



# Science Technology and Gender in Society (With Special Reference to District Pulwama of Kashmir valley)

Zulfqar Ashraf wani

Department of Sociology and social work  
Barkatullah University, Bhopal, M.P, India

## Abstract:

Science and technology has become an increasingly important and play an effective role in empowering the discriminated gender worldwide. Many women and girls around the world are barred from participation in taken decision regarding any issue of life (at all levels), or by aspects of their legal, institutional, political and cultural environments. Science, Technology and Gender: An International Report is designed to support efforts being made worldwide to study, discuss and change this situation. It represents a solid step towards the political and institutional mainstreaming of the gender dimension in science and technology activities. The gender issues women make up the majority of the population in rural areas in many developing regions, particularly in India. Yet women in these regions generally have lower levels of literacy and education than men and less access to land, credit and other resources, meaning that the women-headed households are poorer and have little control over productive resources. In many of the world's poorest areas, girls and women also have lower levels of nutrition than do boys and men. Due to their family and social roles, and because they tend to migrate to urban areas less than men, women are often especially aware of the social, economic and environmental needs of their communities. Gender-based education and divisions of labor also frequently result in women and men possessing different kinds of knowledge about environmental management and use. In a great number of communities around the world, the main objective of this paper is to known how technology plays a vital role in the incubation gender equity and transfer of critical local knowledge on which survival women are based.

**Keywords:** Science, Technology, Gender Issues, & Dimensions.

## 1. Introduction:

Gender equality is primaryelement to reduce poverty and socio-economic development, these results that women plays a decent role in society through their contribution to useful activities and their role as social educators and family caretakers. At the same time, gender equity in science and technology is important for development, as has long been recognized by the United Nations. Mainstreaming a gender perspective in Science, Technology and Innovation (STI) will hence both enhance social equity and bring significant benefits across the economic structure and social fabric, and contribute to the achievement of the Millennium Development Goals and the attainment of sustainable development. (Anne Miroux2011) Gender equality in science, technology and innovation is not simply a matter of fairness. A more equitablegender balance is believed to enhance the recruitment of the most talented, irrespective of gender (EuropeanCommission, 2008), tapping partially unexploited resource. A more inclusive workforce is assumed to be more innovative and productive than one which is less so (National Academy of Sciences, 2006). Having scientists and engineers with diverse backgrounds, interests and cultures assures better scientific and technological results and the best use of those results (Lane, 1999).Gender equality is seen as a way topromotescientific and technological excellence rather than just improvingopportunitiesfor women(GenSET, 2011). Gender bias has imperativein shaping the careers of scientists for centuries. Ideologies of patriarchy that prevailed hitherto, in cultures all over the world, have resulted in exclusion of women from knowledge production and higher learning for a

long time. In some societies structures were in place to bar women from even basic education, and when grudgingly school education was opened up as part to meet the needs of the modern capitalist society, women were barred entry to universities, until a few decades ago. Education, in particular highereducation, it was posited would distract women away from her 'natural duties' of a homemaker and child care giver. Science was also thought to be unsuitable and a burden for the Feebleminded of women. Thus, science and especially, technology, has been considered 'masculine' for a long time and gender gap in science has been is observed in most societies. The social norms, societal structure, relationship between family and work, and the organizational processes of scientific institutions, have created a series of interrelated problems for women in science.(Dr.TV VenkateswaranScientist F, VigyanPrasar, 2013)

## 2. Objectives:

The main objective of the study is to know how science and technology improve Gender in society  
The second objective is to known how science and technology boost gender empowerment in the society especially in Pulwama district.  
To know how much science and technology is beneficial for gender.

## 3. Area of study:

The urge of knowing of why and how the Pulwama came to be called by this name, has been a topic of keen interest for many researchers generating untiring exercises from time to time,

resulting in the advancement of various traditional and mythological theories. Most of the historians of ancient, medieval and modern times base their theories on the hypothesis contained in their books. There are also other theories put forth by the historians like Babur, Mullah-AbdunNabi etc. regarding the origin of the word Pulwama, but most of these theories lack authenticity and credibility and are not supported by sound and strong reasoning. However, the old revenue records state that the name of Pulwama in ancient times was panwanga comprising four paths viz: Malik Pora, Dangerpora, Chatpora and Dolipora. In early times Pulwama town was known as Panwanga comprising of four parts viz, Malikpora, Dangerpora, Chatpora and Dolipora. The district is bounded by Srinagar and Budgam district in north-west and by district Anantnag in the east and south east; it may be mentioned here that Pampore was created as a new tehsil after 1981 census. For administrative and development purposes the district has been divided into five Community Development blocks namely. District Pulwama is a central district of Kashmir valley that came into being in the year 1979 in the larger interests of maintenance of law and order, closer supervision, more effective control and balanced development of the area. It consists of four tehsils namely Pulwama, Tral, Awantipora

& Pampore, and additionally two more towns, Rajpora and Ratnipora. The total number of villages is 329. The number of inhabited and uninhabited villages is 319 and 10 respectively. (Census, 2011).

#### 4. Methodology:

The present paper entitled as “Science technology and gender in society (With special reference to district Pulwama of Kashmir valley)” is based on both primary as well as secondary sources of data. The primary data was collected from the rural areas of district Pulwama and secondary data was collected from different research journals, books, magazines, new papers and periodical records etc. The present study was conducted in rural areas of district Pulwama of state Jammu and Kashmir. Three Villages were taken randomly for the study. Pulwama were selected by randomly and from each village, 15 respondents were selected by sample random sampling method. In this study we want to explore how science and technology helps in boosting gender empowerment. The data were collected with the help of an interview schedule and analyzed by using Statistical Package for Social Sciences (SPSS) software.

**Table-1, Profile of respondents:**

Selected villages	Job Status		Marital Status		Educational Status		Users of technology		
	HW	WW	Ma	Um	12 <sup>th</sup>	Higher Edu.	FB	WhatsApp	Tweeter
Pathan	10	5	11	6	7	9	7	5	3
Koil	13	2	6	9	4	11	7	6	2
Tengpuna	7	8	8	5	6	8	8	4	3
<b>Total</b>	<b>25</b>	<b>20</b>	<b>25</b>	<b>20</b>	<b>17</b>	<b>28</b>	<b>22</b>	<b>15</b>	<b>8</b>

**Note:** HW=Housewife, WW= working women, Ma= Married, Um=unmarried, FB=Facebbok,

Among the 45 respondents 25 are house wives and other 20 are working women's. In which 25 are married and 20 are unmarried. About the education of the respondents 17 respondents have studied up to 12<sup>th</sup> and other 17 have acquired higher education. The above table indicates that 22 respondents are using face book, likewise 15 respondents are using WhatsApp and other 8 respondents using tweeter. At last we can say that respondents are interesting in using social networking sites.

populations are getting advantages from the information technology.

#### 5. Discussion:

**Table- 2. Q 1, Are you using information technology?**

Responses	Frequency	Percentage
Regular use	25	55.56
Some Times	10	22.22
No	10	22.22
<b>Total</b>	<b>45</b>	<b>100.00</b>

From the table data it is noteworthy to say that science and technology contributes like a ship in the sea. It is necessary to mention it here that from the field it was observed that about 55% respondents getting the advantage from science and technology. Out of 45 respondents 22.22% respondents said that they are using science and technology sometimes and only 22.22% said that they are not using science and technology. This means that the majority of

**Table- 3. Q 2, If yes, then why?**

Responses	Frequency	Percentage
To Get more Knowledge About society	12	26.67
To Get more Knowledge About Gender	18	40.00
To Reduce Gender Inequality Discrimination	15	33.33
<b>Total</b>	<b>45</b>	<b>100.00</b>

The above table shows that about 26.67% are using information technology for the sake of to get knowledge about society and they are doing this practice daily. The people which are using information technology for the purposes of to get the knowledge of gender in society and its importance in society and the rest of respondents which are using science and technology for the purposes of to reduce gender inequality in society and gender discrimination are 33.33%. The whole scenario indicates that people are interested to get the knowledge of society and how social evils should be eliminated from the society.

**Table- 4. Q 3, From how long you are using information technology?**

Responses	Frequency	Percentage
More Than 15 Years	10	22.22
10 Years	20	44.44
Less Than 5 years	15	33.33
<b>Total</b>	<b>45</b>	<b>100.00</b>

The analyzed data shows that people who are using science and technology since from more than 15 years are 22% and people using science and technology from past 10 years are 44.44%. The remaining respondents which are using modern information technology from less than 5 years are 33%.

**Table- 5. Q 4, Was there any change in societies with the help of Information Technology?**

Responses	Frequency	Percentage
YES	31	68.89
To Some Extant	12	26.67
NO	2	4.44
<b>Total</b>	<b>45</b>	<b>100.00</b>

The response which came from field is that majority of the people are using and getting advantages from science and technology are 68.89% and the people which are using modern informational technology sometimes are 26.67%. The respondents which were against science and technology and did not use it in their entire life are less in number i.e. 4.44%.

**Table- 6. Q 5, If yes, then what were the changes?**

Responses	Frequency	Percentage
To Gain Knowledge About Gender	10	22.22
To End Gender Issues In Society	8	17.78
To Remove Gender Inequality Discrimination	9	20.00
All The Above	18	40.00
<b>Total</b>	<b>45</b>	<b>100.00</b>

The tabled data analyzed that people which are interested to get more knowledge about gender are 22.22%, the respondents which use information technology only for the purposes of to end gender issues in society are 17.78%. The great change which we found in field is that about 20% respondents are interested to know more about gender and remove gender related issues and the numbers of respondents which are interested in all the above mentioned statements are 40%.

**Table- 7. Q 6, Was Information Technology helpful in reducing the gender issues in society?**

Responses	Frequency	Percentage
YES	34	75.56
To Some Extant	11	24.44
NO	0	0.00
<b>Total</b>	<b>45</b>	<b>100.00</b>

The science and technology plays a decent role in bringing changes related gender issues in societies. The respondents which agreed that information technology helps in reducing gender issues in societies are 75.56%, the responses which were with the statement of to some extent are 4.44% and the respondents which refused that information technology did not help in removing the gender issues in societies which is the indication that information technology play a key role in demolishing the gender issues in societies.

**Table- 8. Q 7, Are you now able to take part in every decision/activity in society after using information technology?**

Responses	Frequency	Percentage
Strongly Agree	23	51.11
Agree	11	24.44
Undecided	4	8.89
Strongly Disagree	4	8.89
Disagree	3	6.67
<b>Total</b>	<b>45</b>	<b>100.00</b>

The data analyzed here shows that the respondents strongly agree that science and technology helps in to take part in decision making process in family or any other places and the number of respondents which are with this statement are 51%. The rest of percentages like 24.44% agree, 8.89% undecided, 8.89% strongly disagree and 6.67% disagree respectively.

## 6. Conclusion:

Science and technology has become an increasingly important and play an effective role in empowering the discriminated gender worldwide. Many women and girls around the world are barred from participation in taken decision regarding any issue of life (at all levels), or by aspects of their legal, institutional, political and cultural environments. Science and especially, technology, has been considered 'masculine' for a long time and gender gap in science has been observed in most societies. The social norms, societal structure, relationship between family and work, and the organizational processes of scientific institutions, have created a series of interrelated problems for women in science. It is only possible through science and technology that gender will improve in various fields. It plays a vital role in society to erase the gender disparities. It makes women aware about new things which are introduced in the society. Science and technology education should be part of basic education curricula, to develop a science-literate population and the basis for an S&T workforce. ICTs can provide remote access to education resources and facilitate distance learning and e-learning in primary, secondary and tertiary education. ICT-based distance training and e-learning enhance the possibility of providing teacher-training in remote or isolated areas. Science and technology can play important role in improving nutrition and monitoring support for a women due to the science and technology. Participating in S&T education is important to support women's and girls' role as users and innovators of technologies as well as researchers, scientists and technologists. Their low participation is problematic not only from a rights point of view, but also from an economic angle. In an era where economic growth is often linked to a country's capacity for innovation, women's

contributions become especially important. Women help diversify research and development teams, bringing different points of view that can fuel creativity and result in better quality outputs.

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