



A critical appraisal of school system of education in Kashmir valley (1947-1981)

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Abstract: Education itself has undergone transformation. It is no longer limited to official institutions and structures. The dynamics of knowledge expansion have given rise to the idea of lifelong learning for individuals and the development of continuing education institutions. There has been a lot learned about the nature of learning and how highly individualised it is. The boundaries of previously recognised disciplines have made room for cross-disciplinary study and instruction. The employment of new technology has spread widely, enriching the dualities and expanding the reach of education. It is crucial to make arrangements so that the level of educational attainment among people is not too disparate between sexes, across social groups, and across geographic regions in order for the education system to be able to effectively play its role in the process of national development along democratic lines. Since education is the sole means of bringing about peaceful social change, the idea that investing in education is an investment in development is becoming more widely acknowledged.

Key Words: education, knowledge, institutions, investment, development, social.

1. Introduction:

The first fourteen years of schooling, or the school years, are the most important years of education because they lay the groundwork for students' personalities, attitudes, social confidence, habits, learning skills, and communicative abilities. This stage allows for the assistance of physical development, the arousal of interests in sports and adventure, and the development of manual dexterity. A youngster who receives a quality education at this age never looks back since he is equipped to use initiative to overcome obstacles. Numerous studies have demonstrated that investing in elementary education has the highest rate of return in the field of education and has a major impact on both production and the general well-being of the population. The most crucial function of universal basic education is to reinforce the foundation of democracy by giving everyone an equal opportunity to realise their innate potential and standards. The elimination of adult illiteracy has also been acknowledged as a crucial objective that must be accomplished through the deployment of comprehensive educational initiatives. This is mostly due to the fact that literacy in its broadest sense guarantees the participant's awakened interest in his environment as well as in procedures and practises that can substantially improve his personal life and raise his productivity. Nearly all nations that have adopted a democratic form of goal of achieving universal literacy through a mass movement involving the entire administrative and political apparatus and utilising the services of non-profit organizations, in fact, of every educated government, have focused their attention on the individual. In order to produce the labour force needed for economic growth, notably for the upkeep of the infrastructure and for manufacturing technologies, vocationalization of secondary education and vocational training through specific institutions are also regarded as vital. The connection between the production function, employment, and educational processes is one way that the vocational dimension of education serves this purpose. The educational system must be integrated with its immediate surroundings and the community in which it is located in order to impart vocational skills. An overview of the current quantitative and qualitative status of elementary, secondary, vocational, technical, adult, and teacher education as well as the strategy and policy alternatives are provided in this paper, which aims to present a broad approach to various practical and policy issues in school education.



Objectives :

- 1) To analyse the importance of school level education in harmonious development of children.
- 2) To understand the societal response toward school education of the children.
- 3) To study the response of the government towards development of school education.

Methodology :

Quantitative approach is the standard approach is adopted in analysing present concerns educational development. This approach is largely objective in nature applied in average research works of social science. However critical, historical methodology is applied in this paper. The study draws its material from various primary and secondary sources.

The government's new initiatives and programmes called for a fundamental overhaul of the educational system to make it more relevant to people's daily lives, expand educational opportunities, launch an ongoing, intensive effort to improve education quality at all levels, place a focus on the advancement of science and technology, and foster moral and social values. More crucial than that would be cultivating one's capacity for learning. The focus would be on ongoing education throughout life. Every aspect of human activity is already impacted by information technology, which even offers the potential to significantly alter learning processes and raise educational goals. A material change to education, with all of its implications, cannot be made unless it is necessary for the survival of the entire socio-political system.

Concerns in basic education setup :

In truth, surveys show that many schools have teacher shortages for varied lengths of time, and some teachers subcontract their teaching duties to individuals who lack the necessary education or job experience. One of the top priorities of educational planning should be to change this depressing picture. It must be ensured that rural schools will eventually catch up to metropolitan schools in terms of every requirement. The curriculum of state-run or -aided schools does not always reflect the students' lives, and it was developed without the assistance of the NCERT or UNICEF. Most schools lack even the very modest teaching kits created by the NCERT, despite the fact that new techniques for teaching science and mathematics are advised as vital components of the basic curricula. The majority of teaching strategies are rather dated. These frequently promote the memorization of book information and practise of the desired responses. Most schools have not yet adopted the work experience programme, despite the fact that it has an ideal logical foundation from the perspective of knowledge internalisation and social relevance.

Even when compared to the majority of developed states, the elementary education situation in the Kashmir Valley is incredibly poor. We will be marching with an intolerably huge population of illiterate people in the future if proper accommodations are not made even now for school facilities, the necessary number of instructors, curriculum revision, and teaching methods. Thus, the impoverished will experience double deprivation. While their children are doomed to an existence of ignorance and filth, the adults will only be able to maintain a poor standard of living. The impoverished and the illiterate will be like millstones on the necks of everyone, even the more fortunate. Unmistakably, the current monolithic school system's sheer vastness speaks to the realisation that any form of error or inventiveness fails to be noticed since it fosters a climate of anonymity for the instructors and the individual schools.

It is urgent to measure performance primarily on the basis of enrolment retention; girls and children from underprivileged and illiterate families require special remedial programmes; the current approach to teaching, which only places emphasis on attendance and memorization, cannot retain or enrich the students. The salaries of teachers in rural areas must be decided realistically, along with their housing needs and other benefits, and measures must be taken to punish defaulters and rebellious members of the teaching staff. All grassroots development organisations should be required to promote elementary education since it is the only way for new concepts, societal norms, and ethical principles to be profoundly ingrained in the minds of the next generation. The attainment standards and educational goals should be clearly stated, and any beliefs that might confine a child's mind inside the strict confines of regional, societal, or doctrinaire preconceptions should be discouraged from spreading.

Essentiality of Adult education :

A high pace of population expansion undoubtedly negates a large portion of the work put into adult education programmes. This highlights the need for more serious action, though, especially given how much literacy contributes to this problem. In any case, the "no drastic change" alternative has undesirable consequences of its own. Illiterates are prevented from continuing to participate in adult education programmes, according to the experience gained from running adult education programmes for the past three decades and the evaluation of those programs by independent



authorities. The initiative receives no assistance from organisations that promote development, and the participation of grassroots non-profit organisations and educational institutions has remained minimal. Due to the lack of recognition of the relationship between poverty and illiteracy, literacy has not been promoted or exploited as a tool for development. There is little indication that policymakers are aware that properly designed adult education programmes may be useful tools for transforming the Kashmir Valley's inhabitants from a development drag to an engine of development. In light of these facts, it is obvious why the programme hasn't gotten the attention it deserves in terms of personnel and funding. It makes sense that 67% of the workforce is illiterate, yet employers even those in organised sectors have not been urged to assume responsibility for giving the illiterate access to functional education and enhancing their value as productive agents.

Only a firm belief that there is a link between literacy and social, economic, or political advancement will allow adult education to continue. If the Adult Education setup is to endure, a review of the program's subject, reliability, approach, suitability or otherwise of textual sources, and the success of the post-literacy programmes will need to be made. It appears vital to take into account the potential influence of the adult education programs on the universalization of elementary education when a decision is being made on the priority to be allocated to adult education. As per different researches, the key barrier for the universalization of elementary education is a level of adult literacy of 70%. Poor and uneducated parents are more likely to opt out of sending their kids to school and to remove them if doing so would cause them any difficulty.

Standard of Secondary Education setup :

The biggest issue facing educational planners is coming up with a school system that would, on the one end, satisfy the growing needs for secondary education and, in addition, make sure that the objective of high-quality feasibility is not compromised. From this angle, the placement of institutions has significance. It will be necessary to prevent the growth of an unprofitable academic system because resources are scarce. To achieve equity, it will be necessary to make sure that both boys and girls have the chance to learn math and science in all secondary schools up to 10th grade. This will allow all students, whether they are from rural or urban areas, to receive an equal amount of independence in choosing the careers they want to pursue. A prejudiced environment is being established for the technical and scientific disciplines on behalf of the urban and thus more privileged segment of society in several areas of the valley, sadly, because of a lack of comprehension of this. Despite the fact that the 10+2+3 model was adopted as a central objective in 1964, it still requires modernising the curriculum, introducing new instructional and assessment techniques, and achieving greater standards. Higher secondary schools have the unpleasant duty of integrating batches from an inadequate basic education system and equipping the students for the subsequent phase of life. This is impossible with an unfavourable teacher-to-student ratio, antiquated teaching approaches, subpar lab facilities, a drab syllabus, and an organisational structure that hinders creativity. This characteristic of the teaching methods in learning assumes equal worth to the implementation of discipline, the acknowledgement of responsibilities assigned, and a limited ability for innovation, pronunciation, and inclusion in production because proficiency in science and math is likely to be essential to everyone in the upcoming decades. In order to show what quality education and a rigorous programme can do to improve students' readiness for the workforce, pace-setting schools must be established. Even within the top education institutions, the morality and purpose of the teaching are so lacking that practically every applicant to the technical or medical courses must make arrangements for additional coaching. As a result, a significant number of educators make a great deal of money by enrolling in coaching institutes, despite the expense of skipping out on their normal academic duties during school time.

Conclusion :

Delineating the tasks to be carried out by the government with regard to different components and levels of academic education is required in a constitutional framework where the government plays a significant role in advancement. The general perception that several changes have occurred over the years, some for the better and others for the worse, is what prompted the effort to assess the current qualitative and quantitative standards of education. Because most of the necessary shifts in education were foreseen by previous standing committees, it's possible that today's issues are mainly the outcome of execution that was done slowly and improperly, as well as a steady reduction in the amount of funds devoted. As a result, the Fresh Education reform is intended to decipher the academic obligations in relation to the aim, ideas, and objectives, as well as a strategic plan with the corresponding resources (financial, content, institutional, and human) required to achieve the policy's long- and short-term goals. If a fundamental shift in the education system is accepted, similarly significant tools and organisational frameworks must be developed to give it real-world form. It will be necessary for the government, local organisations, educators, guardians, academics, politicians, and representatives of the free press to participate in the process of formulating policy.



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