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Educational Developments in South Kashmir Since Indian Independence



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INTRODUCTION

Introduction

By education we mean the natural, harmonious and progressive development of man's innate powers by drawing out the best in his body, mind and spirit so as to produce an individual who is culturally refined, emotionally stable, ethically sound, mentally alert, morally upright, physically strong, socially efficient, spiritually enlightened, vocationally self-sufficient and internationally liberal. This should be the end product of education. Any programme of education which puts exclusive emphasis on one of these aspects of the human personality will be considered as lop-sided and narrow. Broadly speaking, this functional and operational definition and meaning should guide us in planning and implementing our educational programmes. The process of education begins immediately after the child is born. His mother teaches him how to breast feed. By using trial and error technique, the child comes to learn how to suck milk from the breast of the mother. As a child's exposure expands, the number of his formal and informal teachers also increases. This process continues till his/her last breath in some way or the other. Thus, whole life of man is centred on his/her wisdom or intelligence making him superior to all other living being in the process.

Education has a fundamental role to play in personal and social development and is an indispensable asset to confront the many challenges that the future holds in store for mankind. Education attempts to attain the ideals of peace, freedom and social justice. It is one of the principal means to foster a deeper and more harmonious form of human development and thereby to reduce poverty, exclusion, ignorance, oppression and war.

The basic aim of education is to develop the potential of an individual in the best possible way. Education is also regarded as a conscious effort and process that brings about desired changes in the human beings. Education not only refers to the acquisition of 3R's namely reading, writing and arithmetic but when perceived in a broader sense, education refers to the multidimensional development of an individual. The role of education in facilitating social and economic progress is well recognised. It opens up opportunities leading to both

individual and group entitlements. Education in its broadest sense of development of youth is the most crucial input for empowering people with skills and knowledge and giving them access to productive employment in future.

Education is the most powerful means of social, political and economic change. It works like an instrument in bringing desirable changes for overall development of the nation. In a democratic country like India with vast cultural, social, religious and linguistic diversities, providing equal educational opportunities is a real big task. In the present globalization the world is shrunk to a global village and every society is the member of the village. So every member has to keep pace with the educational developments in this village. In the absence of it the societies will lag behind in the process of development.

Education can be achieved through informal, non-informal and formal ways. The informal education is achieved from nature without any conscious efforts and is a lifelong process. Non-formal education is not acquired through formal institutions but through some media like radio, television, internet, computers, audio-video cassettes and printed media etc. The formal education is imparted through conscious, deliberate process in order to achieve predetermined set of educational objectives. This process takes place in the formal institutions like schools and colleges and an attempt is made to develop the cognitive and affective domains as well as some psychomotor skills. For formal education, school plays a very important role in developing and shaping the individuals. It is now generally felt that school education should aim all round development of the child's personality by rebuilding the four pillars of learning i.e. learning to know, learning to do, learning to live together and learning to be.

Education in India is provided by the public sector as well as the private sector, with control and funding coming from three levels: central, state, and local. Takshasila was the earliest recorded centre of higher learning in India from at least 5th century B.C and it is debatable whether it could be regarded a university or not. The Nalanda University was the oldest university system of education in the world in the modern sense of university. Western education became ingrained into Indian society with the establishment of the British Raj.

Education in India falls under the control of both the union government and the state governments, with some responsibilities lying with the union and the states having autonomy for others. The various articles of the Indian constitution provide for education as a fundamental right. Most of the universities in India are controlled by the union or the state governments.

India has made progress in terms of increasing the primary education attendance rate and expanding literacy to approximately three quarters of the population in the 7-10 age groups, by 2011. India's improved education system is often cited as one of the main contributors to the economic rise of India. Much of the progress, especially in higher education and scientific research, has been credited to various public institutions. At primary, upper primary, high school and higher level technical schools, India has a combination of public and private school system. About 60% of the students go to public schools and 40% to private; the private education market in India is generating revenue of US\$ 450 million as per the data of the year 2008. As per the Annual Status of Education Report (ASER) 2012, 96.5% of all rural children between the ages of 6-14 were enrolled in schools. This is the fourth annual survey to report enrolment above 96%. Another report from 2013 stated that there were 229 million students enrolled in different accredited urban and rural schools of India, from class I to XII, representing an increase of 2.3 million students over 2002 total enrolment, and a 19% increase in girl's enrolment. While quantitatively India is moving closer to universal education, the quality of its education has been questioned particularly in its government run school system. One of the reasons for the poor quality includes absence of around 25% of the teachers every day. States of India have introduced tests and education assessment system to identify and improve such schools.

Overview

India's education system is divided into different levels such as pre-primary level, primary level, elementary education, secondary education, undergraduate level and postgraduate level. The National Council of Educational Research and Training (NCERT) and The Central Board of Secondary Education (CBSE) are the two important apex bodies

responsible for curriculum related matters of school education in India. The NCERT provides support and technical assistance to a number of schools in India and oversees many aspects of enforcement of educational policies.

In addition, NUEPA (National University of Educational Planning and Administration) and NCTE (National Council for Teacher Education) are responsible for the management of the education system and teacher accreditation.

Historical background of education in the state of Jammu and Kashmir

Jammu and Kashmir State as a single political entity was founded by Maharaja Gulab Singh under the Treaty of Amritsar signed by him with the British Government in March 1846, with slight modifications thereafter agreed to by both. Before that all the four regions of the state, viz, Jammu, Kashmir, Ladakh and Gilgit had passed through centuries of vicissitudes mapping their individual historical courses and different parts and principalities had third distinct socio-political character. So, it was the state of education in these areas. In a discussion of the history of educational issues and problems of J&K state, it would therefore be reasonable to start from the year 1846. Even a brief description of the educational development in the state prior to this year would involve tracing the history of many an independent and fast changing kingdoms, which is outside the scope of this work. There is no doubt that the Kashmir has been the seat of learning since ancient times. The learned people of Kashmir have proved the credentials of their learning within and outside the country. Kalhana, in his *Rajtarangni*, which is the first ever written history, states about the significance that the people of Kashmir attached to learning. Sanskrit learning centers (universities) such as Vijeshwara and Sharda were famous for centuries. To achieve the knowledge in Sanskrit literature, story writing, politics, mathematics, poetry, drama, astrology and medicine people from the sub-continent thronged these learning centers. Kashmir was centres of Buddhism during Kanishka's rule and had the privilege of conducting fourth Buddhist council in the first century. During Muslim rule *Makatabs*, *Madarasas* and *Patshalas* were founded, where both Sanskrit and Persian were taught. During Zain-ul-Abideen's (popularly known as Budshah) rule a university was-founded at Srinagar. This was followed by a lull in the educational developments till Akbar conquered

Kashmir and the system geared up. After 1752, under Afghan rule the system showed signs of decline for seventy years. This was followed by further decline under the Sikh rule of Maharaja Ranjit Singh.

Thus, under the tyrant rulers of Kashmir, once an abode of learning was showing a declining trend in the educational field till the state of Jammu and Kashmir came into existence in 1846. With Maharaja Gulab Singh as a ruler of Jammu and Kashmir the educational system started its revival with particular stress on art and literature. Maharaja Ranbir Singh, pious son of Maharaja Gulab Singh, being a lover of learning and art, paid special attention towards Sanskrit literature. He started first printing press-the *Vidya Vilas* Press, in the state for printing of books. He got many books translated into various languages through translation bureau founded by him. However, the education was still provided through the Makatabs and Patshalas. It was only due to the efforts of Christian Missionaries that the modern schooling started in the state. Thus the efforts made by the missionaries in establishing modern education system compelled the Maharaja of the state to open the schools on modern lines. Numbers of missionary private schools are still running in the state outclassing other private and government schools in the education standards. Last Dogra ruler of Kashmir Maharaja Hari Singh took personal interest in the expansion of education in the state. In 1938, education committee under the chairmanship of Mr. K. G. Saiyidan recommended the introduction of the basic education or Wardha Scheme. Mr. Saiyidan was appointed Director of Education and directed to implement these recommendations. After independence numbers of education committees were formed to make the recommendations for re-organising and modernizing the educational system. The recommendations made from time to time were accepted by the government and implemented, resulting in the improvement of education in the state. Still, the government system was the major partner in educating the masses so the numbers of the private schools were less. But for last three decades the number of private schools has grown up to a considerable number of baffling imagination. With the political turmoil in late eighties the entire government system got disturbed with the education system being the worse hit. This disturbed government education system resulted in the mushroom growth of private primary schools in every nook and corner of the states besides already

existing government system. This resulted in the decline of roll in the government schools to such an extent that dozens of government schools were closed due to lack of clientele. The opening of primary schools in the private sector is continuing at an alarming rate without any check.

With the partition of the country in 1947, the state leaders realized the significance of education and its importance for democracy. As such, it was imperative to begin with the process of development of education and formulating an education system suitable for the needs of society. At the time of independence, there were very few educational institutions in the state which were largely concentrated in the major towns. The state of affairs, as far as literacy is concerned, was such that the literacy rate of the state was very low at that time. This low level of literacy forced the state government to take serious note about the existing state of affairs and promote education in the state.

In 1947-1948 Sheikh Mohammad Abdullah of the Jammu and Kashmir National Conference was asked to form interim government in the state. Soon after taking over as first Prime Minister of the state, Sheikh Mohammad Abdullah retained the portfolio of Ministry of Education under his control. The taking over of education portfolio personally, by the Prime Minister was a recognition of the importance attached to education in the state. Sheikh Mohammad Abdullah started bringing reforms and revolutions in the 'old fashioned' system of education. Along with bringing the education system under its purview, however, the state found itself responsible for the education of its subjects; most of these were Muslims. Impetus was given to raise the general level of literacy as well as to provide adequate opportunities for primary, higher and technical education. In the opinion of Sheikh Mohammad Abdullah education for everyone was the basic need of the people if they were to emerge into enlightenment. Thus, efforts were made to bring a cardinal change in the old fashioned educational system and work on this was taken up with great enthusiasm. This resulted in the gradual expansion of institutions at all levels and their number started increasing but these efforts could not match up with the requirements.

On 17th November, 1956, the constitution of the state was adopted and enacted. Part IV Directive Principles of State Policy, clauses 20 to 23 contain following provisions pertaining to education:

Clause 20: Rights of free and compulsory education in certain cases.

The state shall endeavour:

- a) To secure to every permanent resident the right to free education up to the university standard;
- b) To provide, within a period of ten years from the commencement of this constitution, compulsory education for all children until they complete age of fourteen years; and
- c) To ensure to all workers and employees adequate facilities for adult education and part-time technical, professional and vocational courses.

Clauses 21: Right of children:

The state shall strive to secure to all children and youth equal opportunities in education and employment.

Clause 22: Right of women:

The state shall endeavour to secure to all women;

The right to full equality in all social, educational, political and legal matters;

Clause 23: Protection of educational material and cultural interests of socially and economically backward sections.

Education system in Jammu and Kashmir

The political situation in Jammu and Kashmir is not very conducive to development of education or any other form of industry besides tourism. But nevertheless, the central and the state government authorities have tried their best to promote academics here. Free education is provided to students who come from poor families and cannot pay the fee for even primary education. The education system in Jammu and Kashmir is divided into the respective tiers namely primary, secondary and higher education besides the professional and technical education.

Need and importance of the study

Studies related with assessment and analysis of development of educational levels is very important from the socio-economic point of view. Such studies give us deeper insight of the actual and practical situation of the area of interest and become a base for future development in the system. Moreover, since rural areas are lagging behind in high educational level, such studies are much appreciated. Again the importance of such studies can be highlighted, as education is one of the measuring parameter of human development index. The investigator while scanning the literature found that no study have been conducted on the topic in Kashmir. The investigator found that the entire field is unexplored and after making in-depth study of different surveys, journals and other research inputs, it was found that no systematic study has been conducted which could objectively study the education and educational institutions in South Kashmir. The present investigation is an attempt to assess the education system and educational institutions which were prevalent in South Kashmir since 1948. The study shall be very useful for the planners and policy makers to frame educational polices for the people of Kashmir in general and South Kashmir in particular.

Rationale of the study

Education is a civilizational tool which discriminate human being from other animals. Right from the dawn of civilization, the man erected institutions to regulate their lives with peace, security and highest fulfilment of their potential and happiness. Educational institutions are the most potent one to achieve this goal.

The valley of Kashmir is located strategically in geographical terms. It abounds with beautiful natural endowments. The peculiar character of the state in terms of special status in the constitutional provision of India has given it more autonomy than other states. The people of Kashmir are very hard working and especially the population of South Kashmir is mostly engaged in horticulture and farming. It's beautiful natural resources and scenic beauty has been a greatest attraction for tourists from all over the World. The exposure of people of Kashmir with the outside World created a demand for establishing better institutions and especially educational institution at par with other states. The impact of

globalization and liberalization has also influencing every aspect of life throughout the World. The valley of Kashmir cannot remain untouched with all these changes taking place all-round.

To deal with fast socio-economic changes, the educational institutions will have to develop and innovate itself to compete and cope up with the change. This scenario of change in society and the greater demand for competent, trained and qualified man power to manage the economic development driven by modern and sophisticated technology inspired the research to study this issue. The selection of the study area was based on the occupational nature of the people in this area which is characterised by agriculture and farming as the main source of income. The researcher tried to examine the chronological growth and development of educational institutions, the qualitative change in educational system and its impact on the people in terms of education at every level, health and employment in general terms.

This study was provided an overview of the development of educational institutions after independence under various regimes. It was also try to find out the grey areas in the system. This study will be of great help to planners and policy makers to understand this issue in proper perspective and motivate other researchers to carry this study forward.

Objectives of the study

The following objectives were formulated for the present study:

1. To study the various private and public institutions engaged in disseminating knowledge.
2. To study the changing policies of the state and various private institutions of education.
3. To study the causes behind the growth of private institutions.
4. To study the commonality and difference in the syllabus prescribed by the public and private institutions.
5. To study the sex-wise and rural-urban literacy growth.
6. To study the impact of education on the different structures of the society.

CHAPTER – II

REVIEW OF THE RELATED LITERATURE

Review of the Related Literature

The review of related literature gives the researcher an understanding of the research methodology which refers to the way of the study to be conducted. It helps the researcher to know about the tools and instruments which prove to be useful and promising in the previous studies. The advantage of the related literature is also to provide insight into statistical methods through which validity of results is to be established. By reviewing the related literature the researcher can avoid unfruitful and ineffective problem areas. He can select those areas in which positive findings are very likely to result and his/her endeavours would be likely to add to the knowledge in a meaningful way. The review of related literature enables the researcher to define the limits of her/his field. It helps the researcher to delimit and define her/his problem.

The knowledge of related literature brings the researcher up-to-date on the work which others have done and thus to state the objectives clearly and concisely. Through the review of related literature, the researcher can avoid unintentional duplication of well-established findings. It is no use to replicate a study when the stability and validity of its results have been clearly established. The final and important specific reason for reviewing the related literature is to know about the recommendations of the previous researchers for further research which they have listed in the studies. Helping in evaluating ones research efforts by providing a comparison, increasing ones confidence in choice of selected topic by viewing interest of others.

The accumulated research in all the disciplines for the last two decades has been accomplished a host of sub-areas with the result that the present day researchers seems to be altogether different from the studies, which were conducted in the past. Therefore, review of the previous literature for the development of objectively based hypotheses and enunciation of the new research design has become essential. The review of the

educational literature gives educator an excellent overview of the work that has been done in the fields and helps him in keeping up with recent development. Review of the related literature also allows the researcher to acquaint himself with current knowledge in the field or area in which he is going to conduct his research. For a worthwhile research, the researcher needs to acquire up-to-date information relating to the problem, which is done through the review of the related literature. The survey of the related literature enables the investigator to locate the gaps and find the trends in the research tools employed by the other investigators helps the future investigators to state the problem; to weigh its significance, to work out data gathering devices suggest research design, to identify sources of data, to make effective statistical analysis, to arrive at potent conclusions and avoid duplication.

Knowledge of related literature enables the investigator to define the frontier of his field. It gives the researcher an understanding of the research methodology which refers to the way the study is to be conducted. It helps the researcher to know the tools and instruments which proved to be useful and promising in the previous studies. Therefore, the survey of such studies to a greater extent forewarns the prospective researcher about the most avowed research problem. It helps the researcher to delimit and define his problem and brings the researcher up-to-date on the work which others have done and thus to state the objectives clearly and concisely. By reviewing the related literature the researcher can avoid unfruitful useless problem areas. He can select those areas in which positive findings are very likely to result and his endeavours would be likely to add to the knowledge in a meaningful way.

A critical review of the literature enables the researcher to go into greater details and wider applicability of the problem in hand, so as to provide new ideas, explanations and hypotheses. The review forms an important chapter in a thesis where its purpose is to provide the background and justification for the research undertaken (Bruce, 1994) Bruce, who has identified six elements of a literature review. These elements comprise a list, a search; a report. A crucial element of all research degrees is the review of the relevant literature and its omission represents a void or absence of a major element in research.

Finally we can say that literature reviewed is to expand upon the context and to provide an empirical basis for the subsequent hypothesis. Study of related literature places the researcher in a better position to interpret the significance of his own results. The final and specific reason for reviewing related literature is to know the recommendations of the previous researchers for further research which they have listed in their studies. The length of the review will depend upon the number of relevant articles and the purpose for which the research report is being written. Literature review is not supposed to be just a summary of other people's work. Keeping their criteria in mind in the present investigations, the investigator surveyed a number of studies which are directly related to the present investigations and the same are reported here.

Review of the related literature helps the researchers to acquaint himself with current knowledge in the field or area in which researcher is going to conduct his research. The review of the related literature enables the researcher to define the limits of his fields and accordingly delimits or defines his problem.

The comparative study between private schools and government school conducted by Sharma K.J. (2008) in Bishnah zone of Jammu district, he found that private school teachers are specialists in subject teaching in only one or two subjects whereas government teachers are teaching all the subjects. From interviewing the parents, he came to know that parents of both private schools and government schools children think that private schools are better and therefore their first preference is the private schools. It also came to light that many factors are responsible for the decline in enrolment in government schools: Uneven distribution of teachers, transfer and delay in appointment, lack of dedication and commitment by the teachers, lack of accountability and supervision and poor performance of students in government school. He also found that mushrooming growth of private school is a contributing factor in the decline enrolment in government schools. He came up with a suggestion that government schools should open nursery and pre-primary sections to capture children below 6 years of age.

Zothanmawii (2007) took up a study on the functioning of Government and private Higher Secondary Schools in Aizawal, Mizoram, found that the numbers of students are more in government higher secondary schools since screening of students is not conducted. Private