



A COMPARATIVE STUDY OF WORKING AND NON-WORKING UNMARRIED WOMEN IN SOUTH KASHMIR WITH RESPECT TO LEVEL OF EDUCATION

Mohd Farooq Mirza¹, MohdArif Hussain Bhat² & Nishat Qureshi³

¹Associate Professor, Govt. P.G. College Rajouri (J & K)

² Research Scholar DAVV, INDORE (M.P)

³ Research Scholar DAVV, INDORE (M.P)

Abstract

The present study is related with A Comparative Study of Working and Non-Working Unmarried Women in South Kashmir With respect to Level of Education. The study was conducted on 400 unmarried women whose educational qualification was 10th and above and who were in the age range of 18 to 35. The study was conducted in four districts of south Kashmir namely Anantnag, Kulgam, Pulwama and Shopian. 100 unmarried women were selected from each district by using purposive sampling, out of which 50 were working and 50 were non-working. Level of education was measured by using self-constructed information schedule by the researcher. The findings of the study revealed that among working unmarried women district Pulwama possessed the highest qualification with M.A. (20%) followed by Anantnag with B.Ed. (24%), Kulgam with B.A. (40%) and shopian with B.A. (30%). Similarly among the non-working unmarried women the district Shopian had the highest qualification with 10+2 (50%), followed by Pulwama with 10+2 (30%), Kulgam with 10th (50%), and Anantnag with 10th (40%).



Scholarly Research Journal's is licensed Based on a work at www.srjis.com

Introduction

Nelson Mandela has rightly said, "Education is the most powerful weapon which you can use to change the world"⁴. Education is considered to be the most effective instrument for equalizing opportunities and removing disparities among humans. In a democratic society like ours, the thrust is to equalize and enlarge the coverage and improve the quality of education in educational institutions so that a person belonging to any caste, creed, sex and religion or economic strata would have the chance of developing his potential fully. History reveals that education has formed a continuum and basis for the development of human society. Through the development of healthy attitudes, positive values and capabilities both

¹ Associate Professor, Govt. P.G. College Rajouri (J & K)

² Research Scholar DAVV, INDORE (M.P)

³ Research Scholar DAVV, INDORE (M.P)

of skill and knowledge, education provides strength, vitality and sensitivity to people to respond to changing situations and enables them to contribute to development. History has also established the significant role played by human resources in the development of nations. The development of human resources is the main function of education. Education is one of the major tools, which provide to fulfill economic roles and consequently improve their socio-economic status.

The present status of women that we see today was not the same before independence; girls were considered to be the curse, considered to be the burden, confined within the four walls of the house, women were considered the property of males and were treated as factory for producing children and what not and what to talk about their education. The history also reveals that Indian women were inhumanly treated; Sati system, Dowry, Child Marriage, Purdah system and Widowhood were some common systems that Indian women forcibly had to follow.

Education has changed the lives of women, the present status that the women now-a-days are enjoying is because of education. Gandhi Ji who was a protagonist of women education advocated that there should be no distinction in equality of status between men and women in society. He vehemently opposed purdah system and widowhood. He wanted to free women from social serfdom and gave special emphasis on women education. Later on after the independence of India the women education received the Impetus and women education started to flourish. Further various commissions were set from time to time to look after their education as University Education Commission (1948-49) states that, “there can’t be educated people without educating women”.

Our beloved Prophet Muhammad (PBUH⁵) has said that Women have equal right of education to that of Men and should be treated equally in the society not keeping caste, creed and color in view as Human Beings are “AshrafulMukhlukat” meaning “best among all creations ever”.

Knowledge explosion has now created a new class among the women in India and abroad i.e., working women. Working women in the world are rapidly expanding. However, for the last four to five decades tremendous changes have been seen in the status and role of women in the society. They have started coming out their seclusion and are working in factories, government offices, semi-government and private business establishments.

⁵ Peace be upon him

Rationale of the study

The Jammu and Kashmir State which is geographically different from other states of India, occupies a unique place in India because of the Article 370 which gives it a special status. The state of Jammu and Kashmir is known for its natural beauty as Amir Khusro, one of the greatest poet of country said a couplet in Farsi and which was later after two centuries replaced by Jahangir when he saw the beauty of Kashmir, “Agar firdausbarroo-e-zameenast, *Hameenast-o hameenast*” which meant, “if there is a paradise on earth, it is this, it is this, it is this”. The Jammu and Kashmir State is a conflicted state due to which the lives of people get hampered, be it economically, socially, educationally or morally. Constant shutdowns, killings, bombings, protests, detentions and what not have adversely affected the lives of common people. Much of the population has been affected by the conditions prevailing in the state of Jammu and Kashmir. Every sphere of life reflects the imprints the wrath of conflict. The educational system, particularly of women, has been drastically affected. Kashmir as being considered as a conservative society has already pushed the women education back to the wall and now because of conflict women education has greatly suffered.

More over by reviewing the literature it was found that only few researches have been conducted in this field especially in Kashmir. So a very little effort by way of research has been undertaken to throw light on different aspects of the life of women in Jammu and Kashmir. It is against this research gap that the present research was being conducted. Thus the research problem under investigation reads as:

Statement of the problem

“A Comparative Study of Working and Non-Working Unmarried Women in South Kashmir With respect to Level of Education”

Objectives

1. To identify the working and non-working unmarried women.
2. To study and compare the level of education of working and non-working unmarried women.

Hypothesis

The working and non-working unmarried women do not differ significantly in their level of education.

Sample

The sample for the present study was selected from four districts of south Kashmir namely Anantnag, Kulgam, Pulwama and Shopian. A survey was conducted in these four localities in order to identify working and non-working unmarried women having educational

qualification 10th and above and falling in the age range of 18-35. In all, there were 200 working and 200 non-working unmarried women selected for the present study from south Kashmir. The sample was selected by using purposive sampling.

Tools

In the present study a self-constructed information schedule was developed by the researcher for the identification of working and non-working women. This self-constructed information schedule was administered on 200 working and 200 non-working unmarried women to collect the information regarding age, level of education, occupation and other family background of the respondents.

Statistical technique

Data gathered from the respondents was analyzed by using percentage method.

Findings

The following were the findings of the study:

1. The sample comprised of 100 unmarried women from district Anantnag of south Kashmir. Out of the 100 unmarried women, 50 were working and 50 were non-working. So far the level of education is concerned, the number of working women, who have done 10th is 0.00 percent, 10+2 is 2.00 percent, B.A. is 4.00 percent, B.Sc. is 12.00 percent, M.A. is 10.00 percent, M.Sc. is 12.00 percent, B.Ed. is 24.00 percent, M.Ed. is 2.00 percent, NET/SET/GATE is 18.00 percent, M.Phil. is 8.00 percent, P.hD. is 8.00 percent and Post Doctorate is 2.00 percent.

In case of non-working unmarried women, the percentage is as, 10th is 40.00 percent, 10+2 is 20.00 percent, B.A. is 10.00 percent, B.Sc. is 10.00 percent, M.A. is 10.00 percent, M.Sc. is 2.00 percent, B.Ed. is 8.00 percent.

2. The sample comprised of 100 unmarried women from district Kulgamof south Kashmir. Out of the 100 unmarried women, 50 were working and 50 were non-working. So far the level of education is concerned, the number of working women, who have done 10th is 0.00 percent, 10+2 is 10.00 percent, B.A. is 40.00 percent, B.Sc. is 10.00 percent, M.A. is 5.00 percent, M.Sc. is 5.00 percent, B.Ed. is 20.00 percent, M.Ed. is 2.00 percent, NET/SET/GATE is 4.00 percent, M.Phil. is 2.00 percent, P.hD. is 2.00 percent and Post Doctorate is 0.00 percent.

In case of non-working unmarried women, the percentage is as, 10th is 50.00 percent, 10+2 is 10.00 percent, B.A. is 5.00 percent, B.Sc. is 10.00 percent, M.A. is 3.00 percent, M.Sc. is 2.00 percent, B.Ed. is 20.00 percent.

3. The sample comprised of 100 unmarried women from district Pulwama of south Kashmir. Out of the 100 unmarried women, 50 were working and 50 were non-working. So far the level of education is concerned, the number of working women, who have done 10th is 5.00 percent, 10+2 is 10.00 percent, B.A. is 10.00 percent, B.Sc. is 12.00 percent, M.A. is 20.00 percent, M.Sc. is 18.00 percent, B.Ed. is 10.00 percent, M.Ed. is 10.00 percent, NET/SET/GATE is 3.00 percent, M.Phil. is 1.00 percent, P.hD. is 1.00 percent and Post Doctorate is 0.00 percent.

In case of non-working unmarried women, the percentage is as, 10th is 25.00 percent, 10+2 is 30.00 percent, B.A. is 20.00 percent, B.Sc. is 10.00 percent, M.A. is 3.00 percent, M.Sc. is 10.00 percent, B.Ed. is 0.00 percent and P.hD. is 2.00 percent.

4. The sample comprised of 100 unmarried women from district Shopian of south Kashmir. Out of the 100 unmarried women, 50 were working and 50 were non-working. So far the level of education is concerned, the number of working women, who have done 10th is 20.00 percent, 10+2 is 10.00 percent, B.A. is 30.00 percent, B.Sc. is 15.00 percent, M.A. is 10.00 percent, M.Sc. is 5.00 percent, B.Ed. is 2.00 percent, M.Ed. is 1.00 percent, NET/SET/GATE is 1.00 percent, M.Phil. is 0.00 percent, P.hD. is 1.00 percent and Post Doctorate is 0.00 percent.

In case of non-working unmarried women, the percentage is as, 10th is 10.00 percent, 10+2 is 50.00 percent, B.A. is 10.00 percent, B.Sc. is 5.00 percent, M.A. is 3.00 percent, M.Sc. is 15.00 percent, B.Ed. is 7.00 percent, NET/SET/GATE is 0.00 percent, M.Phil. is 0.00 percent, P.hD. is 0.00 percent and post doctorate is 0.00 percent.

From the data gathered it can be concluded that the highest qualification of working unmarried women in different districts of south Kashmir is as: in district Anantnag it has been found to be as 24.00 percent in B.Ed., in kulgam it is 30.00 percent in B.A., in Pulwama it is 24.00 percent in M.A. and in Shopian it is 30.00 percent in B.A.

Similarly for non-working unmarried women it is as: in district Anantnag it has been found to be as 40.00 percent in 10th, in kulgam it is 50.00 percent in 10th, in Pulwama it is 30.00 percent in 10+2 and in Shopian it is 50.00 percent in B.A.

Conclusion

From the data gathered it is quite evident that district Shopian and Kulgam are way too backward as far as higher education of unmarried women is concerned as compared to other two districts of south Kashmir. Thus government and other NGO's should play a part in bringing these women with par to other districts of south Kashmir as far as level of education

is concerned. If the growth of women education will be hampered then the future growth of our society will be hampered as well.

References

- Aggarwal, J.C. 1983: *Development and Planning of Modern Education*, Vikas Publishing House, New Delhi.
- Buch, M.B. (Ed.): *A Survey of Research in Education Baroda; Centre of Advanced Study in Education*, 1974.
- Buch, M.B. (Ed.): *Second Survey of Research in Education, Baroda: Society for Educational Research and Development*, 1979.
- Buch, M.B. (Ed.): *Third Survey of Research in Education*, New Delhi, NCERT, 1986.
- Buch, M.B. (Ed.): *Fourth Survey of Research in Education. Volume I &II* New Delhi, NCERT, 1991.
- Harshpinder and Aujla. P. 2006: *Physiological and Psychological Stressors among Working and Non-Working Women*, *Journal of Human Ecology*, 20(2): 121-123: Kamla-Raj
- Iqbal, et. al. 2004: *Anxiety in Non-Working Women with reference to their Education, Family System and Number of Children*, *Pakistan Medical Journal of Sciences, Quarterly, Pak J Med Sci.*, 20(4), Oct.-Dec., *Professional Medical Publications* 345-348.
- Kalbg C. 1992: *Women Employment and Work Place*, Discovery Publishing House, New Delhi.
- NCERT; *Fifth Survey of Educational Research in Education, Volume I* New Delhi: NCERT 1997.
- NCERT; *Fifth Survey of Educational Research, Volume II* New Delhi, NCERT, 2000.
- NCERT; *Sixth Survey of Research in Education, Volume I*, NCERT, 2006.
- NCERT; *Sixth Survey of Research in Education, Volume II*, NCERT, 2007.
- Mukhopadhyay S. 2000: *Working status and stress of middle class women of Calcutta. J. BiosocSci;* (21): 109-14