

# Progress of Primary and Upper Primary Education in Jammu and Kashmir

(1950-51 to 2001-02)

SARLA KARIHALOO\*

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## Abstract

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*The spread of education and educational facilities have made great strides in the state during the past decades of planned development. A Considerable educational facility has been made available in the remote backward and hilly areas of the state. In the present paper analysis is made on the trends of students' enrolment, teacher recruitment and student-teacher ratios with emphasis on the recent years. It examines the actions of the state government to improve the quality of education. The analysis brings forth that the J&K state continues to be educationally backward though female enrolment has shown a significant rise during last few years, and the gender disparity does not seem to be getting reduced. Figures show that there are at least as many girls outside the school as they are inside in the age group of 6-14 years.*

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Education is the cornerstone of economic, social and cultural development of a country. It has emerged as the most important single input in promoting human resource development, in achieving rapid economic development and technological progress and in creating a social order based on virtues of freedom, social justice and equal opportunities in the country. Primary education constitutes a very important part of the entire structure of

education. It is at this stage, the child starts going to formal educational institutions and it is at this stage child empowerment starts to build up.

After independence, the article 45 was incorporated in the Constitution of India. It provides for equal right to every citizen, to enter into educational institutions, besides making education free and compulsory to the children in the age group of 6-14 years. It means that enrolment of children should be

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\* Senior Lecturar (Education), Viswa Bharti College of Education, Akalpur, Muthi, Jammu, J&K

universal up to upper primary stage. Progress of primary and middle school education in the state of J&K has shown great advancement since independence. The government of J&K has taken up several projects to promote primary and upper primary education in the state. These include, operation black board (OBB), Sarva Shiksha Abhiyan, *mid-day meal scheme* etc. In order to make it universal, *mid-day meal* programme was followed by free medical check up, free uniform, free textbooks so that more and more students are enrolled.

These programmes may have had some impact on the enrolment of children, recruitment of teachers and student-teacher ratio. The present study examines if indeed there is an impact on enrolment of children, recruitment of teachers and student teacher ratio and in the process it also analyses the trends in primary and upper primary education in the state of J&K since 1950 - 51 to 2001- 02 (i.e., in the last five decades).

The population of J&K was 10,143,700 according to 2001 census which constitutes 1.0 per cent population of the country with 4,807,286 literates which is only 0.84 per cent literates of the country. The relative backwardness of J&K state in literacy is also reflected by the lower than national average literacy rate prevalent in the state as per 2001 census. Even though state progressed steadily since 1950-51 the literacy rate of the state was 55.5 per cent as against the national average of 65 per cent in 2001-02. Male and female literacy rates were 66.60 per cent and 43.0 per cent as against 75.85 per cent and 54.14 per cent at all India level.

### Objectives

The specific objectives of the study in development of primary and upper primary education in J&K are:

1. To examine the present position of primary and upper primary education in J&K state.
2. To examine the development of primary and upper primary education in J&K from 1950-51 to 2001-02.
3. To examine the number of teachers employed in primary and upper primary schools in state and the rate of growth of number of teachers during the period.
4. To estimate the student teacher ratio.

### The Data

The secondary data relating to the number of schools, enrolment, corresponding school age population in primary and upper primary schools and the teachers working in the primary and upper primary schools for the period of 1950 - 51 to 2001- 02 are obtained from directorate of Economics and Statistics and planning and development department, Government. of J&K and Directorate of School Education, Jammu. The data with respect to the number of teachers employed and student teacher ratio are presented separately for analytical purpose.

### Educational system of J&K

The J&K state enjoys special status in the country. It has its own constitution and regulates its way for socio-economic development. It has the distinction of introducing free and compulsory education much before the other states

in India. It also shares various schemes of educational reconstruction available in other parts of the country. It is worth mentioning that the state government took keen interest to give practical shape to the recommendations of Warda Education Committee.

The educational reconstruction in the state took a speedy turn after independence. A number of commissions and committees were set-up and serious thought was given to the recommendations made from time to time. A measure step taken in the early seventies was the constitution of Bhagwan Sahay Committee to look in the recommendations made by the Education Commission (1964-66) and suggest a workable plan of action for the state education system. In the late eighties, the National Policy on Education (NPE, 1986) was revived by state government and a plan of action formulated. All these measures have tremendous influence on the educational system. As a result of planned endeavour a meaningful formal system of education was introduced. Right from the first to the ninth five year plan, a series of steps were taken to promote education at all levels.

#### **The Size of Primary Education and its Growth**

The total number of students enrolled in J&K is 19.43 lacs up to high or higher secondary level, out of which 10.92 lakh are male and 8.51 lacs are females in the year 2001-02 though the school going population is more. The data relating to the number of schools, enrolment and the number of teachers working in primary schools for the period of study from 1950-51 to 2001-02 is depicted in

Table-1 for analysis. Table -1 reveals that there were 1115 primary schools in entire J&K which increased to 7406 in 1980-81 and the number further increased to 10,934 in 2001-02. Due importance was given to the education needs of girl child which is reflected in opening of exclusive girls schools which consistently increased over the years. In 1950-51 there were only 175 girl's schools which increased to 2,681 in 1980-81 and at the end of 2001-02 they stood at 2,820.

The total enrollment at primary education in the year 1950-50 was 0.64 lacs which increased to 2.68 lakh in 1980-81 and 9.68 lacs in 2001-02. All these years there has been consistent increase in girl student enrolment, when it was only 0.07 lacs in 1950-51 which increased to 1.06 lacs in 1980-81 reaching pinnacle in 1998-99 when the enrolment of girl child was all time high of 5.02 lacs which stood at 4.39 in 2001-02.

#### **Increase in Number of students per Teacher in Primary Schools**

One indicator of the quality of education is the teacher - pupil ratio which can be done by analysing Table-1 for number of teacher employed in primary schools in the state and the rate of growth of the teachers during the period of study. Perusal of Table-1 indicates that there were 2,162 teachers employed in primary schools in 1950-51 out of which 214 were woman which constituted only 9.89 per cent of teaching force. An increase in the proportion of women teachers in the primary stage is desirable because it is they, more than the male teachers, who could deal with the children with greater patience and motherly instincts. The

number of teachers increased to 10,659 in 1980-81 reaching 28,138 in 2001-02, the woman teachers constituting 39.18 per cent and 39.35 per cent in 1980-81 and 2001-02 respectively. However, highest number of teachers was employed in 1998-99 (28,940) with corresponding increase of woman teachers (10,599) after which there was marginal fall in employment of teachers.

It is interesting to note that the increase in the number of teachers over

the years has not increased number of teachers per school as most of the schools are having only one teacher as reflected by school teacher ratio of 1.20 to 1.90 (1950-51 to 1990-91) which improved from 2.22 to 2.58 from 1995-96 to 2001-02. The teacher - pupil ratio ranged from 22 to 40 during the study period ranging between 1950-51 to 2001-02, lowest ratio observed in year 1974-75 and highest in years 1955-56 and 1998-99.

Table 1

**Growth of Primary Education in J&K from 1950-51 to 2001-02**

Year	No. of primary schools			No. of students on roll (6-11yrs.) in lacs			No. of teachers			Teacher pupil ratio	School pupil ratio	School teacher ratio
	Males	Females	Total	Males	Females	Total	Males	Females	Total			
1950-51	940	175	1115	0.57	0.07	0.64	1948	214	2162	29	57	1.90
1955-56	1612	270	1882	0.74	0.13	0.87	1882	309	2191	40	46	1.20
1960-61	2314	545	2859	1.11	0.37	1.48	3654	750	4404	34	52	1.50
1965-66	3272	1232	4504	1.25	0.46	1.71	4003	1474	5477	31	33	1.20
1968-69	3524	1431	4955	1.44	0.66	2.1	4596	1744	6340	33	42	1.30
1974-75	3798	1979	5777	1.24	0.66	1.9	5123	3060	8183	22	31	1.40
1977-78	4153	2391	6544	1.37	0.8	2.17	5331	3265	8596	25	33	1.30
1979-80	4473	2561	7034	1.52	0.97	2.49	6132	3753	9885	25	35	1.40
1980-81	4725	2681	7406	1.62	1.06	2.68	6482	4177	10659	25	36	1.40
1985-86	5033	2827	7860	2.07	1.37	3.44	7072	4898	11970	29	44	1.50
1989-90	6007	2983	8990	2.45	1.77	4.22	9090	6316	15406	27	47	1.70
1990-91	6200	3042	9242	2.55	1.79	4.34	9835	6605	16440	26	47	1.80
1995-96	7456	3005	10461	3.71	2.60	6.31	13803	8952	22755	30	66	2.22
1996-97	7547	2936	10483	5.19	3.74	8.93	13888	8225	22113	30	66	2.22
1998-99	7535	2980	10515	6.45	5.02	11.47	18341	10599	28940	40	109	2.75
1999-00	7878	2982	10860	4.39	3.83	8.22	15433	9936	25369	32	76	2.34
2000-01	8078	2848	10926	4.57	3.91	8.48	16769	10763	27532	31	78	2.52
2001-02	8114	2820	10934	5.29	4.39	9.68	17065	11073	28138	34	89	2.58

Source: Digest of statistics (2004-05), Government of J&K, Directorate of Economics and Statistics, Planning and development Department

**Growth of upper primary Education**

Table -2 reveals that there were only 139 upper primary schools in the state in 1950-51 and this number progressively got increased to 2368 in 1989-90 which

further got increased to 5,040 in 2001-02, The corresponding figure for exclusively girls school being 37, 569 and 988 respectively. The enrolment in upper primary schools increased progressively

from 0.19 lacs in 1950-51 to 3.96 lacs in 1989-90 which further got increased to 5.35 lakh in 2001-02. In 1950-51 girls formed 26.33 per cent of total students enrolled which increased to 35.85 per cent in 1989-90 which was further improved to 43.36 per cent in 2001-02 with all time record of 2.52 lakh girl students enrolling in 2001-02. The increase in enrolment shows the improvement of upper primary education in the state during the study period.

#### Teacher- pupil ratio in upper primary

The teacher-pupil ratio shows the quality of education in any school. Increase of enrolment of students in upper primary resulted in increase in number of teachers over years. 1950-51 recorded 1,178 teachers for upper primary (Table-2) which improved to 17,185 in

1989-90 and 31,267 in 2001-02. To cater the demand for exclusive girls' school amongst others, per centage of female teachers increased from 26.23 per cent in 1950-51 of total to 36.24 per cent in 1989-90 and for 2001-02 was 37.19 per cent. Unlike in primary education, school -teacher ratio improved in upper primary ranging between 4.20 in 1965-66 to 8.62 in 1999-2000 except in 1968-69 when the ratio was only 1.60. More enrolment in upper primary stage resulted in higher school-pupil ratio than primary education. Similarly, healthy teacher-pupil ratio was observed during the study period which ranged from 17 to 28, the lowest observed in 1950-51, 2000-01 and 2001-02 and highest of 28 in 1955-56. This ratio is less than the student-teacher ratio of 40 recommended by the government.

Table 2

#### Growth of Upper Primary Education in J&K State from 1950-51 to 2001-02

Year	No. of primary schools			No. of students on roll (6-11yrs.) in lacs			No. of teachers			Teacher pupil ratio	School pupil ratio	School teacher ratio
	Males	Females	Total	Males	Females	Total	Males	Females	Total			
1950-51	102	37	139	0.14	0.05	0.19	869	309	1178	17	142	8.50
1955-56	212	43	255	0.35	0.07	0.42	1249	256	1505	28	166	5.90
1960-61	461	72	533	0.52	0.13	0.65	2139	273	2412	27	122	4.50
1965-66	892	241	1133	0.96	0.27	1.23	3934	851	4785	26	100	4.20
1968-69	1017	292	1309	1.06	0.35	1.41	4765	1199	5964	24	100	1.60
1974-75	1366	476	1842	1.38	0.53	1.91	7268	2994	10262	18	100	5.60
1977-78	1483	522	2005	1.59	0.65	2.24	7702	3321	11023	20	112	5.50
1979-80	1465	532	1997	1.67	0.74	2.41	8482	3824	12306	20	121	6.10
1980-81	1509	537	2046	1.76	0.81	2.57	8779	4449	13228	19	126	6.40
1985-86	1637	556	2193	2.32	1.21	3.53	10911	5375	16286	22	61	7.40
1989-90	1799	569	2368	2.54	1.42	3.96	10957	6228	17185	23	167	7.30
1990-91	1855	583	2438	2.47	1.49	3.96	11515	6484	17999	22	162	7.40
1995-96	2471	611	3082	3.05	1.80	4.85	14300	9572	23872	19	150	7.74
1996-97	2510	594	3104	2.54	1.52	4.06	14538	8824	23362	19	150	7.74
1998-99	2819	688	3507	2.50	1.81	4.31	16803	11373	28176	15	123	8.03
1999-00	2836	651	3487	3.12	2.31	5.43	18784	11270	30054	18	156	8.62
2000-01	3084	644	3728	3.25	2.52	5.77	19659	11330	30989	17	155	8.30
2001-02	4052	988	5040	3.03	2.32	5.35	19636	11631	31267	17	111	6.20

Source: Digest of statistics (2004-05), Government of J&K, Directorate of Economics and Statistics, Planning and development Department.

### Conclusion

It has been rightly pointed out in the Programme of Action issued by central government in August 1986, "unless the system of education works properly at all the stages of education in all parts of the country, the ambitious progress of educational reforms envisaged in NPE will come to a naught". Jammu and Kashmir has reached a stage in its development in general and in field of education in particular where a serious thought should be given to make the system work.

The constitution of Jammu and Kashmir provides for free education to the permanent residents of the state. Even though Jammu and Kashmir government spends more on education than national average but it is still educationally backward. The educational attainment of the state in terms of literacy, enrolment, etc. is poor. The state government should see the maximum utilisation of available resources. It seems that there are divergence between the ideal and the real at the conceptual level of educational planning in Jammu and Kashmir as well as implementation strategies need revamping.

One must also recognise that the success of educational plan does not depend merely upon the efficiency with which the educational plan is developed; it also depends upon how effectively other complimentary decisions are introduced simultaneously. Half hearted efforts would newer bring fruitful results.

A few educational areas which should attract the attention of those who

are interested in bringing Jammu and Kashmir state on the map of India as far as educational development is concerned are, recruitment policy, transfer policy, administration and supervision policy, community involvement, redressal of grievances, teacher training programmes (preservice and inservice), Institutional evaluation, autonomy, accountability and micro level educational planning is strongly felt that the educational system in the state needs reorganisation. In order to achieve expected results, some serious thought must be given to the various issues connected with the system. To promote and attain UEE in the state it is required that the meaning full non formal system be established. The measures of quality control at all levels of education need to be worked out with the combined effort of private and public sector.

As the data reveals that there is only 43 per cent woman literacy that means attention is to be given to girl students to make them literate. Ensuring education to every woman is nesserary for the achivement of development goals. Their parents need to be educated so that they voluntarily send their girl child to schools as woman literacy will play an important role for the development of the state as a whole. Much is being spent on promoting *mid-day meals* at primary and upper primary level. There is a need of supervision policy. There is a need to evaluate that whether it reach to the real students. Monitoring is important coordination and cooperation is needed at all levels. Seriousness is needed.

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