primary
19	GMS Kandhama	Govt.	Primary with upper primary
20	GMS Ichihama	Govt.	Primary with upper primary
21	GPS Manhama	Govt.	Primary
22	BPS Soofipora Magam	Govt.	Primary
23	BPS Kralpora Magam	Govt.	Primary
24	BPS Aripanthan	Govt.	Primary
25	BPS Banderwani	Govt.	Primary
26	BPS Hazerpora	Govt.	Primary
27	BPS Astanpora	Govt.	Primary
28	BPS Wata Magma	Govt.	Primary
29	GPS Jamia Mohalla Magam	Govt.	Primary
30	GPS Hanjibough	Govt.	Primary
31	GPS Wata Magam	Govt.	Primary
32	PS Danger Mohalla Aripanthan	Govt.	Primary
33	PS Chan Mohalla Aripanthan	Govt.	Primary

34	PS Kralpora Badran	Govt.	Primary
35	PS Rahim Bhat Mohalla Badran	Govt.	Primary
36	PS New Colony Badran	Govt.	Primary
37	PS Chinar Colony Badran	Govt.	Primary
38	PS Boihama	Govt.	Primary
39	PS Wani Mohalla Kandhama	Govt.	Primary
40	PS Peeripora Gumboora	Govt.	Primary
41	PS Bonpora Gumboora	Govt.	Primary
42	PS Mukdam Mohalla Iskanderpora	Govt.	Primary
43	PS Aparipora Wata Magam	Govt.	Primary
44	PS Haftchinar Magam	Govt.	Primary
45	PS Zakir Mohalla Magam	Govt.	Primary
46	PS Adina	Govt.	Primary
47	PS New Colony Pethkanihama	Govt.	Primary
48	Alamdar Public School Magam	Private	Primary with Upper Primary
49	Rural Mission Public School Magam	Private	Primary With Upper Primary, Secondary & Higher Secondary
50	Green View Public School Magam	Private	Primary With Upper Primary & Secondary
51	Oxford Public School Magam	Private	Primary With Upper Primary
52	Zeal Education School Adina	Private	Primary
53	Gulshan Public School Hazerpora	Private	Primary with upper primary
54	Mehjoor Public School Kandhama	Private	Primary with upper primary
55	Imamiya Public School Iskanderpora	Private	Primary with upper primary



TYPE OF SCHOOLS IN MAGAM ZONE OF DISTRICT BUDGAM.

The above table and figure shows that there are 55 schools available in the Education zone Magam, District Budgam. Out of 55 schools, 47 schools are government schools and the remaining 08 schools are run and administer by private bodies. Thus government schools play a major role in the field of education in the zone.

Table 2.3:
Total Number of Different Types of Schools Available in the Area

School	Primary	Middle	Primary/middle/secondary/higher secondary
Government	27	16	4
Private	2	4	2
Total	29	20	6

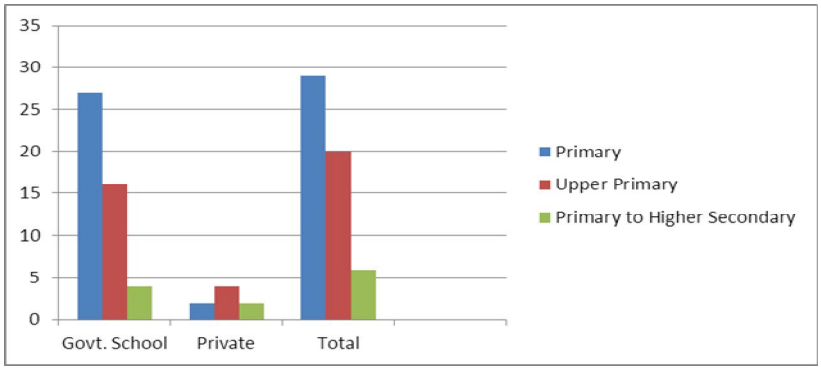


Figure 2.3: Total number of different types of schools available in the area

The table and figure 2.3 indicates that out of 55 total schools available in the education zone Magam, 29 are primary schools. Among 29 primary schools, 27 are government primary schools and 2 are private. There are 16 government Middle schools and 4 private Middle schools, so the total number of middle schools available in the Zone are 20 and the number of schools that fall in the category of primary/upper primary/secondary/Higher secondary are 6 out of which 4 are government and 2 are private.

Table 2.4:
Class Wise Enrolment of Boys And Girls in Government and Private Schools rrom Class-I to Class-VIII.

Class	Government school		Private school	
	Boys	Girls	Boys	Girls
Class I	214	192	90	71
Class II	125	126	69	60
Class III	125	127	72	57
Class IV	116	131	63	65
Class V	121	117	60	53
Class VI	142	127	55	64
Class VII	101	114	61	57
Class VIII	125	87	55	44
TOTAL	**1069**	**1021**	**534**	**462**
	2090		**996**	
	BOYS: 1603	**GIRLS: 1483**		
	3086			

The Table 2.4 shows that the total number of students enrolled in government and private schools from class I to VIII is 3086, out of which 1603 are boys and 1483 are girls. So there is a slight difference in enrolment between boys and girl in the age group of 06 to 14 years. This is same graphically represented as in figure 2.4:

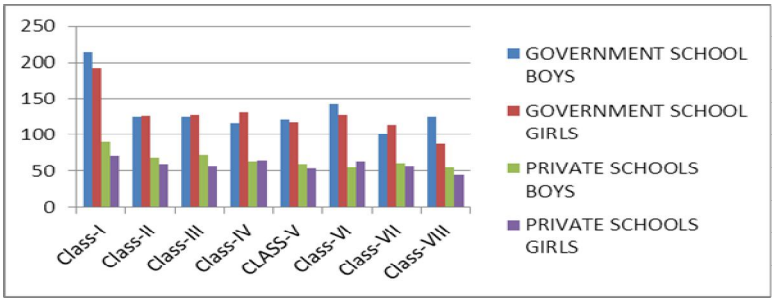


Figure 2.4: Class wise enrolment of boys and girls in government and private schools from class-I to VIII

The graph showing that, there is a slight difference in the enrolment of boys and Girls. Another interesting finding is that, So for as the enrolment of government school is concerned the enrolment of girls is least at VIII standard.

Table 2.5:
Total Enrolment of Students in Government and Private Schools

ENROLMENT	SCHOOL TYPE	
	Government	**Private**
Primary	1394	477
Upper Primary	696	519
Total	**2090**	**996**
Grand total	**3086**	

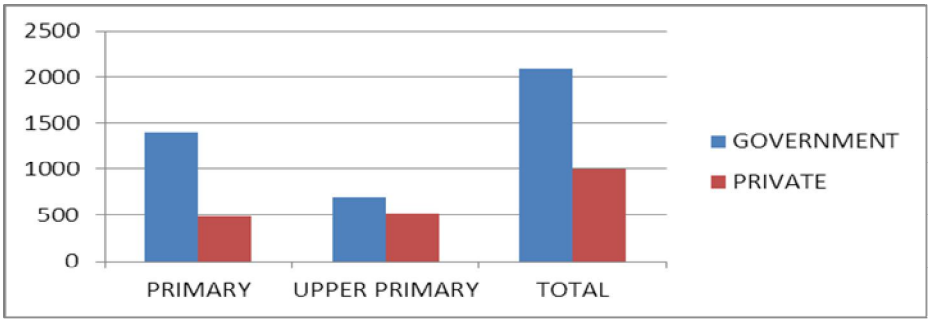


Figure 2.5: Total enrolment of students in government and private schools

The table and figure 2.5 shows that the total number of student enrolled in government and private schools is 3086, out of which 2090 students are enrolled in government schools and the remaining 996 students are enrolled in private schools.

Table 2.6
Total Number of Teacher Available in Government Schools

Teachers	Male	Female	Total
	102	57	**159**

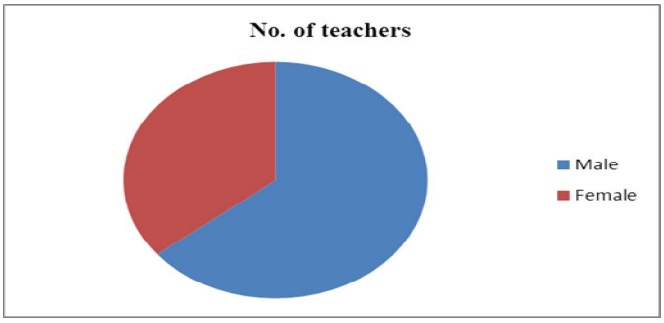


Figure 2.6: Total Number of Teachers Available in Government Schools

It is clear from the above table and figure 2.6 that the number of teachers and pupil-teacher ratio over time has improved significantly but still there are some schools that do not have adequate number of teachers. The number of female teachers over time improved significantly but still their number is far less than their male counterparts. The total number of teachers available in 47 government schools is 159, out of which 102 are male teachers and 57 are female teachers. There is no doubt that the number of the teachers has been increased, but still there is need for engagement of more teachers in some schools and at the same time much emphasis should be given to the appointment of more female teachers in schools.

Table 2.7
Total Number of Dropouts

Age	Boys	Girls	Total
6 to 12	03	04	**07**
12 to 14	04	02	**06**

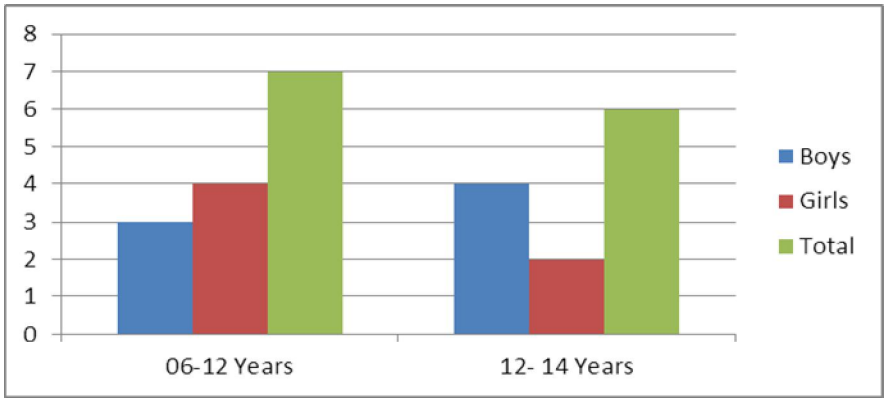


Figure 2.7: Total number of dropouts

According to the data that the investigator collected from various sources like door to door house surveys, school surveys, the total number of dropouts in education zone Magam that fall in the age group of 06 to 14 years is 13, which means that these 13 students are admitted either in government or in private schools but due to one or other reason they left the school without completing the course. So whatever the reason is it also become a cause of out of school children. If we analyze the table 4.6 carefully we will find that out of 13 dropout cases, the number of boys were 07 while as the number of girls are 06. The dropout rate is more at the primary stage that is in the age group of 06-11 years and to some extent it is less in case of upper primary stage that is in the age group of 12 to 14 years and one of the important thing to consider is that the number of girls is more in case of dropout at primary stage, while as number of boys is more than girls in case of dropout at upper primary stage.

Table 2.8: Total Number of Children Never Enrolled in Schools

Age	Boys	Girls	Total
6 to 14	03	07	**10**

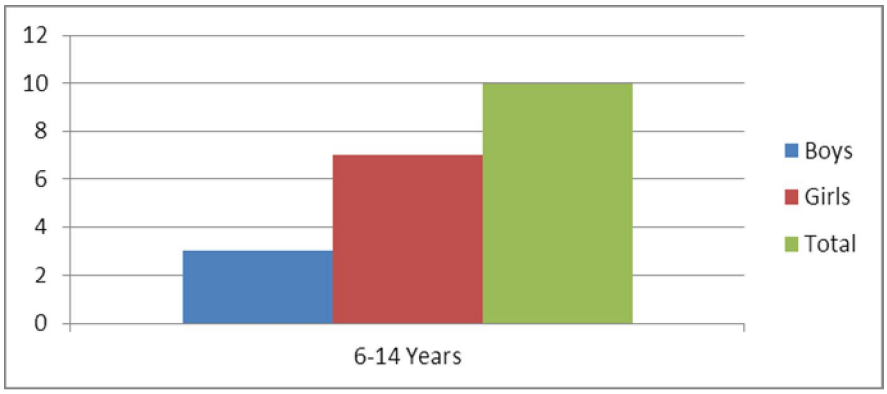


Figure 2.8: Total number of children never enrolled in schools

There are some children that are never enrolled in any school whether it is a government or private. During survey the investigator find that there are 10 children in education zone Magam that are never enrolled in any type of schools. There are a number of reasons behind their non enrolment in schools. Some children were belonging from very poor families and they give their first preference to earn for their family, some were differently able children and some of them are children from families that migrated from one place to another. The table and figure4.6 shows that out of 10 children that are never enrolled in schools, 07 of them are girls and the remaining 03 are boys. We can easily find that the number of girls that are never enrolled is much higher than boys.

Table 2.9

Total Number of Out of School Children

Age	Boys	Girls	Total	Total Number of Out-of-School Children
6 to 11	05	07	12	**23**
12 to 14	05	06	11	

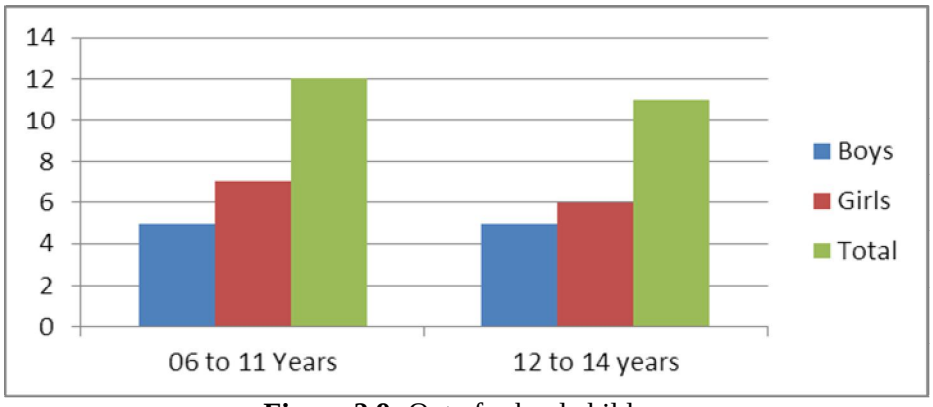


Figure 2.9: Out of school children

So for as the main purpose of the survey is concerned it was to find out the total number of children in the age group of 06 to 14 years that are still out of school. Most of those who do not attend schools are children who have enrolled but who have crossed the threshold from regular attendance to regular absence. In the study the investigator find that the numbers excluded this way are much greater than those who never attend schools. The table 4.7 shows that the total number of out of school children in the age group of 06 to 14 years is 23, out of which 13 were girls and 10 are boys and the number of children in the age group of 06 to 11 that are out of school is 12 and the remaining 11 students that are out of school that fall in the age group of 12 to 14 years.

SUMMARY AND FINDINGS

For the all round development of a child's personality education plays a vital role. It broadens the outlook of human beings. This piece of research work will provide information about the various problems prevailing in our educational system and locates the issue of dropouts at a micro level. With the Education for All (EFA) and Millennium Development Goals (MDGs) targeting access to education but still we are not able to achieve these goals and targets. So the investigator hope that, this study can help us to illuminate some of the complexities around dropping out and bring new insight to policy makers and educational practitioners. This section begins with a summary and findings of the results followed by the potential limitations of the study that should be considered. The chapter ends with recommendations for further research and conclusion drawn from the study. Based on the analysis and interpretation presented in the previous sections on different components of the study, one gets the impression that the Magam zone progressed tremendously but still it has certain areas of concern, which are primarily responsible for un-fulfilment of the goals of universal literacy and enrolment. Findings which are coming after analyzing and interpreting the data are:

- Across the zone, educational facilities are now available to all population and areas but various basic facilities are still not available in various schools.
- Over a period of time, ratio of primary to upper primary schools improved significantly but the same is not up to the level.
- A few schools still do not have their own school buildings and other teaching-learning facilities.
- The number of teachers and pupil-teacher ratio over time has improved significantly but still there are schools that do not have adequate number of teachers and instructional rooms.
- The number of female teachers over time improved significantly but still their number is far less than their male counterparts.
- The enrolment at the primary and upper primary levels of education over time improved significantly but still more girls are out-of-school than their boys counterpart.
- The enrolment ratio at the upper primary level is much lower than at the primary level.
- A large number of children continue to dropout from the schooling system before completion of an education cycle, which severely affects the efficiency of the education system.
- In Magam zone of District Budgam, out of 55 schools 47 schools are government schools and the remaining 8 schools are run and administer by private bodies.
- In Magam zone of District Budgam, out of 55 total schools available in the zone, 29 are primary schools. Among 29 primary schools 27 are government primary schools and 2 primary schools are private. There are

16 government Middle schools and 4 private Middle schools, so the total number of middle schools available in the Zone are 20 and the number of schools that fall in the category of primary/upper primary/secondary/Higher secondary are 6 out of which 4 are government and 2 are private.

- In Magam zone of District Budgam, the total number of students enrolled in government and private schools from class I to VIII is 3086, out of which 1603 are boys and 1483 are girls. So there is slight difference in enrolment between boys and girl in the age group of 06 to 14 years.
- In Magam zone of District Budgam, the total number of students enrolled in government and private schools is 3086, out which 2090 students are enrolled in government schools and the remaining 996 students are enrolled in private schools.
- The number of female teachers over time improved significantly but still their number is far less than their male counterparts. The total number of teachers available in 47 government schools is 159, out of which 102 are male teachers and 57 are female teachers.
- In Magam zone of District Budgam, There are 13 children in the age group of 06 to 14 years that were admitted either in government or in private schools but due to one or other reason they left the school without completing the course. So whatever the reason is it also become a cause of out of school children.
- The dropout rate is more at the primary stage that is in the age group of 06-11 years and to some extent it is less in case of upper primary stage that is in the age group of 12 to 14 years and one of the important thing to consider is that the number of girls is more in case of dropout at primary stage, while as number of boys is more than girls in case of dropout at upper primary stage.
- There are 10 children in education zone Magam that were never enrolled in any type of schools. Out of 10 children that are never enrolled in schools, 07 of them are girls and the remaining 03 are boys. We can easily find that the number of girls that are never enrolled is much higher than boys.
- In Magam zone of District Budgam, the total number of out of school children in the age group of 06 to 14 years is 23, out of which 13 are girls and 10 are boys, and the number of children in the age group of 06 to 11 that are out of school is 12, and the remaining 11 children that are out of school fall in the age group of 12 to 14 years.

CONCLUSION

The efficiency of primary education system has direct implications on upper primary system to expand. Unlike primary enrolment, which is a function of 06-11 years population, upper primary enrolment is strictly a function of primary graduates. Therefore, unless the goal of universalization of primary education (UPE) is not achieved, the dream of universalization of elementary education (UEE) is not likely to be realized. Till then, imparting upper primary education to all primary graduates will be treated as achieving universalization of elementary education (UEE). Many children still today are out of schools due to one reason or other. Few of the reasons are:

- Poverty of parents
- Lack of basic facilities in schools
- Un-favorable school environment
- Inefficient teaching learning material
- Gender disparity between education of boys and girl.
- Lack of proper inspection and supervision
- Lack of proper facilities for education of Differently abled children.
- Long illness of children
- Death of parents
- Strict physical punishment to students in schools which decreases the motivation level of the student.

A large number of children continue to dropout from the system before completion of an education cycle, which severely affects the efficiency of the education system. The children are taking more years to become primary graduates than ideally required. The unfinished task in terms of un-enrolled and out-of-school children is a

challenging one. Rigorous efforts are needed to bring and retain them under the umbrella of education system. Disaggregated planning with block as its unit may help to identify the out of school children. The community, in this direction, can play a vital role in bringing and retaining un-enrolled children to schools. Micro planning exercises in this regard and development of village education plans may be useful. Local people and functionaries are made involved in developing and implementing district/zonal plans.

SUGGESTIONS FOR FURTHER RESEARCH

The investigator hopes, the present study "**A Survey on School-Going and Out-of-School Children in the Age Group of 06-14 Years in Education Zone Magam, District Budgam**" is very constructive because it through light on various aspects of the study, such as number of school, enrolment of boys and girls, number of teachers, dropouts, total number of school going and out of school children etc. In the present study it was found that the education zone of Magam consists of 55 government and private schools. The zone is comprised of nearly 18 villages. This survey is a small initiative and the researcher hopes this study and its findings will surely help in the future journey of educational planning and decision making for school-going and out-of-school children and to find out the reasons as to why children in the age group of 6 to 14 years are still out of schools instead of free and compulsory education. This piece of research will also be helpful in various matters of education concerned with education zone Magam and the investigator hope that its findings will surely be helpful to policy and decision makers so that such efforts will be taken to bring these out-of-school children in schools, so that they will also be benefited from the system of education. In order to provide education to all children in the age group of 06 to 14 years there is need to find out the children that are either never enrolled in schools or dropout from schools and this will be done through such small or large scale surveys. So the investigator suggests that this type of survey should also be conducted in:

- This type of survey can be conducted in other educational zones of our state as well as in the whole country in order to understand the various aspects which become a hindrance in the way of education of the children, and to know the current status of school-going and out-of-school children in the age group of 06 to 14years.
- The methodology used in this study could be replicated in other institutions, zones and on larger population.
- To find out the various types of facilities available in the schools in J&K, and to what extent these facilities will meet the needs and demands of the students. These things will be make clear through such types of surveys.
- The same study may be implement at grass root level i.e. at block, Tehsil, panchayat etc.
- The similar study may be implement through District wise survey of Jammu, Kashmir and Ladakh division in relation to school-going and out-of-school children.
- The investigator also suggests that a study should also be done on those parents and especially government teachers, who prefer to send their children in private schools. Instead of highly qualified, highly paid and availability of all types of facilities in government schools still there is something which we lack in government schools. It is possible only through such type of surveys that the weaknesses of the government schools can be find out and these weaknesses can be changed into strengths through various initiatives, efforts and policies.
- The study done at among the 6-14 years age group only. The same study may be done in other age groups also.

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APPENDIX-2.I

School Information Form

Name of the school: ……
Village/town: …….
Type of school (primary/middle): ….....
Management:……Zone:……Tehsil…… District:……

Age	Class wise enrolment as on September2015																Remarks
	Class I		Class II		ClassIII		ClassIV		Class V		ClassVI		classVII		ClassVIII		
	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	
06																	
07																	
08																	
09																	
10																	
11																	
12																	
13																	
14																	
Total																	

Parvaiz Ahmad Dar — Investigator
Department of Education, Central University of Kashmir
Ismail Thamarasseri — Supervisor

Date……

Signature of Headmaster With seal

APPENDIX-2.2

A Survey on School-Going and Out-of-School Going Children In The Age Group of 06-14 Years in Education Zone Magam of District Budgam

Community Information Form

House no:…….. Name of the Head: ……
Total Number of children (06 to 14 years) :……
Name of Mohalla :……..
Nameof village:……..... Block: ……
Tehsil: ……. District: ……

SL NO:	Name	06-07 Years	08-09 Years	10-11 Years	12-13 Years	13-14 Years	School going	Out of school children if any

Parvaiz Ahmad Dar
Investigator
Department of Education
central university of Kashmir
Ismail Thamarasseri
Supervisor

Date.....

UNIT 3

GENDER FACTORS AFFECTING PREFERENCE FOR MATHEMATICS IN SENIOR SECONDARY SCHOOL STUDENTS

Hamida Rahman

INTRODUCTION

Gender is mind's construction of female and male identity, Gender is referring to social or environmental causation of behaviours that differ the females and males. Gender is the state of being male and female (typically used with social and cultural differences rather than biological ones). The relations between men and women, both perceptual and material. Gender refers to socially constructed roles, behaviours, activities and attributes that a given society considers appropriate for men and women. The word sex should be reserved for reference to biological aspects of being male or female, and the word gender should be used only to refer to socio-cultural roles however. Houghton Mifflin said: “Linguistically, there isn't any real difference between gender bias and sex bias, and it may seem contrived to insist that sex is incorrect in this instance.”. Gender includes sex or replaces it a small acceleration of the process in the gender as "a person's self-representation as male or female, or how that person is responded to by social institutions based on the individual's gender presentation."

Categorizing males and females into social roles creates a problem, because individuals feel they have to be at one end of a linear spectrum and must identify themselves as man or woman, rather than being allowed to choose a section in between. Globally, communities interpret biological differences between men and women to create a set of social expectations that define the behaviours that are "appropriate" for men and women and determine women’s and men’s different access to rights, resources, and power in society and health behaviours. Mathematics is the study of numbers, equations, functions geometric shapes and their relationships. Mathematics is a science dealing with study of quantities and their relationships expressed in numbers and other special symbols.

Galileo Galilei (1564–1642) said, "The universe cannot be read until we have learned the language and become familiar with the characters in which it is written. It is written in mathematical language, and the letters are triangles, circles and other geometrical figures, without which means it is humanly impossible to comprehend a single word. Without these, one is wandering about in a dark labyrinth." Carl Friedrich Gauss (1777–1855) referred to mathematics as "the Queen of the Sciences". Benjamin Peirce (1809–1880) called mathematics "the science that draws necessary conclusions". Albert Einstein (1879–1955) stated that "as far as the laws of mathematics refer to reality, they are not certain; and as far as they are certain, they do not refer to reality." Gauss referred to mathematics as "the Queen of the Sciences”

GENDER AFFECT ON MATHEMATICS

The Gender role in maths are complex. Gender is referring to social or environmental causation of behaviours that differ the females and males. Gender is the state of being male and female (typically used with social and cultural differences rather than biological ones). The relations between men and women, both perceptual and material. Gender refers to socially constructed roles, behaviours, activities and attributes that a given society considers appropriate for men and women. Mathematics is the study of numbers, equations, functions geometric shapes and their relationships. Mathematics is a science dealing with study of quantities and their relationships expressed in numbers and other special symbols. The view by a cross-section of people that mathematics is a male dominated subject is devastating especially on parts of women folk. At secondary school level, experience shows that girls deliberately or erroneously shy away from mathematics on the flimsy excuse that their "heads" are not made for mathematics. The topic of this study is premised on the current world trend and research emphasis on gender issues in mathematics and the promotion of gender equity in maths, the empowerment of women and the elimination of gender inequality at all levels of education.

Gender factors affecting Mathematics preference in senior secondary schools an issue in mathematics, after visiting mathematics classrooms the question raised every time in our mind that why so few women in mathematics classrooms and why they didn’t prefer to choose maths in senior secondary schools? Why mathematics classrooms are dominated by boys always?. Where are girls when it comes to mathematics? Despite these bold attempts, gender inequality in education generally and in mathematics education in particular has remained a perennial global phenomenon. There is an avalanche of research literature that apparently confirms the reality of male superiority in mathematics virtually at all levels of education. Gender gap in

mathematics is still very prevalent although findings on this issue are equivocal. Globally, the issue of gender gap in mathematics has produced inconclusive results. Throughout the senior high school years, male superiority in mathematics is well pronounced and more males than females are frequently reported as doing better on problem-solving tasks and applications, Exceptions to these results are studies in which substantial differences favouring females are the rule or no differences at all. It is apparent that possession of robust mathematical knowledge remains the gateway to virtually all occupations band more males than females possess it. Without mathematical knowledge "women can never achieve true occupational equality with men."

REASONS FOR GENDER DIFFERENCE IN MATHEMATICS

There are two reasons for gender differences in mathematics as biological, cognitive and affective factors. The external factors are defined in terms of significant others and classroom interaction that directly influence learning. The significant others can be regarded as the peers, parents etc. of the individual while the classroom factors may relate to the teacher with whom the individual interacts in the learning environment. Participation gave a range of such programmes to include 'anxiety clinics' designed to combat math phobia; remedial programme to fill the gap in knowledge of mathematical content; programmes designed to enhance Spatial skills, and programmes designed to keep gifted women in mathematics have several ideas of how to promote equity in mathematics classes. One suggestion is to offer opportunities to look at how students view mathematicians and encourage discussion of women mathematicians and students. This provides girls with the opportunity to have female role models in mathematics and lessen the stereotype of mathematicians as being old men.

This study tackles this puzzling question and presents a picture of what we know - and what is still to be understood - about gender factors affecting women in choosing mathematics. The report focuses on practical ways that families, schools, and communities can create an environment of encouragement that can disrupt negative stereotypes about women's capacity in these demanding fields. By supporting the development of girls' confidence in their ability to learn math. The literature studies demonstrates the effects of societal beliefs and the learning environment on girls' achievements and interest in mathematics. One finding shows that when teachers and parents tell girls that their intelligence can expand with experience and learning, girls do better on math tests and are more likely to say they want to continue to study math in the future. That is, believing in the potential for intellectual growth, in and of itself, improves outcomes. This is true for all students, but it is particularly helpful for girls in mathematics, where negative stereotypes persist about their abilities. By creating a "growth mind-set" environment, teachers and parents can encourage girls' achievement and interest in mathematics.

STATEMENT OF THE PROBLEM

Gender factors playing a prominent role in selection of course at senior secondary level. Researcher wants to study the gender factors that affect the female students for preference of mathematics at senior secondary level, For that purpose researcher has chosen the topic GENDER FACTORS AFFECTING PREFERENCE FOR MATHEMATICS IN SENIOR SECONDARY SCHOOL STUDENTS**.**

DEFINITION OF KEY TERMS

1. **Gender:** A person's gender is the fact that they are male or female. Gender is the relations between men and women, both perceptual and material.
2. **Mathematics:** Mathematics is the study of numbers, equations, functions and geometric shapes and their relationships. Mathematics is a science dealing with study of quantities and their relationships expressed in numbers and other special symbols.
3. **Senior Secondary School**: The students belonging to standard XI and XII are considered as the senior secondary school students.

NEED AND SIGNIFICANCE OF THE STUDY

The investigator observes that, generally in our societies female students do not prefer mathematics as their first option at senior level. Researcher as a female and as an arts student has felt that gender and maths are still working hand in hand when it comes to maths. The study of mathematics is making the life easy to live, every subject require maths to develop the theories and in every stage of life we need to go through maths. While preferring mathematics means making men's life easy with developing the logical thinking. The study of maths can satisfy a wide range of interests and abilities, it develops the imaginations. It trains in clear and logical thought. To use advanced concepts it is essential to prefer maths in senior secondary level, And with a mathematics degree you should be able to turn your hand to finance, statistics, engineering, computers with a

success not possible to other graduates. In several countries science and mathematics are given first class attention due to numerous benefits derived from them. (Ekeh, 2003).

It is often argued that girls are far behind in mathematics and they are, the investigator agree with, when it comes to MIT and IIT's girls are very low are and its believed that girls cannot do it as boys can. Psychologists, Researchers, Educators are constantly searching for parsimonious set of variables and the difference of gender in mathematical aptitude. According to Alonge (1985) studies ranged from how sex affects the selection of science courses in school to rating of attitude scale and to cognitive and non - cognitive performance. Mathematics is constantly being rejuvenated. And it is very much alive as it heads into 21st century. (Porter, 1996) The purpose of this study is to examine the gender factor that affects the mathematics preference among female students at senior secondary level. The investigator think that, the results of the study may work as an eye opener to various policy maker, educators, researchers and Government authorities. And it is very much alive as it heads into 21st century.

OBJECTIVES OF STUDY

Researcher selected academic research problem will be directed and guided by the following objectives:

1. To find out the most favoured subject(s) in senior secondary school students.
2. To investigate the role of gender in affecting the preference for Mathematics in senior secondary school students.
3. To investigate the role of Mathematical aptitude in affecting the preference for Mathematics in senior secondary school students.

HYPOTHESIS

The following hypotheses were formulated for the present study. Hypotheses were presented in null form. The hypothesis is that; "Girl students are not preferring Mathematics subject at their Higher Secondary Education level".

METHODOLOGY

To find out the most favoured subject(s) in senior secondary school students and to investigate the role of gender in affecting the preference for Mathematics in senior secondary school students the investigator propose to use face to face interview technique using a researcher made interview schedule. When a research project is conducting qualitative interviews there is a reason for it. One of these reasons might be because it provides a new insight into a social phenomenon. So when the investigator want to explore the Gender factors affecting preference for mathematics in senior secondary school students, conducting qualitative interviews with higher secondary students therefore been seen as one option within many that gives insight into this phenomenon. Interviews allow the respondents to reflect and reason on a variety of subjects in a different way. To investigate the role of Mathematical aptitude in affecting the preference for Mathematics in senior secondary school students, researcher is propose to use a mathematics aptitude test developed by the researcher itself.

SAMPLE AND SAMPLING PROCEDURE

Sixty (60) students consisting both Maths and humanities of Higher Secondary schools are the sample of this proposed study. Simple random sampling method is using to choose the sample. The entire sample distributed as below;

Sampling Distribution of the Study Based on Various Sub Samples

Gender		**Locality**		**Type of Institution**	
Boys	Girls	Rural	Urban	Government	Private
30	30	30	30	30	30
60		60		60	

ANALYSIS OF THE DATA

Analysis of the data involves taking constructions gathered from the context and reconstructing them into meaningful wholes. This process has according to Erlandson et al. (1993) four elements: 1) Unitizing data, 2) Emergent category designation, 3) Negative case analysis and 4) Bridging, extending and surfacing data. The main intention of qualitative interview is not to compare cases/ units but to get access to actions and events that are viewed as relevant for the research/ study. Access to the single respondent and the way he or she views the world is central. (Ryen, 2002). Qualitative data derived through interview will analyse using the following process;

- Data Collection and Management
- Organising and preparing data
- Coding and describing data
- Conceptualisation, classifying, categorising, identifying themes
- Connecting and interrelating data
- Interpretation, creating explanatory accounts, providing meaning

The data found through Mathematics aptitude test will analyse using appropriate statistical techniques such as mean, standard deviation, critical ratio etc.

DELIMITATIONS OF THE STUDY

The findings of the study will help the authorities concerned with senior secondary education, Curriculum planners, teacher educators, educational administrators etc. It may also help the authorities to improve the qualities of higher or senior secondary education. Even though, maximum care has been taken to avoid faults, the following limitations have entered in the present study. The present study is confined to the students of higher secondary schools only. Since time was a major constraint, the sample size was limited to 60. The survey to be conducted only in Anantnag district of Jammu and Kashmir state. Though there are a number of other variables which directly or indirectly affect the preference for mathematics in senior secondary school students, this analysis considers Gender factors affecting preference for mathematics in senior secondary school students only.

REVIEW OF RELATED LITERATURE

As the part of review of related literature the researcher read several knowledge sources. Generally in India research on this very topic comparatively less. Most of the studies on GENDER FACTORS AFFECTING PREFERENCE FOR MATHEMATICS found in Nigeria and USA. An overview of research findings on gender and mathematics from industrial societies (USA, Australia, and UK) and from some developing countries in Southern Africa (South Africa, Mozambique, and Botswana) is then presented. Some causal factors for the existence of gender differences in mathematics achievement are critiqued and the link between mathematics and social entities (democracy and power) are challenged. The implications of the above for research on girls learning mathematics and the factors affecting preference of mathematics in senior secondary schools have been traced.. Literature on research studies which have dealt with gender differentials in mathematics classroom dynamics. The disenfranchisement of girls in mathematics learning discourses and girls' motivational orientations in mathematics are important issues for the human development efforts in Botswana. The paper draws upon literature from Western countries, specifically the USA, the UK and Australia where research on gender differences in mathematics has been considerable and influential.

Student motivation becomes especially relevant to mathematics education in the light of recurring questions about how to get more students interested and involved in the subject. In the new millennium, whole India is plagued with significant high-school dropout rates and declining interest in mathematics among secondary school students. Educators and policy makers need to understand the educational techniques that may 'suffocate students' interest in learning' mathematics.

Bevan's (2005) interviews revealed that teachers with very limited exposure to formal research were able to articulate judgments about gender differences in learning mathematics based solely on classroom experience; and that their intuitive judgments were often broadly correct, but tended to exaggerate the extent of any real differences. Presently there is no comparative research concerning Botswana teachers' judgments on gender differences in the learning of mathematics.

Boaler (2002) suggested that "students' knowledge development… was constituted by the pedagogical practices which they engaged. This was an advocating for an intricate relationship between knowledge and practices from a comparison between the traditional *'demonstration and student practice'* approach to teaching and teacher designed *'open-ended projects.'* In Boaler's studies, the open-ended projects and discussion-oriented mathematics classrooms tended to make students perform better and identify themselves with the subject. On the contrary, many of those learning through traditional methods "talked about their dislike of mathematics, and their plans to leave the subject as soon as they were able."

Berenbaum (1991) and Bryden (1995) reported boys outperforming girls on tests of visual/spatial abilities: the ability, that is, to draw inferences about or to otherwise mentally manipulate pictorial information. The male advantage in spatial abilities was reportedly not large, but detectable by middle childhood and persisted across the life span.

Campbell (1986) found that girls' lack of confidence in themselves as mathematics learners, their perception of mathematics as difficult, and their view that mathematics is a male activity, all had impact on girls' attitudes, achievement, and participation in advanced courses. In a longitudinal study of sixth, eighth, tenth, and twelfth grades,

Cassy (2004) reported from Mozambique that: "found significant differences between the patterns of attitudes towards mathematics expressed by boys and girls in which boys rated their attitudes more positively than girls did. Boys were more confident in working in mathematics than girls, and girls were more convinced that mathematics was a male domain than boys.

Cassy (2004) acknowledges that: "the majority of girls did not like the connotation of the items." This calls for a more contextualised itemisation of the scales adopted from Western research contexts.

Chacko (2004) presented another study from a Southern African perspective on the problems of students in learning mathematics and the approaches used in teaching mathematics in South Africa. Chacko reported no differences between girls and boys in terms of liking the subject. Chacko (2004) wrote: … They do like mathematics and would like to do well in it but for them it is a very difficult subject. This interest in doing mathematics came out more prominently in township schools where they considered it important for future jobs. The South African students' belief that mathematics is difficult was found among secondary school students in Zimbabwe (Chacko, 2000). Some of these problems are unique to the African contexts, and cannot be ignored when embarking on research on gender and mathematics.

Chacko (2004) reported that the majority of students wanted mathematics to be made fun and to be related to life where they can see its use. "Girls in particular would like to see the content related to situations in life where these could be applied." Some reported being shy and afraid to tell teachers that they did not understand, to avoid being ridiculed in public (by fellow classmates or teachers). Some of these issues are distinctive features of gender differences in African contexts which distinguish them from those of Western industrial societies. From the researcher's experiences of teaching in secondary schools in Botswana and Nottingham (UK), there seems to be common ground with Chacko's arguments.

Koehler (1990). However, Fennema and Peterson (1986) found that small differences in teacher behaviour combined with the organisation of instruction, made up a pattern of classroom organisation that appeared to favour males. For instance, competitive activities encouraged boys' learning and had a negative influence on girls' learning, while the opposite was true of cooperative learning. Since competitive activities were much more prevalent than cooperative activities, it appeared that classrooms were more often favourable to boys' than to girls' learning.

Ernest (1995) described the widespread public image of mathematics as 'difficult, cold, abstract, theoretical, ultra-rational, remote and inaccessible'. He noted the similarity to Gilligan's (1982) 'separated stereotyped male values'. Teaching mathematics consistent with Gilligan's connected, female values should be based on, and valorise, relationships, connections, empathy, caring, feelings, intuition and tend to be holistic and human centred in its concerns.

Fennema (2000) found that Gender differences in learning mathematics are complex; the multiplicity of forces and environments that operate within our Society to influence that learning are complex; it is complex to design effective intervention programs; the role that biological factors might or might not play are complex; it is certainly complex to conduct research about gender and mathematics; it is even more complex to interpret research for practitioners.

Fennema and Peterson (1985) proposed the *Autonomous Learning Behaviours* model, which suggested that because of societal influences (of which teachers and classrooms were the main components) and personal belief systems (lowered confidence, attribution style, belief in usefulness), females did not participate in learning activities that enabled them to become independent learners of mathematics. This model still appears valid in the context of Botswana, although some may argue that independence in mathematical thinking may be learned through working in cooperation with others to solve mathematical problems.

Identifying behaviours in classrooms that influence gender differences in learning and patterns has been difficult. Factors that many believed to be self-evident have not been shown to be particularly important, and there is no reason to believe that there is sufficient evidence to conclude that teachers interacting more or differently with girls than with boys is a major contributor to the development of gender differences in mathematics. For instance in America, many intervention programmes were designed to help teachers recognise how they treat boys and girls differently. Unfortunately, such programmes do not appear to have been successful in eliminating gender differences in mathematics (Fennema, 2000). Differential teacher treatment of boys and girls in Botswana (Taole, 1993) is merely one piece of the complexity of the causes of gender differences in mathematics.

Fennema and Sherman (1978) identified as critical, beliefs about the usefulness of, and confidence in learning mathematics, with males providing evidence that they were more confident about learning mathematics and believed that mathematics was, and would be, more useful to them than did females. There was evidence that while young men did not strongly stereotype mathematics as a male domain, they did believe much more strongly than did young women that mathematics was more appropriate for males than for females. The importance of these variables (confidence, usefulness and male stereotyping), their long-term influence, and their differential impact on females and males was re-confirmed by many other studies (Hyde *et al.*, 1990; Tartre and Fennema, 1991; Leder, 1992).

Forgasz, Leder, & Vale (1999) suggested that females appear to hold more negative values about mathematics and their own relationship with mathematics than do males but there is some evidence that these differences are decreasing. However, Fennema (2000) further conceded: "I think I became an educational researcher because I believed that I would discover truth. That has not happened and I believe that if truth can be found from educational research, it is not in the area of gender and mathematics. But, research has deepened our knowledge about gender and mathematics and the many, many studies about gender have provided some insight into the inequalities that have existed and that has led to heightened awareness of things that need to be changed".

This suggests that we are not there yet and that research into gender and mathematics will continue. Western studies have provided some guiding principles from which researchers in Africa can proceed. The differing social structures with their differing cultures and traditions must form part of the points of departure between Western and African contextual research studies.

It cannot be assumed that what is known from Western research on gender and mathematics fits into African contexts unproblematic ally. There are different social fields in operation due to differences in economic, political and educational developments. Africa has been struggling over the years to bring the enrolments of girls at par with those of boys. This deficit in enrolment was necessitated by the importance that patriarchal hegemonies placed on the boy-child. This hurdle has been overcome in many countries and hence the recent efforts to explore the gender differences in mathematics in the continent.

Over the years there have been efforts to address the gender disparities in education in Africa, with a particular concern on the enrolment of girls, which for years has been very low. As Kitetu (2004) put it: "The imbalance in boys' and girls' participation in schooling was linked to the age-long belief in male superiority and female subordination. This situation was further explained as aggravated by patriarchal practices, which gave girls no traditional rights to succession… encouraged preference to be given to the education of a boy rather than of a girl".

These small-scale investigations are recent efforts towards a better understanding of gender differentials in mathematics from an African perspective.

Some experiences from Botswana on gender and mathematics Botswana, unlike the USA, the UK, Australia and other advanced countries where gender and mathematics literature is widely reported, is not a highly heterogeneous society. This is not to claim its homogeneity, but that the layers, divisions and cultures are fewer and hence, the pattern of female differences in mathematics varies across fewer layers. That means variables such as socioeconomic status and ethnicity need to be viewed differently by evaluating the prevailing social structures.

Efforts to study gender differences in Botswana mathematics classroom dynamics have barely begun. The tendency, as it has been the case all over Africa, was to encourage girls' access to education against traditional attitudes that hindered their participation. Although this is still a problem in many African countries, Botswana seems to have overcome this hurdle as Kitetu (2004) reports: In some countries of the south (Botswana,

Lesotho, Namibia and Mauritius), female enrolment levels actually exceeded that of males at both primary and secondary levels.

Although the equality achieved in enrolments for learners of both sexes in these countries is course for celebration, the classroom situation tells a different story, particularly in the study of mathematics and the natural sciences. There are small numbers of girls who continue with mathematics beyond secondary education, yet mathematics continues to define the course qualifications in many areas of further studies. Perhaps the fairly balanced numbers of girls and boys at University over the years (about 50% respectively), have masked any gender disparities.

Forgasz, Leder, & Vale (1999) suggested that females appear to hold more negative values about mathematics and their own relationship with mathematics than do males but there is some evidence that these differences are decreasing.

Fennema (2000) further conceded: "During the years between 1970 and 1990, there were probably more research studies published concerned with gender and mathematics than in any other area (Leder, 1996). This work has been well reviewed elsewhere and I won't duplicate these reports. To give a flavour of the work, I will briefly review my own work that was done in association with a variety of colleagues. In 1974, my first article about gender, a review of extant work on sex difference in mathematics, was published in the *Journal of Research in Mathematics Education.* In this article, I concluded that while many studies had been poorly analysed and/or included sexist interpretations, there was evidence to support the idea that there were differences between girls' and boys' learning of mathematics, particularly in activities that required complex reasoning; that the differences increased at about the onset of adolescence; and that these differences were recognized by many leading mathematics educators. As an aside, it was really the writing of that 1974 article that turned me into an active feminist. It compelled me to recognize the bias that existed towards females, which was exemplified by the recognition and acceptance by the mathematics education community at large of gender differences in mathematics as legitimate".

Peterson and Fennema (1985) found that small differences in teacher behaviour combined with the organization of instruction, made up a pattern of classroom organization that appeared to favour males. For example, competitive activities encouraged boys' learning and had a negative influence on girls' learning, while the opposite was true of cooperative learning. Since competitive activities were much more prevalent than cooperative activities, it appeared that classrooms we studied were more often favourable to boys' learning than to girls' learning.

The work of Leder (1992), and others have been addressed the same issue. An overly simplistic and not inclusive summary suggests that during this time, scholars documented that differential mathematics achievement and participation of females and males existed; some related educational and psychological variables were identified; explanatory models were then proposed; and finally (or concurrently in some cases) interventions, based on the identified variables, were designed to alleviate the documented differences.

Klein (2000) considers numeracy not as a thing to be possessed, but as a capacity for action. All these arguments indicate that knowledge of mathematics has been elevated to great heights in the recent past, and has even entered the political spectrum, due to technological development and/or advancement.

Kaino (2003) found no significant differences in interest for mathematics between girls and boys. Those who indicated low interest in mathematics cited its difficulty as the main reason. Still others felt that they "needed more help in mathematics learning and others did not consider mathematics to be in their future careers."

Mathamela (2004) argued that; It tends to privilege male interests and their privileged positions at the expense of women through the belief that the status quo where male dominate is natural and given… Schools tend to operate in line with this approach.

To underscore how the three women persevered in mathematics within the hostile cultural attitudes, Mahlomaholo and Mathamela (2004) argued that: …socialisation and upbringing, including home and family background, as well as parental support, were identified as factors that enabled the three women to go beyond the limitations of their situations. Mahlomaholo and Mathamela were convinced that beyond contextual and social factors the women had strong conceptions of themselves. They had self-belief in their abilities and a love for mathematics, which could not be dampened either by teachers' negative remarks or the social structure's negative stereotypes. The study identified social contextual factors and intra-psychic motivational factors as responsible for enabling female learners of mathematics to either excel or fail at the subject.

Maccoby and Jacklin (1974) had reported differences between females and males in spatial skills, particularly spatial visualization or the ability to visualize movements of geometric figures in one's mind.

The Fennema-Sherman studies and the Fennema and Tartre (1985) longitudinal study investigated spatial skills or spatial visualisation. They found that while spatial visualisation was positively correlated with mathematics achievement (that does not indicate causation), not all girls were handicapped by inadequate spatial skills, except those who scored very low on spatial tasks. Fennema (1993) suggested that an appropriate curriculum redesign could compensate for these weak skills.

Nuttall and Pezaris (1997) concluded that sex differences in visual/spatial abilities and the problem-solving strategies they support contribute to sex differences in arithmetic reasoning.

The OfSTED (2003) report found that boys progress more than girls in mathematics throughout schools. Research indicated that in mathematics the gap between boys and girls attaining level 4 and above at the end of Key Stage 2 was only one percentage point, with boys at 73% and girls at 72%; however, 32% of boys achieved level 5 and above whilst only 26% girls did. Although the differences are smaller than those in English, it is a continuous trend and it is therefore still vital to understand why girls perform better in certain subjects such as literacy and underachieve in comparison to boys in mathematics.

One key reason may be the perception girls have of this subject area. The 1998 OfSTED Report on 'Recent Research on Gender and Education Performance' stated that "science, mathematics, technology, ICT and Physical Education are rated as 'masculine' by pupils and preferred by boys."

Philippou and Christou (1998) argued that to change the existing beliefs and attitudes about mathematics and its learning involves engaging students in personal exploratory activities, experimentation and reflection resulting in modified images as part of personal knowledge, a new perspective of teaching and learning that would lead to change in classroom practice. This adds more complexity to the efforts in search of remedies for the gender disparities in mathematics education.

Reyes and Stanic (1988) and Secada (1992) have argued that socioeconomic status and ethnicity interact with gender to influence mathematics learning. Forgasz and Leder (1998) share the view that gender differentials in participation rates are associated with the interaction of positive attitudes and beliefs about mathematics and socioeconomic status. The transferability of these findings, based on Western cultural concepts, poses a problem for African contexts. Socioeconomic status indicators in Botswana for instance, somewhat differ from the UK model and need be appropriately contextualised. The question of ethnicity also becomes problematic in the Botswana context since about 85% of the population is of Tswana ethnic origin. Moreover, ethnic differences have never been of significance and might not necessarily affect gender differences in mathematics in the same way as in Western contexts.

Sparkes (1999) pointed out that the gender gap in the UK was related to a variety of social issues including: parents' educational attainment, growing up dependent on an income support recipient/eligible for free school meals, housing tenure and conditions, family structure (such as lone parent family), parental interest, involvement, practice, etc. These trends are different from the situation in Botswana and any comparisons need a contextual analysis of the situation.

Investigating gender differences and learners' attitudes towards mathematics, Mahlomaholo and Sematle (2004) reported that: "The differences between boys and girls were very clear at all levels of analysis… For example they (girls) said it was because of parental pressure/choice or because their friends were studying the discipline, or because their teachers instructed them to study mathematics. Others even went to the extent of citing chance or fate as responsible for them taking mathematics as an area of study. They were apologetic and not taking responsibility on themselves. They even expressed their embarrassment at not being good at mathematics, they also expressed the fear for their teachers whom they compared to lions. They tended to agree that mathematics is for all and not for a particular gender.

Smithers, & Gorard (2001) found the gender gap in participation in maths remains in spite of more than two decades of feminist initiatives for change. Moreover, maths becomes increasingly male dominated as we progress from sixth-form (ages 16 to 19) to undergraduate levels, and from undergraduate to postgraduate levels.

Boaler (2000) found that, girls continue to disproportionately opt out of maths, a powerful area of the curriculum that provides a 'critical filter' (Sells, 1980) to high status areas of academia and employment.

Sianaet (1998) focussed on Asian girls, 985 secondary schools students in London and England found that Asian students of both sexes rated parents and friends as more important in contributing to academic success.

Tartre and Fennema (1991) found that, for girls, viewing mathematics as a male domain was correlated to mathematics achievement. Girls in single-sex schools or in out-of-school mathematics projects - who did not see mathematics as an exclusively male domain tended to have higher mathematics success. When this dynamic was changed to make mathematics accessible to both girls and boys, girls' interest and involvement were found to rise.

Walkerdine (1998) in his work *Counting Girls Out* found that, the question about girls' attainment in mathematics is met with every kind of myth, false 'evidence', and theorising about the gendered body and the gendered mind. The book tackles issues and prejudice and examines and puts into perspective many claims that have been made about women's minds. It also probes the relationship between evidence and explanation: why are girls still taken to be lacking when they perform well, but boys are credited even when they do not?

Walberg & Haertel (1992) and others as among the most often quoted social science and educational research studies during the 1980's and 1990's. The problems of gender and mathematics were defined and documented in terms of the study of advanced mathematics courses, the learning of mathematics, and selected related variables that appeared relevant both to students' selection of courses and learning of mathematics.

Yoloye (1976) carried out a descriptive survey on the cause of poor academic achievement in Northern Nigeria. He reported that majority of the children who were labelled as backward or unintelligent to school were good, but they were handicapped by physical characteristics such as defective vision, learning defect and other preventable diseases.

DO FEMALES LEARN MATHEMATICS DIFFERENTLY TO MALES?

A series of meta-analyses of extant work on gender differences was reported in the USA, Australia, and Canada (Hyde, Fennema, and Lamon, 1990; Hyde, Fennema, Ryan, and Frost, 1990). There were indications that while gender differences in mathematics achievement might have decreased; they still existed in tasks that required functioning at high cognitive levels. It also seemed that when tests measured problem solving at the most complex cognitive level, the more apt there were to be gender differences in mathematics in favour of males. The international assessment reported by Hanna (1989) showed results that basically confirmed this assertion.

From a Western perspective, scholars documented that differential mathematics achievement and participation of females and males existed; some related educational and psychological variables were identified; explanatory models were then proposed; interventions, based on the identified variables, were designed to alleviate the documented differences. In the USA, for instance, intervention programmes such as Math EUREKA, the Douglas Science Institute (DSI), Operation SMART (Science, Mathematics and Relevant Technology), EQUALS, GESA (Gender Ethnic Expectations/Student Achievement) and SEED (Seeking Educational Equity and Diversity) were designed to lure girls into mathematics, science and engineering careers.

INTERVENTION STUDIES

By about 1980, there were some rather consistent findings that described gender differences in mathematics. Based on these findings and with the help of three others (Joan Daniels Pedro, Patricia Wolleat, and Ann Becker DeVaney), developed an intervention program called Multiplying Options and Subtracting Bias (Fennema, Wolleat, Becker, & Pedro, 1980). This program lasted approximately one-hour and was focused on parents, teachers, counsellors, boys, and girls. It was composed of sharply focused videotapes to be viewed by the target group, and a workshop guide that included suggestions for follow-up activities. It was extensively evaluated, particularly with regard to its effectiveness in increasing girls' participation in advanced secondary school mathematics classes and its impact on confidence and perceived usefulness. We found that this short intervention that helped the target audiences recognize the importance of mathematics and the stereotyping of mathematics that was prevalent, resulted in more girls, and more boys, electing to take mathematics courses. A more negative finding, however, was that pointing out the sexism that existed in classrooms and environment increased the girls' anxiety about mathematics.

Since *Multiplying Options and Subtracting Bias* was completed a plethora of other intervention programs have been designed and implemented. The *Women in Science* program of the National Science Foundation funded 136 projects between 1976 and 1981, and *The Women in Engineering* Programs reported 395 interventions in 1975 and 859 in 1991 (Solar, 1996). Many other programs have been developed by other groups that range from short-term interventions of one day or less to long-term programs that focus on curriculum and instructional change, total school re-organization or teacher education. The population targeted has included many diverse

groups: teachers, university faculty that work with pre-service teachers, parents, females in general or specific groups of females such as those who are traditionally disadvantaged. Sometimes boys are the focus. Pre-school to graduate programs have been developed. The content of the interventions has ranged from curriculum content to hands on activities illustrative of what users of mathematics do.

While some of these programs have been evaluated, the effectiveness of many of the programs has not been well documented. Several excellent summaries are available for more information. Even without specific evidence of total effectiveness with the various targeting populations, it is accurate to say that the programs have been extremely effective in educating the general public about the importance of learning mathematics to both boys and girls. Unfortunately, the message that has been received by many is that "girls cannot do mathematics" (Eccles, 1985).

Henrion, C. (1997) through his work *Women in mathematics: the addition of difference* enlightening biographies based on interviews with contemporary female mathematicians - Karen Uhlenbeck, Marion Pour-El, Mary Ellen Rudin, Fan Chung, Joan Birman, Lenore Blum, Judy Roitman, Vivienne Malone-Mayes and Fern Hunt. Henrion also analyses key mathematical myths such as mathematicians work in complete isolation and mathematicians do their best work in their youth.

DISCUSSION AND CONCLUSION

The review of related studies is an essential part of any investigation. The survey of the related studies is a crucial aspect of the planning of the study. The investigator has gone through many studies conducted in India and abroad related to the area. The cross sectional view of the previous studies also made it clear that, Gender is one of the crucial factor while students choosing their subjects at Senior Secondary level. The thrust of the analysis of literature on gender and mathematics was on the implications for girls learning mathematics at secondary school level. The literature foreign indicates a decline in the gap between boys' and girls' achievements in mathematics. However, it also indicates that boys progress more than girls in mathematics throughout schools (particularly in the UK). Girls have been found to fall behind when choosing mathematics at higher levels of the education system. The literature also indicates that no isolated causal factors have been found for the gender differences in mathematics education, which points to the complexities of factors involved.

Research studies carried out in the African region so far suggest the prevalence of gender differences in favour of the male learner. From the recent Botswana national examination results, however, show girls outperforming boys at primary and junior secondary levels, but being outperformed at senior secondary and in further education (ERTD, Ministry of Education, 2005). This calls for further research to find out why girls are not progressing as well as boys in further mathematics education. University of Wisconsin-Madison (2011) relating these indices to math scores, they found that math achievement at the low, average and high end for both boys and girls tends to be higher in countries where gender equity is better. In addition, in wealthier countries, women's participation and salary in the paid labour force was the main factor linked to higher math scores for both genders.

From the review of related literature, it is obvious that the topic, "Gender Factors affecting preference for Mathematics in Senior Secondary School students" selected for the study in new are in this kind and different from earlier studies.

METHODOLOGY

The scientific status of research process depends on the quality of methods and methodology adopted for the inquiry. Methods in research refer to techniques and procedures used in the process of data gathering and methodology helps to understand not the products of scientific inquiry, but the process itself (Cohen, M & Morrison, 2000). "Scientific problems can be resolved only on the basis of data, and the major responsibility of the scientist is to set up a research design capable of providing the data necessary to the solution of the problem" said by George J. Mowly (1964). The selection of methods for research work depends upon the nature of the problem selected. Mainly methodology consists of tools, techniques and procedures. The success of investigation depends on the priority of the method and the tools and techniques the researcher uses. This section deals with the methodology employed in order to achieve the different objectives of the study. Details regarding sample, description of the tools employed, techniques of collection of data and method of analysis of data with reference to various objectives of the study are presented. This chapter therefore presents a detailed description of the methodology which is followed at the various phases of the investigation.

VARIABLES OF THE STUDY

The present study was conducted on the following variables.

Independent Variables : Gender

Dependent Variables : The Subject Mathematics

Design of the Study

Research design is an important step in the research upon which the entire process of research is carried out. In this study, the investigator followed survey interview and questionnaire type of research to study the Gender Factors affecting preference for Mathematics in Senior Secondary School students.

SAMPLE AND SAMPLING PROCEDURE

Sixty (60) students consisting both Maths and Humanities of Higher Secondary schools are the sample of this proposed study. Purposive sampling method is using to choose the sample. In order to get the correct representative result, the entire sample distributed as below;

Sampling Distribution of the Study Based on Various Sub Samples

Gender		Locality		Type of Institution	
Boys	Girls	Rural	Urban	Government	Private
30	30	30	30	30	30
60		60		60	

DESCRIPTION OF TOOLS USED FOR DATA COLLECTION

The instruments employed for collecting the required data for the study are called tools. The selection for suitable tools is of vital importance for successful research. Different tools are suitable for collecting various kinds of information for various purposes. Selection of valid and reliable tools for the collection of data is an important aspect for any investigation. To achieve the objectives of the study and for testing the formulated hypotheses, the data were collected using the following tools. (1) Interview Schedule (2) Mathematics Aptitude test. A brief description of each of the tools is attempted in the following subsections.

INTERVIEW SCHEDULE

Interview Schedule was developed and standardized by the investigator. The schedule was developed and standardized to find out the most favoured subject(s) in senior secondary school students and to investigate the role of gender in affecting the preference for Mathematics in senior secondary school students Selection of Items. A few number of items are prepared by the Investigator according to the aims and objectives of the study. These items are prepared by collecting information from various sources, i.e. books, other standardized tests, discussion with experts, professional journals, etc. A thorough comparison is made between the prepared items and corresponding items collected from various sources. Thus the final form of the items is prepared. There are 10 items and these items are included under various dimensions of the study. The items are shown in Appendices at the end of this dissertation. These 10 items are supplemented by a careful study of related literature and informal meetings with experienced teachers, and academicians. Thus the items are finalized, listed and rearranged. This list is examined by experts for item-relevance and usefulness. Then the items are examined by language experts for grammatical soundness.

MATHEMATICS APTITUDE TEST

Mathematics Aptitude Test was developed by the investigator. The tool was developed to investigate the role of Mathematical aptitude in affecting the preference for Mathematics in senior secondary school students.

SELECTION OF ITEMS

A large number of items are prepared by the Investigator according to the aims and objectives of the study. Items related to fraction, equations, percentage, addition, subtraction, multiplication, division, date and time, weight, height, mental aptitude, coding etc. The items are prepared to check the mathematical aptitude and ability of secondary school students. These items are prepared by collecting information from various sources, i.e. books, other standardised tests, web resources, discussion with experts, professional journals, etc. A thorough comparison is made between the prepared items and corresponding items collected from various sources. Thus the final form of the items is prepared. There are 25 items. The items are shown in Appendices. These 25 items are supplemented by a careful study of related literature and informal meetings with experienced teachers, academicians and subject experts. Thus the items are finalized, listed and rearranged. This list is

examined by experts for item-relevance and usefulness. Then the items are examined by language experts for grammatical soundness. The tool prepared was administered to a sample of 60 higher secondary school students.

COLLECTION OF DATA

After developing the tools of the study, fresh and final scales are prepared for the final study with a personal data page. These two tools of the present study (Interview Schedule and Mathematics Aptitude test) were administered to 60 higher secondary school students of Anantanag District of Jammu and Kashmir, India. For collecting the data the Investigator visited each school and administered the tools to the secondary school students personally after getting permission from the head of the institution. They were advised to put their name, gender, locality and type of institution etc. in the place provided in the personal data sheet of each scale. The investigator used an authorisation letter from the School of Education, Central University of Kashmir in order to visit various schools for data collection. The same attached in the appendices. Instructions are given in the first page of all the two tools. The Investigator requested the Higher secondary school students to follow these instructions while responding to the tools. Students were further advised not to leave any item of the tool. Fifty sets of tools were distributed to the secondary school students of various schools, selected as mentioned earlier in the sample and sampling procedure. Hence 50 sets of tools were scored according to the procedure.

STATISTICAL TECHNIQUES EMPLOYED

The following statistical techniques were employed to analyses the data.

1. Mean, median, mode, standard deviation, and t-test for all distributions.
2. T-test was used to test the hypothesis concerning to significant difference between the gender, and Mathematical aptitude.

ANALYSIS & INTERPRETATION OF THE DATA

Let us discuss with the analysis of the data by keeping in view the objectives and the testing of hypothesis of the study. The variables of the present study were Gender and Mathematics. The analysis of the data was done to draw logical inference concerning the tenability of hypotheses, which state the possible difference between the variables. The hypotheses were tested with appropriate techniques for significant difference along with discussion. In present study, arithmetic mean , Standard deviation and t -test was used to find out the difference of math aptitude in boys and girls. The results have shown an insignificant difference between the math aptitude of male and female students and hypothesis gets accepted. A qualitative analysis was also done to find out the most favoured subjects of senior secondary school students, and to find out the gender factors affecting math preference at senior secondary level. The results are presented and the hypothesis of the study were tested and verified. The implication of the results are analysed and interpreted in relation to the problem of the study.

The analysis of the data was attempted as per the objectives of the study. In the present study , the data are analysed using mainly the following statistical techniques. (1) Arithmetic Mean (2) Standard deviation (3) T-test.

QUALITATIVE ANALYSIS

The first objective of this study is "To find out the most favoured subject(s) in senior secondary school students." In order to identify the most favoured subject among the senior secondary school students, the investigator conducted face to face interview with 60 students. The researcher started this present study with the hypothesis that; "Girls students are not preferring mathematics at senior secondary level". Through the interview the investigator tried to address various issues; viz., Why so few girls in senior secondary schools choose mathematics was always a question whenever we visit mathematics classrooms, enrolment has increased but the condition is still deteriorating and girl enrolment is very low as compared to boys, the problem is all-around the world and is prevailing in our society also. Girl students think we are not made for mathematics, some mental difference is there and girls can't go far with maths. Girls have no confidence in maths .There are hundreds of factors that affect students to choose maths at senior secondary level. Gender is prevailing factor in maths from centuries and it exists still in every corner of the world. Numerous gender factors have been found from present study that affect math preference at senior secondary school students. As per the formulated hypotheses a qualitative analysis have been done and results are shown below.

FAVOURED SUBJECTS: The favoured subjects at senior secondary school students are: In Humanities it is History, Sociology, Education, Political Science, Psychology, Geography. And in Science it is Biology, Chemistry, Physics and Maths.

The second objective of this study was "To investigate the role of gender in affecting the preference for Mathematics in senior secondary school students." To find out about this second objective the investigator conducted interview among sixty senior secondary school students. Major observations are listed below;

- Gender differences in learning mathematics are complex; the multiplicity of forces and environments that operate within our Society to influence that learning are complex; it is complex to design effective intervention programs; the role that biological factors might or might not play are complex; it is certainly complex to conduct research about gender and mathematics; it is even more complex to interpret research for practitioners.
- The critical, beliefs about the usefulness of, and confidence in learning mathematics, with males providing evidence that they were more confident about learning mathematics and believed that mathematics was, and would be, more useful to them than did females. There was evidence that while young men did not strongly stereotype mathematics as a male domain, they did believe much more strongly than did young women that mathematics was more appropriate for males than for females. The importance of these variables (confidence, usefulness and male stereotyping), their long-term influence, and their differential impact on females and males was re-confirmed by many other studies.
- Because of societal influences (of which teachers and classrooms were the main components) and personal belief systems (lowered confidence, attribution style, belief in usefulness), females did not participate in learning activities that enabled them to become independent learners of mathematics.
- Parental involvement in subject preference; as maximum parents think boys need to go with mathematics and they need to make carrier in Mathematics and their duty is to contribute towards society and girls have to go along with household chores, even girls also think that whatever we will do, lastly we have to work at home and need not to go so far after opting Math subjects and it is considered that girls are good in memorisation and week in reasoning logic power, and without these skills it is difficult to choose mathematics at senior secondary level.
- Students interest matter a lot to choose the subjects in senior secondary level, girls interest is not to choose mathematics, as the reason is they themselves think it is difficult, and we cannot handle it in future and it is made for boys.
- Students confidence is another factor that influenced girls to not choose mathematics at senior secondary level. Girls are not enough confident to choose mathematics at senior secondary level. They think their heads are not made for maths.
- Subject value is an important factor that influence students in choosing subjects , and boys prefer to choose mathematics even with no deep knowledge of maths ,but they are enough confident to choose mathematics at senior secondary level, because society, parents and they themselves think they are made for it and can do it better than girls.
- Societal or parental force affect the choice of the subject, sometimes parents choose and students have to accept silently and sometimes society decides what to choose and what not.
- Parents involvement to choose maths, parents are not supportive in maximum cases to choose mathematics for girls ,in some cases it is not students that are choosing subjects in senior secondary level it is parents who choose subjects for their children.
- Stereotype society the belief that girls lack the ability of problem solving and it’s not possible to choose mathematics without this ability it is not possible to go far with success as problem solving is considered the basic thing in maths.
- Girls didn’t prefer maths because their minds are prepared for academics. From childhood girls were told that they can’t study maths, they are made for academics and they cannot do it as boys can.
- Girls are good in memorization and maths need logic and reasoning, the belief that girls lack these things.
- Students think there is a mental difference between men and women, Women are good in memorization and men are good in thinking.
- Girls' lack of confidence in them as mathematics learners, their perception of mathematics as difficult, and their view that mathematics is a male activity, all had impact on girls' attitudes, achievement, and participation in advanced courses.

- Teacher behaviour combined with the organisation of instruction, made up a pattern of classroom organisation that appeared to favour males.
- Based on all observations shown above the investigator conclude that gender is affecting the preference for Mathematics in senior secondary school students.

QUANTITATIVE ANALYSIS OF THIRD OBJECTIVE

The third Objective of this present study is "To investigate the role of Mathematical aptitude in affecting the preference for Mathematics in senior secondary school students". In order to found the same the investigator administered mathematical aptitude test. The test attached in appendices. The responses of the test analysed using various statistical techniques viz. Mean, Standard Deviation and T test. Table 3.1 will shows the results of the same.

Table 3.1

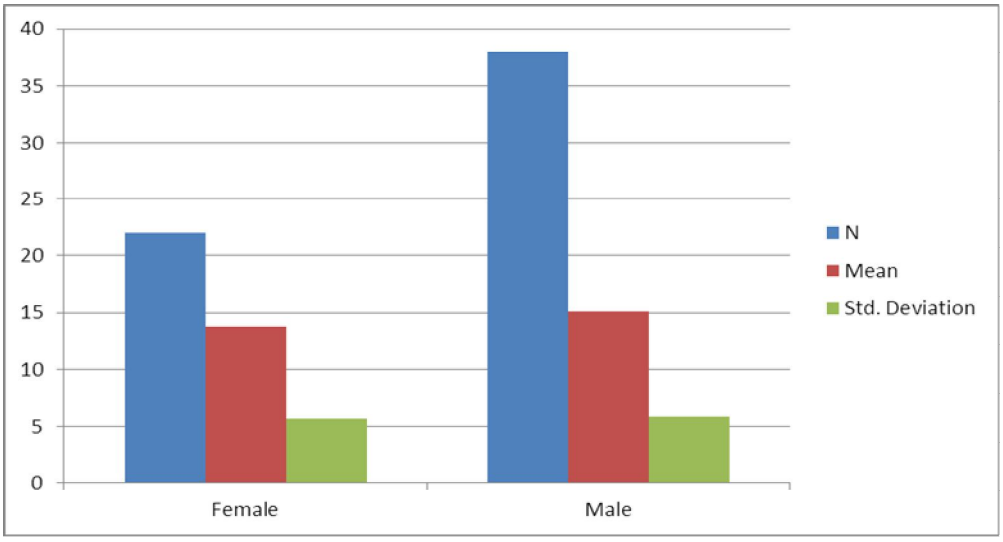
Mean, Standard Deviation and Standard Error Mean of Mathematical Aptitude Test

Group Statistics					
Score	Gender	N	Mean	Std. Deviation	Std. Error Mean
	Female	22	13.7273	5.68358	1.21174
	Male	38	15.1316	5.85025	.94904
Total					

The above table 3.1 shows the mean of males and females in mathematical aptitude test.

Figure 3.1

Mean, Standard Deviation of Mathematical Aptitude Test



The above table 3.1 and Figure 3.1 shows the mean of males and females in mathematical aptitude test.

Table 3.2

t value of Mathematical Aptitude Test

Score	Groups	Number	Mean	Df	t. value	Significance
60	Male	38	15.1316	58	-.905	.369
	Female	22	13.7273			

The perusal of the above table 3.1, 3.2 and figure 3.1 shows the Mathematical aptitude Test of males and females of senior secondary school students. The above table reveals that there is only 1.14% difference, and this is considered insignificant difference. And the formulated hypothesis got accepted, i.e., "Girl students are not preferring Mathematics subject at their Higher Secondary Education level". Next chapter deals with the analysis and interpretation of data.

CONCLUSION & SUGGESTIONS

The need and significance of the study was underlined by educators' concerns focusing on girl students math preference at senior secondary level and to show there are various gender factors that affect choice of mathematics at secondary level. The analysed data comprises the students of senior secondary schools from various higher secondary's having both male and females, Rural & Urban subjects from Anantanag District. The gender gap in mathematics varies from test to test and country to country. In present study most findings are qualitative, a quantitative analysis was also done to investigate the role of mathematical aptitude in affecting the preference of mathematics at senior secondary level.

GENERALIZATION AND DISCUSSION IN THE LIGHT OF THE FINDINGS OF THE PRESENT STUDY

The present study shows that boys used to take substantially more math courses in higher secondary classes than did girls. Girls are not preferring mathematics at senior secondary level as girls think they are incapable for pursuing mathematics. Gap on math tests remains, but it is only 1.14 % as the present study has shown. There was no significant difference in the means scores of boys and girls. It was seen gender of the student did not affect the combined score of the students for the sample under investigation. Though previous research has revealed the existence of gender disparities in mathematics, it is also a fact that these gaps are being diminished over time. Research that further explores the connections between gender and mathematics is needed.

- Findings confirm there is only 1.14% difference between mathematical aptitude of boys and girls. The findings provide an evidence that it is not aptitude which affect girl students to choose mathematics as a course subject. The study shows that there are other factors that affect girl students for preference of mathematics.
- Because of societal influences (of which teachers and classrooms were the main components) and personal belief systems (lowered confidence, attribution style, belief in usefulness), females did not participate in learning activities that enabled them to become independent learners of mathematics. The present study demonstrates the effect of school environment on mathematics.
- Stereotype society, the belief that girls lack the ability of problem solving and it's not possible to choose mathematics without this ability as problem solving is considered the basic thing in maths.
- Girls' lack of confidence in them as mathematics learners, their perception of mathematics as difficult, and their view that mathematics is a male activity, all had impact on girls' attitudes, achievement, and participation in advanced courses.
- Girls can do maths as boys can, the society needs to change its perception about girls in maths.
- Teacher behaviour combined with the organisation of instruction, made up a pattern of classroom organisation that appeared to favour males.
- The critical, beliefs about the usefulness of, and confidence in learning mathematics, with males providing evidence that they were more confident about learning mathematics and believed that mathematics was, and would be, more useful to them than did females.
- This study shows the most favoured subjects of senior secondary students as in humanities History, Sociology, Political science, Geography, Education etc and in sciences it is Biology, Chemistry, Physics and Maths.
- The study of maths can satisfy a wide range of interests and abilities, it develops the imaginations. It trains the clear and logical thought.
- To use advanced concepts it is essential to prefer maths in senior secondary level, And with a mathematics degree the student should be able to turn your hand to finance, statistics, engineering, computers with a success not possible through other subjects

DE-LIMITATIONS OF THE STUDY

The study has limited its discussion on senior secondary school students in Anantnag District of Jammu & Kashmir. There is need to include a larger number of samples which are extended to wider areas in order to generalize the findings of the study. The cross section method was applied in the present study, for a more in depth study longitudinal method may be applied. In this present study the researcher concentrated only the gender factor that affect subject preferences at senior secondary level. There may be many other factors may influence while choosing a subject of study at senior secondary level.

EDUCATIONAL IMPLICATIONS OF THE STUDY

Analysing the resources and the factors of education is very essential as it allows for the determination of progress in the field in the years to come. The findings of this study could be of great help to all those associated with educational reforms which include parents, teachers, educationists, psychologists and the government. It is believed that the work performed in this dissertation is of benefit to existing system ideas in the research of theory of mathematics education. It may be base for exploration of further issues related to mathematics education. The condition of government schools needs to be improved, as there are hardly any teachers to guide students in course subjects, due to this students are suffering badly. Kashmir schools are without library, laboratory and proper monitoring facilities. Thus imparting quality math education uniformly in all schools is the need of the hour. Research in Senior secondary schools is given top priority in developed countries. In India this is also a widely studied area. However in the North-east this area of research remains a neglected area. Secondary school level maths is considered as the foundation for success in any carrier. As an arts student the researcher think maths should be a compulsory subject up to 12^{th} class as it is essential to have the knowledge of math basics in every field. In today's technology driven society, greater demands have been placed on mathematics learning and its adaptation to real life situations. Hence the importance of mathematics cannot be undermined. The present research study interrelate various factors that affect preference of mathematics at senior secondary level. In general mathematics was seen to consist of achievement of certain techniques with examples to be mastered and exercises to be carried out. Emphasis should be given on teaching students to develop a conceptual understanding of mathematics which would help them to relate school mathematics with the mathematics applied in real life. This requires restructuring the examination process accordingly. The method of teaching maths has to be more effective. An annual teacher training programme which is imparted by a certified group of trainers of high quality and competence who regularly professionally update themselves. Guidance programmes should be organised every year for students subject preference, In these programmes the need and importance of subjects should be shown. In the contemporary society, technology oriented educational programmes must be organized , it will help to remove the societal beliefs of gender and education. The discussion with female mathematicians should be organized in schools, It will help to remove the concept, that female heads are not made for mathematics.

SUGGESTIONS FOR FURTHER RESEARCH

India has notified education as a fundamental right for all children between six to fourteen years enabling them to legally demand education from the government by means of the Right of Children to Free and Compulsory Education Act, 2009. In such circumstances the importance of providing quality education at school level in all subjects cannot be undermined. To the education that secondary students receive it has to be stressed that a quality mathematics education must be an integral part of their learning experience. Thus research in mathematics education remains a continuing and vital need in the educational scenario.

- The study is constructed at senior secondary level. This can be extended to other grade levels.
- The research studied mainly Gender factors which affect mathematics education. There are many other factors which can also be studied.
- A similar research may be conducted on primary school children taking the same variables.
- Teachers as an important component of mathematics education need to be studied further.
- Sources of difficulties in multi-step problems with particular reference to learning geometry is another area for research.
- Ethno mathematics which studies the relationship between mathematics and culture is a study area which maybe researched with particular relation to the North-East India.
- Another area of research may be the linkage between mother tongue of the student and medium of imparting mathematics education and its impact over achievement in mathematics.

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About Author

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APPENDIX 3.1

SEMI STRUCTURED INTERVIEW SCHEDULE

DEPARTMENT OF EDUCATION
CENTRAL UNIVERSITY OF KASHMIR

Supervisor
Ismail Thamarasseri
Assistant Professor

Research Scholar
HamidaRehman
Enrolment No: 130905
4th Sem. M.A. Education Student

Dear Student,

This **Semi structured Interview Schedule** is designed to know your academic preference with special reference to the choice towards mathematics. The questions and answers will help me to understand how and why you chosen this course of programme for your studies. This tool is prepared for my master level educational research titled GENDER FACTORS AFFECTING PREFERENCE FOR MATHEMATICS IN SENIOR SECONDARY SCHOOL STUDENTS. Your response uses only for educational and research purposes. Hope your kind co-operation.

Personnel Details:

1	Name of the student	
2	Age	
3	Gender	Male / Female
4	Name of Institution/ School	
5	Your locality	Urban / Rural

Interview (total 30 minutes):

1	In which course you are studying?	
2	What is your previous course / programme?	
3	Why you prefer this course / programme?	
4	How you feel now?	
5	Are satisfied with this course / programme?	Yes/ No
6	If "No", how you adjusting with this now?	
7	What are the factors influenced you to choose this course / programme?	
8	Do you think Gender played a role in selection of this course/ programme?	Yes/No
9	If *yes* how and why?	
10	Do you think jobs / professions are gender centric?	Yes/No
11	Do you think academics is gender centric?	Yes/No
12	Have you felt any societal or parental force to choose your present course of study?	

APPENDIX 3.2

MATHEMATICAL APTITUDE TEST

DEPARTMENT OF EDUCATION
CENTRAL UNIVERSITY OF KASHMIR

Ismail Thamarasseri
Assistant Professor

HamidaRehman
Enrolment No: 130905
4th Sem. M.A. Education Student

Dear Student,

*This **Mathematical Aptitude Test** is designed to test your knowledge of general mathematical rules and principles. You can use calculator, pen and paper for these tests if you wish to do so. The questions will test your ability to think laterally and mathematically. This tool is prepared for my master level educational research titled GENDER FACTORS AFFECTING PREFERENCE FOR MATHEMATICS IN SENIOR SECONDARY SCHOOL STUDENTS. Please read the below statements/questions and respond for the same. Your response uses only for educational and research purposes. Hope your kind co-operation.*

Personnel Details:

1	Name of the student	
2	Age	
3	Gender	Male / Female
4	Name of Institution/ School	
5	Your locality	Urban / Rural

SECTION A

1) In each of the following questions a number series is given with one term missing. Choose the correct alternative that will continue the same pattern and fill in the blank spaces.
   2, 7, 14, 23, ?, 47

2) A man walks at 5kmph for 6hr and at 4km/h for 12hr. His average speed is

   A. 4 1/3 km/h
   B. 7 2/3 km/h
   C. 9 ½ km/h
   D. 8 km/h

3) A train 150 m long is running at a speed of 68 kmph. How long does it take to pass a man who is running at 8 kmph in the same direction as the train?

   A. 5 sec
   B. 9 sec
   C. 12 sec
   D. 15 sec

4) If 5 women or 8 girls can do a work in 84 days. In how many days can 10 women and 5 girls can do the same work?

   A. 32 days
   B. 48 days
   C. 52 days
   D. 38 days

5) If 30% of a number is 12.6, find the number?

   A. 45
   B. 38
   C. 40
   D. 42

SECTION B

6. When asked how old she was, Shaista replied “In two years I will be twice as old as I was five years ago”. How old is she?
7. Which weighs more? A pound of iron or a pound of copper?
8. If you have two coins totalling 100 paisa, What are the two coins?
9. Divide 40 by half and add ten. What is the answer?
10. To the nearest cubic centimetre, how much soil is there in a 3m x 2m x 2m hole?
11. A farmer has 15 cows, all but 8 die. How many does he have left?
12. The ages of a mother and her graduate son add up to 66. The mother’s age is the son’s age reversed. How old are they?
13. If a man and a half can eat a hot chicken and a half in a minute and a half, how long would it take six men to eat six hot chicken?
14. Ashraf went into a supermarket to buy some fruit.

There were three packs on special offer:

- Ten grapes and five strawberries: 70 paisa (save 10 paisa)
- Ten strawberries and ten apricots: Rs. 2 (save 40 paisa)
- Thirty grapes: 100 paisa (save 20 paisa)

What would be the full price of one grape, one strawberry and one apricot at normal price (no special offers)?

15. The amount of water flowing into a tank doubles every minute. The tank is full in an hour. When is the tank half full?
16. There is a pole in a lake. Half of the pole is embedded in the mud at the bottom of the pond, another one third is covered by water, and 7 feet is out of the water. What is the total length of the pole?
17. If the hour hand of a clock moves 1/60th of a degree every minute, how many degrees will it move in an hour?
18. I spend a third of my money on a guitar, half the rest on a microphone and a quarter of what I then have left on a kazoo. What proportion of my original money do I have left?
19. How can you take 1 from 19 and leave 20?
20. Here is a list of months and a code for each
    - January: 7110
    - February: 826
    - March: 5313
    - April: 541
    - May: 3513
    - June: 4610
    - July: 4710

    What is the code for the month of August?
21. There are 60 sweets in a jar. The first person took one sweet, and each consecutive person took more sweets than the person before, until the jar was empty.
22. What is the largest number of people that could have eaten sweets from the jar?
23. At the Central University of Kashmir 36 students attended the LAW lecture, 39 attended an ART lecture and 37 attended the DRAMA lecture. How many attended the FILM lecture?
24. There are 23 football teams playing in a knockout competition. What is the least number of matches they need to play to decide the winner?
25. How many degrees are there between clock hands at 3.15?
26. You have 8 bags of sugar, 7 weight the same, one weighs less. You also have a balance scale. Find the one that weighs less in less than 3 steps.

27. There are three boxes, one contains only apples, one contains only oranges, and one contains both apples and oranges. The boxes have been incorrectly labelled such that no label identifies the actual contents of the box it labels. Opening just one box, and without looking in the box, you take out one piece of fruit. By looking at the fruit, how can you immediately label all of the boxes correctly?

28. 1/2 of 2/3 of 3/4 of 4/5 of 5/6 of 6/7 of 7/8 of 8/9 of 9/10 of 1,000 = ?

29. How many times do the hands of a clock overlap in 24 hours?

30. In the first 10 overs of a cricket game, the run rate was only 3.2. What should be the run rate in the remaining 40 overs to reach the target of 282 runs?

31. A man purchased a cow for Rs. 3000 and sold it the same day for Rs. 3600, allowing the buyer a credit of 2 years. If the rate of interest be 10% per annum, then the man has a gain of how many %

ANSWER KEY		
SECTION A		
QUESTION NO.	**ANSWER**	**EXPLANATION**
1	C	The given sequence is +5, +7, +9, —— ie. 2+ 5 = 7, 7 + 7 = 14, 14 + 9 = 23 Missing Number = 23 + 11 = 34.
2	A	Avg speed = total distance/total time = 5*6 + 4*12 / 18 =4 1/3 km/h
3	B	Speed of the train relative to man = (68 - 8) kmph = (60* 5/18) m/sec = (50/3)m/sec Time taken by the train to cross the man = Time taken by It to cover 150 m at 50/3 m / sec = 150 *3/ 50 sec = 9sec
4	A	Given that 5 women is equal to 8 girls to complete a work. So, 10 women = 16 girls. Therefore 10 women + 5 girls = 16 girls + 5 girls = 21 girls. 8 girls can do a work in 84 days then 21 girls can do a work in (8*84/21) = 32 days. Therefore 10 women and 5 girls can a work in 32 days
5	D	
SECTION B		
QUESTION NO.	**ANSWER**	**EXPLANATION**
6	12	
7	They both weigh exactly a pound!	
8	**10p and 1p**	the other coin can be a penny!
9	90	Dividing by half is the same as multiplying by 2.
10	**None**	it's a hole!
11	Eight	
12	42 and 24 years old	
13	A minute and a half	

14		Thirty grapes at normal price cost £1.20, thus grapes cost 4p each. Ten grapes and 5 strawberries cost 80p at normal price, the grapes must cost 40p therefore the strawberries cost 8p each. Ten strawberries and ten apricots cost £2.40 at normal price, the strawberries cost 80p, therefore the apricots cost 16p each. So one apricot + one strawberry and one grape cost **28p in total**.
15	At 59 minutes	
16		Half of the pole is in the mud One third is covered by water Therefore fraction of pole in the mud and water = 1/2 + 1/3 = 3/6 + 2/6 = 5/6 Therefore fraction of pole out of the water = 1 - 5/6 = 1/6 So one sixth of the pole is 7 feet. So total length of pole = **42 feet.**
17	**One degree**	
18		After spending one third of my money on the guitar I have two thirds left. I spend half of this on a microphone, so this is again one third. I then have one third of my original money remaining. I spend one quarter of this on the kazoo. One quarter of one third is one twelfth. I thus have three quarters of one third of my money remaining. Three quarters of one third is **one quarter of my money remaining**. (1/3 = 4/12. 4/12 - 1/12 = 3/12. 3/12 = 1/4)
19		If the numbers are in Roman numerals, Take I from XIX (19 in Roman numerals), you are left with **XX** - 20 in Roman numerals
20	**681**	The first digit is the number of letters, the second, the position of the month in the calendar, and the final digit is the position of the first letter of the word in the alphabet
21		The first person takes 1 sweet, the second two, the third three etc. 1+ 2 + 3 + 4 + 5 + 6 + 7 + 8 + 9 + 10 = 55, so the first ten people take 55 sweets between them. The 11th person has to be content with a mere 5 sweets, making **11 people** in total
22	**40 students**	Letter A = 1, B= 2, C = 3 and so forth, so FILM = 6 + 9 + 12 + 13 = 40
23	**22**	In a knockout competition, every team except the winner is defeated once and once only, so the number of matches is one less than the number of teams in this case 23-1 = **22**
24	**7.5 degree difference**	The answer is not zero degrees as you might at first think. The minute hand will be at 15 minutes (90 degrees clockwise from vertical) but the hour hand will have progressed to one quarter of the distance between 3 pm and 4 pm. Each hour represents 30 degrees (360 / 12), so one quarter of an hour equals 7.5 degrees, so the minute hand will be at 97.5 degrees: a **7.5 degree difference** between the hands
25		Put 2 bags to the side. Weight 3 of the remaining bags against the other 3 remaining. If they weigh the same then weigh the 2 bags that you put aside to find out which of them is heavier. If, however, one of the sets of 3 bags was heavier, put one of the bags from the heavier set aside. Weigh the remaining two bags from the set to find out which one is heavier. If they are equal then you know that it is the 1 bag that you put aside.
26		Open the box that is labeled "Apples and Oranges". You know that since none of the labels are correct, the box must either

		contain only apples, or only oranges. Suppose that you remove an apple from that box. Therefore, that box must be the "Apples Only" box. One of the two remaining boxes must be the "Oranges Only" box. However, one is labeled "Apples Only", and the other is labeled "Oranges Only". Therefore, the one labeled "Apples Only" is the box that contains only oranges, and the box labeled "Oranges Only" is the box that contains both kinds of fruit
27	**100**	
28	22	the minute hand will go round the dial 24 times, but the hour hand will also complete two circuits. 24 minus 2 equals **22**
29	6.25	Required run rate = $\left(\frac{282 - (3.2 \times 10)}{40}\right) = \frac{250}{40} = 6.25$
30	0%	C.P. = Rs. 3000. S.P. = Rs. $\left[\frac{3600 \times 100}{100 + (10 \times 2)}\right]$ = Rs. 3000. Gain = 0%.

SCORING

- 20 or more: Excellent - you are both numerate and lateral!
- 10 - 19: Good
- Below 10: A little more practice on these types of test is required!

UNIT 4

EDUCATIONAL PROFILE OF DISTRICT POONCH AND RAJOURI OF JAMMU AND KASHMIR

Nazia Mushtaq

INTRODUCTION

The Jammu and Kashmir state of North India has four type of unique cultural blend that differentiate it from the rest of the country. The socio-cultural and demographic structure of the state is comprised of four distinct parts namely Jammu, Kashmir, Ladakh and Rajouri-Poonch. First three parts have been constitutionally recognized and designate as three provinces of the state, but on account of the erstwhile backwardness the fourth region could not get its due space in the state. These four regions have their own separate linguistic identity. Kashmir is represented by Kashmiri language, Jammu is represented by Dogri language, Ladakh is represented by Ladakhi comprised of Balti, Dardi and Shina and Rajouri- Poonch is represented by Pahari comprised of Gogri and Poonchi languages. For interregional interaction Urdu or Hindi is used as Communicative language.

RAJOURI DISTRICT

Rajouri is a district of Jammu region in Indianstate of Jammu and Kashmir. The Line of Control lies to its west, Poonch to its north and Naushera and Chhamb to its south. Rajouri is famous for its Kalari (made from milk). The district comprises six tehsils (boroughs). The land is mostly fertile and mountainous. Maize and rice are the main crops of the area and the main source of the irrigation is the river Tawi that originates from the mountains of Pir Panjal. Though Urdu and English are the main mediums of instruction, the other dialects such as Gujri, Pahari and Dogri are much spoken at the informal level. Gujri is mainly spoken by the Gujjar and Bakarwal tribes who are known for herding goats, sheep and horses. However, the fine line between Gujjar and Bakarwal tribes is that the former are farmers as they own land while the latter are nomads who herd cattle. The population is officially divided along the religious lines – though religiously diverse masses normally live in peace and harmony. The total population therefore, in accordance with the 2001 census, is 50% Muslim, 48% Hindu, 2% Sikhs and others.

ORGANISATION

The district comprises the Tehsils of Rajouri, Darhal, Sunderbani, Koteranka, Nowshera, Thannamandi, and Kalakot. There are nine blocks: Rajouri, Darhal, Sunderbani, Doongi, Nowshera, Kalakote, Manjakote, Thanamandi and Budhal Tehsil. Each block consists of a number of panchayats.

POLITICS

Rajouri district has four assembly constituencies: Nowshera, Darhal, Rajouri and Kalakote.

DEMOGRAPHICS

According to the 2011 census, Rajouri district has a population of 642,415, roughly equal to the nation of Solomon Island or the US state of Vermont. This gives it a ranking of 518th in India (out of a total of 640) The district has a population density of 235 inhabitants per square kilometre (610/sq mi Its population growth rate over the decade 2001-2011 was 28.14%. Rajouri has a sex ratio of 863 females for every 1000 males, and a literacy rate of 68.54% The total population, in accordance with the 2011 census, was 402,879 Muslim (62%), 221,880 Hindu (34%), 2% Sikhs and others.

ANCIENT HISTORY

According to some historians, a second branch of Aryan emigrants crossed the Himalayas in the north and west and settled in Rajouri and Poonch area. Rajouri, Bhimber Gali and Naushera were integrated within the territory of Abhisar, which was one of the hill states of the Punjab Kingdom. Early records of incomplete nature show that in the 4th century B.C.E., there existed in the north west of India a federal type of political set up in which Abhisar with its capital Rajouri was also incorporated. At the time of Alexander's invasion, Rajouri was at the summit of its splendour. In the Mauryan period, the town of Rajouri was a great trade centre.

MEDIEVAL HISTORY

During the Mughal rule, the rulers of Rajouri converted to Islam though they retained the title of Raja. Albaurnivisited Rajouri with Sultan Masud (Son of Sultan Mahmud) in 1036 C.E. In his book "India" he wrote name of Rajouri as Raja Vari. Srivar, the writer of 'Raj Tirangini' written during the administration of Sultan Zain-Ul-Abdin, also named this area as Raja Vari. It is believed that Raja Vari is a variant of Rajapuri. Mirza Zafarulla Khan, the writer of 'TarikhRajgan-E-Rajour' illustrated in his book that this place was in the beginning known as Raj-Avar and then altered from Rajour to Rajouri. But the old people in the villages still label the

place as Rajour. With the course of time the name changed from Raja's Raj Avar to Raja Puri, Rajpuri to Raj Vari, Raj Vari to Raj Vara, Raj Vara to Raj Avar, Raj Avar to Rajour and then Rajour to Rajouri. As per Rajtirangini of Kalhan, Rajouri emerged as principality in about 1003 C.E. The first ruler of this kingdom was Raja Prithvi Paul. From 1033 to 1194 C.E. Raja Prithvi Paul defended Pir Panchal Pass at the time of incursion of Sultan Mehmud in 1021 C.E. Raja Sangram Paul safeguarded his Principality Rajouri when Raja Harash of Kashmir attacked his country in 1089 A.D. Sangram Paul fought so courageously that Raja Harash was obliged to return from Prithvi Paul fort without capturing Rajouri. Jaral Muslim Rajas rebuilt Rajouri city at the time of their rule. A number of forts, sarais, mosques and baradaris were constructed.

MODERN HISTORY

The area of Rajouri principality included proper Rajouri, Thanna, Bagla Azim Garh, Behrote, Chingus, Darhal, Nagrota and Phalyana etc. After taking the charge of Rajouri from Raja FaqirUllah in 1846 C.E., Maharaja Gulab Singh changed the name of Rajouri to Rampur. He appointed MianHathu as Governor of Rajouri, who remained in Rajouri up to 1846 C.E. MianHathu constructed a stunning temple in between ThannaNallah in close proximity to Rajouri city. He also built Rajouri Fort at Dhannidhar village. After MianHathu, Rajouri was transformed into a Tehsil and affiliated with Bhimber District. In 1904 C.E., this Tehsil was bifurcated from Bhimber and affiliated with Reasi District. After Independence, Rajouri became part of the newly constituted Poonch-Rajouri District. On 1 January 1968, Rajouri emerged as a new District in the state of Jammu and Kashmir.

POVERTY

Majority of the people in Poonch District are not in a position to give proper education to their children. Children are Compelled for child Labour. Such as collecting fire Wood, fetching water from furlong areas, carrying their young siblings, cooking and helping parents in agricultural fields. Main occupation of the people is cultivation they get their day to day requirement from it, so the parents are unable to provide education to their children due to heavy expenditure on their Children's education. Those who are in a position to educate a limited number of their children, majority of them give preference to sons education as compare to daughters, specially because daughter help them with house hold activities and care for their siblings. So, the poverty badly effects the education of women. (Maini, 2009)

LACK OF PARENTAL MOTIVATION

Parents do not feel motivated to get their daughter educated because majority of parents are illiterate. They do not understand the importance of girls, Education. Illiteracy of parents and traditional thinking directly contributes to the low level of girls education (Suri, 2014). The daughter are considered as a load on their parents until they were married. It is evident from the past that early marriage prevailed mostly in rural society. Customs of early marriage was deeply rooted in the Poonch because majority of people in Poonch District level in rural areas, thus the question of daughters education was hardly thought of. The evil customs of early marriage can be considered an important factor responsible for educational backwardness of women in Poonch district .

IDENTITY CRISIS AND SOCIAL STRUCTURE OF THE PEOPLE

The term identity crisis refers to the situation where a period of uncertainty and confusion in which a person's sense of identity becomes insecure, typically due to a change in their expected aims are role in society. In case of the identity crisis of the area under study the expectations of the people are somewhat reciting a similar story. The whole region is populated with different religious and caste communities with deeply rooted customs and traditional systems. The whole populations of the region is comprised of Hindus, Muslims, Sikhs and Christians (Fouk, 1941).

Socio-cultural and economics pattern of inhabitants of the regions are simpler to each other, Hindu communities is divided into four castes groups as practiced in Indian traditional caste systems. On the other hand Muslim communities has been rigidly stratified in four castes groups, as Rajputs, Gujjars, Kashmiries and others them ever pradise exogamous pattern of marriage and are the staunch believer of caste system and allied practices.

RAJPUTS

The majority of Rajputs in Rajouri-poonch Districts in Muslims Rajputs their origin is claimed from Rajisthan, Gujrat, Punjab, Haryana and H.P. Though the Muslim faith is against belief of a person being born Sun, Moon ,and Fire, but even Muslims, Rajputs feel proud of being belonging to Rajput clan. They often reference the bravery of their ancestors in the battle fields of the pasts and they extend equal status to the parallel clan that is Hindus Rajputs. At the time of any conflict with non Rajputs communities, the Hindu and Muslims Rajputs communities emotionally unit to protect their prestige. Still they like to serve in armed forces. Rajputs of

Rajouri-poonch have been divided into two religious communities, i.e., Hindu Rajputs and Muslims Rajputs. Hindu Rajputs have been classified into various sub castes like Thakers, Manhas, Chauhan,Thakyal, Chandial, Charrak, kamlak, and chib, Muslims Rajuts have been further divided into various sub castes such as, Jarral, Malik, Domal, Thakyal, khokhar, janjua, Salahria, Bhatti, Feerozal, gakhar, manhas, man ial, chib, thakkar, and kamlaketc as such there are more than 54 sub castes of muslims rajputs exists in the area .

GUJJARS

The Gujjar is an ethnic group in India and Pakistan . in India , the gujjars follow Hinduism, Sikhism, and Islam. The hindus gujjars belong to the traditional kisahtriyavarna. In Hinduism, while the muslim gujjars are considered to be a potwari tribe in India and Pakistan . the historical background of the communities is associated with the rajputs clan of rajasthan and gujrat. In India gujar population found in Delhi, Jammu and Kashmir, Himachal Pardesh, Punjab, Northern Madhya Pradesh, Utterakhand, Rajisthan, Gujrat, and Maharashtra. The bakarwals the parallel Punjab, western Uttar Pradesh, Haryana ethnic group to the gujars, inter section marriage takes place freely among gujjars and bakarwals. 100% gujars are Jammu and Kashmir are the followers of Islam. While considering the sentimental attitude, physical features, racial but on account of the regional variations their recognition is different from that of the fact: they do not perceive themselves as Rajputs. Majority of the Gujjars are illiterate due to which they can be and genealogical background of the Gujjars and Bakarwals, it is observed that the clan is purely a Rajputs clan. Exploited easily by their political leaders. The major economy of the Gujjars community is Comparised of Agriculture, government job, cattle rearing and few among them are rearing sheeps and goats and leading semi nomadic lifes, during winter they migrate with their herds to the foot hills of peer panchal, and in summer season in search of pasture they migerate to high up in the mountains. The gujars of Rajouri poonch are divided into innumeriable sub caste but major among them are khatana, badanasood, paswal, kalas, benth, bijran, chouchan, chechee, sango, rana, etc associated with the Rajputs clan of Rajisthan and Gujrat . (Shamsi 1989)

KASHMIRIES

The term refers to the people who are inhabitants of the valley of Kashmir, but generally the term in used in its boarder concept for the people of Jammu and Kashmir by the people of rest of the states of India. But in Rajouri and Poonch district Kashmiries are the people who speak Kashmiri language with paharie language a small section of the people in Rajouri district is speaking kashmiri language. they have been migrated from valley of Kashmir to Rajouri and poonch district since the time immemorial, their major concentration of the communities is observed Thannamandi tehsil of district Rajouri and other areas like, Buffliaz, chandhimarh and Loran Mandi in district Poonch, as these are the adjoining mountainous areas of Kashmir valley. The old person of the communities are claiming themselves are traditional manual labourer working in the areas for centuries, majority of the community members leading miserable life in extreme poverty. Their historical background be similar to that of other Kashmiri Muslim in the valley of Kashmir as they had been converted to Islam from Kashmiri Pandits. Caste stratification among the Kashmiries is not as rigid as among other Muslim communities of the areas. They have matrimonial relations with all the Muslims irrespective of the caste. They are liberal like kashmiri Muslims and Kashmiri pandhits. As such kashmiri Hindus (pandit) are different from elsewhere. (subashkak ,1996). Major castesamong kashmiries are Bhat, Mir, Khawaja, Bhanday, Maghray, khans kandru, Itto , muttoo, and sheikh. There are more than 130 castes titles of kashmiris of the valley of Kashmir but few among them are existing in the area under study.

EDUCATIONAL CONDITION

Education condition of the District is not good though census figures of 2011 indicates the 68.54% and 68.69 literacy rate in Rajouri and Poonch respectively, but it is expected less than this, and further decline is expected in the higher reaches. The major problem in the region is that the people have not been encouraged to send their children to the school. Majority of the students cannot complete even their school education up to the 10^{th} level, so dropped out from the school due to the financial constraints of the parents and uncertainly of future career. The data indicates that, 45% to 55% of the children populations of the district goes to school. Among them 48% of the children dropped –out from the school from 1^{st} to middle class level, and female dropped-out children constitute majority among them at the same level the major causes of educational backwardness are their rigid caste system, traditional beliefs, orthodoxy, extreme poverty and mass literacy and non availability of educational facilities. They prefer the children to graze the cattle in the field or (male children) to work as labourer and earn money to fulfil the basic needs of the family instead of sending them to the school. They are not aware of the legal restriction on the child labour.

CONDITION OF RAJOURI SCHOOLS

Education Minister on May 18 2016 chaired the meeting of Rajouri district development board (DDB) meeting,

honored students from government schools for getting positions in the 12th and 10th classes and also expressed satisfaction over the functioning of government schools in the district. Contrary to Minister's claim the students suffering in their studies due to shortage of teachers in many schools including middle schools at Madhaar, Naka Jabree and at primary school Jodhra because of shortage of teachers under the jurisdiction of Kotranka Education Zone. "For 150 students out of 6 posts of teachers including headmaster, which is lying vacant for the more than a year, only two teachers are available that too come on rotational basis" said Abdul Rashid resident of Madhaar. Interestingly one ReT teacher (later confirmed as regular) namely ShakraSaheen is on attachment adjustment, which is banned by the state government, in a primary school at Majhoor near her residence but the Zonal Education Officer (ZEO) expressed his ignorance about the matter. Not only this another teacher Mohisan Shawal who was appointed in the month of August at Madhaar middle school is also attached at higher Secondary School at Kotranka by the principal without any information to ZEO. "Shakra Saheen teacher was attached or sent on deployment basis to primary school at Majhoor and working there for the last more than 4 years. Principal HSS School has been directed to send back another teacher Mohisan Shawal to middle school at Madhaar" said Sallah Mohd, ZEO. Mohd Amin, in-charge middle school Madhaar said that presently only two teachers including him are looking after the academic side of the school as the third teacher available namely Sumesh Dev Singh has been deputed on 'Talash' (to identify dropouts and other non-coming students) duty by the ZEO since first week of April. On Wednesday the parents and students of middle school Madhaar organized a protest demonstration before the office of Zonal Education Officer (ZEO) at Kotranka and alleged students have been suffering lot in completing their studies because of shortage of teachers. "I was busy in a District Development Board (DDB) meeting at Rajouri at the time of protest demonstration. Soon more teachers (detachments) will be send to this school as demanded by the students and their parents" said ZEO. Sukhpal Singh , SDM, Kotranka said that he had already placed under suspension two teachers from Madhaar middle school for negligence in duty including Shakra Saheen. "I have taken sue motto of the complaints by the people and personally investigate the matter including allegation of favoritism on part of ZEO concerned and will visit the school within next few days. Action under law will be taken against the erring teacher" said SDM. (Early Times Report)

POONCH DISTRICT

District poonch or punch is one of the most remote districts of Jammu and Kashmir. It is bounded by the line of control (boundry between India and Pakistan administered Kashmir) on three sides (north, west and south). The 1947-48 war between India and Pakistan divided it into two parts. One went to Pakistan and the other became part of the Indian state of Jammu and Kashmir.

ADMINISTRATION

The District headquarters is in the Poonch city. Mohammad Harun Malik is the current District Commissioner. Presently District Poonch in Jammu and Kashmir is divided into eight tehsils: (1) Haveli Tehsil (2) Mandi Tehsil (3) Mendhar Tehsil (4) Surankote Tehsil (5) Chandak Tehsil (6) Mankote Tehsil (7) Balakote Tehsil, and (8) Bufliaz Tehsil. Each tehsil has its own Tehsildar, who is the administrative head. The district is further divided into six blocks. The administrative head of each block is the Block Development officer (BDO). Each blocks consists of a number of panchayats.

GENERAL CHARACTERISTICS OF THE DISTRICT

District Poonch is popularly known as mini Kashmir and is one among the remote districts of Jammu and Kashmir state. It is bounded by the Actual Line of Control (ALC) from three sides. The ALC is about 103 Kms. from Tarkundi in Balakote to Sawjian in Mandi Block. Poonch has witnessed many historical events and has been ruled by outsiders and locals at different junctures till it became a part of independent India. In the 6th Century A.D. Chinese traveller Huien Tsang passed through Poonch. He wrote that Poonch was famous for graphics, fine tea (Musloom) and good horses. Around 850 A.D., Poonch became a s overeign state when Mr. Nar, a horse trader declared himself Raja of Poonch. In 1596 A.D. Mughal King Jehangir nominated Siraj-ud-din of village Kahuta as Raja of Poonch . In 1798 A.D. a Gujjar leader Rooh-ullah-Sangu became the ruler of this area. From 1819 A.D. to 1850 A.D. Poonch remained a part of KhalsaDarbar , Lahore. In 1850 A.D. Dogra Raja Moti Singh laid foundation of Dogra Raj in Poonch. On the death of Raja Jagat Dev Singh in 1940, Sardar Abdul Qayoom Now serious efforts are being made by various scholars to preserve these in literature in original form.Khan became administrator of Poonch under the orders of Kashmir Government.

In 1947 two and half tehsils of Poonch principality went under the illegal occupation of Pakistan, while the rest became a constituent of Rajouri Poonch district. In 1967 for administrative convenience this district was further divided into two parts, viz district Rajouri and district Poonch. The people of different faiths, caste and creed are living peacefully in the district. People speak Pahari except Gujjars and Bakarwals who speak Gojri. Li terature

in languages of Poonch is rich in folk songs. Most of the Punchi folk songs make women as their central theme. Family feuds, battles, love, marriage ceremonies, social rituals, social evils and superstitions are also have been given attention. Chann, Kainchi, Sepaiah and Maiah are some of the popular folk songs. Folk songs also speak of the bravery and heroism of the peoples of Poonch. Some folk songs i.e. Jabu, Shamash Khan and Nura still resound in mountains of the area. Folk songs of Poonch have passed on from one generation to another without any documentation.

HOW THE CHILDREN OF POONCH STRUGGLE TO ATTAIN THEIR FUNDAMENTAL RIGHT TO EDUCATION (RTE)

The 86th Constitutional Amendment Act 2002 makes education a Fundamental Right for children in the age group of 6-14 years by stating "the State shall provide free and compulsory education to all children of the age of six to fourteen years in such manner as the State may, by law, determine". The Act further provides under Article 51-A (k) that it shall be a fundamental duty of every citizen of India who is a parent or guardian to provide opportunities for education to his child between the age of six and fourteen years. But in India today, 4% of our children never start school. 58 percent don't complete primary schools. And 90% don't complete school. On a global map India has the third highest rate of teacher absenteeism, costing USD 2 billion per year. Despite the high rate of school enrolments, India has the largest number of illiterate adults compared to any other country.

On one hand when urban India is battling its weak areas in the educational system, rural India has not seen a clear light of day for one of its fundamental right to Education. Though the government has taken necessary steps and initiatives to enforce cost free education. It has also made certain laws so that each child is educated in the country. But the scenario in many villages and the border areas is grim and alarming. The state of Jammu and Kashmir has town to its east, Poonch, often called the City of Saints. Poonch sector, which falls under the Jammu district has not seen much progress. There are various schemes announced by the government, but Poonch has often got a step-motherly treatment in many areas of development, one of the key concerns being education. The literacy rate of Poonch district is as per Census 2011 is 66.7% while in 2001 it was 51.19%. The male literacy in Poonch is 78.84% (Census 2011) in comparison to 65.04 percent in 2001. The female literacy in Census 2011 in Poonch is 53.19 while in Census 2001 it was 35.96%. The statistics for women, especially belonging to SC and ST community are not satisfactory. The lowest literacy rate is for educational zone Mandi which has only 17 percent ST population. The female literacy rate of Mandi educational zone is lowest at 14.09 percent.

According to a government data the number of government schools in Poonch, be it in Primary, Upper-Primary, Secondary and Higher Secondary is way below in comparison to other educational zones such as Mandi, Mendhar and Surankote. Poonch is divided into four tehsils - Haveli Tehsil, Mandi Tehsil, Mendhar Tehsil and Surankote Tehsil. Surankote Tehsil is located exactly 27 kilometers to the east of Poonch city and approximately 221 kilometers away from the winter capital Jammu. There are baffling facts one may encounter in the government schools in Surankote, especially those, which are located in far flung areas. The attitude of these government schools is rather cold and lame. "I hold the authority here; I close down the school by 12 pm…" Principal Niam Ahmed of Girls Middle School blurted out in an authoritative manner, when being asked about the timings of the schools which actually should be open till 2 pm. However Darshan Bharti, a Senior Journalist from Poonch reasons out that the imbalance between the student-teacher ratio to be one of the prime causes for the early closure of the schools . "There are about 60 – 80 students in each class with just one teacher and the rooms can barely accommodate these students, so the school finds it easy to shut down." However, the attendance of the teachers has been one of the biggest issue schools are facing mainly due to salaries, that they barely receive. "We have not received our salaries for about 10 months now." One of the teachers quickly responded.

The poor attendance of teachers in these Government schools has come as a biggest disadvantage for the students. Well, apart from the untimely salaries that the teachers hardly receive there are murkier and astounding truths which normally are left untold. Most of the appointments are fixed and lobbying has put a risk to future of students. Poonch sector holds around 130 such influential appointments. This results to disinterested teachers who have just been drawing salaries. To this the Chief Educational Officer Abdul Hamid Fani responds "Several complaints have been received against teachers who have not been attending schools, they have been under our strict observation". Secondly, people who show some interest in teaching take transfers to the good towns like Jammu and Poonch leaving these far flung areas lurching at its own fate. The midday meals again have different story. Teachers helplessly say that the meal comprises of only rice and they themselves have been contributing for other items to make it a full meal. The fact remains that students are facing a direct brunt due to

the sad state of affairs in these schools. On the national level many of India's teachers lack the training to be able to teach well. In 2012, 99% of prospective teachers studying for a Bachelor of Education in India failed the Central Teacher Eligibility Test for competency. Education facilitates socio-economic change and it is a tool to empower the youth so that they can be self-reliant and lead a quality life. The Charkha Development Communication Network feels that a dream of a better India can be completed only if our children are rightfully educated, and if young minds are shown the right direction. Sadly, our children are unaware of what their future holds (Thursday, August 28th, 2014, Publication: DNA)

EDUCATIONAL PROFILE OF DISTRICT POONCH

Poonch is considered as one of the backward districts of Jammu and Kashmir. Impact of hilly terrain, dense forest areas, high rainfall and non-connectivity through roads, poor implementation of the schemes etc is clearly visible on the educational scenario of the district in the rural areas. this situation as such leads to low literacy rates in the district especially among the women, Scheduled Caste (SC) and Scheduled tribe (ST) communities. Besides, this border district has also been hit by the armed insurgency which erupted in the state some 25 years ago. In the past two decades of conflict in Jammu and Kashmir, maximum rural areas of Poonch district have been affected impacted by militancy (Tufail 2012) which, to some extent had an impact on its educational sector too.

Situated close to the Line of Control, the district also witnessed heavy infiltration of terrorists from across the Line of Control besides killings of its innocent civilians, massacres, gutting or damaging of its schools and hospitals by the militants. Besides, the impact of hilly terrain, dense forest areas, high rainfall and non-connectivity through roads is clearly visible on the educational scenario of the district in the rural areas. the district is dominated by two scheduled tribe communities – Gujjars and Bakkarwals – which are nomadic in character (Bhardwaj 1994). Every year with the onset of summers, these tribes go to the higher reaches of Pir Panjal mountains with their cattle, sheep, goat and buffalos (Khatana 1992). While Gujjars are semi-sedentarized and go to the lower or middle mountain reaches, the Bakkarwals are mainly nomads who traverse long journeys with their cattle and these are two distinct nomadic communities (Rao & Casimir 1982).

NEED AND SIGNIFICANCE OF THE STUDY

India is a democratic country and provides free and compulsory basic education to all the children up to the age group 6-14. Most of the backward classes‘ have not achieving the goal of basic education, like scheduled caste and scheduled tribes & other backward classes. India wants to increase the literacy rate but the backward classes ST/SC/OBC have not focus on educations because they have to faced a numbers of problems likes, economic, social, cultural, religious and personal etc. The literacy rate of the scheduled tribes is very low day by day as compare to others. India has overall very low enrolment of scheduled tribes students. The low enrolment of these scheduled tribes and scheduled caste children take backward steps India from forward steps. Indian government employed different scheme in order to give education to these children.

The major problem is this people have not been encouraged to send their children to the school. The tribal people of India got a diverse socio-cultural life and economic development and live in scattered isolated areas, inaccessible settlements in interior forest and remote hilly areas of the country. These areas lack proper communication systems and transportation facilities like road and transport. They also deprived of the basic amenities like medical facilities, electricity and educational facilities. In the education sector the literacy rate among tribes is very low and the majority children continue to be outside the school system. The Government introduced special educational support to the tribes. Special norms and flexible approaches introduced. But the number of the out of school children is large. Poonch is the district of Jammu and Kashmir one of the major states of India the condition of tribal education is the same. Here also the number of enrolment among tribes is very low and the dropout rate is very high. There are no. of reasons behind this, like lack of parental support and interest, inability to understand the medium of instruction due to mother to inhibition, lack of schools nearby, teacher absenteeism attitude towards girls etc. So for the universalization of primary education the Government of India introduced new innovative approaches and strategies. The Government opened single teacher schools in remote tribal areas. The importance and need of these alternative schools and alternative strategies in meeting the educational needs of tribal children. It also analyses the viability and desirability of the school approach and the benefits of the schools to the younger generation. It also studies the major problems and challenges faced by the system. This study also analyses the pedagogic reform, community participation and the attempts to improve the quality of teachers by adapting new techniques of training, and new methods like using local teachers, adapting curriculum and providing locally relevant teaching learning materials. The study is very important as it throws light on the various emerging social and educational problem of rural Scheduled tribal student which may help to generalize their problem for future planning. Further this study is also important as it reflects the

views of underlying social facts that affect the well being of the tribal student. The Poonch and Rajouri districts of Jammu and Kashmir are rural and educationally back ward. This study intended to take a stock and analysis of the educational profile of Poonch and Rajouri districts of Jammu and Kashmir.

Statement of the Problem: The attempt is to find the educational profile of the two districts of Jammu and Kashmir viz. Rajouri and Poonch. Hence the problem under investigation is entitled as Educational Profile of District Poonch and Rajouri of Jammu and Kashmir."

OBJECTIVES OF THE STUDY

1. To outline the educational profile of Poonch District.
2. To draw round the educational profile of Rajouri District.
3. To compare the educational profile of Poonch and Rajouri District
4. To make suggestion based on the study to promote the education among the Poonch and Rajouri Districts.

OPERATIONAL DEFINITION OF TERMS

- **Poonch District:** Poonch Town, the headquarters of the district by the same name , is situated at a distance of 246km North-West of Jammu. The Poonch town is at height of 3287 ft above sea level. It is surrounded by the Line of Control (LOC) on the three sides and is separated from Kashmir valley by the mighty Pir Panjal Range in the North. The geographical area of the district is 1674 sq km comprising seven tehsil. There is no industrial unit in the district. The terrain is hilly with little fertile land and therefore there is great dependency on government jobs.

- **Rajouri District:** Rajouri is a district of Jammu region in Indian state of Jammu and Kashmir. The Line of Control lies to its west, Poonch to its north and Naushera and Chhamb to its south. Rajouri is famous for its kalari (made from milk). The district comprises six tehsils (boroughs). The land is mostly fertile and mountainous. Maize and rice are the main crops of the area and the main source of the irrigation is the river Tawi that originates from the mountains of PirPanjal. Though Urdu and English are the main mediums of instruction, the other dialects such as Gujjri, Pahari and Dogri are much spoken at the informal level. Gujjri is mainly spoken by the Gujjar and Bakarwal tribes who are known for herding goats, sheep and horses. However, the fine line between Gujjar and Bakarwal tribes is that the former are farmers as they own land while the latter are nomads who herd cattle. The population is officially divided along the religious lines – though religiously diverse masses normally live in peace and harmony. The total population therefore, in accordance with the 2001 census, is 68% Muslim, 30 Hindu, 2% Sikhs and others.

DELIMITATIONS OF THE STUDY: It is expected that the findings of the study will help the authorities concerned with education, Curriculum planners, teacher educators, educational administrators etc. It may also help the authorities to improve the qualities of education of Poonch and Rajouri districts of Jammu and Kashmir. Even though, maximum care has been taken to avoid faults, the following limitations have entered in the present study. The present study is confined to the Poonch and Rajouri Districts only. Since time was a major constraint, survey to be conducted only in district head quarters of Poonch and Rajouri district of Jammu and Kashmir state.

REVIEW OF RELATED LITERATURE

The review plays a great role in the field of educational research as it gives an opportunity to the researcher to find out the gap of previous research and gives opportunity to study the respective field intensively. The review of related literature is a crucial aspect of the planning of the study and the time spent in such a survey invariably is a wise investment. For any worthwhile study, in any field of knowledge, the research worker needs an adequate familiarity with the literature related to the area selected for study. Review of related literature is pre-requisite to actual planning of any scientific research. It allows the researcher to acquaint himself with current knowledge in the field or area in which he is going to conduct his research. Review of related studies is an important part of any investigation. The survey of related study is the crucial aspect of planning the study. The advantages of related studies are to provide insight into the statistical method through which validity of the result is be established. Review of related literature implies locating, studying and evaluating accumulate and recorded knowledge of the past and drawing maximum benefit from the design and procedures of previous research, matching the conclusions draw earlier and hence adding to the existing store of knowledge. (Pooja 2014)

The review of related literature enables the researcher to define the limits of his field it help the researcher to delimit and define his problem. The knowledge related literature, brings the researcher up-to-date on the work

which others have done and thus to state the objectives clearly and concisely. Through the review of related literature, the researcher can avoid unintentional duplication of well establish findings. It is no use to replicate a study when the stability and validity of its results have been clearly established. The review of related literature gives the researcher an understanding of the research methodology which refers to the way the study is to be conducted. It helps the researcher to know about the tool and instruments which proved to useful and promising in the previous studies. The advantage of the related literature is also to provide insight into the statistical methods through which validity of result is to be established.

STUDIES RELATED TO FINANCIAL BARRIER

Poverty: Majority of the people in poonch district are in a position to give proper education to their children. Children are compelled for child labour, such as collecting fire wood, fetching water from far furlong areas, caring their young sibling , cooking and helped parent in agriculture field. main occupation of the people is cultivation they get their day to day requirement from it, so the parents are unable to provide education to their children due to heavy expenditure on their children .those who are in a position to educate a limited number of their children, majority of them give preference to son‘s education as compare to daughters especially because daughter help them with household activities and care for their siblings. (Maini, 2009 & Sameena & Ahmed 2015). The poor economic condition of the tribes is a big hurdle in completion of their education. Lack of income and high indebtedness makes the direct and indirect costs of education unbearable for them. Parents compel their children to contribute in economic activities, like cattle grazing, gathering of fodder and leaves from forests. Tribal girls are frequently withdrawn by their parents for a wide range of house hold work (Ahmed 2013).

Income: Income and expenditure patterns of nomadic Gujjars households in the study area vary between the districts. Many nomads in both districts involved in animal husbandry activity also do some other activities to supplement their income. To examine the economic status of the families of nomadic Gujjars, the information about the earning members in the family was collected. It was observed that majority of the nomadic Gujjars of the study area reported 2 to 3 earning members in their family. The broad picture that emerges from the study is that, the bottom 86 percent families in the study area have received a share of about 55.48 percent of total Gujjars income and the top 14 percent have taken a share of about 44.52 percent. Thus, majority of the nomads in the study are living in lower income class. (Koundal, 2012).

STUDIES RELATED TO INFRASTRUCTURE OF SCHOOL BARRIER

A majority of studies suggest that physical/infrastructural facilities are totally inadequate and particularly deplorable in schools accessed by SC/ST, including the private schools. As mentioned earlier the majority of SC/ST children are in regular government schools. Buildings are dilapidated or badly in need of repair and basic furniture and teaching equipment is non-existent or of pathetic quality. There are of course state and regional variations. The poorest of physical infrastructure and basic amenities afflict schools in remote tribal areas. There is also a high incidence of very poorly and irregularly functioning schools. We have reports from rural Punjab, Orissa, and Rajasthan‘s SC and Tribal dominated districts that reveal shortage of basics such as classrooms, drinking water facilities and teachers. Reports of neglect, indifference, greater teacher absenteeism from dalit and tribal dominated schools have accumulated, pointing to the grim reality that exists on the ground. Exceptions too have been noted, for example studies of Garhwal, Himachal Pradesh, Gujarat, Maharashtra and Kerala show that there areseveral regions in which the SC/ST has a fairly good provision for education. In certain areas in Maharashtra for e.g., Zilla Parishad schools are fairly good (Berntsen, 1990).

A majority of schools in tribal areas are without basic infrastructure facilities. Normally, school buildings in tribal areas have thatched roofs, dilapidated walls, and non-plastered floors. Research evidence shows that a large number of tribal schools do not have teaching-learning materials, or even blackboards. In tribal areas the opening of a school is equated with the posting of a teacher and same is the case with 'ashram' schools. It is found that in most of ashram schools which are residential in nature, there is no space for the children to sleep. Consequently, the classroom turns into the dormitory and vice versa. Due to lack of minimum sanitary provisions, it is not uncommon to find that many children studying in ashram schools are afflicted with contagious diseases like scabies and diarrhoea, leading to high drop-out rates. Schools in tribal areas just function with bare minimum facilities (Sujatha).

TOILET FACILITY

This may be one of the reasons of lower participation rates of girls in education especially at upper primary level. The separate toilet facilities for girls must be created in the school premises. This must also cover the security aspect for girl. At the same time, toilet facility is needed for female teachers also (Gul & Khan, 2013).

LACK OF GIRL'S SCHOOLS

Many parents do not want to send their daughters to coeducational schools especially at upper primary level. There is an urgent need to open separate schools for girls especially at upper primary level as a powerful strategy for bringing to a conclusive girls school environment. There must be strong provision of good quality schools for girls if demand is there (Gul & Khan, 2013).

LACK OF HOSTEL FACILITIES

One of the obstacles in girls' education is that schools are away from their homes, they cannot avail themselves of this facility due to lack of hostel arrangement. The girls belonging to SC/ST category would continue their education particularly in rural areas, if they are provided with free or inexpensive residential facilities nearer to the school. (Gul, 2014)

STUDIES RELATED TO SOCIAL BARRIER

Gender Equity: The education of Scheduled Caste and Scheduled Tribe girls is a serious issue as they are often doubly disadvantaged, due to both their social status and their gender. Gender equity is a major concern, as the dropout rate is higher among Scheduled Caste and Scheduled Tribe girls at the elementary level. In 2004-2005, the dropout rate for Scheduled Caste girls was 60% (compared to 55% for SC boys) and for Scheduled Tribe girls it was 67% (compared to 65% for ST boys) at the elementary level. Girls are particularly disadvantaged because family and social roles often do not prioritize their education (Bandyopadhyay & Subramanian, 2008). The age of girls also affects when they drop out. In many states, early marriage and the economic utility of children leads to large scale drop out in the 5-10 year old and 16-20 year old age groups, interrupting the completion of girls' education (Sedwal & Kamat 2008). Educational achievement of tribal women is very low in India. Tribal habitations are suffering from lack of infrastructural facilities. Poverty and ignorance of tribal's has also kept these tribal's in a state of poverty and low literacy. In Jammu and Kashmir also the tribal people have low female literacy. Parents find it difficult send their daughters to school. Girl's children are send for rearing cattle's as they are one important earners of the family. In spite of the facts that state government bears all expenses of education of the children, parents cannot bear some running expenses related education of girl child. It is due to reason that dropout ratio is found high in theses tribes. Even if girls attend the school they leave the school at some point or other before them complete high school education or even primary education. Teachers that have been employed in these schools at times don't know their language making teaching difficult. Besides even if girls attend the school, family environment at home is not conducive to education, they are employed in rearing cattle and in household chores. Imparting proper education to tribal girl where she can be earner of family and hold some respectable position is distant dream of tribal especially Gujjar tribes. (Kumar & Sharma). Low participation of women in higher-growth sectors. Women's recorded labour force participation rates are low in India compared with other countries. Women's participation rates tend to be much higher in rural than urban areas: the rural rate of 30% is twice the urban rate of 15%. Generally in India, women's representation in industry and services, the higher- growth sectors in recent years, is much lower than in agriculture.6 A very high proportion of rural women is engaged in agriculture (84% of women, compared with 67% of men in 2007- 08) and the shift to other sectors is slower for women than men (comparable data for 1977-78 was 88% and 81%respectively). Women's share of wage employment in the non-agricultural sector is one of the MDG gender equality indicators it shows the extent to which women are able to move into employment with higher returns on their labour. In Jammu and Kashmir women have only 11% of non-agricultural wage employment, much lower than the national figure of 19%.

Gender biases in the labour force are evident in the gaps between male and female wages. In Jammu and Kashmir in 2007-08, wages of women who were casual workers (by far the largest category of workers) were 70% of men's wages in rural areas (although almost the same in urban areas). Among wage employees, women's wages were as low as 40% those of men in rural areas (and 90% in urban areas). Among the many factors in the persistence of such discrimination is the perception that women are secondary earners and that lower wages for them are therefore justified. In addition, many women are unaware of minimum wage standards and laws against employment discrimination.(Tabasum, 2014)

STUDIES RELATED TO EDUCATIONAL BARRIER

Poor Provision of Teaching Learning Materials: Teaching- learning material- blackboards, chalk, texts and other reading material, laboratory equipment, instructional aides are always in short supply, of poor quality or simply non- existent. Academic and administrative problems:-Even though the number of programmes for the upliftment of tribal education is many, the percentage of people receiving these benefits is very less. Administrative authorities are always showing very neutral attitude towards the education of the tribal's.

(Haseena 2014). A local newspaper reported in October 2013 said that over 2400 nomad students of around 82seasonal schools of Mandi zone in Poonch were suffering due to non- availability of learning and teaching material. Though the government directions were to issue teaching and learning material to the tune of Rs 2500 per seasonal centre, yet the authorities were giving learning and teaching material to the schools worth less than half of the sanctioned amount. A total of 26 seasonal schools got learning and teaching material worth Rs 1200 just few days before the closure of the schools by October.

Social Discrimination: Tribal children face social discrimination by teachers and peers in the classroom. Teachers do not respect them; they call them dullards, backward and uncivilized. Tribal children are given the job of sweeping/cleansing at schools. This insensitive and cruel treatment of teachers and peers hurt the tribal children and parents as well.

Female Teachers in Schools: Girls are more interested in going to schools if female teachers are there in the schools. They are more comfortable and more vocal with female, thus actively focusing and participating in the learning processes. In rural areas also, parents are interested in sending their girl children to school if female teachers are present. If qualified female teachers are teaching in the school they feel more secured towards their girl children. They may be hesitating to send their girl children in male environment based school (Gul & Khan, 2013).

Transport Facility: One of the barriers for girl education may be the location of schools which are far away from their homes, particularly in rural areas. Adequate transport system is needed for girl to attend the schools. It will be more convenient for them if school buses take responsibility for pick and drop facility for the girl children. In rural areas, other modes may be tried out.

Molestation/Abuse in School: Most of the parents feel in secured towards their girl children as instances of abduction, rape, sexual harassment and molestation of girl dampens the enthusiasm of parents and girl students in pursuing their education beyond a certain age.

Inappropriate School Timing: In rural areas morning time is not suitable for girl education, as they are engaged in domestic work at home or in farms and field during these hours. The enrolment and retention rate may be high when educational facilities are made available during periods suitable to them when they are free from domestic chores (Bose, 2000).

Teacher Professionalism and School Culture: Indifferent attitude of tribal teachers: Teachers do not take much effort to improve the educational level of the tribal students. Lack of communication, high level of absenteeism in the class, bad result in study, lack of attention in classroom by the tribals are some of the factors that has increased the indifferent attitude of the teachers towards the tribal students.(Haseena, 2014**).**

In the remote tribal areas the teacher absenteeism is a regular phenomenon and this affects largely the quality of education (Sahu, 2014). Several micro-studies document how neglect and outright discrimination by teachers against SC and ST students is a major reason for the high levels of drop out at the primary level (Dreze & Gazdar, 1997; Batra,2005). Such abuse of authority is reportedly widespread and raises questions about the culture and practice of teaching and the orientation of teachers as a professional class. Unfortunately, in media and policy discussions, recognition of this problem has only led to a blame game, in which teachers are scorned and criticized, while there is seldom any systematic analysis or suggestion of constructive actions to remedy the situation. Here, we discuss issues of teacher professionalism and school culture, with specific reference to Scheduled Caste and Scheduled Tribe children. (Sedwal & Kamat, 2008). The internal problems of tribal education refer to the quality of school provision, suitable teachers, relevance of content and curriculum, medium of instruction, pedagogy, and special supervision. (Sujatha, 2010). Suitable Teacher If a teacher is accepted by tribal community, it can increase the school participation in tribal areas. A teacher, who understands and respects tribal culture, customs and practices, could gain acceptance. Non-tribal teachers would tend to be unfair and regard tribal children as inferior, while tribal teachers would be more sensitive and sympathetic to the problems of tribal children. (Ahmed 2013).

Curriculum and Pedagogical Issues: A separate, although related area of reform, is that of curriculum content, and learning and teaching approaches. As described above, the marginalization of Scheduled tribal is closely related to their low occupational status. In the agricultural sector, Scheduled tribal are mostly landless and marginal farmers. The Scheduled Tribe children, whose culture and living environments are also very different from middle class rural and urban households. A curriculum that includes the histories, living environments and livelihoods of Scheduled Tribe communities in a positive manner is needed in order to promote a sense of self-worth and facilitate meaningful learning. However, current mainstream curricula do not give attention to the

socio-cultural and economic realities and ideals of Scheduled Tribe communities. (Sujatha, 2010) The curriculum has been unable to meet the needs of a wide range of different learners. In addition to problems in access, factors such as poor quality of the teaching, irrelevant curriculum may lead to marginalization and exclusion. (Padhi 2015).

Many Studies have shown that the content of education taught in the school is for distant from what tribes are familiar with. They want curriculum which is related to the economic activities of their local circumstances. Thus, modern education is often seen as irrelevant to the life and needs of the tribes. (Ahmed 2013).

LANGUAGE OF INSTRUCTION

Tribes have their own language/dialect that forms an important part of their culture but in schools, they are given instruction in some commonly spoken local language, which may not be properly understood by them. Therefore, due to lack of communication between tribal children and teachers leads to truancy and drop out. Tribal children are thus forced to adapt to a new language. (Andrabi 2013).Using the native language as the medium of instruction has also long been recognized as an important factor for successful learning. This is as especially important for ST children who often speak dialects that are different from the regional or state language. The 1986 National Policy on Education and the more recent revised National Curriculum Framework (NCERT, 2005) recommend the use of local languages in the early stages of education. Except in some rare instances (due to the efforts of local NGOs), however, there has been no real attempt to develop primers using words and phrases from the local language or dialect. Even in cases where there is clear justification for developing bilingual primers – such as in the case of the Gond tribal language, which is spoken by an estimated 3 million people in the central Indian belt – such efforts have been lacking. (Kamat 2008) Language is one of the important constraints of tribal children which prevents them access to education. (Sahu 2014). Tribal languages, except a very few, belong to Austro-Asiatic language family and are different from dominant non tribal languages of India which belong either to the Indo European or the Dravidian family. In most of the time tribals face acute problems in language. (Haseena, 2014).

PROBLEMS IN THE PROVISION AND ORGANIZATION OF EDUCATION

Proper monitoring is hindered by poor coordination between the Tribal Welfare Department and School Education Department. (Sahu, 2014). There is not an accurate picture of the number of learners excluded from the school system. These learners include those who have never attended school and those who have dropped out. Only a small percentage of learners who were earlier categorized as having "special needs" receive appropriate education in ordinary schools or special settings. There is not support available for those learners who are outside the system. Existing provision after primary school is inadequate to meet the needs. The provision and the distribution of resources reflect the inequalities of the apartheid past. Learners who have historically faced barriers to learning have had few opportunities for further education at the tertiary level. (Padhi 2015). Though the demand for changing the content and curriculum to suit the tribal context has been an old one, no serious effort has been made in this direction in any state, except for some sporadic pilot projects. The uniform structure and transaction of curriculum has put tribal children at a disadvantage. In respect of pedagogy, it has been found that the rigid systems of formal schooling, which emphasize discipline, routine norms, teacher centred instruction, etc. have made the children wary of school. This goes against the culture of free interaction and absence of force as embedded in tribal ethos and culture prevalent at home. This has led to sharp division between home and school leading to lack of interest among the children towards school, and research findings have shown this as a major factor behind non- enrolment. Another area is the inherent fear of tribal children towards the teacher, and their inability to establish a communication link with the teacher and this is reflected in low attendance and high dropout rates. This could be tackled to a great extent by using the regional language as the medium of instruction. The Constitution of India allows the use of tribal dialect (Mother Tongue) as the medium of instruction in case the population of the said tribe is more than one lakh. But this has not been adopted on the grounds of feasibility and viability of introducing and sustaining such a change. In recent years, some efforts have been made for preparing primers in tribal dialects but again they have been nullified in the context of inter tribal rivalry, hierarchy, etc, and also, being on a very small scale, are incapable of influencing main- stream practices. The training needs of staff at all levels are not being adequately met. Little or no training and capacity building opportunities exist for community resource persons, particularly careers. Training tends to be fragmented, uncoordinated, inadequate, unequal and often inappropriate to the needs of a community.

TRIBAL CONCEPT OF LEARNING

In most of the tribal cultures learning is an active pleasurable event mostly carried on among peers. But the existing system of education does not take in to account their learning style. Problem of learning English:

Tribals need for English is great, they face problems in learning than their non-tribal counterparts. For tribals their typical use of regional languages interferes with English. For them English are 5th or 6th languages. Problems in learning to read. Tribals have long oral tradition. Their culture is oral. Their history, myths and traditions are orally handed down from generation to generation. Most of the language does not have scripts of their own; their oral tradition still continues to exist.

STUDIES RELATED TO SOCIETY BARRIER

Environment; The vast majority of centers of learning are physically inaccessible to many learners, especially to those who have physical disabilities. In poorer, particularly rural areas, the centers of learning are often inaccessible largely because in education buildings are rundown or poorly maintained. They are unhealthy and unsafe for all learners.

Nature of Society: The physical barriers create a hindrance for the children of a tribal village to attend the school in a neighbouring village inputs. In tribal society is male dominated and patriarchal in nature. The final authority is vested in the hand of male members and this adds to lower down the status of women in the society, who are mostly confined to looking after children, elder and their cattle. They have a very little say in the decision regarding their children's particularly daughter education. (Sameena & Ahmed 2015).

Nature of Habitat: Most of the tribes live in difficult terrain, forests and remote areas. The dearth of schools in these areas leads to absenteeism among the tribal children. Study of Koundal (2012) shows that tribal children walk 3-4 km on foot to reach school every day.

STUDIES RELATED TO SOCIO-ECONOMIC AND CULTURAL BARRIER

In a broad sense, these socio-economic and cultural factors can be outlined as poverty and poor economic conditions, social customs, cultural ethos, lack of awareness and understanding of the value of formal education, conflict and gap between the home and school, etc. Studies one educational deprivation of tribals have inevitably linked it to their poor economic condition and poverty. The main occupation of tribals is agriculture, practiced either through shifting cultivation or terrace cultivation where productivity remains very low. Consequently, children play an important role, contributing directly or indirectly to family income by participating in the family occupation and household works like cattle grazing and fuel and fodder collection, etc. Even though elementary education is deemed free and additional incentives are given to children, in practice, it is not free due to several reasons. (Sujatha, 2010). It should be noted that the impoverished economic status of tribals makes even the small amount of private expenditure involved in procuring writing material, clothing, etc a serious burden on the family. Under these circumstances, it is not surprising if education is not given priority. In an economy dominated by struggle for survival, options are limited. Since education does not provide any visible and immediate benefit and tribals do not see beyond their present state, the participation of tribal children in education also becomes limited. Another reason for low participation is the opportunity cost involved, as the majority of non enrolled children are required to work in households or family occupations. Even if the economic contribution of children is indirect, they certainly facilitate the participation of parents in economic activity. In recent years the efforts of the government have been directed towards improving economic conditions of tribes by introducing various developmental programmes and schemes, mostly related to agriculture, horticulture, and cattle rearing, backed by subsidies and monetary and non-monetary .

CULTURAL INCOHERENCE

There is a difference in Tribal culture and formal schooling system. Tribal children enjoy lots of freedom in their society and interaction with nature. On the other hand, children in school are highly expected to be disciplined and to remain confined to the four walls of the classroom. This conflict between the discipline of the school and freedom of home results in opposition and reluctance on the part of the tribal children to attend school. (Ahmed 2013).

Economic Condition: The economic condition of tribal people is so poor that they do not desire to spare their children or their labour power and allow them to attend schools.

Low Socio-Economic Status: Tribals enjoy low socio-economic status. Miller (1988) has identified four major classes of variables such as cognitive variables, physical variables and motivational variables where disadvantaged learners show poor performance as compared with the advantaged groups. (Haseena 2014).

STUDIES RELATED TO ATTITUDE OF THE PARENT BARRIER

As education does not yield any immediate economic return, the tribal parents prefer to engage their children in remunerative employment which supplements the family income. The importance of parents educational attitudes and behaviours on children's educational attainment has been well documented, especially in the

developmental psychology literature. In such research different elements of parents educational attitudes and behaviours, such as the provision of a cognitively stimulating home environment, parental involvement in children 'sactivities, and parental beliefs and aspirations, have been identified as having a significant effect on children's levels of educational achievement. Yang & Shin (2008) utilized semi structured in-depth interviews with 34 participants to explore the potential influence of parental attitudes towards education on their children's daily life and their development in Korea. The findings suggest that the desire of the parents for the educational success of there. Children are profound and it has a huge impact on their actual behaviour towards their children. Although there was a contrast between what parents should want and the under lying preoccupying concern, all of the parents placed great importance on their children's academic achievement as a means to acquire personal advancement, higher social status, and wealth.

The children's developmental needs for leisure, pleasure, and sleeping are overlooked. Their psychological and emotional well-being tends to be ignored. Focusing on the best interests of children is going too far for some in Korean society. This study concludes that behind the idea of well-being of children and fulfilling each child's potential must lie fundamental values concerning the needs, interests and welfare of children. The results of the study conducted by Sinha (2005) shows that 97 % of the tribal girls and their parents do not have favourable attitude towards the education of girls. The descriptive study was conducted by interviewing a random sample of tribal girls between the ages 11 -14 years, their parents and teachers from various tribal villages of Orissa. The study revealed that lack of family support and prevailing negative attitude of parents towards the education of girls are the major constraints of education of girls in the tribal society. Parent does not feel motivated to get their daughter educated because majority of parents are illiterate. They do not understand the importance of girls education .Illiteracy of parent and traditional thinking directly contributes to the low level of girl's education. (Suri & Ahmed 2015). Tribal parents are mostly illiterate. They always show a very indifferent attitude towards the education of their children. They are interested in providing household responsibilities to their children a very early stage of their education. The parents of these students do not have any relationship with the society outside and are unaware of the importance of education. All teachers are talented. Teaching such children is a herculean task. (Haseena, 2014)

STUDIES RELATED TO ILLITERACY OF PARENT BARRIER

The high level of parental illiteracy among tribal families also constraints the education of tribal children. Lack of parental support and poor learning environment at home makes learning for them very difficult. The present education system does not fit their needs, which lead to stagnation and wastage among them (J&K SRC Report 2009 & Andrabi 2013)

STUDIES RELATED TO INDIFFERENT ATTITUDE OF TRIBAL STUDENT BARRIER

Students clearly said don't like someone forcing me to get up early in the morning. So, I was unhappy to go to school. Subjects like Science are good for me, but, English, Hindi and Mathematics are very tough. I could not follow English and Hindi classes. Whenever I commit mistakes, in front of others, teachers used to scold me, beat and pinch my ears. (Youask et.al.); almost 90% of the children have similar experiences. See, their beating caused swelling on my legs. Moreover, the staffs ridicule us by calling, tribal fed up with all these, my two friends and I decided to run away from the school. One day, we climbed on the compound wall and got on to the branch of a tree outside that was almost touching the compound wall, climbed down, and somehow or other managed to reach our settlement (Haseena, 2014).

STUDIES RELATED TO EARLY MARRIAGE BARRIER

The daughters are considered as a load on their parent until they are married. It is evident from the past that early marriage prevailed mostly in rural society custom of early marriage was deeply rooted in the Poonch because majority of people in Poonch district live in rural areas, thus the question of daughter's education was hardly thought of. The evil custom of early marriage can be considered an important factor responsible for the educational backwardness of women in Poonch district (Sameena & Ahmed 2015).

The dowry custom is absent in the tribes of ST in Kishtwar particularly Gujjar tribes of Kishtwar district. There is instead a system of bride price in these tribes which has to be paid by bridegroom to the parents of girl. 70% of respondents agreed that bride price is given in the form of both cash and kind. Equal amount is paid in the form of animals to the parents of girl. This amount is given to compensate for the loss to the parents of the girls but in the Gujjars of Rajouri district this custom has gone way but in its' place the custom of dowry is gaining ground and depending upon economic condition dowry is given. While doing engagement ceremony, the terms of marriage are fixed and the bridegroom is asked to deposit the amount of cash in the name of bride in the form of economic security. One of the notable features of Gujjar tribes is that in many cases polyandry is

practiced. And there is a flexibility in the matter of separation and divorce, an important thing that was found in a study on Gujjar tribes was that in 40% of cases there was love marriage between the couples. (Kumar & Sharma 2015). Many girls in many districts of J&K still get married at an early age, which affect their education to a great extent (Dabla, 2007).

STUDIES RELATED TO MIGRATION BARRIER

The nomadic household Gujjars of the study area migrate with their livestock between summer and winter pastures. The basis of their economic activities is keeping buffalo herds. With the approach of summer months, when grass and other fodder as well as water becomes scarce in the lowers regions, the Gujjars take their herds to higher-altitude pastures of Udhampur and Chamba where grass is regenerated after snow. Winter is spent in the lower reaches/plains of Udhampur and Kangra districts. Migration proceeds between predetermined sites a long traditionally set routes and according to a more or less fixed time table. The upward and downward journeys take about 10 to 15 days each.

PROBLEM DURING MIGRATION

The nomadic Gujjars of Udhampur and Kangra districts have to face a number of problems at upper, lower reaches/plains and in transition. The main problems in upper reaches are due to harsh nature, forest department rules, shortage of good quality fodder, accommodation, militancy, education of children, medical facilities, marketing of milk/milk products and drinking water and electricity etc. In lower reaches/plains, they have problem with the local people who raise the objection whenever they try to settle in the Govt. land or near to village and from mobile schools which are officially roaming with them but in reality they are not functional on the ground. In the transition period, while ascending or descending journey in both the districts, all the Gujjars faced problems like rain, snowfall, heavy storm, hailstorms and landslides which cause not only loss of their near and dears ones but also of their live stock. In the oscillation, most of the time they have to travel on the national high way where respondents stated the fear of accident. Non availability off odder and harassment by security forces/police also creates problem for them. (Koundal 2012).

METHODOLOGY

Research methodology is a way to systematically solve the research problem. It may be understood as a science of studying how research is done scientifically. In it we study the various steps that are generally adopted by a researcher in studying his research problem along with the logic behind them. It is necessary for the researcher to know not only the research methods/techniques but also the methodology. Researchers not only need to know how to develop certain indices or tests, how to calculate the mean, the mode, the median or the standard deviation or chi-square, how to apply particular research techniques, but they also need to know which of these methods or techniques, are relevant and which are not, and what would they mean and indicate and why. Researchers also need to understand the assumptions underlying various techniques and they need to know the criteria by which they can decide that certain techniques and procedures will be applicable to certain problems and others will not. All this means that it is necessary for the researcher to design his methodology for his problem as the same may differ from problem to problem. For example, an architect, who designs a building, has to consciously evaluate the basis of his decisions, i.e., he has to evaluate why and on what basis he selects particular size, number and location of doors, windows and ventilators, Uses particular materials and not others and the like.

Similarly, in research the scientist has to expose the research decisions to evaluation before they are implemented. He has to specify very clearly and precisely what decisions he selects and why he selects them so that they can be evaluated by others also. (Kothari2004). According to Selltizeetal (1959) indicates that, "research designs are closely linked to investigator objectives, accordingly they specify that research designs are descriptive and /or experimental in nature. According to Ackoff Russel (1961) research design is, ―planning various phase and procedures relating to the formulation of research effort. According to Henry Manheim (1977), ―Research design not only anticipate and specifies the seemingly countless decisions connected with carrying out data collection, processing and analysis, but it represent a logical basis for these designs. According to Kerlinger (1983) has rightly remarked. Research designs set up the frame work for adequate test of the relation among variables .Design tells us in a sense, what observation to make, how to make them and how to analyze the quantitative representation of the observation.

A design tell us what type of statistical analysis to use .Finally ,an adequate design outline possible conclusion to be drawn from the statistical analysis. According to Miller (1989) has defined research design, - as the planned sequence of the entire process involve did conducting a research study. Descriptive survey method used

in the study as the investigators tried to get information about more than one variable and assigned numerical value to those variables also with better understanding of perceptions of stakeholders (Hittleman & Simon, 1997). Through this method information about conditions, situations and events that occur in the present can be obtained (UNESCO, 2005 & Puhan, 2013). A descriptive study is one in which information is collected without changing the environment (i.e., nothing is manipulated). Sometime these are referred to as correctional or observational studies. The office of human research protection defines a descriptive studies as - any study that is not truly experimentall .in human research a descriptive study can provide information about the naturally occurring health status behaviour attitude or other characteristics of particular group. Descriptive studies are also conducted to demonstrate associations or relationships between things in the world around you. Descriptive studies can involve a onetime interactions with in the groups of people (Cross Sectional Study) or a study might follow individual overtime (Longitudinal Study). Descriptive studies, in which the researcher interacts with the participant, may involve surveys or interviews to collect the necessary information. Descriptive studies in which the researcher does not interact with the participant include observational studies involving data collection using existing records (e.g., Medical Record Review).

RESEARCH DESIGN

The investigator followed secondary data analysis method for this study. The investigator visited Chief Education officer's Office Poonch and collected relevant data about educational profile of Poonch district. The same way investigator visited Chief Education officer's Office Rajouri and collected relevant data about educational profile of Rajouri district. The official websites of education department also widely used for data collection and documentation. The data analysed using various methods and compiled in a standard manner. The present study is an attempt to investigate the educational profile of Poonch and Rajouri districts of Jammu and Kashmir. A unstructured survey, Secondary data analysis and informal interview was adopted to get information about the various problems of school going children covering barrier faced as the social, economic and educational etc. The data was collected for the study by unstructured survey and informal interview. The study was conducted to the know the educational profile of Poonch and Rajouri District. The study involves the description, analysis and interpretation, of the problems of Students studying in schools, colleges and other institutions.

ANALYSIS AND INTERPRETATION

The most important step in any research project is the organization analysis and interpretation of data. The raw scores collected with the help of the tools do not reveal the true picture out of the raw scores sophisticated statistical techniques have to be applied. After the data have been collected and tabulated it must be processed and analysed to draw proper inferences. The data must be scientifically analysed intellectually interpreted and rationally concluded. The interpretation is the most important step in the total procedure of research. After collection of data the next step in the process of research is the organization analysis and interpretation of data and formulation of generalizations and conclusions to get a meaningful picture out of the raw information collected. The mass data collected through the use of tools need to be systematized and organized i.e. edited, classified and tabulated before it can serve the purpose. Here editing implies the checking of gathered data for accuracy, utility and completeness; classifying refers to the dividing of the information into different categories; classes or heads, for use; and tabulating denotes the recording of the classified material in accurate states terms, i.e. marking and counting frequency tallies for different items on which information is gathered. Analysis of data includes comparison of outcomes of various treatments upon the several groups and making Of the decision as to the achievement of the goals of the research. Analysis of data means studying material in order to determine inherent facts or meanings. It involves breaking down existing complex factors into simpler parts and putting the parts together in new arrangements for the purpose of interpretation.

Table 4.1 Showing the total number of zones in district Poonch and Rajouri

Sl No.	Name of the District	Number of Zone
01	Poonch	11
02	Rajouri	15

The above table shows that in Poonch district there are 11 zone and in Rajouri there are 15 zone.

PROFILE OF DISTRICT POONCH

1. Area: 1674 (Sq. Kms.)
2. No. CD Blocks: 06
3. No. Tehsils: 04

4. No. Niabats: 08
5. No. Villages: 179
6. Road length ending (2007-08): 596 kms
7. Road length per 100 Sqkms of area: 35.60 kms
8. Population 2011 (in Nos): 476820
9. BPL Population (in Nos): 138404
10. %age of total population: 33.67%
11. Sex Ratio (Female):-
    - i) District Avg. 890 (2011 census)
    - ii) State Avg. 883 (2011 census)
    - iii) National Avg. 940 (2011 census)
12. Literacy rate:-
    - i) District Avg. 68.69% (2011 census)
    - ii) State Avg. 68.74% (2011 census)
    - iii) National Avg. 74.04% (2011 census)
13. Education

    A. School Education:-
    - i) Primary Schools: 578
    - ii) Middle Schools: 304
    - iii) High Schools: 45
    - iv) Higher Sec. Schools: 24

    B. Higher & Technical Education:-
    - i) University Campus: 01 (University of Jammu)
    - ii) Colleges: 02
    - iii) ITI: 03

14. Health Infrastructure:-
    - i) Distt. Hospital: 01
    - ii) PHCs: 17
    - iii) Sub-Distt. Hospital: 03
    - vi) Sub Centres: 102
15. Other Infrastructure:-
    - i) Trade Facility Centre: 01
    - ii) Industrial Estates: 01

Table 4.2: Showing the Total number of enrolment of District Poonch

Sl.No	Zones	Enrolment				
		PS	MS	HS	HSS	KGBV
1	Poonch	6439	2806	1833	1701	0
2.	Kanuyian	4881	2232	789	0	0
3.	Nangali	4197	1757	739	583	38
4.	Sathra	3841	1568	736	0	0
5.	Mandi	6729	2801	1652	987	85
6.	Surankote	12923	5310	2817	1842	0
7.	Bufliaz	8277	3156	1664	723	0
8.	Harni	4994	2306	1035	656	40
9.	Mendhar	7535	3515	2258	2007	0
10.	Mankote	7400	2950	1377	497	40
11.	Balakote	5098	1952	1142	945	43

The above table shows the overall enrolment of students in district Poonch such as Primary School, Middle School, High School ,Higher Secondary School and Kasturba Ghandhi Balika Vidyala (KGBV).

Table 4.3

Showing District – wise number of Government Schools in Poonch District:

Sl. No	Educational Zone	Primary	primary with upper primary	U.P & Sec/ High secondary	Higher secondary	Total
1	Bufliaz	104	42	6	2	155
2	Balakote	82	27	6	0	115
3	Hami	59	22	4	0	85
4	Kuniyian	64	19	2	1	86
5	Mandi	86	50	2	1	140
6	Mankote	85	32	4	1	122
7	Mendhar	106	42	4	0	153
8	Nangali	57	35	4	0	96
9	Poonch	58	26	4	1	89
10	Sathra	51	28	3	1	83
11	Surankote	168	62	6	1	238
	Total	**920**	**385**	**45**	**8**	**1362**

Source: office of chief Education officer (CEO) Poonch.

Table 4.4

Showing a comparison of mobile schools and seasonal campus in Poonch in 2009

Activity unit	Schools	Enrolment	Teacher/EV
Mobile(PS) MPS	36	1442	87 Teachers
Seasona Camps	187	8339	251 EVS

A total of 165 seasonal schooling camps were made operational during 2007 and this facility was extended to 187 locations during 2008 and 2009 summer and provided accommodation by arranging the tents in collaboration with the NGOs. During 2009, seasonal camps covered 8339 children. The Seasonal camps were not made operational in 2010.

Table 4.5

Showing the Zonal wise distribution of Schools in the District Rajouri

S. No.	ZONE	Primary			Upper Primary					High School			Higher Sec. School	Total School
		PS	Mobile PS	Total PS	MS	Mobile MS	LHS	KGBV	Total MS	HS/ Normal HS	Under (RMSA)	Total High School		
1	Peeri	69	2	71	33	0	0	0	33	4	5	9	3	116
2	Kotranka	84	3	87	44	0	0	0	44	3	1	4	4	139
3	Nowshera	49	0	49	41	0	0	0	41	5	4	9	4	103
4	Moghla	50	9	59	27	0	0	1	28	3	5	8	2	97
5	Manjakote	89	2	91	48	0	0	1	49	6	4	10	4	154
6	S.Bani	36	0	36	37	0	1	0	38	5	1	6	3	83
7	Baljarallan	65	2	69	31	0	0	0	31	6	3	9	1	108
8	Darhal	70	4	74	31	0	0	0	31	3	0	3	3	111
9	Thanamandi	65	16	81	41	0	0	1	42	5	3	8	5	136
10	Kalakote	82	8	90	45	0	0	0	45	8	1	9	3	147
11	Dandesar	57	2	59	40	0	1	0	41	7	1	8	2	110
12	Doongi	56	4	60	31	0	0	1	32	7	1	8	2	102
13	Khawas	72	0	72	42	0	0	1	43	2	5	7	1	123
14	Lower Hathal	41	4	45	29	0	1	0	30	6	2	8	1	84
15	Rajouri	65	0	65	37	0	0	0	37	3	3	6	3	111
	Total:	**950**	**56**	**1006**	**557**	**0**	**3**	**5**	**565**	**73**	**39**	**112**	**41**	**1724**

The above table shown the zone wise number of schools and their enrolment in District Rajouri. Now we come on conclusions of Analysis and Interpretation regarding the educational profile of District Poonch and Rajouri. The data collected from Chief Education Officers office at Ponch and Rajouri. The data detailed in this section indicates that, there a lack of infrastructure facilities in schools of these selected districts. It indicates that, there a necessity of intervention of government and other non-government organisations for the enhancement of the educational system in Rajouri and Poonch districts of Jammu and Kashmir.

SUMMARY, CONCLUSION AND SUGGESTIONS

At the end, it can thus be concluded that Rajouri and Poonch twin boarder Districts have their separate historical background and heritage with separate socio cultural identity and Muslim dominant caste ridden society, remain battle field of three Indo-Pak wars, different from any other area of the State in all aspects of social life. The region is the victim of backwardness, poverty, unemployment and illiteracy. The Government efforts could not bring the region up to the mark of expected developmental equality with other regions of the State. The developmental balance is expected to be maintained by the provision of Rajouri-Poonch Autonomous Hill Development Council. This would be the most effective and democratic step for the eradication of all types of regional imbalance. And especially the opportunities will accommodate and ensure the rehabilitation of the diverted youth. Education is the very heart and soul of the society the development of every society in this modern age is purely based on skilful and educated youth. And this will possible only when we have a good working education system in our country. In order to bring the educationally backward & downtrodden people to the level of main stream people living in urban areas. The free and compulsory education as provided in our constitution for them is an important need of the modern age.

The socially and educationally backward classes like, S.Ts/SCs/OBCS in our country faced many type of barrier in this competitive world like, economic, social, personal, educational, cultural barriers. Keeping in view all this, the State of J&K comprised of diverse cultural , tradition , religion and most importantly a rural based population state the resident of which facing many difficulties in providing valuable & quality education to their children especially the Tribal & Nomadic people like, Gujjars & Bakkarwals. The population of these sections of society mainly concentrated in border district like, Poonch Rajouri, Kupwara, Baramullaetc. District poonch being a border & hilly district comprised a large population of scheduled tribes. All those barrier which are common to every society on the same line faced by scheduled tribes children of district Poonch but at the same time there are number of other barriers / problems which are indigenous in nature to this S.T populated district like, uneasy accessibility to number of modern education facilities like, computer education, transport facility co-curricular facility, clean drinking water, washroom facility as it is true that all these above said facilities create interest of study among the students but these students lack all these facilities, which lead to many bad consequences like Drop out, wastage and stagnation . Poor family income of these people is also a barrier which lessen the interest of the children of scheduled tribes peoples because their poverty does not allow them to continue their study. This study shows that most of the student in Rajouri and Poonch districts discontinue their study at intermediate level and they will join in the work-force.

The people in Poonch and Rajouri district are educationally backward. There exists a wide gender disparities in literacy as evident in census data, district handbook and a few studies on issues related to educational profile of district Poonch and Rajouri of Jammu and Kashmir. This study only focused on educational profile of the district Poonch and Rajouri. The scope for further studies viz. Comparison between the educational facilities, Comparison between selected sectors of Education in these two districts are still prevalent.

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UNIT 5

FUNCTIONING OF KGBV SCHOOLS IN DISTRICT BARAMULLA: AN EVALUATIVE STUDY

Shabnum Showkat Rather

INTRODUCTION

Education is the birth right of every child. It equips them with the knowledge and skills they need to realise their potential and to protect themselves from harm. And the better quality of life education brings, translates into huge benefits for society. That is why education is essential to the development of every country. However, girls are far too often left behind. If this continues, such progress will never be made.

- "A Happy Girl is the future of our country" - (Girl Child Campaign, Govt. of India)
- "Investing in Opportunities for Women and Girls has strong multiplier effect across all Millennium Development Goals (MDGs)." - UNDP (2007)

There was a time when people thought that it was not necessary to educate girls. Now we have begun to realize that girls' education is essential. The modern age is the age of awakening of girls. They are trying to compete with men in all spheres of life. There are many people who oppose girls' education. They say that the proper sphere of girls is the home. So, they argue that the money spent on girl's education is wasted. This view is wrong, because girl's education can bring about a silent resolution in the society. Education means all round development, this all round development means intellectual, social, and emotional development. It is only education that moulds the behaviour of an individual. Every society endeavours to make its citizens educated in the best possible manner. All over world, education is regarded as a potential investment for the future. An old proverb lies down. If you are planning for one year, plant rice: if you are planning for five years, plant a tree and if you are planning for the future, educate your children." That is education is always considered as a ladder of development. It dispels darkness and brings light.

CONCEPT OF KASTURBA GANDHI BALIKAVIDYALAYA (KGBV)

The KGBVs are primarily meant for girls from disadvantaged communities such as SC, ST, OBC and minorities from low female literacy mandals. KGBV scheme an important flagship programme for girls under SSA is a step in this direction. It is meant for uplifting the girls belonging to rural and marginalized groups of the society. This scheme had given a second chance to those girls who have dropped out. The word Kasturba has three syllables i.e. kas-tur-ba, ka-stu-rba The baby girl name Kasturba is pronounced as KAEST-ERBAH. Kasturba's language of origin is Sanskrit and it is used largely in the Indian language. The name is of the meaning 'musk'. Kasturba is unusual as a baby name for girls. It is not ranked within the top 1000 names. Kasturba Gandhi was the daughter of a prosperous businessman of Porbander (Kathiwar). She was married at the very young age of thirteen to Mohandas Karamchand Gandhi. She was born in 11 April 1869. She was a political activist fighting for civil rights and independence from the British. The word Balika- means a version who is worshipped as a mother. It is a female gender. The hindi meaning of Balika (arthkyahai). The 'Vidyalaya' - refer to a place where knowledge is spread or given. Simply **vidyalaya** means a school. **Maha-vidyalaya** means College **Vishwa-vidyalaya** means University. To target pockets where girls' education is lagging behind, the Government of India has launched Kasturba Gandhi BalikaVidyalaya (KGBV).

The KGBV programme is primarily meant to bring out-of-school girls of 11+ age and girls from scattered habitations back into formal schooling. In exceptional cases girls who are in difficult circumstances and are unable to complete primary education would also be enrolled in the KGBVs. The primary medium of instruction in KGBV schools is English language and school is for a girl only that is all the seats are reserved for girls only. In KGBV schools classes from 6th to 8th. The KGBVs are primarily meant for girls from disadvantaged communities such as SC, ST, OBC and minorities from low female literacy mandals. While enrolling children in the KGBVs the following shall be given priority:

- Girls who have dropped out or never enrolled in school.
- Orphans and semi-orphans.
- Children from the BPL category.

PRIMARY EDUCATION OF INDIA

Education is important for development of human capacities (Sen, 1996), economic growth of (Adeola 1996), equality (Graadstein, 2003) and social stability (Ritzen, Easterly & Woolcock, 2004) Not withstanding all this,

it was only in 2009 that India, the world largest democracy, enacted the right of children to free and compulsory education (RTE) Act, which provide eight years of primary education to every child in the age group of primary education to every child in the age group of 6-14 years in an age of appropriate.

LITERACY RATE OF JAMMU AND KASHMIR

Literacy rate is defined as percentage of literates among the population aged seven years and above. Educational progress of a state is gauged through it literacy rate. The overall literacy of J&K has increased by about 13.67%, between 2001 and 2011 from 55.50% to 68.74% with male literacy at 78.26% and female 58.01%. Female literacy has increased by 15%. The literacy rate of district Baramulla is 66.93% with male literacy at 77.35% and female literacy at 55.01% as per census 2011.

FOCUS ON GIRLS LITERACY

The focus on girls' literacy aims to help girls to complete primary education and access formal schools provides onsite academic support to enhance the quality of teaching and nurtures leadership skills among girls. It offers alternative education opportunities for women and girls from marginalized sections of the society. It is the key to empowering women and girls, which helps bring about social equality.

KGBV Schools of J&K: The govt. of J&K implemented Kasturba Gandhi BalikaVidyalaya (KGBV) School for the education of girl child. The total number of KGBVs sanctioned 99 and 97 are operational out of 99 as on 31st March, 2013. The present KGBVs are 56 in J&K.

KGBV Schools of Baramulla District: There are 10 KGBV schools in Baramulla district viz: Khawajabagh, Wagoora, TragporaRohama, WatergamDangiwacha, Buran Pattan, Boniyar, Sopore, MundjeeDangerpora, SultandakiJullah and Tangmarg.

ELEMENTARY EDUCATION IN INDIA

Education ensures complete development of one's personality and thereby sustained growth of the nation. Elementary education in India, therefore, is the foundation on which the development of every citizen and the nation as a whole depends. Moreover, the quality of elementary education in India has also been a major cause of worry for the government. Therefore, the nation has introduced innovative ways of universalizing elementary education (UEE), viz. SSA, GEEL, NPEGEL and KGBV.

Sarva Shiksa Abiyan (SSA): The scheme of Sarva Shiksha Abhiyan (SSA) was started in the year 2001-02 with the objective of Universalization of Elementary Education. It is an attempt to provide an opportunity for improving human capabilities to all children including the girl child, through provision of community-owned quality education in a mission mode. The Sarva Shiksha Abhiyan is an effort to universalize useful and relevant elementary education by community-ownership of the school system for all children in the age group of 6 to 14 years by 2010. SSA has also established basic objectives such as all children in School, Education Guarantee Centre, alternate School, 'Back-to-School' camp by 2003; all children complete five years of primary schooling by 2007 and eight years of elementary schooling by 2010. SSA had set few norms for the interventions to improve and develop the infrastructure of the school. All possible steps have been taken to achieve the goals. However, as SSA has limited financial provisions for girls' education in the form of "innovations" at district level and free textbooks, and thus there is a need for an additional component. NPEGEL was thus, formulated for education of under privileged/disadvantaged girls from class I to VIII as a separate and distinct gender component plan of SSA. With this scheme effort for girls' education at elementary level were streamlined.

Girls Education at Elementary Level (GEEL): Education of girls has been a high priority with the Government of India. To achieve actual development of the society, both men and women needs to be empowered in all the aspects. The National commitment to provide free and compulsory education to all children in the 6- 14 years' age group is now a Fundamental Right of every child in India after the passing of the Constitution (86th Amendment) Act in December, 2002. But it is seen that girl's education has suffered for many reasons in our society.

National Programme for Education of Girls at Elementary Level (NPEGEL): The NPEGEL, launched in September 2003, is an integral but distinct component of the Sarva Siksha Abhiyan but with a distinct identity. It provides additional provisions for enhancing the education of underprivileged/disadvantaged girls at elementary level through more intense community mobilization, the development of gender sensitive learning materials, early child care and education facilities and provision of need-based incentives like escorts, stationery, work books and uniforms etc. for girls. All Educationally Backward Blocks have been included under NPEGEL.

Kasturba Gandhi BalikaVidyalaya (KGBV): The Kasturba Gandhi Balika Vidyalaya (KGBV) scheme was launched by the Government of India in August, 2004 for setting up residential schools at upper primary level for girls belonging predominantly to the SC, ST, OBC and minorities in difficult areas. The scheme provides for a minimum reservation of 75% of the seats for girls belonging to SC, ST, OBC or minority communities and priority for the remaining 25%, is accorded to girls from families below poverty line. The KGBV has been merged with the SSA programme as a separate component of that programme during the XIth Five Year Plan since 1st April, 2007. As on 30th September, 2014, a total no. of 3609 KGBVs were sanctioned out of which 3593 (99.56%) are operational. 3.52 lakh girls have been enrolled in these KGBVs out of which 21525 (6.10%) girls are enrolled from Muslim Community**.** The objective of KGBV is to ensure access and quality education to the girls of disadvantaged groups of society by setting up residential schools at upper primary level.

KGBV - Background: The Kasturba Gandhi BalikaVidyalaya (KGBV) scheme was launched by the Government of India in August, 2004 for setting up residential schools at upper primary level for girls belonging predominantly to the SC, ST, OBC and minorities in difficult areas. The scheme of the KGBV ran as a separate scheme but in harmony with the Sarva Shiksha Abhiyan (SSA), National Programme for Education of Girls at Elementary Level (NPEGEL) and Mahila Samakhya (MS) for the first two years, but has since 1st April, 2007 merged with the SSA programme as a separate component of that programme.

KGBV: SCOPE/ COVERAGE OF THE SCHEME

The scheme was applicable since inception in 2004, in Educationally Backward Blocks (EBBs) where the rural female literacy is below the national average (46.13%: Census 2001) and gender gap in literacy is more than the national average (21.59%: Census 2001). Among these blocks, schools may be set up in areas with:

- Concentration of tribal population, with low female literacy and/or a large number of girls out of school;
- Concentration of SC, OBC and minority populations, with low female literacy and/or a large number of girls out of school; ¨
- Areas with low female literacy; or
- Areas with a large number of small scattered habitations that do not qualify for a school.

The criteria of eligible blocks have been revised with effect from 1st April, 2008 to include the following: An additional 316 Educationally backward blocks with rural female literacy below 30%; and 94 Towns/cities having minority concentration (as per the list identified by Ministry of Minority Affairs) with female literacy rate below the national average (53.67%: Census 2001).

COVERAGE OF THE SCHEME

The scheme is being implemented in 27 States/UTs namely: Assam, Andhra Pradesh, Arunachal Pradesh, Bihar, Chhattisgarh, Dadar& Nagar Haveli, Delhi, Gujarat, Haryana, Himachal Pradesh, Jammu and Kashmir, Jharkhand, Karnataka, Madhya Pradesh, Maharashtra, Manipur, Meghalaya, Mizoram, Nagaland, Orissa, Punjab, Rajasthan, Tamil Nadu, Tripura, Uttar Pradesh, Uttarakhand and West Bengal. 3609 KGBVs were sanctioned by Government of India in 460 districts as of 30th June 2014. Out of these, 330 KGBVs are sanctioned in Scheduled Castes (SC) SFD districts and 508 in Scheduled Tribes (SC) SFD districts, of which 329 and 508 are operational respectively. 544 KGBVs were sanctioned and operational in Muslim Concentration districts. 912 out of 913 KGBVs sanctioned were operational in 88 districts identified for the Integrated Action Plan for Selected Tribal and Backward Districts up to 30-6-2014.

KGBV: **ELIGIBILITY CRITERIA FOR ENROLMENT**

At the primary level the emphasis is on the slightly older girls, who are out of school and were unable to complete primary schools (10+). However, in difficult areas (migratory populations, scattered habitations that do not qualify for primary /upper primary schools) younger girls can be targeted. At the upper primary level, emphasis is to enroll girls, especially adolescent girls who are unable to go to regular schools. Girls who have no primary schooling facility within 1 KM radius. Over age girls from Residential Bridge Courses. Girls who have no upper primary education facility for further studies in their own village. The main thrust of the scheme is to provide access at upper primary level to disadvantaged sections of girls in EBBs, who have remained outside the educational system despite interventions of other government programmes, due to persistent socio economic, cultural and topographical reasons

KGBV: RESERVATION POLICY

- In view of the targeted nature of the scheme, 75% of the enrolment would be for girls from SC, ST, OBC or minority communities, in such residential schools and only thereafter, 25% girls from families below the poverty line are admitted.
- Priority given to girls with special needs: Girls from Access-less habitations (non-availability of primary schooling facility within 1 km distance), girls eligible for whichever standard are enrolled and girls from villages where upper primary schooling facility is not available within 3 km distance.

KGBV: ADMISSION PROCESS

- Admission starts from 15 days before beginning of the new academic session.
- Late applications considered only in case of availability of vacancy. For the second year, girls enrolled in KGBV in the first year are given preference**.**

KGBV - Objective: The main objectives of the Kasturba Gandhi Balika Vidyalaya Scheme are:

- Facilitate retention of girls.
- Ensure greater participation of girls in education.
- Develop and promote facilities to provide access to girls belonging to disadvantaged groups like SC and ST.
- Improve quality of education.
- Stress upon the relevance and quality of girls' education for their empowerment.

KGBV - Strategies: KGBVs shall be opened in rented or other available government buildings. Once land has been identified, suitable building shall be constructed. The unit cost of new KGBVs hostel building has been revised since October 2010 to conform to the state PWD schedule of rates (SOR). The minimum area for KGBV hostel buildings shall be calculated based on basic amenities and requirements as indicated below:

- For 50 girls the carpet area of the building would be approximately 80 sq.ft/ girl.
- For 100 girls the carpet area of the building would be approximately 60 sq.ft/ girl.

The components of the scheme will be as follows: Setting up of residential schools where there are a minimum of 50 girls predominantly from the SC, ST and minority communities available to study in the school at the elementary level. The number can be more than 50 depending on the number of eligible girls. Three possible models for such school have been identified and revised financial norms for the same are given as Annexure at the end of this unit.

Different Models of KGBV schools and their financial norms: The scheme provides options for establishment of residential schools or the addition of a girl's hostel facility to an existing upper primary school. Three different models with separate unit costs based or the number of girls have been provided: (1) Model-I new school + residential facility for 100 girls. (2) Model-II new school+ residential facility for 50 girls. (3) Model-III –addition of hostel facility to an existing upper primary school for 50 girls.

MODEL I: SCHOOLS WITH HOSTELS FOR 100 GIRLS

- **Recurring cost:** Rs. 32.07 lakh
- **Recurring cost for intake of additional girls**: To be worked out proportionately based on the number of intake of additional girls. (1) In case the enrolment exceeds 100 children, a head teacher as per RTE norms will be provided with unit cost of Rs 20000/- per month. (2) An additional teacher with a salary of Rs 15000/- per month will be provided when enrolment exceeds 105 children based on 1:35 ratio as per RTE Act. (3) An additional assistant cook with a salary of Rs 4500/- per month will be provided for every additional enrollment of 50 girls.
- **Non-recurring** (Other than building, boundary wall, drinking water & sanitation and electric installation): Rs7.25 lakh
- **Non-recurring** (Other than building, boundary wall drinking water &sanitation and electric installation) for intake of additional girls: To be worked out proportionately based on the number of intake of additional girls.

MODEL II: SCHOOLS WITH HOSTELS FOR 50 GIRLS

- **Recurring Cost**: Rs. 23.95 lakh

- **Recurring cost for intake of additional girls**: To be worked out proportionately based on the number of intake of additional girls.
- **Non-recurring** (Other than building, boundary wall, drinking water &sanitation and electric installation): Rs. 5.375 lakh.
- **Non-recurring** (Other than building, boundary wall, drinking water &sanitation and electric installation) for intake of additional girls: To be worked out proportionately based on the number of intake of additional girls.

MODEL III: HOSTELS IN EXISTING SCHOOLS FOR 50 GIRLS

- **Recurring Cost:** Rs 17.95 lakh
- **Recurring cost for intake of additional girls**: To be worked out proportionality based on the number of intake of additional girls.
- **Non-recurring** (Other than building, boundary wall, drinking water & sanitation and electric installation): Rs. 5.375 lakh.
- **Non-recurring** (Other than building, boundary wall, drinking water & sanitation and electric installation) for intake of additional girls: To be worked out proportionately based on the number of intake of additional girls. Additional Salary @ Rs3 lakh per annum for additional enrollment over and above 50 girls but up to 100 girls for providing part time teachers, Assistant cooks etc.

STRATEGIES FOR IDENTIFICATION OF TARGET GROUP OF GIRLS

- List of out of school/ dropout girls is prepared for the block.
- VEC meeting are organized at village level to motivate parents and create awareness within the community for promoting girls' education.
- Door to door campaigns are held to contact parents of target group.
- Motivation camps are organized to convince the parents and family to bring girls to residential schools for continuing their education**.**

Staffing: The staff appointed for the KGBV includes the Warden, Assistant Accountant, KGBV Lady Teachers, Lady Cooks, Chowkidar, Peon & Safaiwala. The criteria and process for their appointments are:

Warden: Procedure for appointment. The Warden / head teacher shall be drawn from the Education Department. The Warden should be female & in master grade.

Eligibility: Lady teacher preferably the master grade from the Education Department is being deputed for the said post. Salary will be drawn from Directorate of Sarva Shiksha Abhiyan.

KGBV - Teachers: All the 07 teachers shall be appointed on ReT pattern. All these teachers shall be female & shall be selected at zone level & from the zone where KGBV residential school is located. The minimum qualification for teachers shall be 10 + 2 & above. Their salary is Rs.4000 per month.

Supporting Staff: Comprising of 02 cooks, 01 chowkidar, and 01 peon. All the 04 persons shall be females & engaged on contractual basis. The minimum qualification for suporting staff shall be middle pass. However, in case of cooks it is not necessary to have middle pass candidates. Their salary is Rs.4000 per month.

FACILITIES PROVIDED FOR GIRLS

- Lodging and boarding facilities provided to all the girls at the KGBV.
- Sports facility
- Materials provided for study: Free books and uniform provided to all the girls in schools, School bag, Books/register, Pen, pencil, eraser, sharpener, scale, Compass box.
- Materials provided for personal use: 2. Sets of night suits per girl depending on the house they belong to. Logo of KGBV printed on the night suits, 3 pairs of underwear per girl. 1 pair of footwear per girl, 1 towel per girl, 1 comb per girl,1 Diary per girl,1 Sweater per girl. Stipend Rs. 100 per girl.

Activities to be carried out in KGBV residential schools: Following activities are to be conducted for girls of Kasturba Gandhi BalikaVidyalaya: - Exposure visits (KhojYatra) for girls studying in KGBVs - Visits planned by school and hostel warden. The place of visit may be a historical place nearby village, fort, police station, post office, hospital, fair, museum etc. The objective of exposure visit is to create girl friendly environment in schools, developing self-confidence, observation skills among girls.

Career counseling: To create awareness among girls about different professions, meetings with women professionals engaged in different professions were organized to give exposure about various professions i.e. at least 10 professions like Doctor, Engineer, Journalist, Officer, Social Worker, Business Women, Sports Workers and Lawyer etc. to be introduced in KGBVs.

Library: Library books are being provided in KGBVs through TLE grant. Library facilitated the learning of girl through different activities in and around library based on books and focused capacity building of the school teachers and the library facilitators.

Remedial classes: The remedial activities after analysis of result have to be started in all KGBV hostels. Subject wise results analyzed and subject specific remedial classes are to get started. Remedial teachers are appointed by PTA. The teachers/volunteers working in these remedial classes will be paid as per norms.

Implementation, monitoring and evaluation: The scheme will be implemented by State Governments through the Mahila Samakhya (MS) Society in MS states and through the SSA society in case of other states. Funds will be released as per SSA pattern to the State SSA societies. The monitoring and evaluation at the State and district level will be undertaken by the MS State Resource Centers and in Non-MS states, through the committee created for the National Programme for Education of Girls at the Elementary Level in the SSA society.

State Support Group: An Advisory State level coordination committee as approved under the NPEGEL scheme, shall provide direction and support to the programme. This group will consist of nominees from relevant State Government Departments, Government of India, experts in the field of girls education, educationists etc. The selection of an appropriate model of the school and its location would be done by this Committee based on the recommendation of the district committee implementing the NPEGEL and the new proposed scheme.

National Support Group: The National Resource Group (NRG) created under the Mahila Samakhya programme at the National level shall provide inputs on conceptual issues and concerns arising in the programme, and advice GOI on policy matters concerning the education of girls. This group will provide the interface with research and training institutions, women's movement, educationists and non-Governmental institutions and also bring in other experiences of educating girls. Since the NRG, consists of a small number of persons and meets only two to three times in a year, smaller sub committees of the NRG created for specific inputs, like gender training of teachers, development of gender based teaching learning material, development of audio visual programs etc. will co- opt additional persons from relevant institutions or experts for the purpose.

KGBV - Methodology: Based on the number of girls and the type of residential school to be provided, the selection of the model of the school to be selected would be done by a State Level Committee based on their commendation of the District Committee for the purpose. The proposal shall be forwarded to the Cell at the National level who shall appraise them with the help of external agencies/consultants, where necessary. Finally, the Project Approval Board of SSA will approve these plans.

Financial Norms under KGBV: The funding pattern of the Central Government and States / UTs for the KGBV scheme will be the same as per the Sarva Shiksha Abhiyan, as it is a component of SSA with effect from 1st April, 2007. The provisions for KGBV will be in addition to the provisions already made under other components of SSA and for NPEGEL. The SSA Society shall ensure convergence of KGBV with NPEGEL and Mahila Samakhya programme. It shall also ensure that funds allocated are appropriately invested and there is no duplication of activities. The Government of India would directly release funds to the SSA State Implementation Society. The State Government will also release its share to the State Implementation Society. Funds will be released thereafter to the Mahila Samakhya Society wherever applicable. In States where MS is not being implemented, the implementation of this scheme will be through the 'Gender Unit' of SSA Society and existing mechanism used for implementation of SSA will be followed. The State Society should open a separate Savings Bank Account for operating the funds of KGBV. State Government should also release its matching share to the State SSA Society through a separate budget head. Separate accounts will have to be maintained at district and sub-district structures, accordingly.

Flow of Funds: The Government of India directly releases funds to the SSA State Implementation Society. The State Government also releases its share to the same Society. Funds are released thereafter to the Society wherever applicable for KGBV purposes. In J&K State, the implementation of the KGBV scheme is through the 'Gender Unit' of SSA Society. The existing financial mechanisms used for implementation of SSA are followed. The State SSA Society opens a separate Savings Bank Account for operating the funds of KGBV. The State Government also releases its matching share for the KGBV scheme to the State SSA Society. Separate accounts are maintained at district and sub-district structures for KGBV. The KGBV residential school is to be opened in the concerned EBB at an appropriate location, where the girl's safety can be ensured. Preferably, the KGBV should be in the precinct of an existing school, e.g. Primary school campus and located near the target group population. The design for the schools should be adapted to suit the local area.

Quality of Learning: The teaching learning needs of girls in the KGBV are a challenge as well as an opportunity. Most KGBV students have had a break in their schooling due to family compulsions or socio-economic circumstances. Many of the girls have either never been enrolled in the past or had dropped out of the schooling cycle at some stage. Considering that the girls come to school with varied experiences and different learning levels, a bridging module to achieve grade 6 competencies is conducted before they fully take up the KGBV curriculum. The mainstream school curriculum including J&K State Board of School Education prescribed textbooks and examination system of the State are followed in the KGBV schools. KGBV schools are part of regular upper primary school system of the state. State Government's policy for instruction in Urdu medium, is applicable to the girls desirous of Urdu medium of instruction in KGBV schools.

Teachers Training: KGBV teachers deputed from the department or on contract are given training at the block level. Training is imparted to teachers to provide guidance on academic matters from time to time. Training on how to develop monthly and daily lesson plans are also given. District Gender coordinators, DIET, BRC/ CRC personnel impart training to KGBV teachers. Teachers are familiarized with techniques of accelerated learning and handling issues of gender including Life Skill Education. Given the roles and responsibilities of KGBV teachers, a well-articulated training plan which combines technical competence with a strong gender and cultural orientation is drawn up and training modules especially designed to address these. Teachers are given special training/ sensitization to enable them to understand and appreciate the learning needs of girls. Wardens and teachers living with the students are given further training to efficiently manage/ administer the school, plan for health and nutrition and in the importance of hygiene. Orientation of wardens, teachers, and accountants is to be done for maintenance of accounts, records, payment of bills, handling of receipts, payments and also on the financial regulations of Sarva Shiksha Abhiyan / KGBV.

Pupil Assessment/ Evaluation: Evaluation is one of the important facets of quality education. To improve the quality of education in KGBV schools, continuous evaluation of girls is undertaken. Quarterly and weekly tests are taken on various subjects to track the progress of the girls. Group discussions on various subjects are also encouraged to evaluate analysis, listening, communication, leadership skills of the girls.

Curriculum Plus: The curriculum is enriched to foster the overall development of the girls. It comprises of academic as well as co-curricular activities such as: Yoga, karate, gymnasium, tailoring, embroidery, handicrafts, badminton, cycling, carom, volley ball etc. Playing musical instruments like *dholak*, *manjira*, harmonium, *tabla* etc. Folk stories, folk songs, adolescent and empowerment songs, participation in debates, cultural activities etc.

Vocational Skills: Area specific and need based vocational skills are imparted to the girls. New vocational skills are taught by experts and exhibition cum sales are organized at the block level once a year. Girls of KGBVs are trained in different vocational and life skills. A craft teacher is appointed on a part time basis. Services of local resource persons are also hired to impart specific skills.

Academic Support: The Block Resource Persons and Cluster Resource Persons visit KGBV schools regularly to accord academic support to teachers and on site academic support on issues such as heterogeneous learning levels. Training in remedial teaching is also given to the teachers of KGBV schools.

Convergence: Convergence with other departments like Social Welfare, Minority Welfare, Tribal Affairs, Drinking Water, Total Sanitation Campaign and Health Department is to be ensured by the respective districts to access services and benefits for girls in KGBVs especially SC, ST, OBC and minority girls.

Community Involvement - Strengthening of Parents Teachers Association: The scheme emphasizes involvement of Panchyati Raj Institutions in the effective implementation of the KGBV schools.

Leisure Time - Recreation / Sports and Games: In addition to creating a conducive environment for learning, activities like meditation, prayers, and sports along with other recreational activities are conducted in KGBV schools. Schools have been provided televisions where possible though viewing time is regulated. News and movie programmes are popular.

Tours and Exposure visits: Exposure visits to neighbouring villages/ educational tours will be organized under the KGBV scheme to facilitate intellectual, physical, aesthetic and social development of girls.

Other facilities: The girls are provided beds, mattresses, pillows, blankets/ quilts as well as school uniforms.

Daily Routine: Every KGBV school charts out its own daily routine and food menu. The school routine includes time allotted for teaching as in regular schools along with a hostel time table covering study hours, remedial teaching, and extra-curricular activities.

- 5.00 Wakeup
- 5.30 - 7.30 Self-study
- 7.30 - 8.30 Getting ready and breakfast
- 8.30 - 10.00 Remedial classes
- 10.00 - 1.00 School activities (in grades 6-8)
- 2.00 Lunch
- 2.00 - 4.00 School activities
- 4.00 - 5.30 Play time
- 5.30 - 7.00 Skill Development / Vocational training
- 7.00 - 8.00 Self study
- 8.00 - 9.00 Dinner
- 9.00 Bed Time

Health Checkups: In KGBVs health checkups are to be taken on a regular basis and a medical profile including height and weight is to be maintained for every girl in the school. A linkage with the State Health Department is yet to be established for health care and emergency assistance, if required.

Food: The daily menu is displayed prominently in all the schools but the items to be cooked and served are decided locally by the School Committee depending on local choice and culinary practices.

Safety and Security of girls: Linkages are also to be maintained with the district administration by the concerned districts to ensure security of girls in the KGBV.

Overall impact of KGBV scheme in J&K State: The introduction of the KGBV schools has undoubtedly been a very positive experience for the girls who have enrolled in these schools. Most of the girls come from rural areas and the only thing that has been constant in their lives has been poverty and the demands imposed on them to work at home - primarily domestic chores, cattle grazing, working in the fields. The KGBV schools' involvement has brought about a change in the lives of such marginalized girls who have got a second chance at schooling. Girls are happy and satisfied with the environment of KGBV. They have developed their confidence and there is an overall change in their personality, life style, clean and hygienic habits and communication as well as social skills. They are motivated, self-disciplined and self-assured.

Targeted Locations: KGBVs sanctioned in educationally backward blocks with more than 20% population of Muslims, SCs and STs. Similarly, the Kasturba Ghandi Balika Vidyalaya Scheme (KGBV) is an innovative and constructive step to empower the girls strengthening their elementary education. The scheme enables opening of special residential schools for girl child belonging to Scheduled Castes, Scheduled Tribes, Other Backward Castes and Minority in educationally backward areas having low female literacy.

SIGNIFICANCE OF THE STUDY

Education is an important indicator of social development. Education of girls in Jammu and Kashmir can play an important role in all round development of the state. A good quality of elementary education is the birth right of every child, so this means we cannot educate only boys. It is necessary to educate both boys and girls.

Education plays an important role to bring harmonious development. Education of girls has been a high priority with the Government of India. To achieve actual development of the society, both men and women needs to be empowered in all the aspects. The National commitment to provide free and compulsory education to all children in the 6- 14 years' age group is now a Fundamental Right of every child in India after the passing of the Constitution (86th Amendment) Act in December, 2002. But it is seen that girls' education has suffered for many reasons in our society. Reaching out to the girl child is central to the efforts to universalize elementary education. Girls' education is necessary for making our homes happy places. Our home life would be brightened if we had well-educated wives and mother. Educated girls can brighten the future of their country by the good upbringing of their children. Education gives a woman freedom of thought. It broadens her outlook and makes her aware of her duties and responsibilities.

Statement of the Problem: "Functioning of Kasturba Gandhi BalikaVidyalaya schools (KGBVs): An evaluative study".

OBJECTIVES OF THE STUDY

1. To study the functioning of KGBV schools in the district Baramulla.
2. To study the enrolment of girls in KGBV schools.
3. To study the status, model, and building of KGBV schools.
4. To study the number of teachers in KGBV schools.
5. To study the class-wise enrolment in the KGBV schools.
6. To study the status of KGBV schools in terms of block wise and category wise.
7. To study the supervision in all KGBV schools of district Baramulla.
8. To know the facilities available in KGBV schools.

OPERATIONAL DEFINITION OF KEY TERMS

- **District Baramulla**: Baramulla District is one of the 22 districts in the Indian State of Jammu & Kashmir. The town is located on the either banks of river Jhelum, about 55 kms away from the capital city of Srinagar. Baramulla is being considered as an Educational Hub as the students from all over the district are receiving education from the educational institutions of the city.
- **Evaluative study:** Evaluation is a systematic determination of a subject, which merits worth and significance, using criteria governed by a set of standards.
- **Kasturba Gandhi Balika Vidyalaya School:** KGBV schools are those which provide primary education to the girls from disadvantaged communities such as SC, ST, OBC & minorities from low female literacy mandals.

REVIEW OF RELATED LITERATURE

The review of related studies is an essential part of any study it helps the researcher to define the limits of the problems. The survey of the related studies is a crucial aspect of the planning of the study. Research takes an advantage of the knowledge which has accumulated in the past as a result of constant human endeavour. A careful review of the research journals, books, dissertations and other sources of information on the problem to be investigated is one of the important steps in the planning of any research study.

Aggarwal (1975) has listed eleven important reasons for which review of related studies should be made.

- The review of literature is the basis of most of the research projects in the physical sciences, natural sciences and humanities.
- A review of related literature given the scholar an understanding of the precious work that has been done.
- The results of the review actually provide the date used in the research.
- It enables the researcher to know the means of getting to the frontier in the field of our problem. Until we have learnt what others have done and what still remains to be done in our area, we cannot develop a research design that will contribute to furthering knowledge in our field
- A review of literature would develop the insight of the investigator. The information thus, gained will save the researcher's much time

- The importance of the review is quite obvious in delimiting the research problem and in defining it better.
- The review of literature will give the student the insight he/she needs to convert his/her tentative research problem to a specific and concise one.
- A review of literature can help the research worker in overlooked.

Rawat (2011) conducted a study on status and functioning of KGBVs Uttarakhand and found that the parents are generally happy with the education and vocational skill training being imparted to their children. They also reported having noticed attitudinal and behavioral changes in their daughters towards betterment on the whole, KGBVs have certainly make a significant contribution in mainstreaming the out-of-school and drop-out girls belonging to the socio-economically backward communities living in Educationally Backward Blocks (EBBs). However, in order to bring at par with their counter parts studying in government schools, availability of trained subject-specific teachers in these schools needs to be ensured.

Chaudhari et al. (2011) conducted a study on impact of KGBVs on girls' education retention. The findings of the study revealed that there were lot of problems faced by the functionaries and the beneficiaries regarding the design of the building of the KGBV. There is a lack of availability of sufficient rooms which can be used for teaching, staff room and storage etc.

Deputy Director, Planning (2012) conducted a physical verification at Bhagwah and the findings of the study revealed that in KGBV Bhagwah the structure of the ground floor hasbeen raised up to slab level building is along the slope of the mountain range of middle Himalayas. The rear wall of the school has been damaged due to sliding of mud and boulders during rains. Moreover, the rooms are damp. The condition of the building is deteriorating due to stoppage of work about two years back and its non-utilization. The KGBV Bhagwah was functioning from a rented building in the village. A monthly rent of Rs. 2500 is being paid to the owner of the building.

Economic Survey-Finance-Jharkhand (2012) found that buildings of different KGBVs are still waiting for completion because of laxity on the part of building construction committee officials. Funds of Rs. 40 lakhs for each building were sanctioned in 2006-07. This was revealed in a review meeting chaired by District Superintendent of Education (DSE). The KGBV buildings remained incomplete at Meral, Dhurki, Ramuna, Dandai, Ranka and Bhandaria. DSE expressed dissatisfaction over the unnecessary delay in construction of KGBV buildings.

Planning Commission (2009) visited Gujarat KGBV and found that the girls seemed to be very well adjusted. On three days of the week, vocational training is imparted in tailoring, mat making, computers etc. On the other three days extra classes are taken by the teachers. The students are also taught to sing and play the tabala and the harmonium. The visit was extremely satisfying as the girls seemed to be well disciplined and happy at the same time.

Mukherjee (2011) stated that the five-day workshop on candle making, organized especially to train tribal girls studying in KGBV at Senha block under special project of the Central Government, concluded. Vital information on marketing for both raw materials purchasing to selling of candles was provided to the students on the occasion. Though girls are not ask to start any trade now, but the training would not have been complete without giving them an idea on how to get raw materials and sell the products, if they wish to be self-depended after completing their school education.

TNN Lohardaga (2012) stated that Ranchi KGBV girls slugs it out on sports as the girls hailing from the moist-affected villages of sinha block studying at KGBV, the residential schools run by the out on sports as the girls hailing from the moist-affected villages of Senha block studying at KGBV, the residential schools run by the Jharkhand Education Project Council exclusively for dropout and BPL girls, they displayed their sports skills on a borrowed ground.

Parameswaran (2013) published a study for Tackling school dropouts in a creative manner. In the KGBV they met Sheela near the small village of Kanauthi, near Jaipur in Rajasthan. A coy girl, she stood up on instructions of her class teacher and confidently said "My name is Sheela. I am studying English in this school. I like the school very much". What may surprise the average reader in this context may be the fact that Sheela is eighteen, never had any formal education and probably is the first person from her remote hamlet in Western Rajasthan to speak English. All because of the imaginative residential school programme called KGBV for girls being implemented as part of the SSA.

Government of India (2013) conducted a second national evaluation of KGBV program and the findings revealed that in many of the KGBVs visited by the teams, nutrition and sanitation received little attention. The teams came across students (most of whom are from socially and economically disadvantaged sections of society) who complained of persistent hunger and inadequacy of food. Growing children need adequate and nutritious food. Many evaluation team members expressed concern and shock at the situation they encountered in some of the KGBVs visited. There was one instance where the girls were beaten for complaining they were hungry, one place where children were notified any lunch because the mid-day meal (MDM) was not provided on some days (like sports day) in the school.

MHRD, (2014) review report says that in Odisha one KGBV demonstrated an ideal plan to identify every out of -school girl and manages the KGBV with great care and commitment. Equally part-time teachers are selected carefully after public announcement of positions available in the newspapers. The team noted that one of the outcomes of this process is that all the children could read fluently. All the students have a post office savings account and the stipend of Rs. 50 per month is deposited in that bank account. The PO releases this amount on admission to class IX or on marriage.

SSA West Bengal, (2009) conducted a study on glimpses on Kasturba Gandhi Balika Vidyalaya south 24 parganas and found that Tutors selection has been very satisfactory. They were all well qualified, young and energetic. In Janopriya Nagar Janapriya KGBV the wardens belong to minority who has completed their education with lot of difficulties in those educationally backward blocks. They are excellent role model / mentor for the girls. Tutors appeared to be friendly and close to the students, generating a pleasant working atmosphere. The headmaster used to keep in touch about day to day study of KGBV girls. As mentioned in the introduction the hostels have been positioned as hostels attached to a school. This is indeed noteworthy – especially in the light of the fact that the ratio of primary schools to upper primary is almost 5.28 (DISE, 2005) and the KGBV could have enabled the government to enhance in-take at the upper primary levels. By catering to girls who have already enrolled – the scheme has not been able to reach out of out-of-school girls. Self-help Groups were asked to bid or (apply for) running the hostel and this was done through local advertisement and through the education department functionaries and teachers. The KGBV hostels are managed under the overall supervision of the Head Master of the school in which it is located.

The Indian education system is perhaps the largest system in the world catering the need of more than 190 million students of different social groups. As the part of this study, the investigator reviewed eleven works. The above review indicates the importance and necessity of KGBV schools in India. It also reveals that there is no particular study on KGBV with special reference to Kashmir. So, this study will solve the dearth of the same.

METHODOLOGY

Research methodology is a way to systematically investigate the research problem. It gives various steps in conducting the research in a systematic and logical way. It is very essential to define the problem, state objectives and hypothesis clearly analysed. Methodology in research is a design making process in which a researcher will set the appropriate design instrument for measurement, testing, experimentation and the suitable data analysis and interpretation. A descriptive study describes and interprets what is in the existing situation. It is concerned with condition and relationships that exists, opinion that are held, process that are going on, effect that are evident, are trends that or trends that are developing. It is primarily concerned with the present's condition, although it often considers past events and influences as they relate to current conditions. Every piece of research must be planned and designed carefully so that the researcher precedes a head without getting confused at the subsequent steps of research. The researcher must have an objective understanding of what is to be done, there are number of approach to the design of studies and research projects all of which may be equally valid. A researcher before formulating a research design should contemplate on it thoroughly keeping in view the demands of the selected problem. Descriptive research studies are designed to obtain pertinent and precise information concerning the current status of phenomena and, whenever possible, to draw valid general conclusions from the fact discovered they may often result in the formulation of important principles of knowledge and solution of significant problem concerning local, state, national and international issues. They are more than just a collection of data; they involve measurement, classification, analysis, comparison and interpretation. Research design has been defined by different social scientist in different ways. All these definition emphasis systematic methodology in collecting accurate information for interpretation.

Selltizeetal (1959) indicates that, "research design are closely linked to investigator objectives; according they specify that research design are descriptive and/or experimental in nature." According to Ackoff Russel (1961) research design is, "planning various phase and procedures relating to the formulation of research effort." Miller

(1989) has defined research design, as the planned sequence of the entire process involved in conducting a research study. The present study has been completed through the survey method of research. This method has been the most popular and widely used method of research in social sciences and education. Those problems which have been difficult to study by direct observation may be studied through the use of self-constructed information blank & the interview. Survey research helps to explain educational phenomena in terms of the condition and relationship that exit, opinion that are held by the students, teachers, parents, and experts' processes that are going on.

DESIGN OF THE STUDY

The present study is descriptive in nature and was undertaken to evaluative study of Kasturba Gandhi BalikaVidyalaya in the district Baramulla. The total KGBV schools in the Baramulla district are ten as per the official record available in the CEO office. The investigator collected the data from all the ten schools of district Baramulla. Ten KGBV schools in Baramulla district are as under:

Table 5.1

List of KGBV Schools in The District Baramulla

S.No.	Name of School
1	BudiporaKhawajabagh
2	Wagoora
3	TragporaRohama
4	WatergamDangiwacha
5	Buran Pattan
6	MundjeeDangerpora
7	Sultan DakiJullah
8	Boniyar
9	Sopore
10	Tangmarg

Tools Used: An important aspect of research work is the selection of suitable tools for collecting relevant data. For the collection of data, *Self-Constructed Information Blank* was used. The information blanks covered the following areas. Information about the schools like status, name of the schools, location, model, building, teachers and students enrolment, information about the infrastructure and dropouts. Information about the maintenance of girls, Information about the supporting staff and Information about the functioning of school are collected through the Self-Constructed Information Blank. The *Self-Constructed Information Blank* is attached at Appendix.

Description of Tools: The tools for the present study were selected in a manner to achieve an optimum level of confidence by the investigator for the objectives of the study. Self-Constructed Information schedules were made by the investigator and the information was collected through it. The Blank sheet one for collecting detailed data about the KGBV schools and the Blank sheet two was used to collect the detailed data about the facilities and enrolment of girls in schools.

Statistical Techniques: The collected data was statistically analysed by applying the "percentage statistics".

ANALYSIS AND INTERPRETATION OF DATA

The analysis and interpretation of data is of great significance. The data as such has no meaning, if it is not analysed and interpreted properly. It may be fair to say that researcher consists in general of two large steps: collection of data & the analysis of that data. Interpretation does not serve any worthwhile purpose unless it is carefully edited systematically, classified, tabulated scientifically, analysed intelligently and rationally conclusion. According to Shammo and Resnik (2003) various analytical procedures provides a way of drawing inductive inference from data and distinguishing the signal (the phenomenon of interest) from the noise (statistical fluctuations) present in the data. The organisation, analysis and interpretation of data and formulation of conclusion and generalisation are necessary steps to get a meaningful picture out of the raw information collected. The analysis and interpretations of data involves the objective material in the possession of the researcher and the subjective reactions and desires to derive from the data the inherent meaning in their relation to the problem. In the present Endeavour, the investigator has made an attempt to study the present status of education in Baramulla district particularly is concerned with KGBV schools by using different tools and techniques. The information collected from different KGBV schools is as under:

Table 5.2

Showing the total number of KGBV schools in Baramulla District

District	Total Schools	No. of Sample Schools	Percentage
Baramulla	10	10	100%

The above table shows separately the total number of KGBV schools present in District Baramulla as per the office records available in the concerned C.E.O's office. This study is based on the 10 KGBV schools as per the primary source of data.

Table 5.3

Showing The Status, Model, Building and Available Enrolment of Girls in KGBV Schools of Baramulla District.

S.No.	Name	Year of Establishment	Model	Status	Building	Enrolment
1.	Khawajabagh	2010-11	II	Residential	Govt.	30
2.	Wagoora	2010-11	II	Residential	Rental	33
3.	Watergam	2010-11	II	Day Boarding	School Building	15
4.	Tregpora	2010-11	II	Day Boarding	Govt.	23
5.	Pattan	2008-09	I	Non- Residential	Govt.	48
6.	Boniyar	2010-11	I	Non- Residential	Owned	18
7.	Sopore	2010-11	I	Residential	Owned	12
8.	SultandakiJullah	2010-11	I	Residential	*Owned*	77
9.	Dangerpora	2007-08	II	Residential	Owned	46
10.	Tangmarg	2009-10	II	Non-Residential	Rental	26

The above table shows that the given schools are Residential and Non- Residential. Also less enrolment of girls because of inadequate facilities available.

Table 5.4

Showing the Number of Teachers and Students in KGBV Schools of Baramulla

School	No. of Teachers	No. of Students
Khawajabagh	7	30
Wagoora	7	33
Watergam	5	15
TregporaRohama	4	23
Pattan	7	48
Sopore	7	12
MundjeeDangerpora	5	46
Boniyar	7	18
SultandakiJullah	7	77
Tangmarg	3	26
	59	**328**

The above table shows that the maximum number of teachers is seven and minimum number of teachers is three. The total number of teachers is fifty-nine and total number of students is three hundred twenty-eight.

Table 5.5

Showing The Class Wise Enrolment in All KGBV Schools in District Baramulla

S.No.	Name of the School	6^{th}	7^{th}	8^{th}	Total Enrolment	Targeted Enrolment
1	Khawajabagh	10	12	8	30	50
2	Wagoora	12	7	14	33	50
3	Watergam	8	4	3	15	50
4	TregporaRohama	10	5	8	23	50
5	Pattan	19	14	15	48	100

6	Boniyar	5	5	8	18	100
7	Sopore	5	5	2	12	100
8	SultandakiJullah	18	46	13	77	100
9	Dangerpora	18	14	14	46	50
10	Tangmarg	10	8	8	26	50
Total		**115**	**120**	**93**	**328**	**700**

The above table shows that the targeted enrolment of KGBV schools is 700 and the present enrolment of girls 328 out of 700 which is 47%.

Table 5.6

Showing The Block Wise and Category Wise Status of KGBV Schools in District Baramulla

Sl. No.	Name of the Zone	Block	SC	ST	OBC	BPL	Minority	Total Girls Enrolled
1	Baramulla	Khawajabagh	0	0	0	29	30	30
2	Wagoora	Wagoora	0	0	0	36	33	33
3	Watergam	Dangiwacha	0	0	0	14	15	15
4	TregporaRohama	Rohama	0	0	0	19	23	23
5	Pattan	Pattan	0	0	0	48	48	48
6	Boniyar	Boniyar	0	0	0	18	18	18
7	Sopore	Sopore	2	0	0	10	12	12
8	SultandakiJullah	Uri	0	27	0	50	77	77
9	Dangerpora	Zaingeer	0	0	0	46	46	46
10	Tangmarg	Tangmarg	0	0	26	0	26	26
Total			**2**	**27**	**26**	**270**	**328**	**328**

The table shows that in Sopore, 2 students belong to SC category, 27 students belong to ST category, 26 belong to OBC and the 270 students belong to BPL.

Table 5.7

Showing the supervision in the given KGBV Schools

Name of the school	Supervision
Khawajabagh	Yes
Wagoora	No
Watergam	Yes
Tregpora	Yes
Pattan	No
Sopore	No
Mundjee Dangerpora	Yes
Boniyar	Yes
Sultandaki Jullah	Yes
Tangmarg	No

The above table shows that among these schools, four schools have not been recognised and six schools have been recognised.

Table 5.8

Showing The Model Menu Chart for KGBV Hostels

Day	Breakfast	Lunch	Supper	Dinner
Sunday	Milk, paratha with chutney. Rs. 5.50	Rice with ragmadal & salad. Rs. 9.00	Tea & biscuits. Rs.5.00	Rice/roti, meat/chicken/ paneer Rs.5.50 (Total 25.00)
Monday	Milk, roti & mixed vegetables. Rs. 5.50	Rice/roti & moong dal & anchar. Rs.7.00	Tea with tandoori nan locally	Rice/roti, dal, vegetable. Rs.7.00 (Total 25.00)

Tuesday	Milk &halwa (suji +besan+ghee+sugar). Rs.7.00	Rice/roti with kalachana dal. Rs.7.00	Local tea & bread. Rs.4.50	Rice/roti, dal, local available mixed vegetable. Rs.6.50 (Total 25.00)
Wednesday	Ragi porridge (dalai) with chappti. 6.00	Rice, egg curry, with mixed vegetable. Rs.8.00	Boiled matar (lemon onion) locally available fruit. Rs.4.50	Rice/roti, dal, mix vegetables & achar. Rs.6.50 Total 25.00)
Thursday	Channapuri with dahi. Rs 5.50	Rice with nutree& potato. Rs.8.50	Milk, banana. 4.50	Rice/roti, parwa (local vegetable) and alu curry, salad. Rs.6.50 (Total 25.00)
Friday	Kheer with bread/local roti. Rs.6.00	Rice with egg curry. Rs.8.50	Milk, locally available fruit. Rs.5.00	Rice/roti, dal & mix vegetable. Rs.6.00 (Total25.00)
Saturday	Halwa (suji+besan+ghee+sugar) With milk. Rs. 6.00	Rice, white channa. Rs.7.50	Tea with snacks. Rs.4.50	Roti, dal, santula, achar. Rs.7.00 (Total 25.00)

The above table shows the Breakfast, Lunch, Supper, and Dinner for girls in KGBV hostels.

DISCUSSION

After the analysis of collected data the researcher moves towards the discussion. The main purpose of the discussion is to help the researcher in developing the proper understanding of statistical technology. Discussion also enables the researcher in developing competence and helps the researcher to know how to conduct investigation by using simple type of analysis. The discussion of results based on the analysis of data is presented below. The analysed data comprises the various KGBV schools of the Baramulla district, which are primarily meant for girls from disadvantaged communities such as SC, ST, OBC & minorities. The analysis showing different inferences and can be discussed as follows:

- It has been found that there are 10 KGBV schools in Baramulla district. All schools are functioning and achieving the objectives of universalization of elementary education. This study is based on all 10 KGBV schools which is 100%.
- It has been found that out of Ten KGBV schools, five KGBV schools two are residential, three are non-residential and two are day boarding.
- It has been found that the KGBV schools have female wardens on deputation based. The total number of teachers and enrolment of students in khawaja bagh KGBV school are seven teachers and 30 students. Wagoora school have 7 teachers and 33 students. Watergam school have5 teachers and 15 students and Tregpora have 4 teachers and 23 students. Pattanschool have 7 teachers and 48 students, Sopore have 7 teachers and 12 students, Dangerpora school have 5 teachers and 46 students, Boniyar have 7 teachers and 18 students, Jullah have 7 teachers and 77 students and Tangmarg have 3 teachers and 26 students. All teachers are on deputation based including warden of these KGBV schools.
- It has been found that the among 10 KGBV schools in District Baramulla, 06 schools are recognized and 04 schools are not recognized.

QUALITY AND ADEQUACY OF FACILITIES AVAILABLE IN KGBV SCHOOLS OF DISTRICT BARAMULLA

- KGBV Khawajabagh do not have its own building and is functioning in a government school building having adequate number of classrooms, living rooms, kitchen and utensils. However, it has only two toilets and only 25 bedding available for 30 enrolled girls.
- KGBV Wagoora do not have its own building and is functioning in a rental building. The KGBV building have adequate number of classrooms, kitchen & utensils but there is less number of living rooms and 25 bedding available. The KGBV has a two cooks, one sweeper & one watchman.

- KGBV Tregpora, Rohama do not have its own building and is functioning in a government building. The KGBV do not have adequate number of living room facility and kitchen for the Girls thus is non- residential. The KGBV has a two cooks & one sweeper.
- KGBV Dangiwachwatergam do not have its own building and is functioning in the school building of GMS Dangiwacha. The KGBV provides day boarding facility to the girls and do not have adequate facility of living rooms Kitchen and bathroom for night stay of girls. The KGBV has two cooks and one watchman and only lunch is prepared in a Kitchen shed and served to the girl.
- KGBV Pattan have its own building and is functioning in a government building. It is Non-Residential in status.
- KGBV Boniyar is functioning in its own building and is non-residential. The KGBV have adequate number of class rooms, living rooms, kitchen and toilets.
- KGBV Sutandaki Jullah is also functioning in its own building and is residential. The KGBV having adequate number of class rooms, living rooms, kitchen and toilets.
- KGBV Sopore do not have its own building and is functioning in a rental building but it is residential in status.
- KGBV Dangerpora functioning in its own building and is residential. The KGBV have adequate number of class rooms, living rooms, kitchen and toilets.
- KGBV Tangmarg is functioning in a rental building and is non- residential in status.

All KGBV schools are functioning with teachers on deputation based. It is found that, there is a lack of regular monitoring of KGBVs at state & district level. It was observed that the roll of girls has decreased due to lot of problems. The investigator found that these 10 schools are properly functioning but there is shortage of funds.

EDUCATIONAL IMPLICATIONS

The Kasturba Gandhi Balika Vidyalaya (KGBV) Scheme i.e. residential schools at upper primary level, to reach out to girls from marginalised social groups in over 3,000 educationally backward blocks in the country, where the female rural literacy rate is below the national average and the gender gap in literacy is above the national average. It is found that, a number of problems are prevalent on KGBV as given below:

- Regular maintenance of the KGBV building is not being done even after continuous reminders. e.g. Broken windows/doors/gate, electrical maintenance, timely meeting stationery needs, leaking ceilings, etc.
- The funds for the daily meal (100 rupees/day) are insufficient now as the cost of everything has increased.
- The absence of subject teachers for teaching all the subject creates inappropriate learning in that particular subject and burden for the other teacher also increases.
- The functionaries mostly teachers find it tough to live within the space provided for the girls to learn and sleep.
- The teachers with family to take care of find it difficult to stay at KGBV full time.
- Due to lack of regular maintenance of the building in KGBVs, rainy season brings in lot of problems.
- It seems majority of KGBV students would not have enrolled/sustained in the system had there been no residential/hostel facilities in these schools.
- Among the girl students who feel that there is indeed a security problem in KGBV schools/hostels, about 41% of the selected girls feel that lack of boundary wall makes them feel insecure and 31% girls feel that lack of security guard is a matter of concern for their security.
- 26.69% teachers said that parents were really happy with the residential facility since this was only for girls and their social customs did not permit them to send their girl child to co-education schools. Moreover, these schools had all the facilities.
- KGBV has played a very important role in making the people to realize the importance of education in a girl's life.

- KGBV made it practical for parents of the girls at KGBV to see their girl child in school and learning, because for them meeting the daily needs is difficult, so education could never appear in the list of tasks for their children.

SUMMARY, CONCLUSION AND SUGGESTIONS

The final and the most important any part of research work is the major findings drawn out after analysis and interpretation of the obtained data. The findings help the researcher/s to reach to a conclusion, give suggestions and indicate some actionable points to improve upon the existing situation. This section includes the major findings, conclusion, suggestions and actionable points drawn out from the present study. Today everyone gives importance to the education. Education builds and makes the destiny of nation. If any country has good education system, then country will be economically sound. Education of girls in Jammu and Kashmir can play an important role in all round development of the state. A good quality of elementary education is the birth right of every child, so this means we cannot educate only boys. It is necessary to educate both boys and girls. Education of girls has been a high priority with the Government of India. To achieve actual development of the society, both men and women needs to be empowered in all the aspects. Girls' education is necessary for making our homes happy places. Our home life would be brightened if we had well-educated wives and mother. Educated girls can brighten the future of their country by the good upbringing of their children. Education gives a woman freedom of thought. It broadens her outlook and makes her aware of her duties and responsibilities. Education empowers a grown up girl to become economically independent. They will be able to stand up for their rights. Girls have all the rights to get educated. Empowerment of girls and women is necessary to fight against the problem of gender-inequality. Education of rural girls is equally important. The rural girls are not getting ample opportunity for education. Education of these girls would have positive impact on both economy and society.

The National commitment to provide free and compulsory education to all children in the 6-14 years' age group is now a Fundamental Right of every child in India after the passing of the Constitution (86th Amendment) Act in December, 2002. But it is seen that girl's education has suffered for many reasons in our society. Reaching out to the girl child is central to the efforts to universalize elementary education. As we know that there are number of schemes in education like, SSA, NPEGEL, MDMS, MS, RMSA, RUSA, UEE, RTA & KGBV scheme. The Kasturba Gandhi BalikaVidyalaya (KGBV) scheme was launched by the Government of India in August, 2004 for setting up residential schools at upper primary level for girls belonging predominantly to the SC, ST, OBC and minorities in difficult areas. The scheme is implemented in educationally backward block of the country where the female literacy level is below the national average**.** The objective of KGBV is to ensure access and quality education to girls from disadvantaged groups by setting up residential schools at upper primary level. The scheme has been implemented in 27 states and union territories. 2578 KGBVs were sanctioned by government of India. The government of India has sanctioned 99 KGBVs in J&K on 31st March 2013. Out of 99 only 56 KGBVs are present in J&K state. At present such schools are operational in Baramulla, Budgam, Ganderbal, Kupwara, Anantnag, Kulgam, Pulwama, and Srinagar.

The result has shown that there is a great impact of KGBV schools in elementary education. All these KGBV schools achieving the objectives of universalization of elementary education. The results have shown that there is less effective impact of KGBV schools on the girl children viz., infrastructure, less availability of funds, teaching learning material, teaching aids, supplementary Teaching Learning Material (TLM), menu chart, and supervision of any authorities. This study is based on all 10 KGBV schools of Baramulla district. It can be observed that success has been achieved in bringing the girls to KGBVs with the consent of their parent's level of. This indicates certain awareness has been created among the people by the functionaries of KGBVs. The promise to quality education which was the underlying focus of the KGBV scheme needs to be now focused. The girls who are brought here must be oriented to understand the real purpose of them being at KGBV, it is much beyond good food, clothes, play and a safe stay. A dream has to be nurtured in them for a better and secure future by making them self-reliant and helping them to grow knowing and respecting the realities of both the worlds, one from which they come and the one which we are training them for. Thus, the progress of a country depends on girls' education. So, girls' education should be encouraged.

SUGGESTIONS FOR THE FURTHER RESEARCH

The area of the further research indicated by the study are following. The finding and result of the study have revealed a number of facts these provides research with a qualitative of relevant issues that could be subjected to further investigations. Some relevant suggestions are as follows. The present study based on 10 KGBV schools of Baramulla district. It may extendable to further geographical area.

- The study can be conducted on financial support by CRCC, BRCC, BRP and District Gender Coordinators.
- The study can be conducted on the problems faced by beneficiaries i.e. the girls of KGBV schools.
- The study can be conducted on dropout rate of girl child between the age group 11-15 years.
- The study can be conducted on the food availability, adequacy and quality.
- The study can be conducted on the profile of teachers and students.

MAJOR FINDINGS: The major finding of the study is presented in the nutshell:

- It was found that total number of schools in Baramulla district was 2343 and the total numbers of KGBV schools are ten.
- The availability of material resources was not a problem in most of the cases but adequacy, usability and appropriate utilization was not observed in many cases.
- The KGBV schools have not its own building. Some are in school building and some are in rental building.
- There is a shortage of funds in 2016 and are not available at proper time.
- With respect to enrolment of girls are decreasing in some schools due to lack of facilities available.
- It was found that in Baramulla district most schools are II model which are only for 50 girls and four schools are I model for 100 girls.
- Some schools are residential and some are non-residential.

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APPENDIX: 5A

Information Blank for KGBV schools

Sl. No.	Item	Response
1	Place of the school:	
2	Name of the school	
3	Location of the school	
4	Status of the school	
5	Status of the building	
6	Type/Model of the school	
7	Total number of the teachers	
8	Total number of the students	
9	Year of establishment	
SCHOOL INFRASTUCTURE		
10	Chair	
11	Furniture	
12	Drinking water	
13	Toilet facility	
14	Playground	
15	Teaching Learning Material	
INFORMATION BLANK FOR TEACHER		
16	Name of the teacher	
17	Residence	
18	Gender	
19	Qualification	
20	Teaching Experience	
21	Problem(s) facing during teaching	
GOVT. PROVIDES FACILITIES FOR GIRLS IN KGBV SCHOOLS OR NOT		
22	Stipend Rs. 100 per girl	
23	Free books	
24	Uniform	
25	School bag	
26	Any other funds	
27	Sports facility	
28	Problem(s) of students during studies	

APPENDIX: 5B

Financial Norms for KGBV – Revised w.e.f. 1st April 2014

MODEL-I (School with Hostel for 100-150 girls)

S.No.	Recurring Cost (Existing KGBV Financial Norms)	Recurring Cost (Revised)
1	Maintenance per girl student per month @ Rs 900/-	Maintenance (food component) per month @ Rs.1500/- and indexed for the Mid-Day Meal Scheme.
2	Stipend for girl student per month @ Rs.50	Stipend for girl student per month @

		Rs.100/-
3	Supplementary TLM, stationary and other educational material @ Rs.600 per girl student per annum.	Supplementary TLM, stationary and other educational material for girl student @ Rs.1000/-
4 5	Examination fee @ Rs. 20 per annum Salaries-Lump Sum Provision of Rs. 12 lakhs per annum per centre	Deleted Salaries
	Warden	1 Warden@Rs.25,000/- per month
	Full time teachers (i) In case the enrolment exceeds 100 children a head teacher as per RTE norms will be provided with unit cost of Rs. 20,000 per month. (ii) An additional teacher with a salary of Rs.15,000 per month will be provided when enrolment exceeds 105 children on 1;35 ratio as per RTE Act.	1.Head teacher @ Rs. 25,000/- per month in case the enrolment exceeds 100. 4-5 Full time teachers as per RTE norms@Rs.20,000/- per month per teacher.
	2 Urdu teachers (only for blocks with Muslim population above 20% and select urban areas) if required	2 Urdu teachers (only for blocks with Muslim population above 20% and select urban areas) if required @ Rs.12,000/- per month teacher
	3 Part time teachers	3 Part time teachers @ Rs. 5,000/- per month per teacher
	1 Full time accountant	1 Full time Accountant @Rs.10,000/-per month
	2 support staff-(Accountant/Assistant, peon, chowkidar)	2 Support staff- (Accountant/Assistant, peon, chowkidar) @ Rs.5,000/-per month per staff.
	1 Head cook and 1Asst. cook for 50 girls and 2 Asst. cooks for 100 girls	1Head cook@ Rs.6,0000/-per month per staff.
	Vocational training/specific skill training@Rs.600/- per girl student per annum.	Specific skill training per girl @ Rs.1, 0000/- annum.
6	Electricity/ water charges @ Rs.720/-per girl student per annum.	Electricity/water charges per girl @ Rs.1, ooo/- per annum.
7	Medical care/contingencies @ Rs 750/- per girl student per annum	Medical care/contingencies @ Rs. 1,250/- per girl student per annum.
8	Maintenance @ Rs. 400/-per girl student per annum	Maintenance (hostel maintenance) @ Rs.750/- per girl student per annum..
9	Miscellaneous @Rs.400/-per girl student per annum	Miscellaneous (toiletries, sportswear, sports equipment etc.) @ Rs. 750/- per girl student per annum.
10	Preparatory camps @Rs.150/- per girl student per annum.	Preparatory camps @Rs.200/- per girl student per annum.
11	PTA/school functions @ Rs.150/-per girl student per annum	PTA/school functions @ Rs.200/- per girl student per annum.
12	Provision of rent (8 months)@ Rs.4800/- per girl student per annum	Provision of rent @ Rs.6,0 00/- per girl student per annum.
13	Capacity building @ Rs. 300/- per girl student per annum	Capacity building(Training of Teachers, Warden & hostel staff) @Rs.5oo/- per girl student per annum
14		Physical/Self Defence training @ Rs.200/- per girl student per annum

APPENDIX: 5C

Financial Norms for KGBV – Revised w.e.f. 1st April 2014

MODEL-II (School with Hostel for 50 girls)

S.No	Recurring Cost (Existing KGBV Financial Norms)	Recurring Cost (Revised)
1	Maintenance per girl student per month @ Rs 900/-	Maintenance (food component) per month @ Rs.1500/- and indexed for the Mid-Day Meal Scheme.
2	Stipend for girl student per month @ Rs.50	Stipend for girl student per month @ Rs.100/-
3	Supplementary TLM, stationary and other educational material @ Rs.600 per girl student per annum.	Supplementary TLM, stationary and other educational material for girl student @ Rs.1000/-
4 5	Examination fee @ Rs. 20 per annum Salaries-Lump Sum Provision of Rs. 12 lakhs per annum per centre	Deleted Salaries
	Warden	1 Warden@Rs.25,000/- per month
	Full time teachers (i) In case the enrolment exceeds 100 children a head teacher as per RTE norms will be provided with unit cost of Rs. 20,000 per month. (ii) An additional teacher with a salary of Rs.15,000 per month will be provided when enrolment exceeds 105 children on 1;35 ratio as per RTE Act.	1.Head teacher @ Rs. 25,000/- per month in case the enrolment exceeds 100. 4-5 Full time teachers as per RTE norms@Rs.20,000/- per month per teacher.
	2 Urdu teachers (only for blocks with Muslim population above 20% and select urban areas) if required	2 Urdu teachers (only for blocks with Muslim population above 20% and select urban areas) if required @ Rs.12,000/- per month teacher
	3 Part time teachers	3 Part time teachers @ Rs. 5,000/- per month per teacher
	1 Full time accountant	1 Full time Accountant @Rs.10,000/-per month
	2 support staff-(Accountant/Assistant, peon, chowkidar)	2Support staff- (Accountant/Assistant, peon, chowkidar)@ Rs.5,000/-per month per staff.
	1 Head cook and 1Asst. cook for 50 girls and 2 Asst. cooks for 100 girls	1Head cook@ Rs.6,0000/-per month per staff.
	Vocational training/specific skill training@Rs.600/- per girl student per annum.	Specific skill training per girl @ Rs.1, 0000/- annum.
6	Electricity/ water charges @ Rs.720/-per girl student per annum.	Electricity/water charges per girl @ Rs.1, ooo/- per annum.
7	Medical care/contingencies @ Rs 750/- per girl student per annum	Medical care/contingencies @ Rs. 1,250/- per girl student per annum.
8	Maintenance @ Rs. 400/-per girl student per annum	Maintenance (hostel maintenance) @ Rs.750/- per girl student per annum..
9	Miscellaneous @Rs.400/-per girl student per annum	Miscellaneous (toiletries, sportswear, sports equipment etc.) @ Rs. 750/- per girl student per annum.
10	Preparatory camps @Rs.200/- per girl student per annum.	Preparatory camps @Rs.300/- per girl student per annum.
11	PTA/school functions @ Rs.200/-per girl student per annum	PTA/school functions @ Rs.300/- per girl student per annum.
12	Provision of rent (8 months)@ Rs.8000/- per girl student per annum	Provision of rent @ Rs.10, 000/- per girl student per annum.

13	Capacity building @ Rs. 300/- per girl student per annum	Capacity building(Training of Teachers, Warden & hostel staff) @Rs.5oo/- per girl student per annum
14		Physical/Self Defence training @ Rs.200/- per girl student per annum

APPENDIX: 5D

Financial Norms for KGBV – Revised w.e.f. 1st April 2014

MODEL-III (School with Hostel for 100 -150 girls)

S.No	Recurring Cost (Existing KGBV Financial Norms)	Recurring Cost (Revised)
1	Maintenance per girl student per month @ Rs 900/-	Maintenance (food component) per month @ Rs.1500/- and indexed for the Mid-Day Meal Scheme.
2	Stipend for girl student per month @ Rs.50	Stipend for girl student per month @ Rs.100/-
3	Supplementary TLM, stationary and other educational material @ Rs.600 per girl student per annum.	Supplementary TLM, stationary and other educational material for girl student @ Rs.1000/-
4 5	Examination fee @ Rs. 20 per annum Salaries-Lump Sum Provision of Rs. 12 lakhs per annum per centre	Deleted Salaries
	Warden	1 Warden@Rs.25,000/- per month
	Full time teachers (i) In case the enrolment exceeds 100 children a head teacher as per RTE norms will be provided with unit cost of Rs. 20,000 per month. (ii) An additional teacher with a salary of Rs.15,000 per month will be provided when enrolment exceeds 105 children on 1;35 ratio as per RTE Act.	1.Head teacher @ Rs. 25,000/- per month in case the enrolment exceeds 100. 4-5 Full time teachers as per RTE norms@Rs.20,000/- per month per teacher.
	2 Urdu teachers (only for blocks with Muslim population above 20% and select urban areas) if required	2 Urdu teachers (only for blocks with Muslim population above 20% and select urban areas) if required @ Rs.12,000/- per month teacher
	3 Part time teachers	3 Part time teachers @ Rs. 5,000/- per month per teacher
	1 Full time accountant	1 Full time Accountant @Rs.10,000/-per month
	2 support staff-(Accountant/Assistant, peon, chowkidar)	2Support staff- (Accountant/Assistant, peon, chowkidar)@ Rs.5,000/-per month per staff.
	1 Head cook and 1Asst. cook for 50 girls and 2 Asst. cooks for 100 girls	1Head cook@ Rs.6,0000/-per month per staff.
	Vocational training/specific skill training@Rs.600/- per girl student per annum.	Specific skill training per girl @ Rs.1, 0000/- annum.
6	Electricity/ water charges @ Rs.720/-per girl student per annum.	Electricity/water charges per girl @ Rs.1, ooo/- per annum.
7	Medical care/contingencies @ Rs 750/- per girl student per annum	Medical care/contingencies @ Rs. 1,250/- per girl student per annum.
8	Maintenance @ Rs. 400/-per girl student per annum	Maintenance (hostel maintenance) @ Rs.750/- per girl student per annum..
9	Miscellaneous @Rs.400/-per girl student per annum	Miscellaneous (toiletries, sportswear, sports equipment etc.) @ Rs. 750/- per girl student per annum.

10	Preparatory camps @Rs.150/- per girl student per annum.	Preparatory camps @Rs.200/- per girl student per annum.
11	PTA/school functions @ Rs.150/-per girl student per annum	PTA/school functions @ Rs.200/- per girl student per annum.
12	Provision of rent (8 months)@ Rs.4800/- per girl student per annum	Provision of rent @ Rs.6,0 00/- per girl student per annum.
13	Capacity building @ Rs. 300/- per girl student per annum	Capacity building(Training of Teachers, Warden & hostel staff) @Rs.500/- per girl student per annum
14		Physical/Self Defence training @ Rs.200/- per girl student per annum

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ABOUT THE EDITOR

Dr. Ismail Thamarasseri was born and grew up in Malappuram District, Kerala, India. He holds B.A., B.Ed., M.A. Sociology, M.A. English, M.Ed. and Ph.D. Education degrees. He has qualified UGC-NET (Education, Sociology, Adult Education) and Central Teacher Eligibility Test. He started his teaching career at Govt. Higher Secondary School, Cheriyamundam, Tirur, Kerala and later worked in Farook group of Educational Institutions Kottakkal, Kerala. Presently he is working as an Asst. Professor at Dept. of Education in Central University of Kashmir, India. He is the author of several books and published extensively in reputed journals. He has presented various papers on different topics of education at National and International seminars. He is associated with many academic bodies and NGOs in different capacities. He can be mailed at ismailktkl@gmail.com

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