

STATUS OF FEMALE EDUCATION IN DISTRICT POONCH OF AZAD JAMMU KASHMIR

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ABSTRACT

The present study aimed to explore the status of female education at various levels as perceived by regional leaders and female students of Azad Jammu and Kashmir from the district Poonch. Using stratified random sampling, a sample of 400 regional leaders and 200 female students was selected. Descriptive statistics and Independent t tests were used for data analysis and testing of hypotheses. The results show that although most of the leaders were favoring female education most of them were not in favor of co-education. In contrast, all-female students were favoring female education as well as the majority of them were in favor of coeducation. The majority of the regional leaders considered that the society will get benefits from female education, but the majority of the female students thought that that female education benefits them to take part in the country's development. The results of the study will create awareness among the public, leaders, and policymakers to rectify issues related to female education thus encouraging more girls to be enrolled at all levels of education.

Keywords: Female Education; Regional Leaders; Azad Jammu Kashmir; Female Students

INTRODUCTION

Female education is a complicated matter for most societies of the world and there have been various debates and campaigns for the promotion of women's rights and education over the centuries (Safdar, Hussain, & Hafeez, 2011). In many countries, the gender discrimination prevent female to have equal opportunity for education, health care, capital, and decision-making powers in the social, political, and business matters (Negash, 2010), although improvement in the field of health and finance has been perceived with the progress in the literacy rate of females in a country. Experimental research discovered a positive correlation between gender equality in education and economic growth (Hanushek &

Woessmann, 2008). There are few studies conducted on the status of female or women education in Azad Jammu and Kashmir (AJK). Abdul (2009), in a study, highlighted that in the system of education of ancient Muslims in Kashmir, there was a formal tradition of women education and the elites not only allowed women to get an education, but they were taught like men. He further elaborated that there was co-education at the primary level and secondary level education was given to women in purdah as well as at some places co-education also existed, but the higher educational institutes and vocational educational institutes were separate for women. The government of Azad Jammu and Kashmir has taken many initiatives to educate women in Kashmir, which has given positive results. According to Sharma (2014), AJK has improved its literacy rate immensely over the past years as compared with Pakistan, as the literacy rate of Pakistan is 45 percent while the overall literacy rate of AJK is 78 percent. The rate of enrollment for girls in schools is 74 percent while for boys is 80 percent but this number is greatly decreased in colleges and universities (Government of Pakistan, 2015). Moreover, the quality of education in schools is very poor and they lack basic facilities. The literacy rate of the district Poonch in AJK is very high as compared to other districts of the state. The government of AJK has worked in recent years to improve the rate of literacy in the area (Rashid et al., 2015).

Considering the importance of female education, it is pertinent to find out the role of regional leadership to improve the quality of female education in AJK as they are strong and influential change agents. The selected leaders were the key personalities from various disciplines of life including politicians, educationists, business personnel, agriculturalists, entrepreneurs and religion from thirteen Union Councils of District Poonch, AJK. The present study will create awareness about the importance of female education in District Poonch, in general, and in AJK in particular. The families and community will be aware of the benefits of female education and will promote the same. The next section highlighted the literature review based on journals, books, and reports about the status of female education in Pakistan and district Poonch of AJK.

LITERATURE REVIEW

Pakistan has one of the lowest literacy rates in the world and is among the nine countries, which have the largest numbers of primary-age group out-of-school children. According to a survey conducted by the Government of Pakistan (2015), the literacy rate is higher in urban areas

(74 percent) than in rural areas (49 percent) and is more prevalent for men (81 percent) compared to women (66 percent) in urban areas. In Pakistan, there is a noticeable gender discrimination and inequality though women are almost half of the total population of the country, that is, 49.19 percent (World Bank, 2011). The education rate of women in urban areas of Pakistan is exceptionally high but the women of rural areas are hardly given this liberty. The Millennium Development Goal (now called Sustainable Development Goals) to get as many girls as boys into primary and secondary school by 2005 could not be achieved by more than 75 countries including Pakistan (UNICEF, 2018). The UNESCO (2014) report on the progress in getting all children to school mentioned that the share of girls in the total number of out-of-school children in South and West Asia fell from two-thirds in the year 2000 to less than one-half in the year 2012 and around 15 million girls and 10 million boys are expected to never gain access to schooling creating serious challenges to policymakers.

Pakistan is controlling the administration of Azad Jammu and Kashmir (AJK), so AJK also follows the Pakistan Education Policy and education system comprising of; pre-primary, primary, middle, secondary, and higher secondary education. In AJK, primary education is the most neglected, poorly financed and poorly managed (Farooq & Kai, 2016).

There is no fixed total budget for education as per the Constitution of Pakistan therefore, the respective governments are not bound to distribute budget for education, as suggested in various educational policies and plans. As highlighted in National Education Policy 2017-2025, the goal of Pakistan Vision 2025 is to enhance education and its quality through 4 percent of GDP by 2018 (Government of Pakistan, 2017).

Pakistan specified 2% of GDP for education and in AJK, the budget for education is 28.14% of the total budget (Government of Pakistan, 2017). Among all territories and provinces of Pakistan, AJK stands at the lowest position for having the school facilities and conditions because many schools have no building, drinking water and electricity.

The government of AJK is giving priority to education, therefore the literacy rate in AJK is 72 percent (compared to 58 percent across Pakistan). Primary school enrolment is 88% for girls and 95% for boys which is higher than any other region of Pakistan (Alif Ailaan, 2015). Research by the Academy of Educational Planning and Management

(AEPM) showed that in AJK most of the children (54%) are studying in public schools and a considerable number (42%) are studying in private schools (AEPM, 2014).

On September 21, 2015, a consultation session on the National Education Policy 2016 was held in Muzaffarabad, AJK. and recommended that Early Childhood Education (ECE) should also be made free and mandatory to meet Sustainable Development Goal 4 for providing equal access to quality early childhood development, care, and preprimary education for all girls and boys to prepare them for primary education (AJK Report, 2015). The group of this session focused on teacher training, certifications, and monitoring related to primary education, and how an education at the secondary level can be improved to ensure all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes by 2030.

Schools cannot be the only primary source of education, families and regional leaders have an equal responsibility to convince and influence community members about the importance and rights for female education. The regional leaders need to collaborate with Government and Non-Government Organizations (NGOs) for supplying infrastructure and other facilities to promote female education.

The literacy rate of the district Poonch in AJK is very high as compared with other districts of Pakistan and the government of AJK has set up many educational institutes, colleges, and universities but the government has failed to improve the quality of education. People are highly qualified, but they lack in basic concepts (Rashid & Chauhan, 2015). Various educational policies for women education have been initiated in recent years in AJK and many schools have been inaugurated for girls but they lack proper staff, trained teachers, and facilities due to the lack of funds. Therefore, enrollment of men and women in schools and colleges has increased in the AJK but the standard of education still is deplorably low. The educational policies should be formulated by the State that can ensure that the education sector of AJK can match the international standards. Women are now allowed to go to schools, colleges, and even universities in district Poonch (Saleem, Saghir, Akhtar, Bibi, & Asif, 2012). Facts and figures prove that females are willing to pursue education and their careers, so the government should ensure that a proper standard of education should be provided.

The next section deals with the research method used in the present study including the type of research, sample size and sampling method, the tool used for data collection and the method of data analysis used to conduct the study.

RESEARCH METHODOLOGY

This paper was extracted from the doctoral thesis of one of the researchers of this study. This exploratory quantitative study was conducted to explore the status of female education according to the perception of respondents reflected through their opinion; as if they were in favor of female education or not, the level / extent of education to be given to female, as if they were in favor of co-education or not, the level at which co-education can be given to females, the interest of female in their own education and the reasons and advantages of female education. Using a stratified random sampling method, 400 leaders and 200 female students (studying at the secondary level of education) from 13 Union Councils of District Poonch of AJK were interviewed to find out their opinion about female education in district Poonch. The instrument for the data collection included closed-ended questions. For the content validity, the questionnaires were designed after reviewing the related literature and under the guidance of experts in the field of education. For face validity, the questionnaires were further pre-tested through 10 respondents from each sample who later were not included in the sample. As shown in Table 1, the reliability statistics reflected through Cronbach's Alpha has a value of 0.740 which shows that the instrument was reliable.

Table 1. Reliability Statistics

Reliability Statistics	
Cronbach's Alpha	Number of Items
.740	6

The investigator visited personally to interview 400 regional leaders and 200 female students selected from all thirteen Union Councils of District Poonch. The questionnaires were filled on the spot. In case of further clarification needed by some respondents, the questions were explained. The process of data collection took a period of six months. Descriptive statistics and Independent-Sample t-tests" with significance noted at $p < 0.05$. were used to evaluate the research questions and hypotheses testing.

The following section shows the results of the study based on research

questions to find out the opinion of regional leaders and female students about female education in District Poonch, and the reasons and advantages of female education in general.

RESULTS

The study was based on two research questions to find out the opinion of regional leaders and female students about female education in District Poonch of AJK and to explore the advantages/benefits of female education in District Poonch of AJK as perceived by the regional leadership and female students.

Research Question 1: What is the opinion of regional leadership and female students about female education in District Poonch?

The opinion of regional leaders and female students about female education was reflected through their opinion; as if they were in favor of female education, the level/extent of education to be given to females, as if they were in favor of co-education, the level at which co-education can be given to females, and the opinion of respondents about interest of female in their education. The results are given in tables 2-6.

Table 2 shows that most of the regional leaders (Mean=1.32, SD=0.465) favored female education in District Poonch and all-female students (Mean=1.00, SD=0.000) were also in favor of female education.

Table 2. The opinion of regional leadership and female students about female education in District Poonch (N=400 leaders, 200 female students)

Response	Participants		Total N %	Mean	Standard Deviation	
	Regional Leaders	Students				
The opinion of regional leaders and female students as if they were in favor of female education	Yes	274 (68.5%)	200 (100%)	474 (79%)	1.32	0.465
	No	126 (31.5%)	0 (0%)	126 (21%)	1.00	0.000
Total		400	200	600		

The regional leaders who were in favor of female education (N=274 as shown in table 2) gave an opinion about the extent to which females should be educated. Table 3 shows that among them most of the regional leaders favored the female education till Primary education (22.5%). All-female students were in favor of female education as shown in table 2 and most of the female students (80 %) also favored the female education at a higher level i.e., college and university level.

Table 3. The opinion of regional leaders and female students about the level of education to be given to female (N=274 leaders, 200 female students)

	Response	Participants		Total N %
		Regional Leader	Students	
The opinion of regional leaders and female students about the level of education to be given to female	Religious Education	28(7%)	10(5%)	38(6.33%)
	Primary Level of Education	90(22.5%)	0(0%)	90(15%)
	Secondary Level of Education	70(17.5%)	20(10%)	90(15%)
	Technical Education	9(2.25%)	10(5%)	19(3.17%)
	College Level	30(7.5%)	60(30%)	90(15%)
	University Level	47(11.75%)	100(50%)	147(24.5%)
	No Education	126(31.5%)	0(0%)	126(21%)
	Total	400	200	600
	Mean	4.42	5.05	
Std. Deviation	2.218	1.325		

Table 4 shows that most of the regional leaders (Mean=1.68, SD=0.469) were against co-education, whereas the majority of the female students (Mean=1.20, SD=0.401) were in favor of co-education.

Table 4. Regional leaders and female students in favor of co-education (N=400 leaders, 200 female students)

Response		Participants		Total N %	Mean	Standard Deviation
		Regional Leaders	Students			
The opinion of regional leaders and female students as if they were in favor of female education	Yes	130(32.5%)	160(80%)	290(48.3%)	1.68	.469
	No	270(67.5%)	40(20%)	310(51.7%)	1.20	.401
Total		400	200	600		

Table 5 shows that 130 regional leaders who favored co-education, among them the majority (76.9%) of the regional leaders favored co-education till the primary level only. Similarly, 160 female students who were in favor of co-education, among most of the female students (37.5%) were in favor of co-education at the primary level of education.

Table 5. The level of co-education that can be given to females as perceived by regional leaders (N=130 leaders, 160 female students)

Response		Participants		Total N %
		Regional Leader	Students	
The opinion of regional leaders and female students about the level of education to be given to female	Primary Level of Education	100(76.92%)	60(37.5%)	160(26.7%)
	Secondary Level of Education	10(7.69%)	10(6.3%)	20(3.3%)
	Technical Education	6(4.62%)	20(12.5%)	26(4.3%)
	College Level	9(6.92%)	33 (20.6)	42(7%)
	University Level	5(3.85%)	37(23.1%)	42(7%)
	No Education	270(67.5%)	40(20%)	310(51.7%)
	Total	400	400	600
	Mean	5.55	4.49	
Std. Deviation	2.189	1.934		

Table 6 shows that the majority (Mean=2.60, SD=.664) of the regional leaders and most of the female students (Mean=2.95, SD=.218) said that females are very much interested in getting an education.

Table 6. Level of interest of females in their education as perceived by regional leaders and female students (N=400 leaders, 200 female students)

Response		Participants		Total N %
		Regional Leader	Students	
Level of Interest of females in their education as perceived by regional leaders and female students	Not at all interested	40(10%)	0(0%)	40 (6.7%)
	Interested to some extent	80(20%)	10(5%)	90(15%)
	Very much interested	280(70%)	190(95%)	470(78.3%)
	Total	400	200	600
	Mean	2.60	2.95	
Standard Deviation	.664	.218		

Research Question 2: What are the reasons and advantages of female education as perceived by regional leadership and female students?

The respondents who were in favor of female education (regional leaders N=274, female students = 200) as shown in table 2 gave various reasons and advantages of female education. The responses are given in table 7. Among them, the majority (28.8%) gave a reason that educated women can create a healthy society. In contrast, none of the female students mentioned that educated women can create a healthy society and that educated girls can find a good life partner the majority of female students (32 %) said that an educated woman will be able to take part in the country's development.

Table 7. Reasons/advantages of female education as perceived by regional leaders (N=274 leaders, 200 female students)

Reasons/advantages of female education as perceived by regional leaders and female students	Participants		Total N %
	Regional Leader	Students	
Girls have the right to take higher education	16(7.3%)	35(17.5%)	51(8.5%)
To improve the economic situation of the family	7(1.8%)	4(2%)	11(1.8%)
Educated girls can get a good life partner	37(12.8%)	0(0%)	37(6.2%)
Take part in the country's development	48(16.8%)	64(32%)	112(18.7%)
To create a healthy society	77(28.8%)	0(0%)	77(12.8%)
Education is the social development	43(15.7%)	37(28.5%)	79(13.2%)
Educated women can better protect their family	26(8.4%)	28(14%)	54(9%)
Educated women become a good leader in the future	6(1.8%)	32(16%)	38(6.3%)
The children of educated mothers will be better educated	14(6.6%)	0(0%)	14(2.3%)
No Education	126 (31.5%)	0(0%)	126(21%)
Total	400	200	
Mean	6.48	2.839	
Standard deviation	4.87	2.344	

Research Hypotheses

The study was based on the following hypotheses.

H₁. There was a significant difference between the opinion of regional leaders and female students being in favor of female education in District Poonch.

H₀. There was no significant difference between the opinion of regional leaders and female students being in favor of female education in District Poonch.

In table 8, the value of “t” (9.574) is significant as the “p” value (0.000) is less than 0.05, therefore, the null hypothesis is rejected, and it is concluded that there was a significant difference among the opinion of regional leaders and female students being in favor of female education in District Poonch.

Table 8. The opinion of regional leaders and female students regarding favoring female education in District Poonch (N=600)

	Participants		N	Mean	Standard Deviation	t- value	p
	Regional Leaders	Students					
The opinion of regional leaders and female students as if they were in favor of female education	Regional Leaders		400	1.32	0.465	9.574	0.000
	Students		200	1.00	0.000		

Significant $\alpha=0.05$

Hypothesis 2. There was a significant difference between the opinion of regional leaders and female students about the level of female education in District Poonch.

H₀. There was no significant difference between the opinion of regional leaders and female students about the level of female education in District Poonch.

In table 9, the value of “t” (-3.699) is significant as the “p” value (0.000) is less than 0.05, therefore, the null hypothesis is rejected, and it is concluded that there was a significant difference among the opinion of regional leaders and female students about the level of female education in District Poonch.

Table 9. The opinion of regional leaders and female students about the level of education to be given to females in District Poonch (N=600)

	Participants	N	Mean	Standard Deviation	t- value	p
The opinion of regional leaders and female students about the level of education to be given to female	Regional Leaders	400	4.42	2.218	-3.699	0.000
	Students	200	5.05	1.325		

Significant $\alpha=0.05$

Hypothesis 3. There was a significant difference between the opinion of regional leaders and female students being in favor of co-education in District Poonch.

H₀. There was no significant difference between the opinion of regional leaders and female students being in favor of co-education in District Poonch.

In table 10, the value of “t” (12.257) is significant as the “p” value (0.000) is less than 0.05, therefore, the null hypothesis is rejected, and it is concluded that there was a significant difference between the opinion of regional leaders and female students about favoring of co-education in District Poonch.

Table 10. The opinion of regional leaders and female students regarding favoring of co-education in District Poonch

	Participants	N	Mean	Standard Deviation	t- value	p
The opinion of regional leaders and female students as if they were in favor of female education.	Regional Leaders	400	1.68	0.469	12.257	0.000
	Students	200	1.20	0.401		

Significant $\alpha=0.05$

Hypothesis 4. There was a significant difference between the opinion of regional leaders and female students about the level of co-education for females in District Poonch.

Ho. There was no significant difference between the opinion of regional leaders and female students about the level of co-education for females in District Poonch.

In table 11, the value of “t” (5.823) is significant as the “p” value (0.000) is less than 0.05, therefore, the null hypothesis is rejected, and it is concluded that there was a significant difference between the opinion of regional leaders and female students about the level of co-education for female in District Poonch.

Table 11. The opinion of regional leaders and female students regarding favoring level of co-education in District Poonch

	Gender	N	Mean	Standard Deviation	t- value	p
The level of Co-education that can be given to females as perceived by regional leaders	Male Regional Leaders	400	5.55	2.189	5.823	0.000
	Female Regional Leaders	200	4.94	1.934		

Significant $\alpha=0.05$

The next section discusses the important results of the study with a comparison of findings of other studies carried out on issues related to female education and the advantages/benefits of female education argued by various researchers.

DISCUSSION

The opinion of Leaders and The Female Students About Female Education

It was very important to find out the opinion of leaders about female education because that determined their role to play in promoting female education. The study found that most of the leaders were in favor of female education as shown in table 2 but most of them favored the female education till the primary education level only as shown in table 3. The study also revealed that most of the leaders were not in favor of co-education as shown in table 4 and very few were in favor of co-education till the primary level only (Table 5). The results are in contrast as all female students were in favor of female education as shown in table 2 and the majority considered University level education for the females (Table 3). Although most of the female students were in favor of coeducation (Table 4) the majority suggested co-education only till the primary level of education (Table 5). A Pakistani study concluded that parents prefer to send their girls to a girls’ school and the schools offering co-education, the parents prefer their girls to study in a separate class (Halai, Rizvi & Rodrigues, 2007).

Most of the leaders and majority of the female students believed females are interested in their education this showing a positive attitude of female students towards education, but the percentage of female students was higher than that of regional leaders having this opinion. A study conducted by a researcher (Diladan & Ghani, 2013) in the Indian part of Kashmir named Pulwama revealed that the attitude of Pulwama women towards education was imbalanced, negative, and full of fear due to the social bindings. The same study also mentioned that from the year 1947-1967 there was an almost neutral attitude of women of the area towards education but there was an ideological shift after 1967 and women of the area started thinking about education.

Benefits/Advantages of Female Education

The regional leaders and female students of District Poonch who were in favor of females mentioned various benefits and advantages of female education still many leaders (31.5%) did not realize the importance of female education and the benefits the society can gain from it as shown in table 2.

The researchers highlight the benefits of female education e.g., Mukherjee (2015), considered education as one of the most popular policy prescriptions for women's empowerment, Kakepoto (2005), highlighted the importance of women education in terms of high rate of return on investment, women empowerment, better social and financial status, improved self-esteem, healthy life and better parenting, Mahbub-ul-Haq (2002), argued that higher education usually increases the ability of women to secure employment in the formal sector. Other researches showed that female education is important as it creates awareness among females about their rights and responsibilities (Kabeer, 2012; Gallaway & Beranasek, 2004).

Female education can enhance the likelihood that women will perform a better role as a leader e.g., it is clear from other studies that educated women can become parliamentarians (Rihani, Lisa, & Stephanie, 2006). But the present study revealed that only very few (6.3 %) respondents pointed out that educated women can become a good leader in the future as one of the benefits of female education (Table 7). The findings of the present study revealed that 28.8% of leaders attributed the education of females to create a healthy society (Table 7). Studies also provide evidence that there is a positive correlation between the education of female and her life expectancy and health of the family (Eckert & Striek, 2007; McAlister & Baskett, 2006; Task Force on Education and gender equality, 2005).

The present study argued that women can better protect their family, other studies also revealed that educated women consider better nutrition and more hygienic conditions for their children (Kagitecibasi, Goksen, & Gulgoz, 2005; Mukhopadhyay, 2008). It was also concluded by a research study that educated women are more likely to make more nutritious meals thus extending the longevity of both husband and children (Moulton, 2001). There is an estimate that one extra year of girls' education cuts infant mortality by 5-10% (Heckman, 2008). According to researchers (Klasen & Lamanna, 2008), a rise in the level of female education increases child survival and health. Progressive Economists claim that in developing countries female education decreases fertility, and infant mortality (Knowles, Lorgelly, & Owen, 2002).

The present study also concluded that the majority of the respondents in District Poonch considered that educated females can take part in a country's development and these results are in line with other findings (Kuhn & Skuterud, 2005; UNFPA, 2005). A study by Kabeer (2005) found that a woman's education helps the wellbeing of the family and society in general. Sharma (2008), argued that education can be utilized as an entrepreneurial strategy to include women in a market-driven economy more effectively.

The present study found gender disparity in education as most of the regional leaders favored the female education till primary education level only whereas female students had the aspiration to achieve higher-level education as shown in table 3. According to Chaudhry (2007), gender disparity in education directly and significantly affects economic growth and literacy rate, enrollment ratio.

The present study found another advantage of women's education to improve the economic situation of the family. A study by Khan, Bibi, Khan, Ali, and Shafi (2015), on the role of education on women empowerment in the city of Muzaffarabad of Kashmir, found that a higher level of education increases the chance of employment and income, increasing their savings as well. Mishra (2005), also pointed out the importance of literacy and elementary education, as a matter of social justice, economic growth, social well-being, and social stability.

Research studies mentioned that education reduces violence against females increasing their autonomy in personal life (ICRW, 2005). A study by Jewkes (2002) noted that women who are more empowered educationally, economically, and socially are most protected from violence. Another study

reveals that higher education has a high sensitivity to violence (Aptarashvili, Darsavelidze, & Tsereteli, 2016). The findings of the present study revealed that educated women can better protect their family and they can do so only when they can protect themselves including any violence against them.

The findings of the present study also concluded that the children of educated mothers are more likely to be well-educated. Many studies are in line with this finding by showing that educated mothers give a high level of education to their daughters (Roudi-Fahimi & Moghadam, 2003).

CONCLUSION

The data and literature reviewed in the present study show that AJK has improved its literacy rate over the past years as compared with Pakistan and the literacy rate of the district Poonch in AJK is very high as compared with other districts of the state. Many educational institutes have been launched in recent years by the government of AJK, but the quality of education is lacking. The leaders are in favor of female education but most of them are not in favor of co-education whereas female students of AJK are in favor of female education and also in favor of coeducation. The people need to have a change in basic assumptions if they want to boost up the economy of the country to flourish the quality of their lives. The present study will create awareness about the importance of female education in District Poonch, and in other parts of AJK and at the same time families and community will be aware of the benefits of female education and will promote the same. The findings of the study will give a guideline for designing the policy of education emphasizing the implementation of female education. It is expected that the Government will utilize the findings of the study thus playing its diligent role in providing infrastructure and other facilities to promote female education. The findings will be an addition to the existing literature at the national and global level and will contribute to achieving goal 4 of Sustainable Development which is quality education and goal 5 which is to achieve gender equality and empower all women and girls. Regional leaders as an important part of the community can play a significant role in achieving these Sustainable Development Goals. The study was limited to District Poonch of AJK only, while more districts can be included in the future study.

RECOMMENDATIONS

The government should act to deal with discrimination against women's problems. Government and Non-Government Organizations should emphasize female education through media campaigns. There is also a need

to enhance awareness about female education among girls, women, family members, and communities for the improved economic, social and national development. The trend in favor of co-education should be encouraged and female teachers should be appointed in such schools. Separate schools, professional institutes and higher education institutes for girls should be opened. New schools should be opened for girls by Government, Non-Government Organizations, and International donors with free education at the primary and secondary level because the existed schools cannot cater to the needs of all out-of-school children in primary schools.

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