

Education in Jammu and Kashmir: Past Reflections and Policy Interventions

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Abstract

The education of a child is their birth right. Article 45 of the Constitution of India provides a vital framework in this direction. The state of Jammu and Kashmir adopted its own Constitution in 1956 in which Article 20 and 21 of it also ensure right to free and compulsory education up to the age of 14 years. Lot of initiatives have been taken up to improve education at national and state level but the state could not increase the literate population beyond national average. This paper focuses on education system in Indian state of Jammu and Kashmir by analysing policy interventions which is critical for the states social and economic development. The state due to various discolorations in the policy framework and its improper implementation has hampered education development.

The paper will however, examine the policy intervention regarding school education and analysis is being made on literacy and enrolments and facilities for schooling. It focuses on school education in the state of Jammu and Kashmir which comprises of primary, middle and secondary including higher secondary schools (I-XII) standard. The descriptive analysis is being made to present the level of education. The study used existing literatures and other secondary sources from various government reports available from time to time including the latest Census report 2011, Digest Statistics 2001 and 2007-08, published by the Directorate of Economic and Statistics, Government of Jammu and Kashmir among others.

Introduction

Education is an important component of social, cultural and economic development in a society. It enhances human capabilities in skills which is critical for advanced technological development. Everyone should have better living standard and this only ensures through education. Education improves social well being, inequality and for promoting sustainable development. The Constitution of India as early as its inception made it clear through its Directive Principles of State Policy that education should have free and compulsory to at least elementary level. The government of India made a historical development by establishing an education commission in 1964-66 toward checking education system and make policy framework for schools across the country. More than two and half decades later of the Constitutional framework a land mark policy intervention take place through the formulation of National Policy on Education 1986. After that, a series of policy intervention were made such as PAO (1992) and very recent

Right to Education Act 2009 toward educational access, equality, quality and overall education development. But providing education to all remain a challenge for the country as too many children are denied this basic right and remain out of school fold.

The education of Jammu and Kashmir is the most challenging part for the state system in the post independent period and achieving education for all remain a distant dream. The literacy rate in the state as per 2011 Census is 68.74 percent which is lower than the All India literacy rate of 74.04 percent. The gender difference in literacy is as high as 20.25 percent in the state against 16.68 percent in the country.

Education through history

The state of Jammu and Kashmir is the extreme northern state of India having its own strategic location bonded by international borders of

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Pakistan, Afghanistan, China and other Central Asian countries. The state has diverse ethnic and socio-cultural discrepancy making the state more composite for its social setting. These complexities are part of the impact of the centuries old invasion of the central Asian countries which has changed not only demography but also socio-cultural set up of than princely state of the pre independent India. The successive rulers promote indigenous education and worked on to promote Madrasas and Pathshalas through religious understanding of education but not offered ultimate importance of the state policy to provide need based education to the masses. The socio-economic situation impacted harder in that period of time. The leading role of education as other parts of India was given by Missionaries. The Christian missionary society of England was the first to start an English school in Srinagar in 1880 (Ministry of education, GOI 1961). But these cater very small section of the society living in urban areas and also affected indigenous education system of the past. The high school for the first time established in 1882 as Jammu High School and affiliated with Punjab University and later in 1892 Srinagar Middle School was also given the status of High School (Nanda and Diwan 2005). The compulsory education for boys for the first time introduced in 1931 in Srinagar and Jammu and later extended other areas. The re-organization committee of 1938 appointed by the government has prepared 25 years policy framework to provide free and compulsory education across the state (A Survey Report; GOI 1978). The 'Adult Education Movement' was also started in 1938 and opened 360 centres. However, the partition of the sub continent created lot of disturbance and spilt the state into different parts and impacted worst to the already dilapidated education system.

It was commendable challenge for the state system after independence to provide education to the masses since the state experienced educational backwardness from colonial experiments. The literacy rate at the time of independence was only 7 percent. The National Conference (a state level political party) prepared a plan paper as 'Naya Kashmir Manifesto' in 1944 on socialistic pattern for future development of the state which include right to education. The text book advisory board was set up in 1948 (A Survey Report, GOI; 1978). After these initiatives government has opened net work of institutions across the board. The universal education for all was made an important contribution for nation building in the five year plans which led to the creation of large

infrastructure facilities and coverage of diverse social classes (Ministry of Education; 1961).

The state in 1950 set up a reorganization committee on education, an emphasis was given to the activity cantered education over craft cantered education recommended earlier. During 1950-60 the primary schools were more than doubled. But it was not possible for the state to facilitate education for the masses in this short span. The introduction of compulsory education could not be achieved due to 'several constraints like physical terrain, communication, inaccessibility of far-flung areas and chauvinism against women's education' (Ministry of Education; 1961). However, Jammu and Kashmir is only state in the country to provide free education up to university level since 1950 that led to initial progress in education (Suresh K Sharma and S R Bakshi; 1995). The subsidised education made it affordable to the vast population and there was an enormous growth of educational opportunities in all areas of the state (Jasbir Singh; 2004). The motivation of public participation on educational process was also given momentum since 1950 and village committees were set up and made possible to the participation of large number of villagers. The locals responded well and contributed their land and labour and government supported materials' if necessary that led to the construction of large number of schools besides it created educational consciousnesses among the rural and backward areas (Ministry of Education; 1961).

The progress however, was slow due to the uncertainties' in the political system which deprived the socioeconomic situation of the state. The restructuring economy was affected by the disturbance of the wars of Indo-China 1962, Indo-Pak 1965 and again Kargil war in 1999. The 1965 Indo-Pak war created present LoC between the two countries (Hiba Arshad; 2008). Education was a challenge for the government due to these unfavourable uncertainties' to handle with and to create a possible educational opportunities' to its people. The state despite these problems remains on the track and increased facilities in all areas across the state. The Board of School Education Act came into effect in 1965 and was reconstituted in 1975. The provisions were initiated to maintain widespread infrastructure in schools including services and related facilities. The Board of Secondary education was also passed in 1965. This board has made several changes in its activities including the framing of curriculum and identifications of schools (Ganai; 2008). The private sector was encouraged for investment in education and prepared a regulation of Private

Institutions (Regulation and Control) Act 1967 which provided more freedom to the private agencies to set up their own schools (A Survey Report; GOI 1978). On the recommendation of Sahay Committee (a state level committee on education) in 1972 recommended universal school education and districts were made basic units for educational planning and administration (Ganai; 2008). The recommendations include vocationalization of education; change the present pattern and the introduction of non formal education. But at the same time state was identified among the nine states of the country to have problem for the universalization of elementary education in the interim report of the Government of India (Ministry of Education; 1978), (B L Raina; 1992).

Several structural changes have been taken up by the state at secondary education also by acknowledging the recommendation of the Secondary Education Commission of 1952-53 (GOI, 1953). These comprise the adoption of 10+2+3 pattern of secondary education. The eight years of elementary education and three years of secondary education of 1955 have changed to 10+2 pattern. The pre-university courses and three year degree courses were also included in large number of high and higher secondary schools. The higher secondary part I and II continues at present (Renu Nanda, Rashmi Diwan; 2005). This entire process comes into force in 1976.

As early as in 1970's it was felt that the education to be connected with work it follows in life, the state has taken an initiative on the recommendation of the Sahay Committee of 1971 by starting Socially Useful Productive Work (SUPW) during 1974-75 with the coverage of 1000 schools. Under this initiative the state has introduced different art and craft activities programme to children from primary to secondary level. The schools in the state has also started introducing NCERT books for classes of III and IV in 1979 and for class VII and VIII in 1980 and for IX class in 1983 (Renu Nanda and Reshmi Diwan; 2005).

Meanwhile, the state's Restructuring Programme for Social and Economic Development improved education level in the early 1980s and aftermath. To provide quality teacher education, Board of School Education (BOSE) a central authority of school education in the state has established the District Institute of Education Training and the Advanced Study in Education in 1986. The changes begin for a good cause. The curriculum structure was also brought up with changes,

regional languages were included and the schools till 8th standard were given an option for choosing languages (JKBSE, 2008). The states plan of "Single Line Administration" at district level development with the consultation of elected representatives was more helped in progress. The District Boards with District Development Commissioner were given financial and administrative powers. It was constituted and re-affirmed in 1993 with changing developments (Government of Jammu and Kashmir; 2008). The state also implemented various committee reports along with the adoption of national level policies, commissions and their recommendations have impacted into the scenario of education in the state. It also established two full-fledged directorates; one at Jammu and another at Srinagar to foster the progress equally in both Kashmir and Jammu provinces. The school education got priorities in the 1990' and the state spent 19 percent of its budget on education during 1998 (Hiba Arshad; 2008).

The improved education of 1980's has caused the emergence of more educated youths but that do not pace up with the scarce employment opportunities which led to the fall of youths of Kashmir in insurgency during 1990's. The education system has again deteriorated and impacted over all education scenarios. Everything was in progress in the pre 1990, there was inter school sports, debates and other cooperative competitions but these all becomes the victim of violence in the past 20 years.

However, the education in the state has rebuilt and deliberate changes occurred. The economic condition was not sound which lead slow progress on education and low public participation. The slow but study changes in education have been occurred in the state over the years since independence. The school participations have increased with the changing public policies. The enrolment in 1950-51 was 3.1 million that rose to 39.5 million during 2002-03. The enrolment stood at 82 percent during 2002-03 for the age group of 6-14 years (Report on Education in J&K State, 2008). It was also recognised that facilities are hurdle including that of provisioning of schools in different areas of the state and steps were taken to spread in diverse areas. As a result the primary schools were increased seventeen times since 1950-51 to 2005-06 and the upper primary schools were increased by more than 41 times from 1950-51 to 2006-07. The increase was 19.61 percent for primary and 65.21 percent for middle schools (Report on Education in J&K State; 2008).

Policy Interventions

It was felt that the Constitutional provision of free and compulsory education to be extended with the greater enrolment in schools that is possible only if schools get equipped with greater infrastructure facilities. The state enlarged these facilities by launching the national level scheme of the Operation of Black Board in 1987-88. That initially operated in 197 educational blocks that led to the construction of 2,450 schools (RESJK, 2008). The state also launched world's largest meal scheme as Mid-Day-Meal scheme in little late in 2004 to achieve the universalization of school education particularly at primary level. The scheme was aimed to enhance enrolment, attendance retention and nutritious status in schools (Hamid and Hamid; 2012).

The equal opportunity and gender disparity was an important area of concern in the state because there were widespread disparities' remains across the state particularly in rural areas. To address these problems the state was adopted and launched the National Programme for Education of Girls at Elementary Level (NPEGEL) in 2002-03. It was aimed at providing the gender equality in schooling for girl children by establishing model schools at cluster level. It was included 104 blocks of then 12 districts of the state (Fayaz Ahmad Bhat and Fouzia Khurshid; 2011). More transparency in gender sensitivity of different social groups came up with the programme of Kasturba Gandhi Balika Vidyalaya (KGBV) launched in the state in 2004. The primary objective of this programme was to be brought up the girl children of Scheduled Castes, Scheduled Tribes, OBC's and Minorities to the upper primary school fold by providing residential schools. The programme of 'Beti Anmol' for the girls of Below Poverty Line (BPL) family at the post metric level was launched in the state during 2011-12. In this initiative, the remuneration of Rs 5000/- is to be provided for the enrolled students at 11th and 12th classes of the educationally Backwards Blocks. It covered around 97 such blocks in the state (Economic Survey J&K, 2012-13).

The state also has taken an initiative to provide quality education its schools. In that case the teachers and resource persons are to be making more productive that transfer into children in schools. In addition to the already existing institutes, the state has established two new colleges of education during 2007-08 to initiate the process of quality teacher education to add quality pattern in schools. The College of Education Srinagar was upgraded to the Institute

of Advanced Studies in Education (IASE) with the central assistance of 225.00 lacks. The initial State Institute of Education Srinagar was also upgraded to State Council of Educational Research and Trainings (SCERT) during the preceding year. The State Institute of Education Jammu upgraded to the State Institute of Educational Management and Trainings (SIEMAT) during the year 2007-08.

The state has also implemented progressively a flagship programme of centrally sponsored scheme Serva Shiksha Abhiyan (SSA) with the centre state partnership in a slight late in 2003-04. It increased the physical infrastructure facilities across the state by making schools move towards much awaited universalization of elementary education. Keeping in view the successfulness of the programmes in the country, the centre has introduced new programme of Rashtriya Madhayamic Shiksha Abhiyan (RMSA) aimed to universalize secondary education. The scheme was launched in the state during 11th Five Year Plan.

The state has launched a pilot programme of 'Learning Enhancement through Active Pedagogy' (LEAP) at upper primary level in which learning corners created for different subjects covering 9673 middle schools during 2011-12. The programme of 'Know your state' was launched in the state during 2012-13 on pilot basis. This enables the children to know different social, physical, geographical and historical features of the state which initially covered five districts (Economic Survey J&K, 2012-13). The Saakshar Bharat Mission a national level programme was launched in the districts except Jammu and Samba districts. The districts which have less than 50 percent of literacy rate have covered under this programme and given focus to the female adults at the age group of 15 years and above. It was registered the J&K Adult Literacy Society and constituted the State Literacy Mission Authority, Zilla Shiksha Samitis and Panchayat Shiksha Simities for effective implementation of the programme. The committees have to be required to increase the literacy rate by 10 percent. The schemes have been attached with the Panchayat Raj Institutions and local self government bodies with targeted approach and centre of attention on women (Nusrat Pandit; 2013).

Literacy Status over Six Decades

The education of the state can be better observed by the literacy scenario over since independence which remains below the national average all over. When the literacy rate of the state was just 11.03

percent, the literacy rate at national level was 28.30 percent which is higher by more than 17 percent. Now after a long six decades of planned economy the literacy rate rose to 68.74 percent which is still well below the all India average of 74.4 percent as per 2011 Census. But the difference in literacy has reduced to 5.3 percent in 2011 compared to the earlier observation of 17.27 percent in 1961. However, changes in literacy in the state of Jammu and Kashmir are faster than all India most probably since 1990's, when the liberalization of the economy at national level

were introduced in India and more or less impact observed in the state even though the insurgency emerge in full swing in Kashmir during the same of 1990. The literacy rate in the state between the years 1981 to 2001 was increased by more than 20 percent which is higher than the increase of 12.15 percent in India. The same progress can also be seen in the later years. The percentage increase of literacy in Jammu and Kashmir in the year between 2001 and 2011 is 15.59 percent which is also higher than at national percentage increase of 12.07 percent.

Year	Jammu and Kashmir			All India			Increase of percentage literacy in census years	
	Male	Female	Total	Male	Female	Total	J&K	All India
1961	16.97	4.26	11.03	40.39	15.33	28.30	-	-
1971	26.75	9.28	18.58	45.95	21.97	34.45	07.55	6.15
1981	36.29	15.88	26.67	56.38	29.76	43.57	08.09	9.12
2001	66.60	43.00	55.50	75.26	53.67	64.84	28.83	21.27
2011	78.26	58.01	68.74	82.14	65.46	74.04	13.24	9.20

Census of India

Table 1.1. Status of literacy rate

The progress in literacy is being observed in the state, but the literacy percentage is still lacking against all India. The status of the state in literacy as per 2011 Census ranks 30th among all states and Union Territories of the country and finding itself just above Andhra Pradesh, Jharkhand and Rajasthan.

There are also lapses in ensuring gender equity in the state's education system. Their education is the neglect part at the time of colonial rulers, but the legacy has been changed drastically since the adoption of the democratic Constitution after independence which ensures their equity with

specific provisions. The literacy rate in 1961 (just after a decade of the adoption of the Constitution) for females in the state was only 4.02 percent against males 16.97 percent indicating male's literacy rate was 4 times higher than females. After several decades the literacy rate of both males and females has been increasing, the literacy rate of males increased to 78.26 percent in 2011 while that of females increased to 58.01 percent. But there is no much change in gender gap to reduce. There is also need a lot on literacy front in the state because there are disparities in districts, blocks and different socio-economic groups (T. A. Dar and Khaki; 2012).

Year	Male literacy	Percentage increase of male literacy	Female literacy	Percentage increase of female literacy	Gender gap in literacy rate
1961	16.97	-	4.26	-	12.71
1971	26.75	9.78	9.28	5.02	17.47
1981	36.29	9.54	15.88	6.60	20.41
2001	66.60	30.31	43.00	27.12	23.60
2011	78.26	11.66	58.01	15.01	20.25

Census of India

Table 1.2. Gender Disparities in Literacy

The gender disparity as per 2011 census is 20.25 percent higher than the gender disparity observed in 1961 a matter of five decades. But the reduction of these gaps came only after 2001. It's shown in the table above in the years between 2001 and

2011; the female literacy has increased by 15.1 percent and that of males by 11.66 percent. The progress after 2001 was due to the policy interventions made by the government through various national level programmes including SSA,

which has made access of schools in possible hamlets that made easy for girl children to attend schools, National Programme for Education of Girls at Elementary Level (NPEGEL) of 2002-03, Kasturba Gandhi Balika Vidyalaya (KGBV) which launched in the state in 2004 has also helped in this direction. The initiatives include scholarships and other alternatives basically for girl children that also encourage them to attend schools. It show that the literacy of the school going children have increased for both boys and girls and contributed the overall literacy scenario in the state. The adult literacy programme as enacted earlier are defunct due to miss management and miss allocations of funds and is need an hour to implement such programme that increase literacy in both ways; formal as well as informal which will help in the reduction of illiteracy that consequently help improve other socio-economic indicators like infant mortality, birth rate, death rate, sex ratio; all are dependent on literacy.

Enrolment in Schools since 1970's

The state had 6.12 lakh children enrolled in various schools during 1974-75. Highest were at primary level of around 4.07 lakh and in middle and secondary schools the share of children were 1.3 lakh and 0.67 lakh respectively. The overall enrolment in all schools in the state in between 1974-75 and 1979-80 has increased by more than 63 percent. The highest growth of enrolment in these years happened in primary schools where it is increased by 28 percent while at middle and secondary schools including higher secondary, the enrolment increased by 21.01 and 14.92 percent respectively. The indicators of higher enrolment at primary, lower at middle and still lower at secondary level also suggest of dropouts accordingly after primary schooling due to less facilities beyond that level.

Year/% Growth	Primary			Middle			High/Higher Sec Schools		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
1974-75	2.68	1.39	4.07	1.02	0.36	1.38	0.5	0.17	0.67
1979-80	3.35	1.86	5.21	1.1	0.52	1.67	0.54	0.23	0.77
% ge increase	25	33.81	28.00	7.84	44.44	21.01	8	35.30	14.92
1985-86	4.18	2.59	6.77	1.55	0.78	2.33	0.9	0.43	1.33
%	24.78	39.24	29.94	40.90	50	39.52	66.67	86.96	72.72
1989-90	4.6	2.97	6.77	1.95	1.08	3.03	1.13	0.56	1.69
%	10.04	14.68	0	25.80	38.47	30.04	25.56	30.23	27.07
1995-96	5.2	3.84	9.04	2.35	1.37	3.72	1.55	0.9	2.45
%	13.04	29.30	33.53	20.51	26.86	22.78	37.17	60.71	44.98
1999-00	6.11	4.94	11.05	2.35	1.89	4.24	1.78	1.27	3.05
%	17.5	28.64	22.23	0	37.96	13.98	14.83	41.11	24.49
2004-05	5.61	5.12	10.73	2.54	2.03	4.57	2.02	1.53	3.55
%	-8.19	3.64	-2.90	8.08	7.40	7.79	13.49	20.48	16.40
2007-08 (P)	5.93	5.43	11.36	4.12	3.14	7.26	2.75	2.22	4.97
%	5.70	6.06	5.88	62.20	54.68	58.87	36.13	45.10	40

Source: Government of Jammu and Kashmir. (2007-08). 'Digest Statistics'. J&K: Planning and Development Department.

Table 1.3.Enrolment rates for various years (in lakh) and its growth

Policy of Inclusion and Public Expenditure

The state has increased the planned expenditure in education throughout the planning period since 1950s'. The planned expenditure for the First Five Year Plan (1951-56) was 66.06 lakh, 29 percent of the total budget approved to social services. The percentage of budget provision to education against whole budget expenditure was 5 percent. The plan expenditure was increased by 10 percent in a decade period between First Five Year Plans

to 3rd Plan. But the plan provision in the state did not practically implemented and was always lapses between the provision and actual expenditure. A significant proportion of education development funds were unspent. Meanwhile the education sector faced shortage of funds over the years. Large number of schools in the state is accommodated in rented houses due to the short of funds to construct proper schools. These happen largely in the urban densely populated areas where land costs are higher and provisions do not support such a higher cost. The plan provision however as

indicated earlier was 66.06 lakh while the expenditure made was only 46.86 lakh in the Ist Five Year Plan, the funds were either diverted to other sectors or lapsed. The expenditure as well as provisions was increased to the extent from the Inter Planning Periods of 1966-67 onwards. Over and above these periods the expenditure were exceeded to provision until 8th plan (1992-97). The 9th plan again witnessed the unspent funds of around 7 percent from the provision. There are the indication that funds are released at the end of the year and the authorities get less time for its

implication which get to lapse of funds and ultimately on the education quality (G.R. Shah; 2011). The already resource constraint education sector the allocated resources were not successfully utilized. However, the provision to education in the 9th plan has increased which was 16.56 percent to the total budget provision as against 5.18 percent in the 1st Five Year Plan (1951-56). It meanwhile does not mean optimal funding into the sector. In terms of real budget allocation, the education sector in the state has been left underfunded.

Five Year Plans	Total Plan outlay (Lakhs)	Allocation to Education (Lakhs)	Actual Expenditure on Education (Lakhs)	Total Outlay (%)	Actual Outlay (%)
1 st	1274.15	66.06	48.86	5.18	3.83
2 nd	5127	281.68	235.51	5.49	4.49
3 rd	7514.84	612.75	557.64	8.15	7.42
4 th	15740	794	827.11	5.04	5.25
5 th	36340	2318	1694	6.37	4.66
6 th	900*	4030	5052.55	4.47	5.61
7 th	1400*	8262	141.57	5.90	10.11
8 th	5200*	483.43*	-	9.29	-
9 th	1000000	100066.5	87781.57	10.006	8.79
10 th	1450000	136612.8	36669.46	9.42	2.53
11 th	2583400	216037	NA	8.36	NA

Note: *figures in crores.

Source: Government of Jammu and Kashmir. 'First to Seventh Five Year Plans', Srinagar: Commissioner Planning; Eighth Plan Draft. (1992-97); Annual Plan. (1992-93), Planning and Development Department; Digest Statistics. (2008-09); Fayaz Ahmad Bhat, Fouzia Khurshid and Nazmul Hussain ; 2011.

Table 1.4. Plan Allocations in Education

The expenditure meanwhile has increased more than eight times during 8th plan over the expenditure of 1950's. This rising provision and exceeding expenditures has helped to some progress in education. Over since the post 1947-48 to 1970-71, which demonstrate more than two decade period, the state budget on education was increased by more than eight crores (P.N.K Bamzai; 1973). The financial progress on education has been since then but slow comparing to other states in the country. The state now as in the table below spends 904.60 on education out of 18039 (GSDP). The proportion is 5.01 of the total state income goes to education sector. This

proportion however was not increased afterwards as the GDP increased continuously. The education was set back by underfunding that hit this sector as indicated above mostly to infrastructure and other facilities in education. The expenditure was not matched by the increasing demand conditions of schooling in the state.

The gross state domestic product (GSDP) increased by 12 percent and at the same time, the expenditure on education as a percentage of GSDP reduced by 0.56 percent that further declined in the following years the data of which is not depicted in the table 1.5.

Year	Gross State Domestic Product (GSDP)	Expenditure on Education	Expenditure on education as percentage of GSDP
2001-02	18039	904.60	5.01
2002-03	20326	904.60	4.45

Source: Government of India. (2008). 'Selected education statistics 2005-06', New Delhi: MHRD.

Table 1.5. Expenditure on Education

Furthermore, the centre itself has a long plan to spend six percent of its gross domestic product (GDP) that did not realize and even could not extend more than four percent of GDP to education sector. The states were yet to have further more battles to achieve this goal. Jammu and Kashmir state in this matter were in reverse direction. It spent more state income on education at the time when it was not financially sound better. However, when it financially progressed due to emerging tourism, handicraft and other small scale industries and services the contribution of state GDP to education actually reduced. This further worsen education sector and hamper for further infrastructure in schooling system over the state.

Facilities for Schooling

The infrastructure development as indicated above is a far reaching challenge to the education system in the state. The access to education has enhanced in recent years particularly due to the centrally sponsored schemes like SSA, RMSA. While the availability of facilities in schools like teachers, furniture requirements and other kind of related goods and services of which directly and indirectly related to schools education was not responded to the access. That has been constraint to various reasons including that of funding which impacted to the situation of facilitating the whole education system. There was 115 number of primary schools functions in the state while that of teachers were 2162. It means teaching services per primary schools during 1951 was 1.93 to confirm that

schools were near to single teachers. A decade later the state's primary schools were increased by 1744 that demonstrate to the increase of around 38 percent and teachers increased by 49 percent which make certain to somehow the reduction of school teacher ratio. Now in 1961, around 2859 primary schools having teaching facilities of around 4404 which means of about 1.54 teachers per school? This corroborates a reduction of school teacher ratio by 20 percent in a decade since 1951. This limitation of teaching facilities in schools became a main restraint in the earlier period of educational development in the state. The scenario was also reflected by the process of recruitments which either did not take place or long delays subject to the institutions without man power. Education was largely hit by these constraints. The limitation has reduced after the economic reform of 1990s' and the SSA and EGS schemes which ensured to recruit para teachers (ReT) in schools across the state. The distribution of (ReT) teachers to total teachers in elementary schools in the state is now around 19 percent which is higher than India in 2009-10. However, these para teachers have other implications that effect quality in schools like less qualified rural youth who recruit based on nearness to the schools, untrained and immobilized. They are largely untrained and unable to assemble locals to the education fold. The state has also started training them through the district teacher training institutes (DIETs), but that did not catered whole. Only 29.07 percent of these contractual teachers were professionally trained in 2009-10 as against 44.64 percent in India and 96.52 percent in Kerala.

Year	Number of schools	Number of teachers	School teacher ratio
1951	115	2162	1.93
1961	2859	4404	1.54
1971 (1974-75)*	5777*	8183	1.41
1981	7406	10859	1.46
1991	9242	16440	1.77
2001	10926	27532	2.51

Source: Digest Statistics 2001-02, Directorate of Economics and Statistics, Planning and Development Department, Jammu and Kashmir .

Table 1.6.Proportion of Primary Schools and Teachers

However the schooling as well as teaching facilities enhanced and the decadal growth has taken place during 1960s' to 1970s' which illustrate the figure of both schools and teachers' facilities were more than twofold. The characteristics of population in the state is sparse in nature, more schools needed for less population in some areas which force to the more schooling requirement that have yet to tackle about. The facilities of schooling are not per its requirement

(S.B.A Gul and Zebun Nisa Khan; 2013). The density of population in some areas is 10, 15, and 20 per square kilometres which enforce the importance for opening of more schools. Keeping in mind these obstacles the state has started opening schools in all parts of the state and increased both schools and teachers manifold. During the period of 1971-2001 indicate that primary schools were doubled. The teaching facilities were increased three times. The schools

were increased by 52.87 percent and teachers by more than 300 percent. The single teachers were hampered the education scene. That marginally reduced during the early nineteen sixties when the state felt it to increase the teaching facilities and increased 4 times during 1771 from 1951. The single teacher schools however exist still in large parts of schools in the state. The proportion of single teachers at primary schools in the state was 21.04 percent in 2009-10, higher than all India of 12.26 percent. The average number of teachers of teachers (elementary) was 4.8 in the study state as against 11.0 in Kerala, but the states figure was little higher than all India average of 4.5. The teacher scarcity is a bigger problem in the state and has a long impact on education development. The government schools are seems to be more left under teacher insufficiency than private schools. The average number of teachers in private (un-aided) schools (elementary) was 9.5 and that at the government schools was only 3.7 in 2009-10.

The other infrastructure like toilet facilities for girls at elementary level in the state in 2009-10 was 24.23 percent and at primary level it was only 10.63 percent which is lower than all India average of 58.82 percent and 50.99 percent respectively during the same period. It around 86.31 percent elementary schools having drinking water facilities in the state as against 92.60 percent at the country level. Only 1.74 percent of the schools having kitchen sheds against 42.81 percent at all India level and only 30.17 percent of the state schools having boundary walls against 51.45 percent at India level and 76.91 percent in Kerala, the educationally leading state.

Outcome and Conclusion

Education is one of the important instruments for socio-economic development of any society. The world education conference which was held in Jometien made it clear that providing access to primary education is a human right. Likewise right to education was enacted in India in 2009. There is still large constraint in India to achieve education for all. The SSA which was launched in the country in 2001 and the state of Jammu and Kashmir in 2003-04 has yet to achieve the goal of the universalization of elementary education a fundamental right.

The state of Jammu and Kashmir which has been ruled over by different dynasties in the pre-independence period, education was set back due to their undesirable policies towards education. They prefer consolidating territories instead of promoting education to the masses. The modern

education was started in the state through Christian Missionaries who opened its first school in Srinagar. That was one of the backgrounds for starting western style education in the state during 1880s'. The women's education was also started up by these missionaries but the progress were slow due to the section of population opposing western education to the women folk that led to the closing of girls school in Srinagar.

However, the modern type of modern education in the state was only started in the post independent period when the state came under the control of Indian state. The first elected government under sheikh Abdullah has made the policy of the socialist pattern of development policy and ever since the state has made education free from 1st to the university stage. The progress of education due to these and other nation level policies that adopted in the state despite the differences in the constitutional prospects that the state who enjoys special status under Article 370 of the Constitution of India. The national policy on education was vociferously adopted by the state of Jammu and Kashmir. The state also made its contribution among others by enacting the JKSBSE Act 1975 that has made compatible reform in the education sector. That is why due to the national and state level efforts education got its path throughout despite the political disturbances in the state particularly in 1990s'. More importantly the development of education got emphasis after the central flagship programme of SSA which was adopted by the state in still later than other states. That made schools accessible to the reasonable distance and ensured to the extent large infrastructure facilities in primary and elementary education, level. The total outlay to education was increased from 5.18 percent from the first five year plan to 10 percent during the 9th five year plan which is an increase of more than 4 percent outlay in more than four decades of planned economy. The state now provides more than 4 percent of the GSDP as education expenditure. The infrastructure facilities have increased and the robust investment in the development of infrastructure has been made in recent years. The schooling facilities at primary level increased by 94 percent in between 1951-2001 and teacher facilities increased by 11 percent, improved school teacher ratio from 1.93 to 2.51 during the subsequent years. The other facilities like school buildings, playground, sanitation and lavatory facilities have also improved to a good extent in recent years with the help of centrally sponsored schemes.

The literate population which is an important indices' for human development have also improved much better. The literacy is now 68.74 percent in 2011 which is sixteen times increase over 1961. But the state is still far away to reach the national average of literacy of 74.04 percent in 2011, a higher by 7 percent. There are disparities in literacy among districts and socio-economic groups and the economically well off groups higher literacy ratio than others (Dar and Khaki; 2012). Due to the infrastructure facilities the enrolment in schools have increased by more than six times in primary schools, increase by five times at middle schools and the increase of more than seven times at high and higher secondary schools in between 1974-75 and 2007-08. The all India HDI-2009-10 ranked the state in 2nd position in terms of access in primary schools after Andhra Pradesh. But in literacy and other education indicators the state is among the lowest performing states. These seem to indicate that the facilities do not get children in schools but to be sure that facility is both socially and economically available (Dar and Khaki; 2012).

The state however, is backward in education development relative to other states despite efforts being made over decades. The literate population in the state relative to other states of the country ranked among the most under developed states along with Bihar and Jharkhand. The enrolments are low and dropouts are comparatively higher. These are despite the fact that education in the state is free up to university level as early as in 1950s'. The infrastructure to the extent increased but not paves the good way. The HDI-2009-10 ranked the state among the bottom of 34th out of the 35 surveyed states and union territories across the country. Lot of educational expenditure are unspent due to the problem of management system in schools and its higher authorities. That is why the schools did not have adequate class rooms, existence of dilapidated buildings, and lack of boundary walls, unavailability of lavatory, playground, and qualified teaching positions in state schools.

There are several other factors besides the problem of providing infrastructure facilities like proper policy implications. The state due to its Constitutional difference between the centre and the state due to article 370 lacks to adopt national policies and time is being taken to adopt these policies and programmes. In this way the state lacks national level programme through which the central level funding becomes possible. Funds are one of the problems for the non development of states education sector. Due to the late receipt of

funds the authorities could not utilise and that mater the funds lapses. The SSA as a national programme started in 2001 in other states but this state adopted it in 2003-04, the DPEP an internationally funding programme could not even reached the state, the RTE-2009 Act is still not applicable in the state.

Keeping in mind the status of the state it should enact and implement its own policies and raise necessary fund from the central government but that need a strong structural changes in the educational system in the state before being too late. The state can properly adopt its education Act of 1984 has a provision of right to education like the central right to education act 2009.

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