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EDUCATION AND WOMEN EMPOWERMENT IN JAMMU DISTRICT (JAMMU & KASHMIR)

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Abstract:

Women are vital and productive workers in National economy. "Concept of Bharat Nirman", "Feel Good", "Socio-Economic Development" and "Good Governance", is not possible without participation and empowerment of women. In recent times, the empowerment of women has emerged as an important issue in our society. Females that constitute little less than half of the total population (48.47% in case of India and 46.8% in case of Jammu and Kashmir as per census 2011) play a vital role in socio-economic functioning of society. Education plays an important role in the empowerment of women. Education of women is very effective tool for women's empowerment not only from the point of view of literacy, but also inter-linkage with other social parameters viz. population growth, health care, and education of children etc. the present paper will focus on education and women empowerment in Jammu District.

KEY WORDS:

Women, Participation, Education, Empowerment etc.

INTRODUCTION

The Indian Constitution in its fundamental rights has provisions for equality, social justice and protection of women. These goals are yet to be realized. Women still continue to be discriminated against, exploited and exposed to inequalities at various levels. So the concept of empowerment as a goal of development projects and programmes has been gaining wider acceptance. By empowerment women would be able to develop self-esteem, confidence, realize their potential and enhance their collective bargaining power. Education makes the women strong, empowered, creates self-reliance and brings determination in life. Education is an ever-widening concept. Ever since the dawn of civilization, man directly, or indirectly has been trying to 'educate' him in order to meet with the changing demands of life. Education of the women is very effective tool for women's empowerment not only from the point of view of literacy, but has inter-linkage with other social parameters viz. population growth, health care, education of children etc. There is a strong linkage between education of women and the development of a nation. In fact, women education has come to be considered more important than that of men. Dr. Karve, a pioneer for the cause of women education, once said, "if you educate a man, you educate an individual, if you educate a woman, you educate the whole family." The University Education Commission (1949) has also rightly remarked: "There cannot be an educated man without an educated woman. If general education is to be limited to men or to women, that opportunity should be given to women, for then it would more surely be

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EDUCATION AND WOMEN EMPOWERMENT IN JAMMU DISTRICT (JAMMU & KASHMIR)

passed on to the next generations.”

Although there has been a considerable increase in female literacy and overall increase in women education, it is like a water drop in the ocean. Education is prevalent in urban area and is taken up mainly by the upper and middle class women of the society. The regional disparity in educational parameters puts a question mark on the effectiveness of our educational system and its activities.

STUDY AREA:-

Geographically, district Jammu is located between 74°24' to 75°18' east longitude and between 32°50' to 33°30' north latitude. It is bounded by Udhampur district in the north and north east, Kathua district in the South and South-east, Pakistan in the west and Rajouri district in the north-west. The district covers an area of 3095 sq. km. The Jammu district consists of alluvial plains lying towards the southern part of the Shiwaliks from where it merges into Punjab plains. It is formed by the depositions of Chenab, Tawi and their tributaries. The average elevation of the plain is 340m above mean sea level. More than half of the district consists of mostly treeless, semi arid hills and this broken mass of hills is known as kandi. The soil is mostly alluvium. It has lime and clay. The temperature varies from minimum of 3°C in January to more than 45°C in the month of June. Jammu District is the most accessible place in the state, where one can reach by road or by rail or by air route. The original inhabitants are Dogras, which are also the major ethnic group but an influx of Kashmir's migrant and peoples from other parts of the state has changed the past scenario. Major proportion of the population consists of Hindus, Muslims, Sikhs, Jains, Buddhist and Christians in lesser proportion.

OBJECTIVES:-

The main objectives of the present paper are:-

To study the educational infrastructure and literacy rate of females in the Jammu District.
To focus on the various schemes initiated by state government on women's education in the study area.

DATABASE AND METHODOLOGY:-

For the present study the data and information were collected through secondary sources. The secondary sources include census handbook of Jammu district 2001 and 2011, chief educational officer (CEO) Jammu, Directorate of School Education Jammu, Directorate of Economics and Statistics Jammu. Apart from this, Gender Parity index in enrolment is also calculated.

Gender Parity Index (GPI) :- The Gender Parity Index (GPI) is a socio- economic index usually designs to measure the relative access to education of males and females. In its simplest form it is calculated as the quotient of the number of females by the number of males enrolled in a given stage of education (primary, secondary etc)

Girl's Enrolment in Primary/ Upper Primary Grades in the Year't'

GPI = -----

Boy's Enrolment in the Primary/ Upper Primary Grades in the Year't'

Broad Social Benefits of Educating Girls:-

The broad social benefits of educating girls include the following:

Children of more educated mothers tend to be better nourished and suffer less from illness. A young woman's lack of schooling has a profound effect on the lives of her children. In Indonesia, the children of women with no formal schooling are almost three times more likely to die than those born to women with secondary education.

Children and particularly daughters of more educated mothers are more likely to educate themselves and become literate. Those women might have the chance of a healthier and happier life should be the reason enough for promoting a girl's education. An educated woman has the skills, information and self confidence that she needs to become a better parent and citizen.

The more years of education women have, the fewer children they tend to have. Cross country studies show

EDUCATION AND WOMEN EMPOWERMENT IN JAMMU DISTRICT (JAMMU & KASHMIR)

that an extra year of schooling for girls reduces fertility rates by 5 to 10 percentage. And the children of an educated mother are more likely to survive. In India, for example, the infant mortality rate of babies whose mothers have received primary education is half of children whose mothers are illiterate.

Educated women are less likely to die in child-birth as educated mother acquires the knowledge about the importance of planning pregnancies.

Girl's education is the assured route of women's economic empowerment, thus freeing her from dependence on her husband, father and brother. Earning money elevates a women's self esteem and her standing in her home and community. It can also propel a woman out of destructive relationship or encourage her to change its terms.

LITERACY ATTAINMENT:-

The pace of progress in literacy rates as revealed by the decennial census is very slow in India. In the span of fifty years i.e. from 1951 (18.33) to 2001 (64.83), there has been only marginal increase of 46.5 percent in literacy rate. Between 1951 to 2001, female literacy shows a mere 44.7 percent increase which is only five times for the whole point. According to census, 2011, out of 74.04 percent of literacy rate, the corresponding figures for male and female are 82.14 and 65.46 percent respectively which means four out of every five males and two out of every three females of the age seven and above are literate in the country. Though the target set by planning commission to reduce the gender gap by 10 percent in 2011-12 has not been achieved yet the reduction by 5 percent (4.99%) has been achieved which is a positive stride towards decreasing illiteracy. The total literacy rate of Jammu and Kashmir State is 68.74 percent, male literacy rate 78.26 percent and female literacy rate 58.01 percent respectively. The average literacy rate in 10 districts of Jammu Division has jumped to 68.79% in comparison to 63.29 percent of the valley. The literacy rate in least populated Ladakh Division is 77.48 percent. Some districts of Jammu Division like Jammu and Samba are marching beyond 85 percent literacy rate according to 2011 census. According to 2011 census male literacy rate in Jammu Division is 79.42 percent and female literacy rate is 56.86 percent. As far as Jammu District is concerned male literacy rate is 89.77 percent and female literacy rate is 77.41 percent respectively. Female Literacy in country, in state, in Jammu division as well as in Jammu District is still a cause of concern.

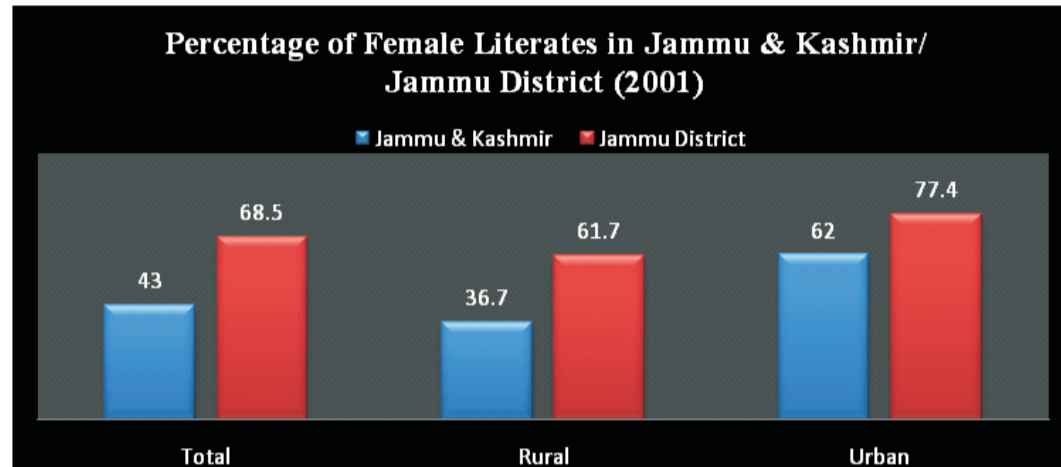
Growth of Literacy in Jammu District (1981-2011):- Jammu and Kashmir has witnessed remarkable progress in spread of literacy. Compare to barely 12.95% of Jammu and Kashmir's population recorded as literate in 1961, according to 2011 census, that proportion has gone up to 67.16 percent. There is a wide variation in the spatial pattern of literacy in the state. Similarly there are sharp differences between the literacy rates of males and females. As far as literacy rate concerned in Jammu District, according to 1981 census total literate population in Jammu District is 42.86 percent with male literacy rate 52.60 percent and female literacy rate is 32.24 percent respectively. According to 1981 census, in Jammu District rural female literacy rate is 24.05 percent and urban female literacy is 52.19 percent respectively. But according to 2011 census, Jammu district with 83.98 percent literacy occupies the first rank among all the districts of the state with male literacy rate is 89.77 percent and female literacy rate is 77.41 percent respectively. In case of Jammu District, the post 1981 period is marked by rapid acceleration in the proportion of literate. This progress in literacy was primarily the result of opening up a large number of schools, massive campaign in favor of universalisation of literacy, Sarv Shiksha Abhiyaan initiated by the government to increase the literacy of the country, provision of better trained teacher through Rehbar-e-Taleem, greater availability of jobs outside traditional as well as caste determined occupations and recently accorded recognition to literacy as a symbol of social prestige.

TABLE 1:-PERCENTAGE OF LITERATES IN JAMMU AND KASHMIR/JAMMU DISTRICT 2001 CENSUS:

TOTAL/R URAL/UR BAN	JAMMU AND KASHMIR STATE			JAMMU DISTRICT		
	PERSONS	MALES	FEMALES	PERSONS	MALES	FEMALES
1	2	3	4	5	6	7
TOTAL	55.5	66.6	43	77	84.4	68.5
RURAL	49.8	61.7	36.7	71.7	80.9	61.7
URBAN	71.9	80	62	83.5	88.6	77.4

SOURCE:- CENSUS DEPARTMENT, JAMMU AND KASHMIR

EDUCATION AND WOMEN EMPOWERMENT IN JAMMU DISTRICT (JAMMU & KASHMIR)



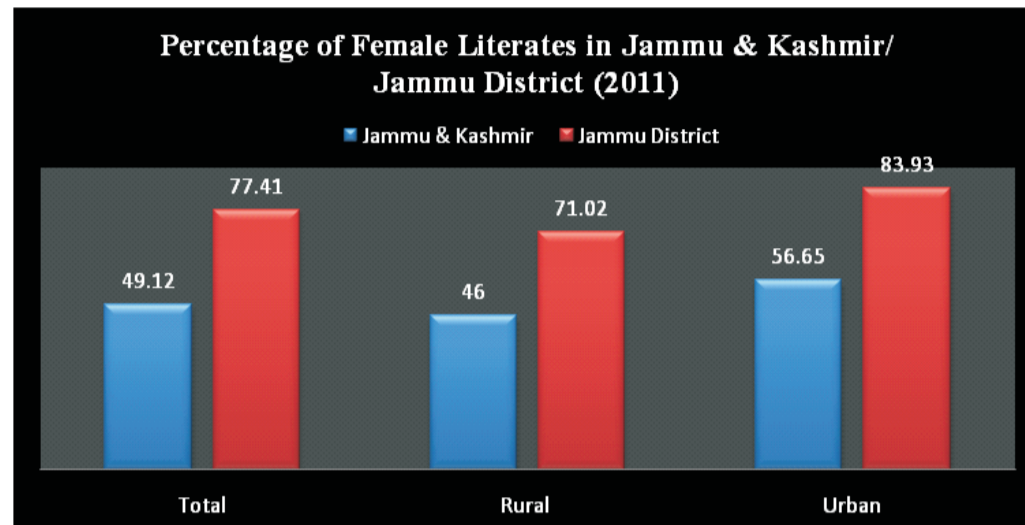
In 2001 census, the state was inhabited by 10,143,700 persons out of which 4,807,286 or 55.5 percent had been recorded as literate which was substantially higher as compared with the corresponding average of the state (32.7 percent) at 1981 census. Male and female literates had witnessed an increase of 22.4 percent and 23.4 percent during the period from 1981 to 2001 census. In the rural areas of the state, the percentage of literates had increased from 26.9 percent in 1981 to 49.8 percent in 2001 census which depicted an increase of 22.9 percent literates over 1981 census. Male and female literates had shown an increase of 22.7 percent and 23.6 percent respectively. In the urban sector of the state, the literacy rate had risen to 71.9 percent in 2001 census from 53.6 percent in 1981 census an increase of 18.3 percent literates. While male literates had witnessed an increase of 17.3 percent, females had shown an increase of 19 percent. Interestingly, the overall increase of the literacy rate in rural areas was higher than that of the corresponding increase in the urban sector of the state.

In Jammu district, as many as 1,070,574 persons had been returned as literate who comprised 77 percent of the total population. The corresponding proportion in the district at 1981 census was 51.7 percent which indicated an increase of 25.3 percent literates during the period between 1981 and 2001 census. In 2001 census male and female literates accounted for 84.4 percent and 68.5 percent respectively. The corresponding proportion as returned during 1981 census was 63.3 percent in case of males and 38.9 percent in so far as females were concerned which depicted an increase of 21.1 percent and 29.6 percent with regard to male and female literates respectively over that of 1981 census. In this way female literates had made much progress in the field of literacy as compared to those of males.

TABLE 2:-PERCENTAGE OF LITERATES IN JAMMU AND KASHMIR/JAMMU DISTRICT 2011 CENSUS:

TOTAL/RURAL/URBAN	JAMMU AND KASHMIR STATE			JAMMU DISTRICT		
	PERSONS	MALES	FEMALES	PERSONS	MALES	FEMALES
1	2	3	4	5	6	7
TOTAL	67.16	76.75	49.12	83.98	89.77	77.41
RURAL	63.18	73.76	46.00	79.28	86.81	71.02
URBAN	77.12	83.92	56.65	88.61	92.58	83.93

SOURCE:- CENSUS DEPARTMENT, JAMMU AND KASHMIR



The above table shows the percentage of literates in the Jammu and Kashmir State and Jammu District. The above table clearly shows that in 2011, 67.16 population of state is literate. As far as total male and female literacy rate is concerned, 76.75 percent male and 49.12 percent female are literate in Jammu and Kashmir State. In the rural sector of the state, the literacy had risen to 63.18 percent in 2011 census from 26.9 percent in 1981, which depicted an increase of 36.28 percent literates. In the urban sector of state, the literacy has increased from 53.6 percent in 1981 census to 77.12 percent in 2011 census an increase of 23.52 percent literates. Interestingly, the overall increase of the literacy rate in rural areas was higher than that of the corresponding increase in the urban sector of the state. In rural area corresponding figures for males and females literates are 73.76 percent male and 46 percent female literacy. In the urban sector of state corresponding figure for male and female literates are 83.92 percent male and 56.65 female literates respectively. According to census 2011, in Jammu District, total literacy rate is 83.98 percent. The corresponding proportion in the district at 1981 census was 51.7 percent which indicated an increase of 32.28 percent literates during the period between 1981 and 2011 census. In 2011 census male and female literates accounted for 89.77 percent and 77.41 percent respectively. The corresponding proportion as returned during 1981 census was 63.3 percent in case of males and 38.9 percent in so far as females were concerned which depicted an increase of 26.47 percent and 38.51 percent with regard to male and female literates respectively over that of 1981 census. In this way female literates had made much progress in the field of literacy as compared to those of males.

Gender Parity in Enrolment:-

Degree of gender parity is an important indicator, reflecting the differential outlook of society toward its male and female population. Gender parity in enrolment indirectly reflects the degree of discrimination between male and female in our society. It is generally found in the Indian Society that female are subjected to various kinds of discrimination between male and female. Thus, study of gender parity in enrolment is important from the point of view of overall education development in general and that of female education in particular.

It has been calculated using the formula given below:-

$$\text{Gender Parity in Enrolment} = \frac{\text{Total Female Enrolment}}{\text{Total Male Enrolment}} \times 100$$

It can be calculated for different levels like primary, upper primary, secondary and higher secondary.

Table 3:-Class-wise Gender Parity in Enrolment of Government and Private Schools of Jammu District (2010-11):-

S.No	Class	Gender Parity in Enrolment of Government Schools	Gender Parity in Enrolment of Private Schools
1	Ist	95.04	75.33
2	2 nd	96.58	80.08
3	3 rd	96.56	74.89
4	4 th	91.74	75
5	5 th	90.67	74.35
6	6 th	104.46	74.38
7	7 th	98.06	76.26
8	8 th	91.02	74.14
9	9 th	101.69	73.25
10	10 th	105.68	71.45
11	11 th	110.66	68.26
12	12 th	109.94	72.44
Total		98.91	74.69

Source: - CEO, Jammu

Table shows the class-wise Gender Parity in enrolment of government and private schools of Jammu District during 2010-11. Gender Parity in enrolment is quite good in case of government schools as compare to private schools. In case of government schools, high parity is found in the class 6th (104.46%), 9th class (101.69%), 10th class (105.68%), 11th class (110.66%) and 12th class (109.94%). The overall gender parity in enrolment of government schools for all the classes in the district is 98.91%. As far as Private schools are concerned, the maximum parity is found in the class 2ND (80.08%). The overall, gender parity in enrolment of Private schools for all the classes is 74.69%. Hence, maximum parity in enrolment is found in case of government schools than the Private Schools. The main reason behind this is that the parents of girls do not want to educate them in private schools. They prefer government schools for their daughters because in government schools education is free of cost.

Schools in Jammu District:-

Jammu District experienced an overall increase in the number of government schools from 2008 to 2011. However, district level statistics shows that in 2008 total number of government schools in Jammu District was 1189, out of which 275 government girl's schools and 914 boy's government schools. But in the year 2011, total number of government schools in District was 1453, out of which 313 government girl's schools and 1140 boy's government schools respectively. These figures clearly shows that, there is increase in number of girls school, but there is still gender disparity in case of schools because there are huge number of boys schools in comparison to girls government schools.

Table 4:- Showing Tehsil-Wise percentage of Boys and Girls Government Schools in Jammu District (2011)

S.No	Tehsil	Primary		Middle		High		Higher Secondary		Total	
		Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
1	Akhnoor	91	9	78.68	21.31	89.28	10.71	91.66	8.33	87.66	12.33
2	Jammu	86.30	13.69	67.97	32.02	55.76	44.23	77.77	22.22	79.38	20.61
3	Ranbir Singh Poora	59.82	40.17	64.81	35.18	50	50	66.66	33.33	60.52	39.47
4	Bishna	60.56	39.43	71.42	28.57	90	10	66.66	33.33	66.39	33.06
5	District	82.04	17.95	71.42	28.57	66.66	33.33	78.33	21.66	78.45	21.54

Source: - CEO, Jammu

Table (4) shows the Tehsil wise percentage of boys and girls in government schools in Jammu

EDUCATION AND WOMEN EMPOWERMENT IN JAMMU DISTRICT (JAMMU & KASHMIR)

District (2011). The above data shows that out of the total number of government schools in Jammu District, 21.545% are meant for girls. The above data also clearly shows that there are 17.95% primary schools for girls, 28.57% girl's middle schools, 33.33% high and 21.66% government girl's higher secondary schools. Out of Total girl's schools Ranbir Singh Poora Tehsil has maximum girl's school i.e. 39.47% followed by Bishna (33.06%), Jammu (20.61%) and Akhnoor Tehsil has minimum government Girl's schools I.e. 12.33%. This data also shows that gender bias in terms of government schools because in Jammu District maximum government schools are for boys, Tehsil wise data also shows the same pattern.

Table no. 5:- Showing Enrolment and Drop-out rate of girls in Jammu District(Government and Private institutions):

S.No.	Stage/Classes	2007-08		2008-09		2009-10		2010-11	
		Enrolment	Dropout	Enrolment	Dropout	Enrolment	Dropout	Enrolment	Dropout
1	Upto Vth	141696	1%	173890	0.003%	172097	0.03%	169881	0.09%
2	V-VIII	71251	3%	71120	0.45%	70882	0.03%	70623	0.02%
3	IX-XII	63867	35%	83076		70450		70431	
Total		276814		328086		313429		310925	

Source:- Chief Education Officer, Jammu

Table 5 shows enrolment and dropout rate of girls in government and private institutions of Jammu district. In the year 2007-08, the total enrolment of girls in schools is 276814 but the dropout rate up to Vth is 1%, V-VIII is 3%, IX-XII is 35%. During this year the dropout rate was high in primary classes, but for higher education dropout rate was very high. In the year 2008-09, the total enrolment of girls in schools is 328086 which show positive increase as compared to last year but there is a decrease in dropout rate as compared to last year. In the year 2009-10, the total enrolment of girls is 313429 but the dropout rate has shown marked decrease in this year. The girls are now being educated so as to improve their status. Also government has initiated various schemes to educate them. In the year 2010-11, total enrolment is 310925. This year also showed marked decrease in dropout rate because most of parents want to provide education to their daughters and make them self reliant, confident and empowered.

Focus on Education of Women in 11th Five Year Plan:

The main goal of the 11th five year plan is to achieve universal primary education at primary level and empower women by eliminating gender disparity at all levels of education. The government of India and the state government in this Endeavour have focused on women's education in the development plan over the years. Some of the ongoing initiatives in the state which shall spill over to 12th five year plan are:

Sarva Shiksha Abhiyan (SSA), a flagship programme, is being implemented in the state for improvement in Gross Enrolment ratio apart from UEE and Universal retention.

National Programme for education of girls at elementary level (NPEGEL) aimed at to enhance education of girls by providing need based incentives like stationary, books, uniforms etc to the girl student. 287 girl's middle schools have been developed under NPEGEL in the state.

Kishori Shakti Yojna (KSY) aims at addressing the needs of self development, nutrition and health status, literacy, numerical skills and vocational skills of adolescent girls in the age group of 11-18 years.

To reduce gender disparities in education access and to promote women empowerment, 9 women ITI and 12 women wings in the existing ITI have been established under Prime Ministers Reconstructions Programme (PMRP) . 5 additional ITI have been approved during 2007-08

Pre-metric scholarship by state government is provided to girls to enhance their level of literacy and to reduce burden on the parents for sustained education

CONCLUSION:

Education for women is the best way to improve the health, nutrition, and economic status of a household that constitute a micro unit of a nation's economy. Education makes the women strong, empowered, creates self- reliance and brings determination in life. It has a central role in the struggle to achieve women's equality and empowerment both in the family as well as in the community.

.....Education is empowerment. It is the key to establishing and reinforcing democracy and development which is both sustainable and humane, and to peace founded upon mutual respect and social justice. Indeed, in a world in which creativity and knowledge play an ever greater role, the right to education is nothing less than the right to participate in the life of the modern world (The Amman Affirmation, June 1996

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