



ANALYSIS OF EDUCATIONAL DISPARITIES IN JAMMU REGION. A STUDY OF KISHTWAR DISTRICT

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Abstract

Education is knowledge and education play an important role in socio-economic development of the society and the country. In Jammu region there are many disparities in terms of education. The educational disparities are caused due to the inequality in society and lack of education. The educational disparity is caused due to less development between rural and urban areas. There are also many factors such as caste, class, language, gender etc. which causes educational disparities. Especially for female education is the main thing from which they become independent and developed their own identity. People of Jammu region facing many problems and issues due to their physical location. In Jammu region there are many districts in which the literacy rate is very low. This paper analysis the situation of educational disparities in different villages of Kishtwar district of Jammu region. Secondary source of data particularly Census of India report, Digest of Statistics, District Handbooks, etc. have been used to collect information about various educational indicators.

Keywords: Educational disparities, Jammu region, Kishtwar district

Introduction

The World Inequality Database on Education highlights the powerful influence of circumstances, such as wealth, gender, ethnicity and location, over which people have little control but which plays an important role in shaping their opportunities for education and life. (World Inequality Database on Education). A report published by UNESCO shows the extent of exclusion in education now further exacerbated by Covid-19. (UNESCO, 2020). The 2020 Global Education Monitoring (GEM) Report shows that inequalities will have deepened during the pandemic 40% of countries worldwide have not supported learners at

risk during the crisis. (UNESCO, 2020) The concept of education in India is not only aimed at making the people literate but it is also inspired by the principles of establishing cultural unity and socio-economic justice. Indian education system is not balanced there is differences on the basis of caste, class, gender etc. which causes inequalities. According to the data conducted by Oxfam in 2020 the richest 10% of Indians controlled approximately 74% of the nation's wealth. The disparity between poor and rich always plays a huge role in inequalities in education in India. (Oxfam India report, 2020). The Right of Children to Free and Compulsory Education (RTE) Act,2009 which comes

under the Article 21-A provides children from age 6 to 14 free and compulsory education. Education provides growth and human development. Education is all one with growing it has no end beyond itself. (Dewey, 1978).

In the last two decades, the interdisciplinary field of education and conflict has grown exponentially, departing from the original idea of the two faces of education (Saltareli, 2000). Educational experiences in conflict affected settings are too diverse and multidimensional to be presented as a single review and the field that was once portrayed as in its infancy has developed as a distinct sub discipline consisting of research, professional and academic training, policy analysis and practice. (pherali, 2019).

Due to the emergency nature of the Covid-19 pandemic education systems around the world are facing extreme disruption. According to the report of UNESCO (2020) nearly 1.6 billion learners in more than 190 countries or 94 percent of the world's student population were impacted by educational institutions closures. Due to this situation, teachers and administrations were unprepared for these transitions and were forced to build emergency remote-learning system almost immediately. In response to this disruption, researchers are beginning to analyze the impact of the closure of the schools and colleges to students learning progress (Robin Donnelly, 2021).

Regions which lie in adverse physically conditions cannot obtain good education and becomes the victims of regional disparity. Educational disparities are caused by the regional differences because in rural areas the educational programs are not active due to the lack of transport and physical conditions. Education in urban areas is expansive for example in private universities and colleges the fees are not affordable for people who belongs to poor and middle-class families.

Regional disparities in education are also caused by differences in the supply and the characteristics of educational programs targeted at students with disabilities and students with a migration history. However, it is remarkable that less attention has been given to social-historic, cultural and economic factors that brings regional structure disparities in education. Also, educational polices, governance processes, and public justifications, causing or reducing such inequalities also access to education is about overcoming social differences and often also about overcoming spatial differences. (Rita Nikolai, 2022).

Gender parity in education is a fundamental human right a foundation for equal opportunity and a source of economic growth, employment, and innovation (EFA, 2011). Literacy is a very important tool for the empowerment of women and also it helps to struggle against inequality and injustice in society. Education plays an important role in facilitating the growth and development of the society and the country. In Indian society it is women and girls who suffer because of low accessibility to education. Also, we can say that gender is an important factor which is responsible for determining the education level of an individual (India Human Development Report, 2011).

Jammu and Kashmir is also considerable disparities in education in terms of literacy, infrastructure, opportunities for primary, secondary, and higher education, facilities for professional courses and training in specialized technical skills. These inequalities are expected to create various socio-economic and political problems. (Rehana Rasool, 2016).

Jammu and Kashmir is now become the 8th Union Territories of India. The tribal groups are spread all over the Jammu and Kashmir. In Jammu and Kashmir the tribal literacy rate is 50.60% in which male rate is 60.6% and female literacy rate is 39.70%

which is below than the national and state average rate. The literacy rate between the male and female become wider. In Economic Survey 2014 in Jammu and Kashmir reveals that prevalence of poverty is higher in tribal people (42%) than in general population (21.6%) (Khan, 2021).

In the National Educational Scenario, Jammu and Kashmir is assumed as educationally backward in the reference to the established indices namely literacy rate, dropout rate, teacher pupil ratio and the absorption pattern of the educated persons. According to the Census of India, Jammu and Kashmir ranks 30 in terms of literacy rate and in terms of female education it ranks 32. There are many factors which acts as a barrier to girls' education are poverty, parental illiteracy, child marriage, customs and cultures, female teachers in schools, transport facilities, molestation in schools, toilet facility etc. (Khan S. B., 2014).

Kishtwar district is a district of the Indian union territory of Jammu and Kashmir. As of 2011 it is the largest and least populated district of Jammu and Kashmir. The district is bordered by Kargil district in the east and north, Chamba districts to the south, and Anantag and Doda districts to the west. (wikipedia). The education system in Kishtwar district is very poor people belongs to the rural areas do not get proper education due to lack of transportation, unavailability of teachers, lack of schools etc. whereas in rural areas there is government schools but people want to send their children in private schools for better education. The education system in govt. and private schools is a major issue also it creates the class barrier among the children. Some people do not afford high quality of education because they are poor or they belong to the poor family.

Primary education provides basic knowledge of reading and writing to children between the age of 6 to 14 years. According to NUEPA (National University

of Educational Planning and Administration, India), the elementary education is consisting of two stages i.e., Lower Primary from class 1 to 5 between the age of 6 to 11 years (5 years) and Upper Primary from class 5 to 8 between the age of 11 to 14 years for 3 years.

In the context of education, Primary schools can become a medium of interactions between social and physical practices that operates within the area. Primary education has become universal right for children and particularly rural areas are mainly concentrated. Children of internally displaced persons (IDPs) are affected to large extend in regards to education thus providing education for regional development has become utmost important. (Guite, 2018).

There are many schemes and programs are launched by the government to improve the education system. These programs like Beti Bachao Beti Padhao, mid-day meal scheme, Sarva shikha abhiyan so that people are interested and to send their kids schools in rural areas including their daughters.

The literacy rate of Kishtwar district is 56.2% in which male literacy rate is 57.17% and the female literacy rate is 35.11% as per the Census 2011. There is a huge gap between the male and female literacy rate. Education made a great impact to improve the socio-economic development of the society and the country.

LITERATURE REVIEW

Kishtwar district in the Jammu region of India has a significant educational disparity, which is a major concern for policymakers and educators. Several studies have been conducted to explore the factors contributing to these disparities and to suggest possible solutions. According to a study by Kalia et al. (2015), the educational disparities in Kishtwar district can be attributed to factors such as inadequate infrastructure, poverty, lack of

qualified teachers, and gender disparities. The study highlights the need to improve access to education, enhance the quality of education, and promote gender equality to address these disparities.

Another study by Bhat and Sharma (2019) found that poor socioeconomic status, inadequate infrastructure, and a lack of teacher training were significant factors contributing to educational disparities in Kishtwar district. The study suggests that interventions such as increasing teacher training programs, improving infrastructure, and providing financial assistance to disadvantaged families can help reduce these disparities.

Moreover, a study by Kumari and Shukla (2020) highlights the importance of community participation in addressing educational disparities in Kishtwar district. The study found that involving parents, local leaders, and other stakeholders in the education system can help increase access to education and improve its quality.

Finally, a study by Choudhary and Singh (2021) suggests that promoting vocational education and skills training can help address educational disparities in Kishtwar district. The study argues that such interventions can provide alternative pathways to education for disadvantaged youth and improve their employability in the long run.

Overall, the literature suggests that addressing educational disparities in Kishtwar district requires a multi-faceted approach that takes into account the specific needs and challenges of the region. This includes improving infrastructure, providing teacher training, promoting gender equality, involving the community, and promoting vocational education and skills training. Such interventions can help ensure that all children in the region have equal opportunities to learn and grow.

OBJECTIVES

- In this study we know about the educational disparity in Kishtwar district of Jammu and Kashmir UT.
- We study about the condition of education system in Kishtwar district.
- We study the literacy rate and female education also.
- We study about the areas lacking education and other basic functions.

STUDY AREA

The Union Territory of Jammu and Kashmir strategically located in the north-west corner of India shares borders with China in the east, Pakistan in the northwest and plains of Punjab and Himachal in the south and south-east. (Dar, 2021).

The Kishtwar district lies between 75-25” East longitude and 34-10” North latitude, Kishtwar town is 234 kilometers from Jammu and 280 kilometers from Srinagar. (wikipedia, 2011). Kishtwar the land of saffron, sapphire and shrines were an independent hilly state during the medieval period. This district was carved out from the erstwhile District Doda during the year 2007-2008 when the Chief Minister of state G. N. Azad had taken a historic decision in July 2006 for creation of the new district.

According to the census of 2011, Kishtwar had population of 230,696 of which male are 120,165 and females are 110,531. And the literacy rate is 56.20. in which male literacy rate is 68.92 and female literacy rate is 42.36.

Kishtwar district is known to have educational disparities that can be a subject of study to help address these issues. Some of the study areas in terms of educational disparities include in Kishtwar district are:

- Access to education: it is one of the significant educational disparities in Kishtwar district is the lack of access to education, particularly for

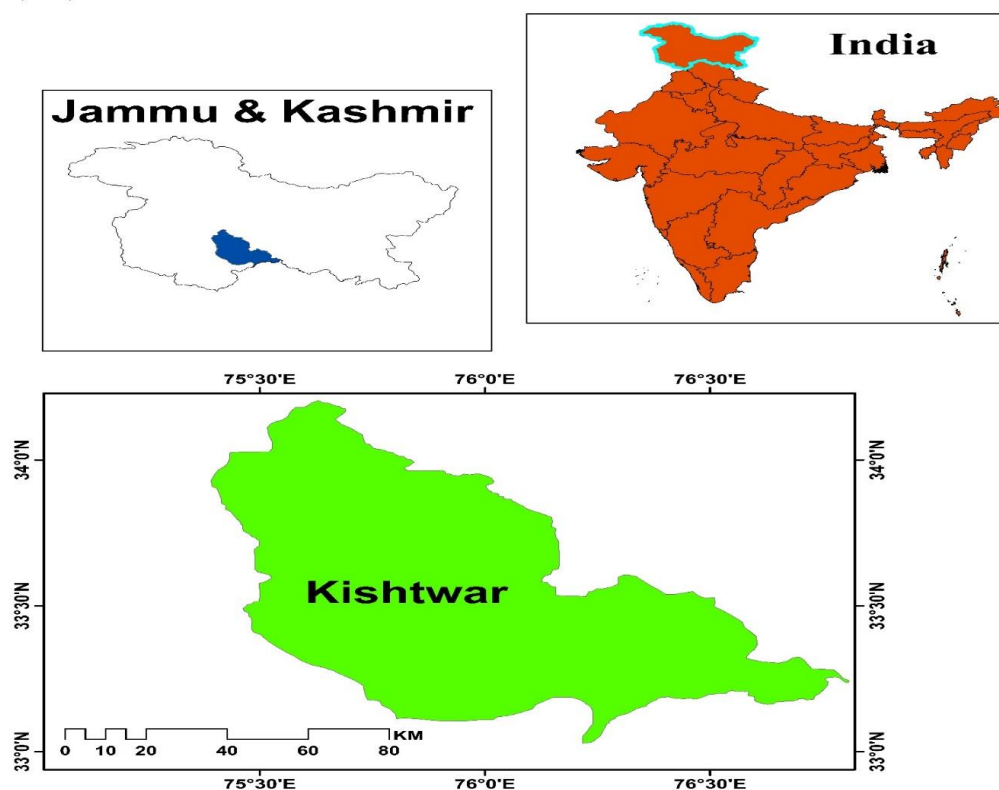
girls and children from marginalized communities.

- Quality of education: another significant disparity is the quality of education because of lack of proper teaching materials, shortage of teachers, inadequate infrastructures.
- Gender disparity: Kishtwar district has a gender gap in education in

terms of girls lagging behind boys in terms of access to education and completion rates.

- Socio-economic disparity: children from economically disadvantaged families are more likely to drop out of schools and do some work for the purpose of financial support.

Geographical Location of Kishtwar District



Teacher training: teachers of Kishtwar district are not well trained to do their jobs and are not also well qualified.

METHODOLOGY

The purpose of this study is to analyze educational disparities in the Jammu region, focusing on the Kishtwar district. The study aims to identify the factors that contribute to disparities in educational outcomes and to suggest potential solutions to address these disparities.

The for this study is descriptive and cross-sectional in nature. The study will use a combination of quantitative and qualitative research methods to collect and analyze data.

Data Collection: The data for this study will be collected through the following method:

1. Secondary data: census of India (2011), district data handbook (2011).
2. Document Analysis: School records, district reports, and other relevant documents will be analyzed to identify patterns and trends in educational disparities.

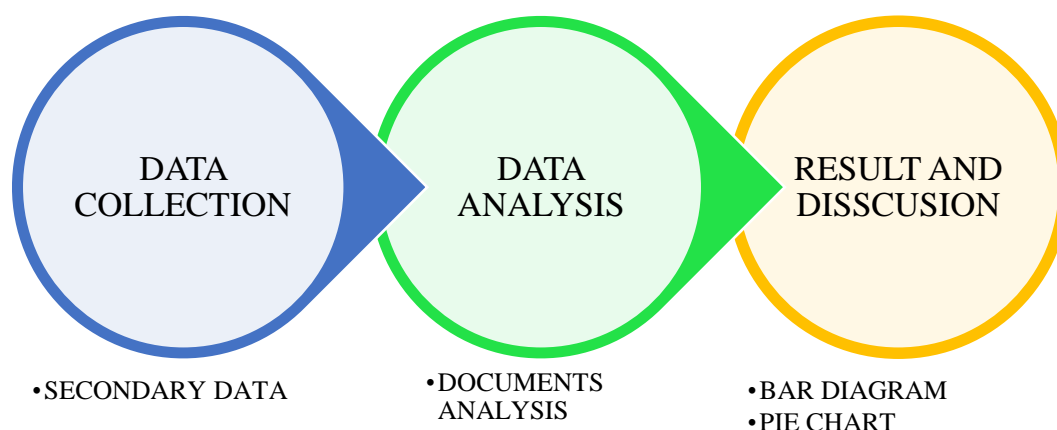
Data Analysis: The data collected from secondary source and document analysis will be analyzed using both descriptive and

inferential statistical techniques. The data will be analyzed using software such as Excel.

Limitations: The study has some limitations, including the fact that it focuses on only one district in the Jammu region. As such, the findings may not be generalizable to other districts in the region.

With the help of these methods we can better understand the educational disparities in the Kishtwar district of Jammu region, and the findings will be used to inform policy and practice aimed at reducing these disparities.

METHODOLOGY



RESULT AND DISSCUSIONS

Education is the key to development and progress. However, access to quality education is still a challenge in many parts of the world. The Jammu region is no exception. In Kishtwar district, there are significant disparities in educational opportunities that hinder the overall progress of the region. In this article, we will analyze the educational disparities in Kishtwar district and suggest ways to address them.

Disparities in Kishtwar Education District

Kishtwar district is located in the eastern part of the Jammu region. The district has a population of over 200,000 people, with a

literacy rate of 65.74%. The district has a predominantly rural population, with only a few urban centers. Despite efforts by the government to improve education in the region, there are still significant disparities in educational opportunities in Kishtwar district. The primary reasons for these disparities include poverty, gender discrimination, lack of infrastructure, and poor quality of education.

Poverty: Poverty is one of the main reasons for educational disparities in Kishtwar district. Families living in poverty cannot afford to send their children to school, and even if they do, they may not be able to provide the necessary resources such as books, uniforms, and transportation.

Gender Discrimination: Gender discrimination is another factor that contributes to educational disparities in Kishtwar district. Girls are often expected to stay at home and help with household chores instead of attending school. This mindset is prevalent among families living in poverty and those in rural areas.

Lack of Infrastructure: The lack of infrastructure, such as schools and transportation, is another reason for educational disparities in Kishtwar district. Many schools in the district do not have proper facilities, and students have to travel long distances to reach their schools.

Poor Quality of Education: The poor quality of education is a significant concern in Kishtwar district. Teachers are often underqualified, and the curriculum is outdated. As a result, students do not receive the education they need to succeed in life.

Suggestions for Addressing Educational Disparities

To address the educational disparities in Kishtwar district, we suggest the following:

1. Increase access to education
2. Promote gender equality
3. Improve infrastructure
4. Improve quality of education

let us delve deeper into each of the suggested solutions to address the educational disparities in Kishtwar district.

1. Increase access to education

The government can increase access to education by providing free education and necessary resources such as books,

uniforms, and transportation to families living in poverty. This can be done through government schemes, non-profit organizations, or corporate social responsibility initiatives.

2. Promote gender equality

Efforts should be made to change the mindset that girls should stay at home instead of attending school. This can be done through awareness campaigns and scholarships for girls. Providing separate toilets for girls in schools can also encourage more girls to attend school.

3. Improve infrastructure

The government should invest in building more schools and improving the transportation system to make it easier for students to access education. This can be done by constructing new schools in areas where there are none and upgrading existing schools with proper facilities such as libraries, computer labs, and playgrounds. Providing safe and reliable transportation to and from schools can also encourage more students to attend.

4. Improve quality of education

Improving the quality of education is crucial to ensuring that students receive the education they need to succeed in life. Teachers should be trained and qualified, and the curriculum should be updated to meet the needs of the students. Teachers should be encouraged to use innovative teaching methods and technology to make learning more engaging and interactive. Regular assessments should be conducted to evaluate the effectiveness of teaching methods and identify areas for improvement.

Teacher (In Lakhs)			Students (In Lakhs)			Schools (In Lakhs)		
Male	Female	Total	Boys	Girls	Total	Urban	Rural	Total
46.36	48.76	95.07	13.79	12.73	26.52	2.54	12.34	14.89

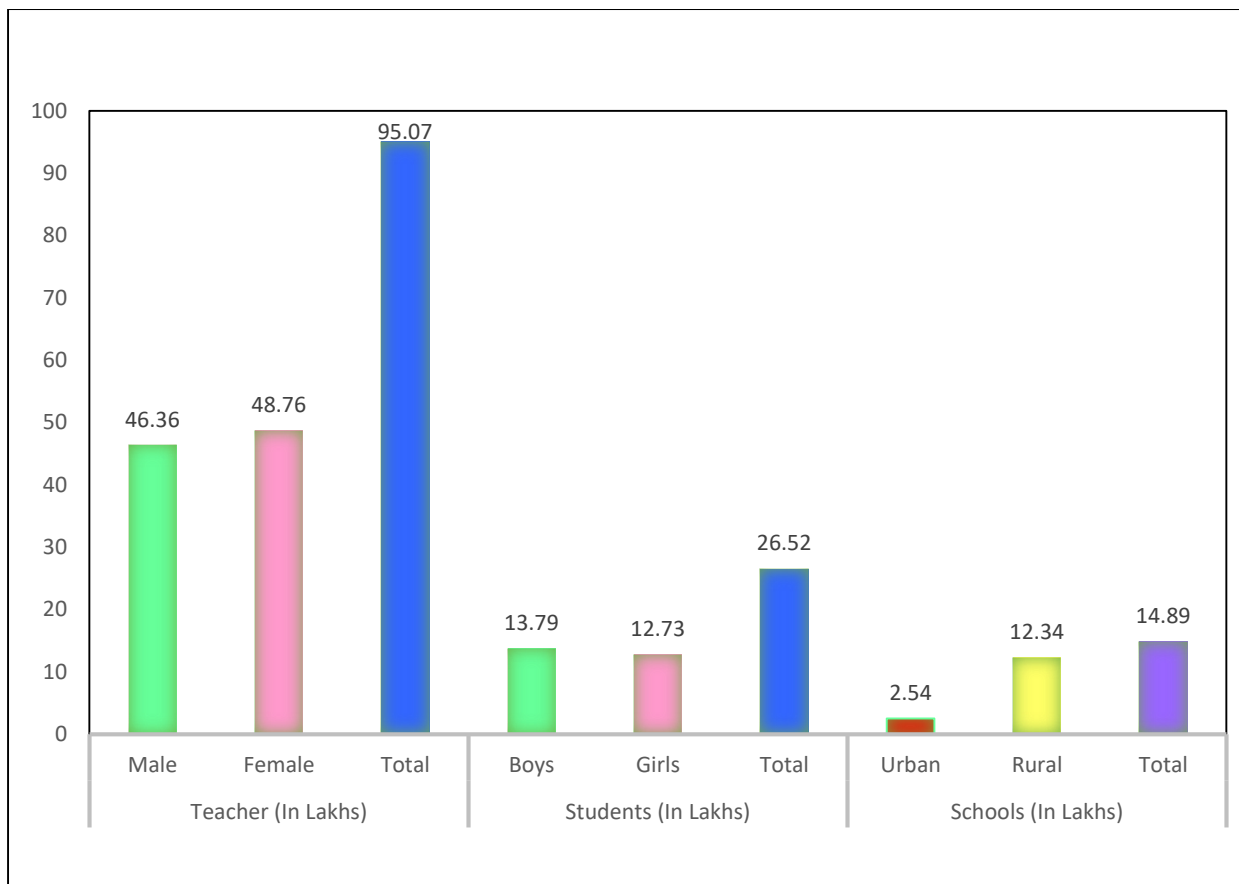


Fig: 2 BAR GRAPH SHOWING TEACHERS, STUDENTS, SCHOOLS PERCENTAGE

School with Toilets (%)		Schools with facilities (%)				Dropout Rate	
Boys	Girls	Drinking water	Electricity Supply	Library	Textbook	Primary	Secondary
96.22	97.48	98.22	89.34	87.3	74	1.45	12.6

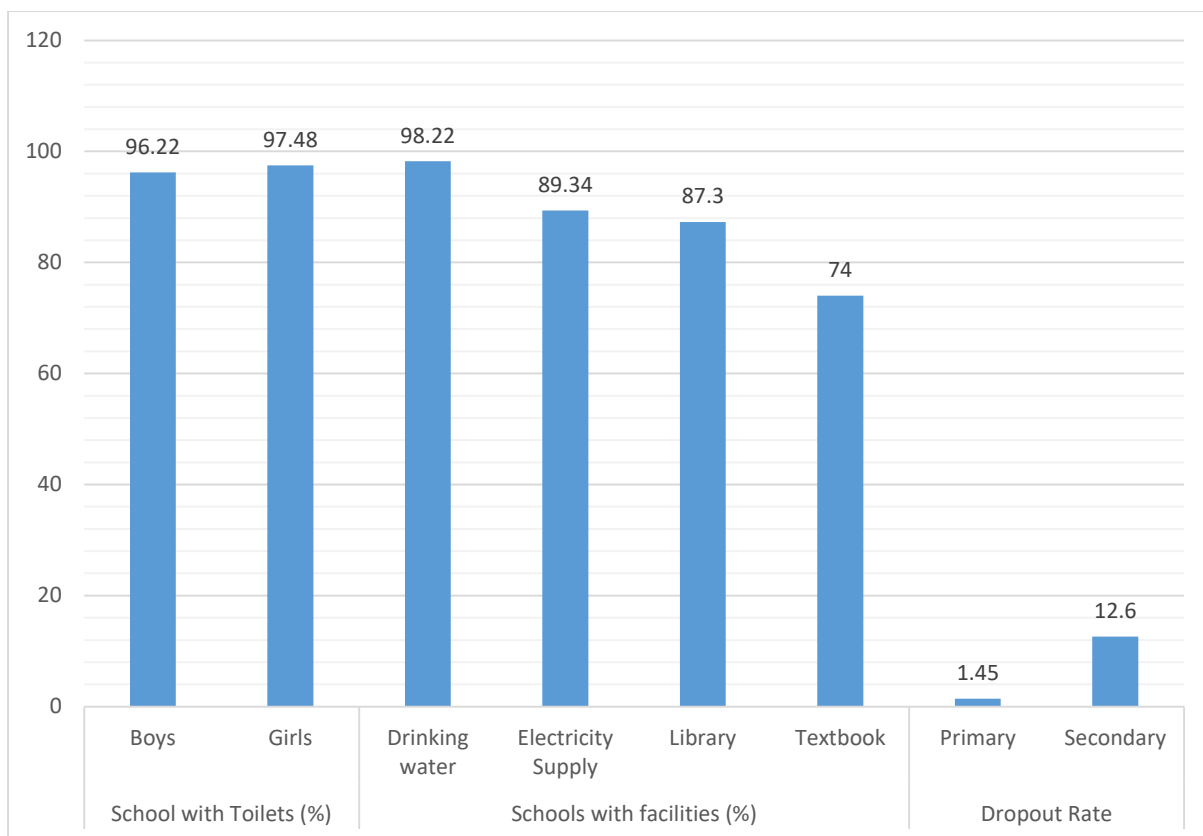


Fig:3

Schools	Enrollment (Ratio)	Enrollment (In no.)
Elementary	100.13%	1841997
Secondary	79.56%	398361

Table 4 . Enrollment

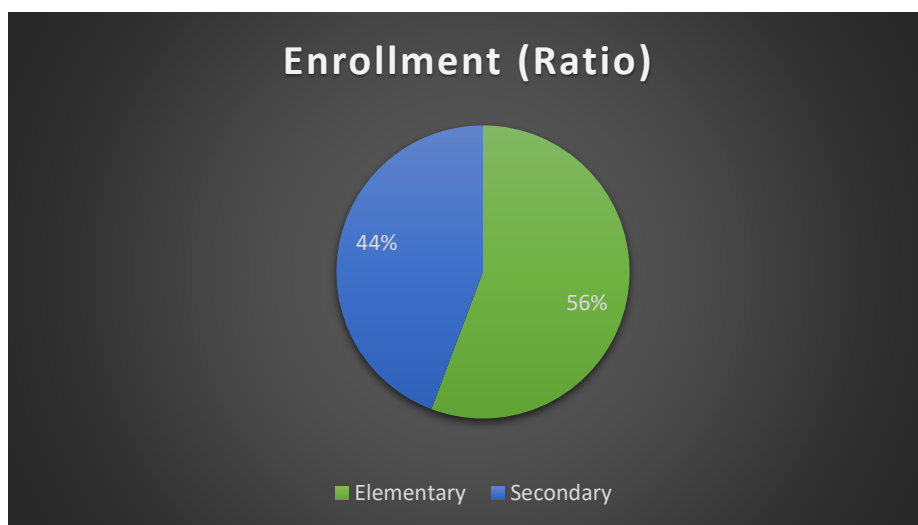


Fig 4 : Enrollment Ratio (elementary & secondary)

CONCLUSION

The educational disparities in Kishtwar district are a significant concern that needs to be addressed. The study shows that access to education is limited due to inadequate infrastructure and poverty. The quality of education is also poor due to a shortage of qualified teachers, inadequate infrastructure, and lack of teaching materials. Moreover, gender disparities exist, with girls lagging behind boys in terms of access to education, completion rates, and quality of education. Socioeconomic disparities are another significant factor contributing to educational disparities, as poor families cannot afford the costs of education. The findings suggest that policies that promote access to education, improve the quality of education, address gender and socioeconomic disparities, and provide adequate teacher training can help reduce the educational disparities in the region. Such policies should take into account the specific needs and challenges of the region and be implemented with the active participation of local communities. By addressing the educational disparities, we can ensure that all children in Kishtwar district have equal opportunities to learn and grow, which will benefit the region's social and economic development in the long run.

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