

**An Ethnographic Study of  
Challenges to Female Education in Khair Shah, Pind Dadan Khan  
District Jhelum**



**Master of Anthropology**

by

**Mehr-un-Nisa Jawaid  
Department of Anthropology  
Quaid i Azam University Islamabad  
2021**

**“Whoever follows the path to seek knowledge, Allah will make easy  
for him a path to paradise”**

(Sunan Ibn Majah 225:Introduction,Hadith 225 Vol.1)

**Formal Declaration:**

I hereby, declare that I have produced the present work by myself and without any aid other than those mentioned herein. Any idea taken directly or indirectly from the third party is indicated as such.

This work has not been published or submitted to any other examination board in the same or similar form.

I am solely responsible for the content of this thesis and I own the sole copyright of it

Mehr-un-Nisa Jawaid

-----

Quaid-i-Azam University, Islamabad  
(Department of Anthropology)

Final Approval of Thesis

This is to certify that we have read the thesis submitted by Ms. Mehr Un Nisa Jawaid It is our judgment that this thesis is of sufficient standard to warrant its acceptance by the Quaid-i-Azam University, Islamabad for the award of the Degree of M.Sc in Anthropology.

Committee:

1. Dr. Muhammad Waqas Saleem  
Supervisor



---

2. Dr. Arab Naz  
External Examiner



---

3. Dr. Aneela Sultana  
In-charge  
Department of Anthropology



---

## **ACKNOWLEDGEMENT:**

First of all thanks to ALLAH Almighty, the most beneficial and the merciful, and who is always helping me throughout my life, who gave strength, ability, and opportunity to seek knowledge, and whose gifts are endless for me. I would like to avail myself of this opportunity for expressing my feelings of reverence for my respectable supervisor for the completion of this thesis successfully.

Special thanks to my parents for their moral and financial assistance. I would not be able to complete my degree and research work if there would be no encouragement and motivation from my parents. This acknowledgment and whole efforts are meaningless if I don't mention the praise and worthy combination of my family especially my aunt Maryam Saba and my brother Umar Khayam.

I sincerely acknowledge and express my gratitude to Dr. Waqas Saleem whose affectionate encouragement has given me great support in the completion of my thesis. Without his constant supervision, it would not have been possible to complete this thesis.

I am very great full to the Head of the Anthropology Department Dr. Aneela Sultana and the other faculty members Dr. Anwaar Mohiyuddin, Dr.Inam laghari, Dr. Muhammad Ilyas Bhatti, Dr.Waheed Chaudhary, Dr.Sadia Abid, Dr.Rao Nadeem Alam for their help and positive attitude throughout my M.Sc period.

I also wish to express my gratitude to fellows and friends; Roma , Ahsan Ali, Memoona, Hamza, Mansoor and Muhammad Azeem whose encouragement and cooperation provided me necessary help in the completion of this thesis.

I am grateful to my entire key informants and also like to pay heartily thanks to my respondents of the locale. Who permitted me to work there and also helped me in conducting my research. Nothing was possible without their help and courtesy.

Mehr-un-Nisa Jawaid

## **Dedication**

I dedicate this work to

**MY FAMILY**

and my loved ones who have always been a source of inspiration for me. Special thanks for their prolonged assistance, support and devotion in the completion of my thesis.

## ***ABSTRACT:***

Female education plays a significant role in the progress of every society. In Pind Dadan Khan, females were deprived of education and has faced several challenges to get education. This research highlights the barriers in the way of female education as well as explores the factors which help in the improvement of female education in research area. The success stories of the powerful women who struggled hard to achieve their goals through education are also accessed.

To conduct this research, twenty six respondents of different age group, gender, marital status, religious sects, profession and educational qualification including teachers, community elder people, scholars, both religious and educational professional were selected as a research sample. Qualitative research methods including case study method, participant observation and informal interviews were employed to get detailed data.

The insight obtained from research findings illustrate that the major causes of lack of female education include low academic performance in secondary school, financial crisis, various compulsions in the family, conveyance problems, lack of quality education in colleges and gender inequality. The custom of early marriages was another noticeable issue in research area which hindered the way of female education. Restrictions by family and gender assigned duties including domestic work was also observed as a challenge. On contrary, several females has acquired education by passion and hard work. They factors that play pivotal role were the encouragement of family, change in thinking pattern of people, self-determination, economic crisis and awareness of educational rights.



## Contents

LIST OF FIGURES	x
Chapter:1	1
INTRODUCTION AND METHODOLOGY	1
1.1 Background of the study:	1
1.2 Statement of the Problem:	2
1.3 Significance of the Study:	4
1.4 Research Objectives:	4
1.5 METHODOLOGY:	5
1.5.1 Rapport Building	5
1.5.2 Participant Observation:	6
1.5.3 Key Informants:	6
1.5.4 Sampling:	7
1.5.4.1 Purposive Sampling:	7
1.5.5 In-depth Interviews:	7
1.5.6 Informal Interviews:	8
1.5.7 Focus Group Discussions:	8
1.5.8 Photography:	8
Chapter:2	9
2.1 How Anthropology Studies Education?	9
2.2 Socio-cultural Barriers of Female Education	9
2.3 Factors Causing Improvement in Female Education	11
2.4 Significance of Female Education	12
2.5 Women empowerment,Sustainable development goals and Education:	15
2.6 Female Education in Pakistan:	16
2.7 Religion and the Contribution of Great Muslim Women Scholars:	17
Chapter:3	18
RESEARCH SETTING AND LOCALE:	18
3.1 Locale:	18
3.2 History Of Pind Dadan Khan:	20
3.3 Area Profile:	21
3.3.1 Languages:	21
	vii

3.3.2 Religions	21
3.3.3 Religious Ceremonies:	22
3.3.4 Dress Patterns:	22
3.3.5 Economic Conditions:	22
3.3.6 Climatic Conditions:	22
3.3.7 Settlement Patterns:	22
3.3.8 Food Patterns:	23
3.3.9 Education Facilities:	23
3.3.10 Health Facilities:	23
3.3.11 Transport Facilities:	24
3.3.13 Electricity:	25
3.3.14 Communication:	25
Chapter:4	26
<b>BARRIERS IN THE WAY OF FEMALE EDUCATION</b>	26
4.1 Responsibilities Burden:	26
4.1.1 Case Study 01	26
4.2 Insecurity for Girls of Parents:	27
4.3 Gender Gaps as a Barrier:	28
4.4 Lack of Quality Education:	28
4.5 Custom of Early Marriages:	29
4.5.1 Case Study 02:	29
4.6 Financial crisis as a barrier:	30
4.6.1 Case Study 3	31
4.7 Lack of Interest in Studies:	31
4.7.1 Case Study 04:	32
4.8 Health Conditions:	33
4.8.1 Case Study: 05	33
4.9 Restrictions In Family:	34
4.9.1 Case Study: 06	34
Chapter:5	36
<b>SUCCESS STORIES OF THE RESPONDENTS</b>	36
5.1 Encouragement and Support of Family:	36

5.1.1 Case Study: 7	36
5.2 Self Determination:	37
5.2.1 Case Study: 08	37
5.2.2 Case Study: 09	38
5.3 Source of Timepass:	39
5.4 Competition among Peers:	39
5.4.1 Case Study: 10	40
5.5 Being highly educated for the sake of Earning Respect:	40
5.6 Being Educated due to Compulsion:	41
5.6.1 Case Study: 11	41
5.7 Absence of Gender Discrimination:	42
Chapter:6	43
SUMMARY AND CONCLUSION:	43
BIBLIOGRAPHY	45
INTERVIEW GUIDE	50
GLOSSARY:	52

## LIST OF FIGURES

Figure 1: Map of Pind Dadan Khan.....	19
Figure 2: Khewra Salt Mines.....	20
Figure 3: Historical Hindu Temple.....	21
Figure 4: Tehsil Head Quarter Hospital, Pind Dadan Khan.....	24
Figure 5: Rilway Station ,Pind Dadan Khan.....	24

## Chapter:1

### INTRODUCTION AND METHODOLOGY

#### 1.1 Background of the study:

Education is linked to human beings' personal, social, economic, and cultural aspects, and it supports the goal of a sustainable society. People could have a healthier "mind life" as a result of education. (Mundy & Madden, 2010) Education is recognized as the most fundamental human right. Every child, regardless of gender, race, religion, economic or social status, should receive an education. (Hirschman, 2004)

Female education is a topic that is widely discussed all over the world. Being an essential subject, its various aspects and dimensions has been studied. Globally, female education has been the bedrock of development. It has an influence on the ability of girls and women to express their rights and progress in society, such as economic independence and political representation "Everyone has the right to education," according to Article 26 of the Universal Declaration of Human Rights (UDHR). In the elementary and fundamental stages, free education. Achievement of sustained and equitable human development is an urgent need and that is possible only through opening the doors of education for girls. It is regarded as a major element in promoting and accelerating the process of national development. Female education makes women more autonomous and gives them more control over various dimensions in their life. (Phillips, 1974)

In Pakistan, the role of society is directly linked with the attitude of female education. Several societal factors and circumstances both works as a motivation and hindrance for female education. Both men and women are a part of society, therefore, female education is as crucial as it is for men to grow. Though, the ratio of female education is quite less in Pakistan than males. The role of education is rarely questioned in developed societies; however, when it comes to underdeveloped countries, access to education for females is usually ignored. The lack of education for females in Pakistan is addressed in this research, as well as how it leads to the unjust treatment of women. The research explores various aspects of females' lives that influence the right to education. (Akhtar Hasan Khan, 1997)

## 1.2 Statement of the Problem:

Pakistan has one of the world's lowest literacy rates. In Pakistan, the image of conditions is known to be terrible. Although Pakistan's urban areas are overflowing with advanced institutes and universities, the majority of the citizens seem to be unemployed. Due to social barriers, the issue is causing concern in rural areas. Females in rural areas encounter problems in their intellectual careers. In Pakistan's rural areas, there are several challenges and reasons for education problems for girls. Distance, child labor, a scarcity of teachers, local leaders, frequent policy changes, and the fear of losing power all lead to the inaccessibility of education in Pakistan, particularly in backward areas. (Akhtar Hasan Khan, 1997) Women in KPK and Baluchistan are severely restricted by social values and stereotypes. For 14 to 18 hours a day, they are involved in reproductive, productive, and community work. Women, who constitute 51 percent of the country's population, have been forced to limit themselves to their homes and bear children for their husbands. Female literacy rates in Baluchistan vary from 15 to 25 percent. In poor areas, girls' schools are far away from their homes, and many families cannot afford to pay for their children's transportation. There are no separate schools for girls. Extremists are a cause of anxiety for young females. Militant groups in KPK have destroyed thousands of schools because they dislike women's education, and they have threatened to close several governments and private girls' schools. Parents chose to educate their sons over their daughters because they think that boys will be the family's future providers, whereas girls' education is often not desirable. (Qureshi, 2012)

Females try to compensate 48.6% of the population in Pakistan (World Bank, 2017), yet just 48% of women are educated, compared to 70% of men (Pakistan Economic Survey, 2018). This statistical gap is not a figure; rather, it reflects Pakistan's ruling culture and mindset. Men are the privileged ones in their families and are accountable for supporting the family. Women, on the other hand, have a defined role in society that demands them to marry and have a family. This mindset also generates unfair expectations from males but also discourages women from getting an education. Since there is no financial benefit to educating a woman, some families choose not to bother. One of the key causes of Pakistan's unequal educational opportunities for men and women is this. The first barrier to female literacy is the link between education and financial gain. Working and earning money should not be the sole motivation for a child's education. Education is vital not just because it delivers academic knowledge, but also because it exposes

the recipient to new experiences, builds confidence, and promotes critical thinking. It is crucial for a person's personal growth. Education makes a person aware of their rights as a citizen, especially for women. Issues From child marriages to female genital mutilation to unequal political representation, making women aware of what they deserve and should have access to is the solution. One of the reasons that marginalized groups in society stay marginalized is that they are unaware of their rights. If you are treated poorly, you will always feel inferior unless you are informed otherwise. The notion of challenging the current quo and questioning what you're told Stems from a sense of wonder, and that wonder grows with education. (Lucy E. Bailey, 2016)

Females have lost their work as a result of all of these reasons, and they are unaware that they may also significantly contribute to the country's development. In Pakistan, child labor is also a key concern. Across Pakistan, millions of children under the age of 14 work in brick kiln factories, carpet weaving, industry, agriculture, and domestic service. Education is further hampered by a frequent changes in educational policies. The government has announced various plans and reg (Lapayese, 2003)ulations to promote literacy among women, as well as different programs to attain its academic goals, but it has been unable to put its words into reality. (Gupta, 1995)

Our country is confronted with several social, cultural, economic, and political challenges. We need to figure out how to solve these issues. Education policies should be changed, and we should influence things at the local level through education and practical action. We should spread awareness among people that there is a need for equal access to education among males and females. (Lapayese, 2003)

Education helps women in decision-making reference to social, economic, and cultural development, along with family and community participation (Shaukat & Siddiqua, 2013). Girls are disadvantaged & underprivileged as they have not been able to take the full benefit of the available opportunities and amenities due to some socio- cultural and economic factors. There is a general irrelevance to the education of females due to gender bias (Sen, 2007). It is quite evident That there is social resistance arising out of misconceptions and fears that higher education might Estrate females from age-old traditions and social values and norms.

Society has assigned Stereotyped roles towards girls like helping the families with household chores and looking after the Young siblings. Girls admitted to higher educational institutions find it difficult to manage the timing for Studies. Insufficient provisions of female teachers, no

separate toilet for females and no sanitary Facilities, non-involvement of the community, less quality in teaching, lack of gender sensitivity Of teacher in educational classes (Ahmad Gul & Khan, 2013).

In a nutshell, females in Pakistan face severe challenges in the path of their education. Some of them have abilities to tackle problems and they successfully go through the hardships of life but consider their education a priority. Unfortunately, the literacy rate in Pakistan is still very low because of various problems and challenges which females face especially in Balochistan. This needs to be considered as a foremost problem of the nation because it will lead to the downfall of the nation's economic, political and cultural conditions. Females have great ability to work and earn, They are not supposed to be confined in their homes and take care of children. For example, Families of tribal areas such as Balochistan have issues regarding the “*pardah*” of females, it is their justified issue, but females can get education in “*pardah*”. So, every problem has a solution as well which should be determined in time so that every female in the coming and present generation would have easy access to education.

### **1.3 Significance of the Study:**

This research will help to explore the reasons behind the lack of education among females. My research will help the readers know about how important female education is in this present time and how much females are fond of getting an education but various issues such as financial pressure and some customs of families become a hurdle in this path. Nowadays, many females struggle hard and their efforts are not taken for granted, and hence, they are the inspiration for those who give up on their daughters' education. I did my best to spread awareness about the importance of female education and it will help the readers to know about the opinions of the community people about the remarkable improvement in female education in the local area.

### **1.4 Research Objectives:**

1. To look into the barriers faced by females gaining an education.
2. To look into the factors which lead to the improvement of female education.



## **1.5 METHODOLOGY:**

The methodology is the contribution of tools and techniques which are used to collect information for research purposes in anthropology. I used some particular methods regarding data collection. I used the following methods to get reliable and valid data. The research is based on qualitative methods. I used an interview method in my research. I did in-depth interviews, unstructured interviews, and focus group discussions. In sampling, I used snowball sampling and purposive sampling.

Moreover, the justification of methods used in research is called methodology. If your methods are not clear, you cannot conduct research properly. The methodology is the base of research. It also provides a basic framework to start the research. Selection of topic is also very necessary to do research. If you are not clear about your research topic, you cannot do methodology. Without choosing a topic it is difficult for you to form. I am going to discuss why and how I choose specific methods in my research. I tried my best to make my topic simple and easy to understand.

### **1.5.1 Rapport Building**

Rapport building is the most important step of the research. Rapport building means the relationship between researcher and informants which is mostly based on trust and mutual understanding.

I used a rapport-building technique to get data. Therefore, I first met senior members of the locale, introduced myself, and discussed the research objectives of research with them. I spent some time with people from the research locale and then tried to explore their perceptions regarding the research topic. After the meeting, I tried to create a bond with those who had enough knowledge about research topics.

During the field, I introduced myself and discussed the purpose of research, and ensured them not to use any personal information. So, to build a rapport I met 26 local people of the community which included teachers, community elder people, scholars, both religious and educational professional people. These are the people who shared their ideas about the research topic. They were educated and well experienced; some of them were literate while few others were illiterate.

### **1.5.2 Participant Observation:**

Participant observation is a way in which the researcher observes the participants in their daily activities, interactions, events, and while performing any ritual (AktinsonandHammersley 1998).

Participant observation is an important method in anthropological research in which anthropologists spend specific time duration in a research locale to collect reliable data through observation. In qualitative research, participant observation is a method of gathering data. Its goal is to establish a close and intimate knowledge with a group of individuals (for example, a religious or subsocial gathering, or a specific group) and their performance over time by immersing themselves in their cultural setting.

Using this method, I collected data as a participant-observer. I collected data from various areas of Khair Shah which were easily accessible as well as convenient too. There are some places which are mostly vacant and some of the places are fully occupied the whole day such as the bazaars. Therefore, I chose those areas from where I could get maximum data with time consumption. I got most of the data from the areas which are residing near bazaars. I went there daily to determine the whole lifestyle of families with a special focus on females.

As a participant-observer, This technique entailed me becoming a member of the community and observing them as if I was one of them. This was a simple approach for me to obtain information from them. It enabled me to get closer to individuals who make them feel at ease in my company so that I could observe and record information about their lives.

### **1.5.3 Key Informants:**

Good key informants are those people who can easily understand you, freely talk with you and who have extensive information about your topic and who provide all the information that you need. (Bernard, 1998).

Key informants are those people who have sound knowledge about the research topic. As a researcher, it was hard to know the behavior of the respondent so key informants played an important role in carrying out the major information for my research. I selected 3 key informants including one teacher, and two housewives which helped me out to gain the overall information about the locale and they always came along with me throughout my interview session. They gave me a friendly environment that's why I didn't face any kind of difficulty during participant observation.

#### **1.5.4 Sampling:**

“Sampling is a ratio from a larger group known as population. (Fink, 2003: 1)

The definition of the sample may show self-evident but raises central issues about the relationships of our sample research to a wider population. Early, how do we define the population about the context that we are studying? Sometimes the population will reflect our common sense understanding of this term in the sense of the population of a geographical area (e.g. a town, region, or country).

Inspecting in its widest sense, subjective research includes the identification of explicit information sources from which data is collected to address the inquiry information gathered to address the exploration goals. We likewise recognized varieties in the idea of examining the three customs evaluated (Gentles et. Al, 2015).

##### **1.5.4.1 Purposive Sampling:**

Purposive sampling (also known as judgment, selective, or subjective sampling) is a sampling strategy in which the researcher selects members of the population to participate in the study based on his or her discretion. Purposive sampling is one of the less expensive and time-consuming sampling techniques available. If the number of primary data sources available to contribute to the study is limited, then purposeful sampling may be the only reasonable solution. This sampling method may be useful in anthropological contexts where a more intuitive approach to meaning discovery is needed to solve problems that I had faced during research. During fieldwork, I selected 3 people who had extensive knowledge about the research topic and research locale. They were the main gatekeeper. I also carried in-depth interviews by asking open-ended questions from them.

##### **1.5.5 In-depth Interviews:**

It is used for collecting information from the selected sample. They are some prepared questions that are designed by the researcher or interviewer. The interview may be useful to investigate information and responses. (McNamara, 1999).

Different types of interviews were conducted by me during my stay in the field. Informal or in-depth interviews were conducted by me during the fieldwork. The main benefit of these interviews is that I got useful data from the respondent, and the interview also helps the

respondents in group discussions. The interview guide was developed by keeping in mind the objectives of the research.

#### **1.5.6 Informal Interviews:**

Throughout the field, I did informal interviews. These include daily chit-chat with the respondents. Informal interviews helped me to build rapport at the initial stage of the research. It also helped me to know about their true feeling regarding the research objective.

#### **1.5.7 Focus Group Discussions:**

Focus group discussion is the form of group discussion that capitalizes on communication between research participants to generate data. Although group interviews are often used simply as a quick and suitable way to collect data from numerous people simultaneously, focus groups explicitly use group interaction as part of the method. This means that instead of the researcher asking each person to respond to a question, in turn, people are encouraged to talk to one another: asking questions and commenting on each other's experiences and points of view. (Kitzinger, 1995).

Focus group discussion is a useful technique in social research because every person has some knowledge we can't find or see that knowledge in interviews, some people feel easy to speak in group discussion that's why the researcher should create group discussion so that he could get the more required information, And I used this technique with those people who had some idea and little bit information regarding research.

#### **1.5.8 Photography:**

Photography is one of the important techniques in research. During fieldwork, I also used photography to record certain data.

## **Chapter:2**

### **REVIEW OF THE LITERATURE:**

There is a variety of literature on the subject of women education. Based on the existed literature, it is found that females have not been accepted or fully participated in education in most countries for a long time. However, many countries, particularly in the developed world, have addressed this issue over time. However, most poor countries lag in terms of women's growth, particularly in education. Inequalities between men and women, as well as discrimination against females, have long been a problem in the world. As a result, women's struggle for equality with men is a worldwide phenomenon. Their struggle for equality has led to the foundation of many women's rights groups and the initiation of numerous movements. In this chapter, relevant existed literature has been studied and reviewed to have a clear understanding regarding the nature of the phenomenon under study. Reviewed literature is pertinent to research objectives being assembled in this chapter to establish a background for the arguments explored in this research.

#### **2.1 How Anthropology Studies Education?**

From a cultural perspective, learning activates human possibilities and shapes them to fit a particular human environment or culture. Educational Anthropology, as the title suggests, includes education. Although an anthropological approach to education tends to focus on the cultural aspects of education, including both informal and formal education. Educational anthropologists try to focus on education and multiculturalism, education pluralism, culturally relevant pedagogy, and native methods of learning and socializing. As a consequence, educational anthropologists seek to highlight the psychological processes of enculturation social processes that are involved in ensuring that the various human roles that form the walls of complex society are reproduced generation after generation..(Harry F, Feb. 1967)

#### **2.2 Socio-cultural Barriers of Female Education**

“When educational institutions are not close by, traveling becomes a huge challenge for girls. Travel is regarded as a risk to one’s safety. This is a particularly powerful factor in discouraging girls from pursuing higher education, as universities are likely to be far away, and even if

boarding facilities are available, there is a risk of sexual harassment and abuse.” (Durrant, Sathar&Haque, 2000; World Bank, 2007; UNESCO, 2010).

The above study shows the insecurities of parents about girls which has become a hurdle in gaining education for girls. Parents think that transportation is a major issue to personal security because traveling to far-off places for getting a higher education is a very high risk for parents, especially in underdeveloped areas. It is difficult for a family to trust society with numerous social ills. Boarding and hostels facilities are also available in Pakistan but there are problems regarding sexual harassment that should be considered.

“When comparing the lives of literate and illiterate females, there is a notable change because an educated woman has a strong sense of control in a lot of circumstances. She can solve any problem and support her family financially. “Sons are chosen for their home leadership and performance.” Male members of the family are encouraged to get the best education possible to compete for resources in the outside world. Female family members, on the other hand, are taught domestic tasks as well as how to be good mothers and wives.”(Khan, 2007, Maqsood, & Raza, 2012) “The Gender Gap Index 2013 (GGI) assesses the gap between men and women in four areas: economic engagement, educational attainment, health and survival, and political empowerment. India is ranked 101st out of 136 countries, behind China, Sri Lanka, and Bangladesh. This reflects women's situation in India and gender inequality in all aspects of life, including education, economic engagement, and empowerment (Balve, 2015).

The gender gap is another barrier to female education in almost every aspect of life in backward areas. People think that females are supposed to do household chores that have to be eliminated from their minds, and social researchers work out major projects in bringing about behavioral changes in people. Some families prefer their sons over their daughters in education and they think that only men can lead productive roles in household life.

The women across classes, regions, and the rural and urban gap due to the socio-economic Development and the impact of feudal, religious, and social formation on women’s lives. Gender Inequality in Indian higher education is a consequence of persistent discrimination where girls lag Behind boys in the provision of education and the access to schooling available. The problem

of early marriage arises at the senior and higher levels of education. (Kabeer, Mar. 2005). By the Prevalence of early marriage, parents think the girls are liable and the monetary pressure for Managing a dowry. Educational institutions are not available & traveling becomes the major obstacle. Travelling is considered to be a great threat to personal security. This is one of the strong factors in deterring girls from entering higher education. Girls mainly face incidents of sexual harassment And sexual abuse. (Longwe, Jul. 1998)

### **2.3 Factors Causing Improvement in Female Education**

Despite cultural barriers, a rising proportion of girls in Pakistan have received higher education in recent decades. This is mostly an urban trend, as well as a reflection of societal change. At the higher educational level, females can even outnumber males. This trend appears to be beneficial to Pakistani society's development because a big portion of the population is growing and engaging in academic activities. (Maqsood et al., 2012)

In the past few decades, women are playing a major role in education than men which is a very positive improvement. Urbanization played an important role in this improvement because people learn from their surrounding regions and several females are coming forward and participating in academic activities. The formation of new universities, which decreases travel concerns, is challenging the constraints imposed by socio-cultural norms in urban areas. Female students and teachers are currently confronted with a slew of issues that limit their potential and negatively impact their personal, psychological, and professional growth.

"Gender equality has expanded in society, particularly in family life, as a result of changes in women's rights and educational achievements. These changes have been heralded as "revolutionary." Women's ability to manage and create their personal lives is being transformed."(Goldin & Katz, 2008)

“In family relationships, based on a social partnership of interdependence and mutual adjustment, couples can select how to divide their labor most effectively to meet personal demands and family responsibilities, which does not need that all responsibilities be split evenly down the middle. Women have more influence over the path and rhythm of their life today than

they have ever had. They are also confronted with more options for achieving self-satisfaction. “(Gilbert, 2014).

Nowadays, in modern societies, women fulfill their labor as well as their household responsibilities after their marriage by dividing their workload and hence they fulfill their personal needs and they are strong enough now to know about their choices about their own life. Consequently, it is only the belief and faith in oneself which brings a change in making a better future and becoming financially strong in every situation.

“By overcoming impediments to fulfilling their economic potential, education enhances women's ability to reject tyranny and deal with the outside world (Kabeer, 2005). Women have a critical part in the country's growth. As a result, we cannot overlook the importance of education in the context of women's empowerment. Women's empowerment in India has been hampered for centuries due to a variety of factors, the first of which was depriving women of fundamental opportunities for education (Sandhya, 2015).

#### **2.4 Significance of Female Education**

"For the basis of women's improved employability due to higher educational attainment, two global approaches are identified." The first measures women's increased employability as a function of higher education's transmission of knowledge and skills, as well as its contribution to workforce development. The second approach looks into how companies use higher education credentials to evaluate an individual's prospective social and cultural capital." (Brennan, 2008; Brown, 2016).

It explains two major approaches about the improvement of female employability in the present time i.e. the rise in women's employability is the result of the attainment of higher education and knowledge. This change has brought about by bringing awareness among community people that girls have the equal potential of gaining knowledge and they can take stand for themselves and their families in hard times if they will attain higher education even, they have to travel to other cities.



“Despite the approach taken, higher education is seen as having a global impact on women's willingness and ability to enter the labor market because it increases their potential earning power, provides them with necessary credentials for employment, and shifts attitudes toward women's traditional roles in the home and at work. “(Ahituv&Lerman, 2007; Benavot, 1989; Bianchi, 2011; Carnoy, 2006; Carnoy et al.2012; Crompton et al., 2007).

The above study suggests that higher education develops an interest in women to take part in the labour market and it helps them to highlight their earning capabilities. Besides these benefits, they become educated enough to sort out their household issues and their position become also strong as they earn and serve their families. Employed females become mentally strong because they start believing in themselves when they are appreciated in front of their whole families and colleagues. This helps them to believe that women are not inferior to men and they also share their experiences with others so that females could think about their future and become aware of the fruitful outcomes of education. Currently, many families do not support their daughters which left them demotivated. Therefore, believing in oneself can change the future of a girl and her surroundings.

“Higher education is described as a reforming institution in modernization theory, which focuses on the accompanying changes in norms and values. Higher education, in this view, modify a person's old norms and values by instilling modern values such as openness to new ideas, independence from traditional authority, a willingness to plan and calculate future responsibilities, and a strong sense of personal and social efficacy.” (Benavot;1998)

As time passes, civilizations become more modern in all aspects, including education, and as a result, education is gaining significant attention in shaping social practices. Higher education enables people to acquire new ideas about their social lives, promotes mental openness, and assists people in becoming more self-sufficient in society and their families. This also provides a pathway for them to take benefit of the greatest amount of opportunities for a brighter future. Finally, it grooms one's inner and exterior personality as well as one's perspective on life's various aspects.

“

"Higher education aids in the empowerment of women since qualified women tend to become leaders in society and role models for younger females. It also allows women to choose domains of expertise as decision-makers by influencing policy linked to social, economic, and cultural development, as well as through participating in family and community life (Shaukat& Pell 2015) “

“When compared to uneducated women, educated women feel more in charge of their lives and have more power and control over family resources. They gain social recognition, which allows them to see and understand what is unwanted and bad in their current position. A well-educated woman can see a better scenario by recognizing what is under her control and what she can do to impact change.” (Usha& Sharma, 2001).”

Female education has sparked a slew of debates. It considers issues such as gender equality and educational access, with the primary goal of reducing poverty. Education enables men and women to assert their rights and develop their full potential in the economic, political, and social spheres. Education is also a potent and significant weapon in the battle against poverty and serves as a foundation for girls' development into adulthood. There are various debates regarding the educational levels that an individual must achieve to reduce poverty. In poor countries, according to Colclough (2005), primary education has larger social benefits than university education. This presents a case for free primary education on a big scale. However, according to King (2005), universalizing and promoting basic education alone, without paying adequate regard to secondary and higher education, stifles progress by preventing the development of critical skills in administrative and state manager positions. Gender inequality has reached terrible levels throughout the world. Inequality in education, according to studies, harms the lives of millions of females around the world. Several academics agree that the gender gap has shrunk in the last decade. However, girls continue to be at a disadvantage, particularly in higher secondary and college education. Most ladies who would have failed to achieve their dreams Their secondary schooling is to marry and have children at a young age, possibly to older polygamous or widowed men, and others are forced into prostitution to support themselves and their children..(Primo, 1997)

It is widely acknowledged that women with higher education play an important role in the development of a country's human capital as well as its overall socio-cultural and economic growth. Women benefit from higher education in two ways. It enables qualified females to rise to positions of leadership in society and to serve as role models for younger girls. At the same time, it assists females in determining their areas of expertise, whether as decision-makers through influence on policy issues related to social, economic, and cultural development, or by participation in family and community life. Unfortunately, female education in Pakistan has long been neglected by society and the state. That investment was revealed by the female literacy rate. Men are favored over women in human development. Females have few options for obtaining higher education, professional, and technical degrees. As a result, as time passes, gender inequality in education continues to rise.. (Heyzer, Mar. 2005)

“Female education is critical to a country’s development.” It is linked to the personal, social, economic, and cultural aspects of an individual, and it emphasizes the goal of a sustainable society. It enables people to have a more rich “mind life,” which benefits society in both social and radical ways” (Yasmeen, 2005, p11). In contrast to uneducated females, educated females feel more in control of their lives and have more power and influence over family resources. They gain social recognition, allowing them to see and understand what is unwanted and undesirable about their current situation. An educated female can perceive a better situation and the probability of acquiring it. She can see what she has control over and what she needs to do to make a significant difference.” (Usha & Sharma, 2001)

## **2.5 Women empowerment,Sustainable development goals and Education:**

Women and girls are almost half the world’s Population and that is why they are more intensely impacted than other genders by poverty, weather change, food uncertainty, Lack of healthcare, and worldwide economic Crises. Their contributions are central to Outcomes. The new global 2030 Roadmap and Sustainable Development Goals (SDGs) advised by the UN Member States on 25 September 2015, included aspects on how Women are affected by each of the 17 proposed SDGs, as well as how each of the 17 proposed SDGs affects women, and how women and girls can play a crucial role To achieve each of these objectives, As SDGs seek to Change the 21st

century, addressing Key challenges such as poverty, inequality, and Violence against women and girls. Women education is a pre-condition for this. Achieving gender equality and sustainable Development by 2030 will require pacing up Efforts at all fronts, to empower women and girls Through specific educational programs and advocacy. (Duflo, Dec 2012)

## **2.6 Female Education in Pakistan:**

“Many developing countries, including Pakistan, do not place a high value on female education. The educational systems in these countries are frequently abysmal. As a result, many young girls drop out of elementary school to support their families. When school attendance does not always imply learning, parents would prefer that their children, mainly females, stay at home to help the family. Poverty harms the quality of education in Pakistan. Efforts are being made in Pakistan to promote higher-quality, more accessible education. “(Gates, Sep 2014)

“Grace Association was founded by Khadim Hussain, an Echidna Global Scholar, and has been working to develop Community School Networks (CSN). Over the past two years, the organization has worked to train local leaders to make a difference and improve the quality of education for girls across the country. The organization emphasizes the importance of “the family, community, and economy in youth education, as well as the core values of social justice, equity, and democracy in the design and implementation of educational programs.” (Hussain, July-October 2014)

“While Hussain works to improve education quality, Malala Yousafzai works to change social ideologies about women and their right to an education. Malala, who fought for better education and was assassinated by the Taliban in October 2012 along with two other friends for her culturally extreme ideas of equal education for girls in Pakistan, serves as a symbol of bravery and wisdom for the movement. She was honored on December 10, 2014, as the 21st youngest recipient of the Nobel Peace Prize for her courageous actions and words. Education for girls in Pakistan is improving with the help of Malala and Hussain. Malala will keep fighting for what she believes will increase opportunities for girls across the country. Malala's supporters are also fighting, claiming that "when you are educated, you can do anything." You can't do anything if you don't have a college education.”-Erin Coughlin (Khoja-Moolji, 2018)

## **2.7 Religion and the Contribution of Great Muslim Women Scholars:**

Islam doesn't restrict the acquisition of knowledge to men only; women are equally required to gain knowledge. Hence many eminent women have contributed in different fields. Aishah as-Siddiqah (the one who affirms the Truth), the favorite wife of Prophet Muhammad (peace be upon him), is regarded as the best woman in Islam. Her life also substantiates that a woman can be a scholar, exert influence over men and women and provide them with inspiration and leadership. Her life is also evidence of the fact that the same woman can be feminine and be a source of pleasure, joy and comfort to her husband. The example of Aishah in promoting education and in particular the education of Muslim women in the laws and teachings of Islam needs to be followed. She is the source of numerous Hadith and has been teaching eminent scholars. (Alwani, 2013)

Sukayna (also Sakina), the Prophet's (peace be upon him) great-granddaughter and the daughter of Imam Hussain, was the most brilliant, accomplished, and virtuous woman of her time. She grew up to become a vocal opponent of the Umayyads. She became a political activist, speaking out against all forms of tyranny, as well as personal, social, and political injustices. She was a fiercely self-sufficient woman. She married several times, and in each marriage contract, she stipulated assurance of her autonomy as well as the condition of monogamy on the part of the prospective husband. She went about her business freely, attending and delivering meetings, entertaining men of letters, thinkers, and other notables at her home and debating issues with them. She was a highly educated woman who would not take any nonsense from anyone, no matter how high and mighty he or she was. (LEONARD, June 2003)

## Chapter:3

### RESEARCH SETTING AND LOCALE:

#### 3.1 Locale:

Punjab is one of the most populous provinces of Pakistan. The total area of the province is 79,284 square miles. Its population is 82 million. The population of the province covers nearly 56% of the total population of the country. Lahore is the capital and the largest city in the Punjab province. Other major cities of Punjab are Gujarat, Sialkot, Faisalabad, Gujranwala, Jhelum and Rawalpindi. It shares the border with India, east of Punjab lays the Indian state of Punjab and Rajasthan. In Pakistan Punjab is bordered by Azad Kashmir by north east, the south by Sindh, the south west by Baluchistan, in the west it lies the province of Khyber Pakhtunkhwa and to the north Islamabad capital territory. (District Development Profile, 2014)

This research will be conducted in Pind Dadan Khan, which is the administrative subdivision of the Jhelum district. Jhelum is a city on the right bank of the Jhelum River, in the district of Jhelum in the north of Punjab province. It is the 44th largest city in Pakistan by population. According to census 2017, The population of the area is 336,841. Detailed information of the regional population is as under:

Gender (C 2017)	
Males	164,411
Females	172,404
Transgender	26

Age Groups (C 2017)	
0-14 years	110,913
15-64 years	207,154
65+ years	18,774

Urbanization (C 2017)	
Rural	272,443
Urban	64,398

Literacy (A10+) (C 2017)	
Yes	188,843
No	71,979

Age Distribution (C 2017)	
0-9 years	76,019
10-19 years	68,999
20-29 years	59,641
30-39 years	44,912
40-49 years	31,551
50-59 years	26,986
60-69 years	16,747
70+ years	11,986

Mother Tongue (C 2017)	
Urdu	1,768
Punjabi	331,170
Sindhi	45
Pushto	3,162
Balochi	92
Kashmiri	11
Saraiki	547
Hindko	15
Brahvi	17
Other Language	14

**Figure:1 Map of Pind Dadan Khan**

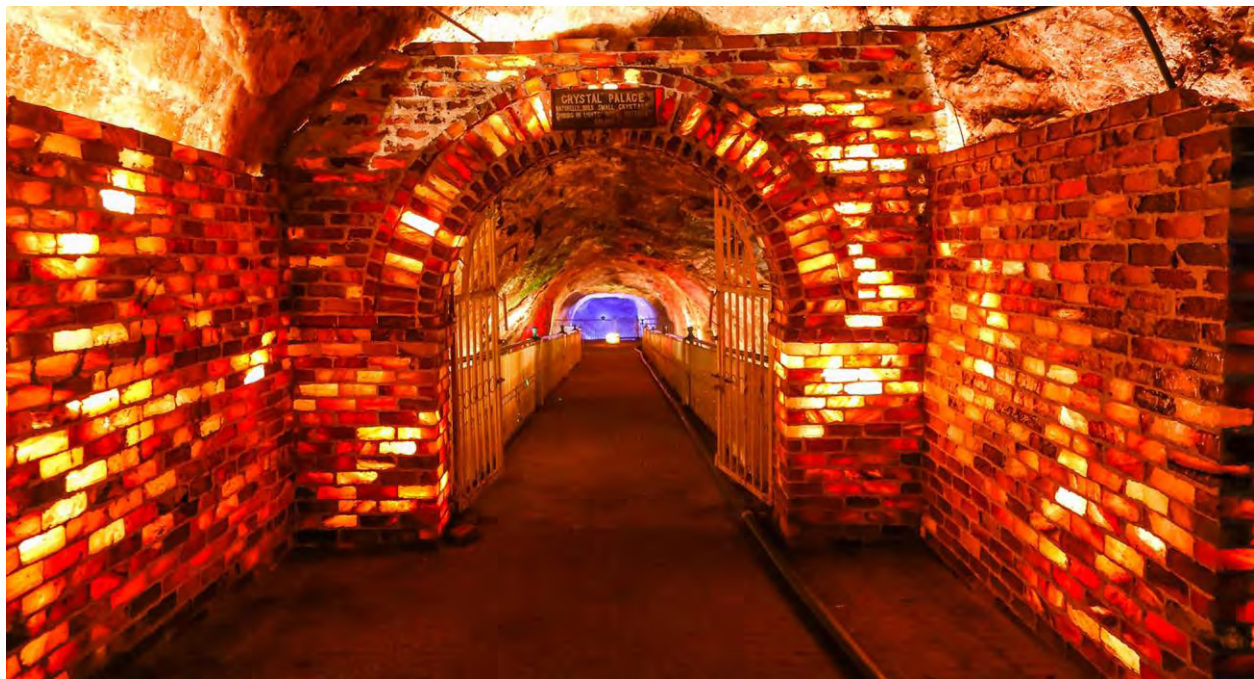




### 3.2 History Of Pind Dadan Khan:

Pind Dadan Khan is at the bank of river Jhelum and 22km away from the M2 motorway. This area holds great historical importance. It is said that Abu Rayhan Muhammad ibn Ahmad Al-Biruni created a laboratory in Nandana, a village near Pind Dadan Khan, which is still operational today. During Albiruni's lifetime, he computed the diameter of the earth in that laboratory; nevertheless, the laboratory today needs urgent attention from the Pakistani government because it is neglected and the facility is deteriorating. There will be no indication of Albiruni's remarkable work if the appropriate care is not provided soon. Skilled artisans, on the other hand, have abandoned the region. Khewra salt mine, which is Asia's largest salt mine is located 7.8 km away from Pind Dadan Khan. The history of the area dates back to Alexander the Great's invasion (see Punjab (Pakistan)). Bucephalus, Alexander the Great's famed horse, is claimed to be buried near the Pind Dadan Khan settlement of Jalalpur Sharif. Nawab Dadan Khan is the name of the Tehsil Pind Dadan Khan. He was Lahore's Muslim governor (the capital city of Punjab) (Khan, (Mar., 1989))

**Figure: 2 Internal View of Khewra Salt Mines**





### 3.3 Area Profile:

#### 3.3.1 Languages:

Almost half of the population are Punjabi in PindDadan Khan. Most of the people have migrated from Jhang, Attock, and Kohat districts, therefore their accent is a little bit different from Punjabi. A number of people have migrated from Balochistan. Lahnda based Punjabi is spoken which is a blend of different dialects such as Siraiki, Potohari, Wanhari and Lunhari. Hence, we can experience a variety of languages in one region. Major languages spoken in MohallaKhair Shah are; Punjabi , Pushto , Balochi

#### 3.3.2 Religions

Along with Muslims, there are also Hindus and Christians in some areas of Pind Dadan Khan. The historical temple located in this region shows that Hindus had been settled here for many years. Almost 2% of the population are Hindus and they are declining in number day by day.

**Figure: 3 Historical Hindu Temple**



### **3.3.3 Religious Ceremonies:**

There is a number of religious ceremonies celebrated with great zeal throughout the year. They are ; Eid ul Fitr, Eid ul Adhaa, Eid Miladul Nabi, Ashura ,Chehlum of Imam Hussain ,Shab e Barat Shab e Mairaj ,Shab e Qadar

### **3.3.4 Dress Patterns:**

Dresses are worn both by men and women according to the culture. Dress patterns among women change with the trends but the normal dressing is Punjabi. There is no special dress style according to the regional culture.

### **3.3.5 Economic Conditions:**

Most of the population relies on farming and agriculture which is the typical profession adopted there. During the harvest season, farmers' investment in efforts pays off which is profitable. Plus, there are several other businesses such as wholesale traders, dairy products, sweets & bakeries, cloth and fruit which are Center of competition and source of income for most of the households.

### **3.3.6 Climatic Conditions:**

Climatic conditions in Pind Dadan Khan are quite dry. Summers are long and their temperature crosses almost 45 degrees every year. The summer season starts at the beginning of May and ends at the beginning of October month. Temperature goes to peak in June and July month; However, nights are comparatively moderate. This hot climate is because this district is located at the bank of River Jehlum. People impatiently wait for the rain in summers because the humidity is very low in summers. Winters come for a short period, but they are very cold enough, dry winds often come, but the humidity level is very low

### **3.3.7 Settlement Patterns:**

PindDadan Khan is a semi-urban city. Settlement patterns are different in every region. There are small and narrow streets. The district is sub-divided into different Mohallas and within every mohalla, there are both Kacha and Pakka houses. Some of the rural areas have houses made of bricks and cement with open and broad porches. Some the people make special in the backyard of their homes known as Haveli for their domestic animals. People have now become advanced with the passage of time but architecture has remained the same. Porches are usually made of bricks and are wide and broad with a small garden that is used for growing fruits and vegetables.

### **3.3.8 Food Patterns:**

Food represents the taste and culture of any specific society. Meat is eaten widely in MohallaKhair Shah as number of people earn through butchering. *ChannayPuriyanis* the special breakfast and is liked by everyone in this region. There is only one restaurant which is popular for this dish. In lunch, people prepare roti usually in tandoori which is either made of mud and bricks or a gas *tandoori*. *Daal, Sabzi, AalooGosht, Paye* with garlic chutney are common foods in this region. Another popular dessert is *Dhodha* which is liked by not only inhabitants of these Mohalla people from other places take it especially with them. It is made from desi ghee, dry fruits, *khoya* and flour. There is one shop known as Hafiz Sweets which is known for their best taste of “*Dhodha*”. People take it with their evening tea.

### **3.3.9 Education Facilities:**

The literacy rate in MohallaKhair Shah is high among females as compared to males in the present period. There is a remarkable improvement in female education for several years. Punjab group of colleges, PindDadan Khan is improving day by day and now BS programs are also offered in various subjects. Alberuni School is among the most advanced schools in this region. 59 schools in PindDadan Khan and its nearby places out of which 20% are girls' schools. The area of my study is MohallaKhair Shah, and there is one-degree girls college five government high schools. There's no university nearby PindDadan Khan. So both girls and boys travel to other cities for getting higher and higher secondary education.

### **3.3.10 Health Facilities:**

Health facilities are normally available. There is one Tehsil head quarter hospital that provides health services free of cost. There are small clinics located in bazaars. Herbal treatments are well known by the inhabitants of MohallaKhair Shah. They are of the view that herbal treatments are far better than clinical treatments. People travel to other cities for large-scale treatments such as surgery and physiotherapy.



### 3.3.11 Transport Facilities:

Transport facilities to travel within and nearby places is mainly Rickshaw commonly known as “Ching-chi”. People travel within the area from Tonga but over time, its usage stopped. Rickshaw is the major means of transport. For traveling to other cities, there is a railway and bus facility. There is a station located in the vicinity known as Pind Dadan Khan Railway Station. There is one main bus stand which provides intercities traveling services via motorway and highway routes.



### **3.3.12 Marriage Patterns:**

Marriage pattern is divided into two types, one is Exogamy, and another is Endogamy, Endogamy means marriages within a family and exogamy means marriages out of family or caste. Both patterns of marriages are practiced. In the Shia sect, the exogamy pattern of exogamy marriage is found with the modernization of society and they marry their children out of the family background and their perception about marrying within family cause genetic problems, while the marriage pattern of Endogamy is also found in the region where people marrying within the families too.

### **3.3.13 Electricity:**

There was a shortage of electricity before but now these issues have been resolved. There was no electricity before but there is proper IESCO service now. Electricity unit is less expensive than bigger cities. Load Shedding was at peak in the past few years but now they are much better. Besides these people also use solar panel services.

### **3.3.14 Communication:**

Communication services are in good condition. There's the availability of PTCL broadband service and Internet services are improving day by day. Telecommunications are also in better condition. There were very huge problems of the network before but now it has been resolved. Network speed is also very fast. People contact to far off places through posting letters before, now advanced techniques have been introduced which is making life easier

## Chapter:4

### BARRIERS IN THE WAY OF FEMALE EDUCATION

#### 4.1 Responsibilities Burden:

I came across many people including girls of matric and inter level to know the major barriers towards their education. The major factors include financial issues, conveyance problems, lack of quality education in colleges, and lack of interest in girls. I started taking interviews from a respondent who was 35 years old, mother of three children and the eldest daughter of her home, an incident of her father's death changed her life, she wanted to continue her studies but vane. I asked her generally whether there were financial issues or family pressure that prevented her to continue higher studies, she replied;

*“Yes, definitely due to my father’s death, there was much burden on me to take care of my family and to earn as well, I started “silayi” at home and a few years later when I was 20, I got married, now my mother does “silayi” which is the source of income for home”*

Hence, the above response showed that the eldest daughter is taking a stand for her family in every situation but unfortunately, they become deprived of education and their dreams don't last due to several circumstances including financial issues.

#### 4.1.1 Case Study 01

An 18-year-old girl, who stitches clothes and earns for her family. Her mother passed away two years ago and she was the elder daughter with two elder brothers and one younger sister. She left her studies when her mother died because she was only the caretaker of the home. She also used to stitch clothes and earn but after her death, all the responsibilities were handed over to her. She was a brilliant student in FA but the financial breakdown and burden of responsibilities compelled her to quit studies. She tried to get private education, but this thought of earning and taking care of her family limit her to do so, as her father is also ill and the brothers are matric



passed but they run a “*khokha*” to fulfill basic needs. They have to get married as well, so under these circumstances, she earns for herself and her younger sister because she never wants her to quit her studies. She gives tuition in the evening as well and is very much ambitious towards her sister’s education. She further explained that if her sister will complete her studies, she will feel less burdened because she got depressed after losing her mother and quitting studies, but this aim of educating her sister is making her very hopeful towards a happy life

#### **4.2 Insecurity for Girls of Parents:**

There were several cases regarding insecurity for girls for parents. This issue limits many girls to go to college and school. Parents are afraid of the current situation of the country, therefore, girls stay at home after matric and even before matric and do household chores. Most of the girls get married at this early age. One of the respondents who was the mother of 4 daughters, said:

*“There are no financial issues in my family, but I am a mother of four daughters and I am afraid of letting them go outside to college as it is 2 km away from home. If I had a puttari, I would let my daughters gain their higher education and my puttari would take care of them in pick and drop services. My husband lives abroad due to which there is no caretaker of our home, So my daughters are deprived of higher education and this fear of insecurity is making them less confident in front of other girls who dare to get more education”*

Hence, the above response shows that this is a very serious issue in the way of girls' education. It also affects the self-esteem of young girls which leads to psychological issues in the future. Another respondent was asked that is there any sort of conveyance problem along with the insecurity of girls? She replied:

*“Yes, there are certain areas which are far away from colleges, that becomes a hurdle in the way of girl’s education and besides this, going colleges by on foot creates thinking of insecurity in our minds as there are certain cases of rape and harassment in rural areas. This fear is now spreading everywhere in our baradari, which cannot change the thinking of parents for their daughters. The baradari also creates issues that why you’re allowing them to go outside. This is because our baradari lives close to each other and are updated all the time.”*

The above response shows that some cases regarding girls’ insecurity spread like a fire everywhere which brings about changes in people’s thoughts and becomes a barrier in the way of

female education. Another fact that was noticeable was that relatives live nearby and they are narrow-minded and insecure about girls

#### **4.3 Gender Gaps as a Barrier:**

The gender gap between males and females exists economically, socially, and politically. The gender gap is one of the major barriers in the way of female education. In the Educational sector, females face gender inequality which diminishes their interest in studies. One of the respondents said that it had happened to her when she was in matric, she further explained:

*“I was fond of passing out from college and becoming a lecturer in degree college, but gender gaps in our family hinder the girls to get an education. They are of the view that the chorr is of greater value and they think that kurriyon are only born to do house chores, this narrow perspective has closed all the doors for most of the girls to acquire education and fulfill their wishes of building a bright future.”*

Hence the above-mentioned response shows that gender discrimination is one of the barriers which keeps female members from coming forth.

#### **4.4 Lack of Quality Education:**

Another major factor that hurdles girls from acquiring education is in the availability of quality education from the primary levels. Incompetent mentorship and teaching methods are not advanced. Lack of enough professional teaching staff in schools and colleges is another leading cause. One of my respondent’s responses in this regard was somewhat like this:

*“Primarily, there is insufficient quality mentorship in colleges. The staff in colleges rather stick to conventional and outdated teaching tactics. Due to this reason, the majority of girls move to cities where quality education is common, mostly concerned for their rozi roti and keen interest to acquire education. According to my, not all families are capable of sending girls out of the city for this purpose instead they prefer them doing vocational training.”*

The above response highlights the major issue of acquiring higher education. Some avail option for acquiring education as a private candidate at home which diminishes chances and opportunities in the upcoming time. Another respondent was asked the same question to which she responded,



*“Of course, this is an utmost issue and there’s a solution to it in the form of private education which is not as effective and lowers the chances of grabbing more opportunities in their respective fields. There exists a solution for girls to continue their education at home but it does not prove much fruitful but vocational pieces of training and other skill-building areas prove much value in these circumstances.”*

The Vocational Training Institute present in Mohalla Khair Shah was established for the girls to acquire *hunar* and utilize their skills in the future for earning.

#### **4.5 Custom of Early Marriages:**

Another noticeable issue that was raised during the interview was the custom of early marriages. A vast majority of cases were included in this factor. I gathered a few females of thirty to forty ages and inquired about their experiences during past and further inquired about their academic’s qualification to which I concluded that some claimed to be intermediate passed and others simply discontinued their studies at a certain level during past decades as for it was customary and simply discouraged for a girl to acquire further education. Besides these issues custom of early marriage was at its peak for the past few decades. One of my respondents said:

*“As the eldest daughter of my family I got married at the age of 16 and now I am the mother of 5 children. I studied till grade 5. I was very fond of getting higher education, but besides the custom of early marriage financial issues were at their peak at that time, so I compromised in this situation. Elders of my family think daughters are parayadhan and there is no need to educate them.”*

I further asked about her children education, she replied:

*“Time changes everything and sorts out many issues, my children are all grown up and me and My husband is doing our best to give them all the educational facilities and we are successfully building their bright future.”*

##### **4.5.1 Case Study 02:**

A 25-year-old girl who was running a beauty parlor at her home, I asked her about the educational journey and her views about female education. She is running her beauty parlor after her marriage when she was just 19. She further added that this age is much better for marriage

than before because girls have to get married on their elder's consent at a very early age back in the '90s. Some of my cousins were married at the age of 14 and 15 to men of older age. It was the worst custom at that time but now it is far better, but the thing that matters is the lack of interest in female education. Many of the girls get married during their studies and they are forced to leave their studies or sometimes it all depends on our luck that where there is no match for any girl in the family, they are allowed to go for vocational college which includes stitching, beautician and computer courses until they get married. She said that I am one of those lucky girls who can utilize their skills and empower themselves financially. People of her family also perceive that the business of beauty parlor is relatable to barber business which is inappropriate for females. But she didn't give up and her husband also supported her. Now her customers are increasing day by day and her business is running successfully by the grace of Allah.

There are other ways for women to empower themselves other than education, but these are the skills and education is the knowledge. There is a huge difference between knowledge and skills, skills help us in our difficult times but knowledge and education help the grooming of mind and thinking which is essential for living a better life.

#### **4.6 Financial crisis as a barrier:**

Many of the girls stop studying even before matric due to Financial pressure. There are several reasons for this problem. Some families have a large number of family members Along with financial pressure which results in female education Deprivation. The sons of these families also quit studying and Start searching for jobs at a very early age. Few families take Loans and fulfill their children's basic needs. One of my Respondents said:

*“We are four sisters and two brothers and my father passed away when I was in grade eight I am the eldest child of my Pareparents was unable to resume my studies at that time. I tried to do stitching at home to fulfill my younger siblings' Educational needs. But hardly two of them have done their matric and FA till now. It was a tough time, So my mother also tried her best and started washing utensils and clothes in homes for Earning. Now the circumstances are much better than before Because my brother who completed his FA recently is doing Some little sort of jobs we are very thankful for this. Now We are financially much better. But lack of education always is great loss till lifetime.”*

The above response shows that girls give many sacrifices during Their tough times. They give their best to their families and unfortunately, they do not continue their studies under Financial pressure. Poverty is common among people living in rural areas, but knowing that what Education can do to them and utilizing as much as possible

#### 4.6.1 Case Study 3

I asked a man about their daughter's Education, who was about 40 years old. years old. He sells *Dahi bhallay* and *kebabs* in the evening to earn his living. He was doing this business for about 10 years. He explained that he is living a very simple life and is very much satisfied with it. He offered me a plate of *dahi bhalle* which was very much delicious. He continued that he has fulfilled his responsibilities of marrying his daughter who was matric passed, at that time there was no inflation and he fulfilled all the educational needs of her daughter. Over time, the market situation of the area and his financial situation got worst day by day as new restaurants were inaugurated with better facilities. Then my younger daughter was learning *Quran* and now *MashaAllah* is *hafiz e Quran*. I think that it is a far better education than modern education. But sometimes I also think that females in a modern society should have some knowledge about the present world, he further added that he is in the favor of female Education till matric level if there would be no financial pressure in every family.

#### 4.7 Lack of Interest in Studies:

Either it is the norm among the family that they find little or no interest to educate girls or it is girls that don't seem interested in acquiring further education, they consider it sufficient to pass matriculation and cease to move further, which is because they are uncertain for what they want to be or what good will it bring for them. Simply some are not aware of the benefit that education can create and numerous opportunities to thrive in life. The question is how much concerned, aware, and willing to pursuit of education. So the root cause why do girls lose interest and keenness for studies is their inability to recognize the good that education would bring them. Lack of interest in Studies was a major issue among many girls when they were studying. During my interview session, several cases were noticed in which girls are interested in other activities such as vocational activities including stitching and beauty parlor. The only cause of these activities is lack of interest in studies, many girls are subjected to do heavy household chores which completely immerse them in these activities, some had low academic performances in primary school due to which they quit their studies. As one of my respondents told me that:

*“ Our family is somewhat of backward thinking and they think that girls do not have right to go out and study, only boys have these rights. Girls are only supposed to do household chores and are considered as a caretaker of her family. This is what they cannot take a proper decision towards their rights and the heavy load of work from a very early age results in the lack of interest in them. Then we girls completely indulge ourselves in handi roti and become an expert in these activities. Our family members admire that we are fulfilling our duties because these activities will help them after their marriage.”*

Hence, from the above-mentioned response, it is concluded that insufficient attention towards female education leads to a lack of interest in acquiring education, and they are compelled to do household chores that repel them from studying. They train them instead to do “ghardaari” which would be helpful in the future. Another respondent who quit her studies in grade 9th told me that:

*“ I got comparts in two 3 subjects in grade 9, due to which I discontinued my studies in this early age, this issue creates a barrier in the way of acquiring further education because a person become hopeless after failure sometimes”*

The above-mentioned response tells us that this feeling of hopelessness after failure should not be taken for granted, because, it creates issues regarding the self-esteem of girls among other girls, They should be motivated by the elders, but unluckily, elders have no interest in female education. Consequently, they let them stay home or tie their knot at a very early age.

#### **4.7.1 Case Study 04:**

A 19-year-old girl left her studies recently because she always got distracted during her both in school and home. Her attention gets diverted all the time. Sometimes her friends catch her attention towards other topics such as movies and dramas, sometimes the flying kites in the evening catch her attention. She was always fond of becoming a pilot. But she never knew how much hard work is needed for this field. In short, she never paid full attention to her studies. She thinks that she is good at mathematics, but when she starts solving questions, the surroundings leave them behind. She concluded that she has no interest in Studies and she likes other curricular activities, I asked her in the evening tea that if there would be extracurricular activities in schools and colleges, would you change her perspective towards studies? She replied, yes definitely, she would then participate in those activities and would like to become in charge in the future. She was the captain of the college cricket team. Other things are much important than

studies, the activities that are done under mental pressure are always led to failure. So mental health should be the priority. She further added that in the future, if I would feel that there is a lack of Education in my life, I would immediately take admission even as a private candidate, because I am aware of the importance of Education as well. I will also apply to Pakistan Air Force *in sha Allah* because it is my dream to become a pilot.

#### **4.8 Health Conditions:**

The inappropriate health conditions and malnutrition lead to a darker future for girls in many sectors including education. Lack of health makes a human being less confident among healthier people and it develops a feeling of deprivation in them. This is how parents get scared for their daughters and do not let them go out for Studies. One of my respondents told me that:

*“The improper health conditions of my daughter from a very early age became the hurdle in the way of her education. She is visually impaired and cannot see without bright light So, I am insecure about her this condition and I try to give her proper treatment which is my foremost priority.”*

The above-mentioned response illustrates that the fear regarding health conditions is very A serious issue for girls’ future.

##### **4.8.1 Case Study: 05**

A young girl of age 18, who recently left her studies after 1st year of Fsc. She explained that during the beginning days of college, I feel very dizzy and often fainted at several places in college; my friends somehow manage and take me home. Firstly they took me for a checkup to a well-known Hakeem but their herbal medicines didn’t. Then one of my neighbors told me that maybe there would be the effect of supernatural powers on me, so she suggested to take me to the peer baba for “*dam*”, but all got vane. My parents got worried about this condition and take me to Jehlum for my proper check-up. After taking various results, the doctors diagnosed that I was suffering from serious blood loss and besides this, I was diagnosed with migraine. My body is not making blood normally. It takes a long period for my body to make blood and it takes a lot of effort to maintain my Hemoglobin level. It is known as anemia. It was caused when I fell from the balcony of my house while playing three years back and too much blood was lost at that time. I recovered then but was not complete which resultantly cause this serious type of anemia.

So, I discontinued my studies on my parents' consent because health is the priority. It has been 3 years since I am staying at home and doing my best to recover and continue my studies as doctors have also advised me not to take too much stress for some time due to migraine. It all depends on luck and how much it takes me to recover and become a normal, healthy human being and continue my studies. I am doing another little sort of activities like stitching and embroidery and sometimes painting, which keep me busy and away from stress. I'll in sha Allah, recover soon and get back to life again.

#### **4.9 Restrictions In Family:**

Another major issue that was noticeable during my research is restrictions on female education during the past few decades. According to the male members of society, females are supposed to stay at home until and unless they have important work to go out. There was too much strictness in the past few decades on women's "pardah". So, they were unable to continue their studies before or after matric. They were either got married or took care of family members. As one of my respondents, who was 42 years old and got married at the age of 17 said:

*"Girls in our time were very talented in every field and they were healthy enough to study and take care of the home as well. But the problem was the over-strictness to do regular studies. I decided to take private education but said goodbye to them after two years when I was in grade 8, this is the actual difference between private and regular Education because there is a proper timetable schedule, uniform, school bags, etc., in the regular system which I always wished for but restrictions and my wishes as a regular student hindered me to quit my studies. I got married immediately to my cousin and my family is of the view that daughters have no right on the property and only dowry is their part which will be given on the time of their rukhsati."*

Hence, it is concluded that families in past had restricted females too much that they prefer their consent over themselves. That time was much better than in many aspects but it was much different and backward that females had to respect the elders and bury their wishes.

##### **4.9.1 Case Study: 06**

A key informant lady who was 46 years old housewife, mother of five children, and the most beautiful person I had met in my interview session, told me that she was very fond of wearing joggers, playing badminton, and wearing a uniform with some spots of ink on them which identify that she is a student. She was very healthy at that time and kept all the responsibilities by

herself at the age of 9. She also studied at primary school till 5 but after this, her abba jee and dada jee restrictions to go out and ordered her to take Education by staying at home. They were of the view that girls have to be getting married and it is their actual home, so there is no need to be well educated. She further told me that she insisted too much on her mother but all got vane. She didn't like to get private Education as some of her friends were still going to school. Her mother made her understand and convinced her to get Education as a private candidate and told her that there are benefits of private education too, but she didn't understand. She left her studies and kept her busy with household chores in her stubbornness. Her mother tried to educate her younger sister and she successfully did her matric and it was a big achievement at that time. Now she realized that whatever the Education, private or regular, it somehow open up minds to see the actual colors of life but she gave up on elders restrictions.

## Chapter:5

### SUCCESS STORIES OF THE RESPONDENTS

I divided my interview guide into different groups to which I asked various questions according to their level of education. My second aim was to know about the factors which result in the improvement of female education over the past few years. I asked these questions from the females who are either at, bachelor, masters level or are employed. This part of my interview was very much interesting as the working ladies shared their whole journey of success and now they are capable of fulfilling their educational rights. Some of the factors were the encouragement of family, Changings in thinking of people, self-determination, and awareness of educational rights. Some of the success stories are written below:

#### 5.1 Encouragement and Support of Family:

I encountered those families whose daughters are continuously studying and determined for their bright future It is only because of the strong support of their family members which kept them motivated throughout this journey. I asked one of my respondents who graduated from Fatima Jinnah Women University, Islamabad and she's a government teacher in a school in Khewra. She described her journey as:

*“I am here only because of the strong support of my parents and siblings. My parents had never asked me that how much I want to study further but they continuously supported me in every possible way. Now I am at this stage where I am serving my family financially and I feel very proud at this moment. This stage is tough as well but it empowers you to take a stand for yourself in hardships. I want to say that every girl should be given her educational right because she has to spend her further life and make her own decision”*

This response will help the readers to know about the importance of female education. This woman is the role model for the coming generations. The strong support of family is very precious as it opens up the doors of a prosperous life for their daughters.

#### 5.1.1 Case Study: 7

A school teacher who completed her master degree in Urdu from the University of Punjab as a private candidate, she explained her success journey that it was only the support of her mother



and the eldest late sister's wish that her younger sisters would not be deprived of Education, as she passed away at a very young age. There were certain reasons behind the less education of her two sisters, so they got married afterward. She and another elder sister did their best to complete their studies. They started giving tuitions in the evening and going to college as well. There were almost 50 students at that time and most of them were nursery students. Most of them are still coming to her. She said that the dedication towards studies and strong willpower has given her the strength to do so. The students are very inspired by her and send her beautiful gifts and cards on every occasion. She said that this makes me very much thankful to Allah that my dedication towards Education is reflected in my personality and my students achieve 100% results last year. It was the year 2013 when she did her B.A. from Government Women Degree College, PindDadan Khan, at that time, she had to give tuitions well of almost every class. She didn't give up and continued her studies and applied for B.Ed as well because she was very much ambitious for a Government job based on a lectureship in her college. Then finally she completed her master's in the year 2016 with a gap of one year because of her mother's death. It was indeed a great loss for her. Right after attempting B.Ed exams, she applied for the paid internship in her college for BA students in Urdu subjects. She also gave PPSC test for lectureship and successfully cleared that and it was a huge success for her and her family. She didn't get a job in her college but luckily she is a permanent lecturer in Punjab Group of Colleges, PindDadan Khan, and living her best independent life. It is all about determination and the strong support of family and their prayers who never let a person go down whatever the situation is.

## **5.2 Self Determination:**

The continuous struggle and interest in Studies lead to very fruitful outcomes. There were certain cases in which women are working in offices, schools, and colleges along with men. They are doing jobs for the past several years. Some are doing small-scale jobs in private schools and Montessori. I asked one of the respondents who were an operation officer in the National Bank of Pakistan and she was also my key informant. She graduated from the University of Sargodha in 2016. Her journey of Education is as under:

### **5.2.1 Case Study: 08**

Lack of self-confidence in females compels them not to study. The inner motivation will only help and no one can stop you to achieve your goals I was only 20 when my mother passed away

and 5 when my father passed away. I am the youngest of all children and during my studies, I had a huge responsibility of home because my brothers were unmarried at that time, I had to work for home as well. I lived in a hostel and come home every weekend, and finally, I completed my MSc Statistics during these tough times only because of the strength that Allah gave me, and my late mother's prayers. Now I am working in the National Bank of Pakistan and also doing my job after marriage. It kept me busy as I was very much suffering after my mother's death at a very early age, and this job is a source of learning and it builds up your self-esteem and gives you a chance to communicate with other people. Financially independence is no doubt a great blessing. I feel very proud at this stage as it was my late mother's wish to educate her daughters, and luckily, I am that only daughter who graduated as a regular student and completed my education under tough circumstances. We had a great time during this interview as this respondent belongs to my own family. The inner strength helps a woman to decide for herself. The above case study is very much motivating and it is a great lesson for empowering women in our country towards Education.

### 5.2.2 Case Study: 09

I encountered another woman who was in her thirties, after exchanging a few things to know each other I began asking about a past life as a student, what challenges did she face to which her response went like, I had always been passionate about acquiring higher education, going university, earn a degree, reputation and eventually respect in society and did whatever possible crucial for attaining that point but time was flowing like real rapid and my parents had no intention of me pursuing my Master's degree since I was Hafiza e Quran and I already joined the school at a later stage, not the ones during which a kid joins a school, so I had to take a late start and it was better for me to get married. Though my parents were proud of me so far in my educational career but will I be able to continue further in my education pursuit was now a question mark. Parents sometimes did not like the idea of marrying late. Later in my life, we found a match and I married finally in my late twenties and luckily destined with an option to study as I please there. So the lesson I will deliver to all out there is you set aims, if you dedicate your efforts for it to come true then opportunities themselves create a way despite all odds. I was delighted to listen to the success story glad to see her earn that reputation which she desired and worked for.

### **5.3 Source of Timepass:**

I came across some of the women who are at master's level and are determined to do jobs as well. I asked about how did you come to this stage,

*it was neither a compulsion nor self-interest, but it was only a source of time passed that I am here. I am an average student still I want to study further as my other cousins are studying in other cities easily in other relatives home. It is only due to the broad thinking of our family that girls are becoming educated day by day. It was a very good time of acquiring knowledge. Time flew away very quickly but if I look back, several situations were a source of learning and will help me in different phases of life; I also give tuition in the evening to some students and in the future, I will work for my country as well."*

So, the above-mentioned response was about the girl who's only studying just because time pass and girls are trying to continue their studies as other girls are living in other cities for the sake of higher education. It develops a sense of interest among girls and they only resume their studies to have freedom and live an urban life for some time.

There are certain cases like the previous Interview, which are not as serious but gave me the idea about the thinking of people these days. One of such cases are as under:

### **5.4 Competition among Peers:**

I asked a few interviewees about this question, some of them said no, while some cases were in favor of this question. One of the respondents said :

“Exactly! Our families live close to each other both paternal and maternal relatives, in which three of the female cousins are currently doing government jobs in colleges and earning well, this created a sense of competition among our relatives and they are giving their best to educate their daughters in the name of competition. This is somewhat backward thinking but working positively as a number of cousins are very intelligent and very fond of studying further. This is the sarcastic thing that competition leads to the improvement of female education and it has changed the attitude of elders towards female education. If we see, there are very many restrictions on girls for going out and doing niqaab but now this sense of competition has changed

the minds towards Education but I still take care of the norms of our family and put niqaab while going outside. This interview was some sort of fun as well and I had a great time during this period. Some small steps bring a huge change in many lives.

#### 5.4.1 Case Study: 10

I took some of my interviews from the girls who were currently doing their bachelor's degree and were taking online classes due to the present situation of the Covid-19 lockdown. A 17-year old girl described her family's thinking that they always try to come forward than others in every sector, either it is economically or socially. So, we sat together and further discussed the question with tea and some snacks. She further added that the journey of leading female education in the present generation started from my paternal cousin who applied for a scholarship in Germany for a Master's degree and luckily, she was selected. There was no such intense attention towards their education but this news spread like a fire among her relatives and they started paying special attention to their daughters' education. Her family was one of them and now she is availing golden chance and giving her best to accomplish her goals as she also wants to study abroad. Her father is supporting her visa application this early and he wants to immediately let her go to Germany or USA for her master's degree and win the competition among his relatives.

#### 5.5 Being highly educated for the sake of Earning Respect:

There were two to three respondents related to this case. One of the respondents said;

*“Yes, being educated in a normally educated environment is the source of respect. I dedicated my whole time to my studies for this reason because it creates a sense of respect. People give huge respect to those who go for study to other cities and complete their Education. It also grooms your way of thinking and personality”*

I asked another respondent, who was currently doing M.Phil from Islamic University Islamabad, she replied:

*“Not sure, but this was one of the reasons that I am this much educated. It helps you to make the proper decisions for yourself in the future and open up ways for better opportunities to empower yourself.”* Another respondent said:

*“No, it is not the reason but, in our families, it is considered as a sign of honor but my aim was not to earn respect, it comes from Allah in many other ways.”*

It is concluded that it is thinking of those who are not determined for a better lifestyle, but there are many other reasons behind highly educated beings.

### **5.6 Being Educated due to Compulsion:**

Certain cases were about the compulsion of families who supported them just because of a family crisis. One of my respondents told me that:

*“I work as a teacher in high school for the past 15 years when I was unmarried, I am very grateful to Allah that I was able to do a job at that time as my father passed away then. I started searching for jobs. I did B.Ed and applied for a government job and luckily I was called for the interview. I travel by rickshaw for coming to school which was about 1 km away from PindDadan Khan. It was a compulsion because my younger siblings were studying at that time now Alhamdulillah they are at bachelors and master’s level. One of my brothers is living abroad and earning for the whole family. Now we are financially very much better. It is the only hard work in the hard circumstances that pays off.”*

Thus the above response tells us that education is a key to success and helps in hard times. Women are not allowed to do jobs but tough times compel them to do so, on the other hand, it also leads to a prosperous life.

#### **5.6.1 Case Study: 11**

A Senior College Lecturer of Mathematics, who was 27 years old, told me that she left her studies when she was doing her MSc in Mathematics. It was her compulsion because her younger siblings were studying at that time and her father’s business led to a major crackdown. She didn’t mention what her father used to work, but anyways we continued our topic that how she came to this stage, she replied that she was always fond of studying and she never gave up on every difficulty. Her family supported me a lot during the times when our other families were pointing at me due to studying in university. When she left her master’s, she applied for a job in a private school as a Mathematics teacher to save money to continue her studies. She skipped her two semesters and saved money for the next two semesters. During this period, her father also started working in a wholesale store and now he’s earning well. Then finally she completed her master's with a gap of one year which was a great achievement for her family. And after this, luckily, his father's business again started and their life came to normal function again. So, for

the sake of interest, she took admission in M.phill degree in the same university and also did her B.Ed during this period. Now she's here, a successful Mathematics teacher and spreading knowledge to the present generation. She's also a gold medalist in her M.phill degree.

### **5.7 Absence of Gender Discrimination:**

There were number of females who were facing gender discrimination in the field of education but certain families were very broad-minded in the case of their daughter's education. I asked one of the respondents. He replied:

*"Yes, there is gender discrimination in my family, but I am only the person of my generation who is well educated and according to me daughters are equal to sons and according to a famous saying that educating one daughter is equal to educating one generation So, I kept on educating my children equally and according to their desires. This will open their minds towards the outside world and will know about dealing in every situation"*

Another respondent was asked that is there any type of gender gap in your family or not? She replied:

*"This is old thinking, but the gender gap is still present in some of the families even now, people think that girls have to get married why they could they be educated? They are born to live in their homes before and after marriage as a caretaker. The future is in the hand of males, and they should be taught only. The elders also think if a women get Education and start doing the job, she ruins the economic system of the family"*

Therefore, the above answer seemed to be very fascinating for literate females. Whose parents never think like this, because they are the only myths. If there is a literate female in the family, it is considered a huge success by some peers.

## Chapter:6

### SUMMARY AND CONCLUSION:

This ethnographic research was carried out in the small town of Pind Dadan Khan known as Khair Shah, district Jehlum which is located in Punjab. The main purpose of this research was to find out the barriers towards female Education and which factors helped out to successful Educational journey. I took help from different websites such as Google and Wikipedia to find out the literature related to my aims of the study. I rearranged all the data and divide it into 5 chapters.

The research was based on qualitative methods. In anthropological research, we do participant observation in which the researcher lives in the area of the subject for a while and collect interviews and then analyze them. I did participant observation for 20 days. Two sampling techniques such as purposive sampling and multistage sampling was done to estimate the number of females and males according to their age, marital status, occupation, caste, and Education. The data was collected in a very friendly and hospitable environment. I took 35 interviews in total and analyze them based on various themes. This study comprises 5 chapters in total in which the last two chapters are the findings and their analysis.

According to my observation and analysis, the major barrier that females face is the financial issue and restrictions in the family. I selected some interviewees who were married and didn't continue their studies after matric. Several cases were middle school passed students. One thing was noticeable that interest in Studies was at a peak at that as compared to today. Health conditions were much better among females at that time. Some were the migrants from different villages across Pakistan, who had other perspectives related to female education. The key informants guided me well about the areas where there is a high rate of illiteracy among females which helped me to gather more information. There was still those cases present that was illiterate in this modern period. This is only due to the backward thinking of the elders and lacks of adopting strategies from other regions around Pind Dadan Khan which have a high literacy rates. The lack of quality education is another barrier, some of the females now cannot go too far off places due to reason due to the insecurity of parents and Conveyance issues. Many of the girls gave up on their studies due to tough circumstances. A number of girls stitch clothes based on their interest as another option. The Vocational Training

Institute was also established for both males and females to promote various skills in the area and empower the young generation.

Another aim of the study was to highlight the success stories of the females who strived hard to make their better future. I asked for interviews from females and their families too to know their views about the importance of female education. I concluded that it is the only way of thinking which leads to a successful life. The power of self-determination leads to positive outcomes. The strong support of family gives strength to keep going on and achieve goals. Some girls are studying in Islamabad and Lahore because their families trust them and do not discriminate against their sons and daughters. Some girls are educated and doing the job due to compulsion from a very young age. There were certain cases in which families were educating their daughters in the name of competition with their neighbors and relatives.

In a nutshell, those who are deprived of education were highly fond of getting an education but the circumstances and restrictions limit them to fulfill their dreams. Their lives are incomplete without education. They feel a hollow space in themselves because education builds up a sense of freedom and independence in themselves. Girls mature at a much younger age than males, which may allow them to apply their knowledge and talents sooner, allowing them to build a sustainable livelihood and leave poverty at a younger age. This benefits, not just the person, but also her family, the local community, and society as a whole.

Women with access to education have a greater understanding of politics and confidence in their abilities to lead, resulting in stronger and better-informed female leaders who are more willing to participate in politics. Women with an education are far less likely than men with a similar level of education to support extremism and militarism, which can contribute to a safer and more humane society for everyone.

Preventing social prejudice early in life can help protect women from developing depression and other mental health problems as a result of being forced to stay at home and do housework. Women can improve their future career opportunities by gaining access to education and developing stronger support and professional networks. Overcrowding is an increasing problem, and large families are frequently linked to women's lack of education. Women can make better decisions regarding family planning if they are more educated, which will assist to decrease the world population's rapid growth.



## BIBLIOGRAPHY

Ahituv, A., & Lerman, R. I. (2007). How do marital status, work effort, and wage rates interact?. *Demography*, 44(3), 623-647.

Balve, P., & Albert, M. (2015). Project-based learning in production engineering at the Heilbronn Learning Factory. *Procedia cirp*, 32, 104-108.

Batliwala, S. (2007). Taking the power out of empowerment—an experiential account. *Development in practice*, 17(4-5), 557-565.

Benavot, A. (1989). Education, gender, and economic development: A cross-national study. *Sociology of education*, 14-32.

Benavot, A., & Resh, N. (1998, August). Diversity within uniformity: Conflicting pressures in the construction of implemented school curricula. In *annual meeting of the American Sociological Association, San Francisco, California*.

Bourgois, P. (1996). Confronting anthropology, education, and inner-city apartheid. *American Anthropologist*, 249-258.

Bianchi, J. (2011). Intercultural identities: Addressing the global dimension through art education. *International Journal of Art & Design Education*, 30(2), 279-292.

Brennan, J., & Tang, W. (2008). The employment of UK graduates: Comparisons with Europe. *London: The Open University. Report to HEFCE by the Centre for Higher Education Research and Information*.

Bailey, L. E., & Graves, K. (2016). Gender and education. *Review of Research in Education*, 40(1), 682-722.

Carnoy, M., Chisholm, L., & Chilisa, B. (2012). *The low achievement trap: Comparing schooling in Botswana and South Africa*. hSRC Press.

Carnoy, M., Jacobsen, R., Mishel, L., & Rothstein, R. (2006). Worth the price? Weighing the evidence on charter school achievement. *Education Finance and Policy*, 1(1), 151-161.

Conkey, M., & Spector, J. (1984). Archaeology and the study of gender'in *Advances in Archaeological Method and Theory*, ed M Schiffer.

Di Leonardo, M. (Ed.). (1991). *Gender at the crossroads of knowledge: feminist anthropology in the postmodern era*. Univ of California Press.

Durrant, V. L., & Sathar, Z. (2000). Greater investments in children through women's empowerment: A key to demographic change in Pakistan.

Fink, A. (2003). *How to sample in surveys* (Vol. 7). Sage.

Foucault, M. (1979). *Discipline and Punish* Harmondsworth: Penguin. Foucault, M. (1980).

Burrell, G. (1988). Modernism, post modernism and organizational analysis 2: The contribution of Michel Foucault. *Organization studies*, 9(2), 221-235.

Gilbert, P. (2014). The origins and nature of compassion focused therapy. *British Journal of Clinical Psychology*, 53(1), 6-41.

Goldin, C., & Katz, L. F. (2008). Transitions: Career and family life cycles of the educational elite. *American Economic Review*, 98(2), 363-69.

Grown, C., Gupta, G. R., & Pande, R. (2005). Taking action to improve women's health through gender equality and women's empowerment. *The lancet*, 365(9458), 541-543.

Hirschman, C. (2004). The origins and demise of the concept of race. *Population and development review*, 30(3), 385-415.

Kabeer, N. (1999). Resources, agency, achievements: Reflections on the measurement of women's empowerment. *Development and change*, 30(3), 435-464.

Kabeer, N. (2005). Gender equality and women's empowerment: A critical analysis of the third millennium development goal 1. *Gender & Development*, 13(1), 13-24.

Khan, M. M., Ahmad, A. M., Khan, G. M., & Miller, J. F. (2013). Fast learning neural networks using cartesian genetic programming. *Neurocomputing*, 121, 274-289.

Khan, R., & De Angeli, A. (2007, September). Mapping the demographics of virtual humans. In *Proceedings of HCI 2007 The 21st British HCI Group Annual Conference University of Lancaster, UK 21* (pp. 1-4).

Khan, A. H., & Mahmood, N. (1997). Education in Pakistan: Fifty years of neglect [with Comments]. *The Pakistan development review*, 647-667.

Khan, S., Qureshi, Y. I., Islam, Z. U., Khan, W., & Abbas, S. A. (2012). Attitude of female lecturers in Physical Education towards profession. *International Journal of Learning & Development*, 2(4), 17-24.

Khan, H. A. (2015). History of Shrine Architecture: Studying Cultural History of Sufi Shrines in Colonial Punjab. *Pakistan Vision*, 16(2), 223.

Evtimov, I. (2018). Feminist Theories. *Postmodernism Problems*, 8(3), 327-368.

Lapayese, Y. V. (2003). Toward a critical global citizenship education. *Comparative Education Review*, 47(4), 493-501.

Maqsood, F., Maqsood, S., & Raza, H. (2012). Getting higher education: Is it really a challenge for females in Pakistan?. *Academic Research International*, 2(3), 352.

Kitzinger, J. (1995). Qualitative research: introducing focus groups. *Bmj*, 311(7000), 299-302.

McGee, R. J. (2003). Anthropological theory: An introductory history.

- McNamara, C. (1999). General guidelines for conducting interviews.
- Mundy, K., & Madden, M. (2010). UNESCO and higher education: opportunity or impasse?. In *International Organizations and Higher Education Policy* (pp. 58-75). Routledge.
- Nicholson, C. K. (1968). *Anthropology and education*. CE Merrill Publishing Company.
- Harvey, M. G. (1997). "Inpatriation" training: The next challenge for international human resource management. *International Journal of Intercultural Relations*, 21(3), 393-428.
- Barnard, A., & Spencer, J. (2009). *The Routledge encyclopedia of social and cultural anthropology*. Routledge.
- Phillips, D. P. (1974). The influence of suggestion on suicide: Substantive and theoretical implications of the Werther effect. *American sociological review*, 340-354.
- Reiter, R. (2012). Toward an anthropology of women.
- Qin, M., Brown, J. J., Padmadas, S. S., Li, B., Qi, J., & Falkingham, J. (2016). Gender inequalities in employment and wage-earning among internal labour migrants in Chinese cities. *Demographic Research*, 34, 175-202.
- Sandhya, S. J. (2015). Impact of Education in Women Empowerment of in Bagalkot District, Karnataka. *Asian Journal of Social Sciences & Humanities*, 4(2), 87-94.
- Sen, G., & Östlin, P. (2008). Gender inequity in health: why it exists and how we can change it.
- Shaukat, S., & Pell, A. W. (2015). Personal and social problems faced by women in higher education. *FWU Journal of Social Sciences*, 9(2), 101.
- Usha, S., & Sharma, M. B. (2001). Women and higher education.
- Wang, V. L., Reiter, H., Lentz Jr, G. A., & Whaples, G. C. (1975). An approach to consumer-patient activation in health maintenance. A report of the Maryland 1-year health education demonstration project. *Public health reports*, 90(5), 449.

World Bank. (2017). *World development report 2017: Governance and the law*. The World Bank.

Wolcott, H. F. (1967). Chapter VII: Anthropology and Education. *Review of Educational Research*, 37(1), 82-95.

YASMEEN, S. (2005). *Impact of higher education in understanding of social recognition in women* (Doctoral dissertation, University of Arid Agriculture Rawalpindi, Pakistan).

Tkacz, C. B. Is the Education of Women a Modern Idea?.

*Foundation of science education Department of science education faculty of education Allama Iqbal Open University.*

*Personal and Social Problems Faced by Women in Higher Education, Sadia Shaukat Assistant Professor Faculty of Education, University of Education, Lahore*

*Higher Education, Women, and Sociocultural Change: A Closer Look at the Statistics SomayehParvazian, Judith Gill, Belinda Chiera First Published May 16, 2017*

*Linking Women's Empowerment and Their Resilience Literature review Author: Stephanie Lede*

*Encyclopedia Britannica, 9 Dec. 2020, <https://www.britannica.com/science/anthropology>. Accessed 4 November 2021.*

## **INTERVIEW GUIDE**

### **Interview Guide For Matriculation And Intermediate Level Girls:**

Q#1 Should Women in today's society be educated?

Q#2 What is the importance of women's education?

Q#3 In your point of view, Which factors limit Females to get an Education?

Q#4 Is there any lack of interest in education in your family? Or is it self-interest that prevents you?

Q#5 Do financial issues create the problem?

Q#6 Does academic performance at matric and intermediate levels create a barrier to getting higher education?

Q#7 Are there any restrictions in your family? If so what is the reason behind it?

Q#8 Is there a custom of early marriage of girls which hurdles in gaining education?

Q#9 Is there a lack of quality education?

Q#10 Is there a conveyance problem?

Q#11 Is there any type of insecurity of parents?

Q#12 If you get the opportunity to get higher education, would you accept the opportunity?

Q#13 Do gender gaps exist in your family?

### **Interview Guide For Female Employees And Masters Level Girls:**

Q#1 In your point of view, what are the major factors behind the improvement of women's education?

Q#2 Describe your experience at this level.

Q#3 Do you think that Changings in thinking of people brought improvement in women's education?

Q#4 Was it your interest that helped you to get to this point or was it a compulsion?

Q#5 Are women aware of their rights that education is important for their prosperity?

Q#6 Is there an absence of gender discrimination in today's households?

Q#7 Is being labeled as “educated” become necessary as it earns you respect?

Q#8 Does your family encourage you to be educated?

Q#9 Is there any competition among peers and relatives regarding education?

Q#10 Do you think it is a source of pass time and consequently gaining independenc

## GLOSSARY:

Aaloo Gosht:.	A traditional Pakistani dish
Alhamdulillah:	A term used to be thankful to Allah
Baradari:	A local term used for families of same caste.
Abba jee:	A term used to call father
Chingchi:	A transport vehicle on which motorcycle is attached on one end and a carriage on another end
Chorr:	A local term used for young boys.
Dada jee:	A term used to call grand Father.
Dhodha:	A sweet dessert made of dry fruits, milk and butter and wheat extract
Damm:	A treatment through reciting Quranic Verses on water, it is a belief of local people.
Dahi Bhalle:.	A type of yogurt food with onions, potatoes and tomatoes.
Ghar dari:	A local term used for daughters that they need to learn house hold works.
Hafiz e Quran:	It is a term used by Muslims for someone who has completely memorized the Quran. Hafiza is the female equivalent.
Hakeem:	A person who treats patients through herbal treatment.
Handi Roti:	A local term for house hold chores especially cooking.
Hunar:	An urdu language term used for skills other than Education.



In sha Allah:	If Allah wills
Khoya:	A mesh created from concentrated milk, commonly used in desserts.
Khokha:	A local term used for a small-scale grocery store.
Kurriyan:	A local term used for young girls
Lunhari:	A dialect of Punjabi language
MashaAllah:	A term used to praise Allah
Niqaab:	A term used for veil
Paraya Dhun:	A term used for girls in some peers that daughters are subjected to married and they are only born to serve family before and after marriage.
Puttar:	A local term used for sons
Sabzi Salan:	Mix vegetable curry.
Silayi:	Stitching and Embroidery
Talaq:	An Islamic law known as divorce.
Torah:	A holy book revealed on Prophet Musa A.S.
Tandoori:	A cylindrical oven used for baking and cooking. Traditionally the fuel used in Tandoor is charcoal or firewood, commonly made of mud in the backyard of homes.
Ummayads:	Member of a dynasty of caliphs based in Damascus that ruled

from A.D. 661 to 750.

Wanhari:

A dialect of Punjabi language