

Joint Review Mission  
On  
Teacher Education  
*Jammu & Kashmir*  
*April 2013*

<b>Contents</b>	<b>page no.</b>
<i>Background, Issues and Concerns</i>	4
Teacher education; context and critical issues	7
<i>Institutions, Observations and Visits</i>	11
Universities	12
Colleges of Education	14
SIE	20
DIETs	24
Schools	34
KGBV	37
<i>Conclusion and Recommendations</i>	38
<i>Annexures</i>	43

# Acronyms

BOPEE	Board of Professional Entrance Examinations
BRC	Block Resource Centre
BRG	Block Resource Group
CCE	Continuous Comprehensive Evaluation
CoE	College of Education
CRC	Cluster Resource Centre
CRP	Cluster Resource Person
CSSTE	Centrally Sponsored Scheme for Teacher Education
CTE	College of Teacher Education
D.Ed.	Diploma in Elementary Education
DIE	District Institute of Education
DIET	District Institute of Education and Training
GOI	Government of India
ICT	Information and Communication Technology
JKBOSE	Jammu & Kashmir State Board of Education
JRM	Joint Review Mission
NCF	National Curriculum Framework
NCFTE	National Curriculum Framework for Teacher Education
RMSA	Rashtriya Madhyamik Shiksha Abhiyan
RTE	Right to Education
SIE	State Institute of Education
SCERT	State Council for Educational Research and Training
SC	Scheduled Caste
ST	Scheduled Tribes
SMC	School Management Committee
SSA	Sarva Shiksha Abhiyan
TE	Teacher Education

# The Joint Review Mission on Teacher Education

## *Jammu & Kashmir*

*April 2013*

The Joint Review Mission of the Centrally Sponsored Scheme for Teacher Education was conducted in the state of Jammu & Kashmir in the first week of April 2013. The team visited the State from March 31<sup>st</sup> to April 6<sup>th</sup> and followed it up with a meeting with J&K state officials in Delhi on 8<sup>th</sup> of April, 2013.

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Suhail-ul Islam, Government of J&K

For reasons elaborated below it was decided to divide the team into three groups - one each covering the three regions of Ladakh, Kashmir and Jammu. After an initial meeting of the entire team with the state officials in Jammu on the 1<sup>st</sup> of April, the visits to the three regions were undertaken. In Ladakh the group covered the districts of Leh and Kargil; In Kashmir, Srinagar and Badgam districts; and Jammu and Rajouri in the Jammu region. (see Annexure 1)

We wish to extend our very sincere thanks to Mr. H.K.Singh, Secretary, School Education, Government of Jammu and Kashmir; to Mr. R.K Verma, SPD, SSA, J&K for organizing the visit and making it so easy, and to the many people who were deputed to accompany us, to organize our complicated schedules and to answer our endless queries.

## **I. Background, Issues and Concerns**

### **The Context**

The visit began with a meeting with officials of the J&K government as well as representatives of various educational institutions. Present at this meeting were the Secretary, School Education; directors of Education from Jammu and Kashmir, State Project Director, SSA; principals of the two colleges of education in Jammu and Kashmir, principals of SIE, Jammu and SIE Kashmir, principals of several DIETs and other functionaries of the departments of education. (See list in Appendix 2).

This was an extremely useful meeting which helped the team to gain perspective and to understand the context of teacher education in the state. The broad contours of the

educational system and information about the state's position on major parameters was presented along with achievements, limitations and major issues of concern regarding the education system, teacher education and the CSSTE and its execution in J&K.

*Specific issues related to the CSSTE and the education sector will be discussed in more detail in the report, but it is important to point out here that this meeting conveyed a willingness on the part of the state authorities to reflect on the state of education, to admit to weaknesses and deficiencies and, based on their understanding of the major concerns, to work towards establishing systems that have implications for teacher education and for school education in the long term. The desire to understand the problems and to find solutions was forcefully expressed and noted during the visit not only in this meeting but at all levels of functioning within the school system and its supporting institutions almost everywhere in the state.*

Amongst the many issues and concerns that came up at this meeting, the following need to be underlined:

1. There was a very strongly felt need for more robust institutions like an SCERT, institutes of advanced studies in education (IASEs) and the establishment of more colleges of teacher education

*At present the only state institutions that offer a full-time programme in teacher training (B.Ed.) are the two government colleges for education: one in Kashmir and the other in Jammu. The B.Ed programme of the Kashmir University is self-financed, and the one year Diploma in Elementary Education, offered by the DIETs, has no takers (for reasons elaborated in the report). Other than the distance education programmes in the Universities of J&K, teacher education has become the reserve of the unprecedented number of private colleges that have opened in J&K*

2. A major concern within the context of the CSSTE seems to be around the issue of upgrading the professional qualifications of untrained teachers as required by the CSSTE (although according to the present norms within the state the teachers fulfill the minimum criteria). As a consequence of this, the state feels an urgent need for extension of teacher education through the distance mode and is making serious efforts to expand such facilities. Avenues for doing this on a large scale both within the state and through the intervention of IGNOU are seriously being considered and implemented

*This urgency to upgrade teacher qualifications has led on one hand to dilution of the quality of training and on the other has encouraged mushrooming of private institutions. In a way this has affected the Government initiative in establishing and strengthening state institutions for teacher education. Although willing to support teachers to acquire advanced qualifications at substantive expense to the exchequer, it does not seem to be expanding teacher education facilities in state institutions. All new programmes and courses in teacher education are self-financing.*

3. The issue of funds and delay in releasing and transfer is an important concern (and came up at every level and in almost every discussion during the subsequent visit) According to all reports, funds for 2012 -2013 were released in February 2013 and received only by the end of March.

*This and related issues of distribution of funds and pre-determined nature of allocations were raised at all levels and needs to be sorted out whatever the justifications and underlying explanations. Given the paucity of funds in general within J&K, along with the geographical and political problems, the education system cannot be held hostage to unnecessary bureaucratic constraints or state-centre disagreements. A thorough analysis of this issue needs to be undertaken (by an expert committee?) and the process to be made transparent and accountable so that this does not hamper the functioning of a system that has other many more complex challenges to be resolved.*

4. The post-1989 conflict in the state and the large presence of armed forces has been a source of severe disruption within the educational sector. A number of DIETs as well as school buildings were occupied by the security forces for several years, and infrastructural damage was widespread during the course of the conflict.

*The insecurity and tentative nature of stability especially within the valley and the border areas cannot be underestimated.*

### **The education system in Jammu & Kashmir: *Special features, concerns and observations***

The State of Jammu and Kashmir covers an area of 2,22,236 sq kilometers and has a population of 1,25,48,926. The state although sparsely populated is comprised of a wide variety of ethnic and religious groups with several languages and geographical terrains. The state is distinctly divided between the three regions of Ladakh, Kashmir and Jammu and is the only Muslim majority state in India. The population is largely rural and habitations are spread out amongst remote mountainous regions. The child population between 6 to 12 years is roughly 18 lakhs.

Literacy rates have increased by about 14% between 2001 and 2011, but female literacy is still abysmally low at 58.01% Gross enrolment ratios have increased however and stand at 97.3% at the primary level and at 96.3% at the upper primary level.

The following features, unique to J&K, have given its educational system a distinctive structure and continue to shape its trajectory in very specific ways.

1. The three different regions of Ladakh, Kashmir and Jammu are geographically separated from each other and are also distinctively different in terms of language, religious affiliations and other social and cultural indicators.

2. The state capital shifts between Kashmir and Jammu every six months which entails a physical move for the Government and all state level offices.
3. Political unrest is a continuing phenomenon and working timetables and schedules are subject to frequent derailment. The academic calendar for 2013 in the valley has already suffered a setback of about a month on account of the curfews and *hartals* at the commencement of the new semester in the valley. Although mentioned casually the team was horrified to learn of the shooting to death of one of the functionaries of JKBOSE in the course of conducting school board examinations, during the disturbances of 2010. There is a pervasive sense of insecurity and a perception of instability that cannot be ignored especially in the more vulnerable areas.
4. The State has two distinct academic calendars – one for the mountainous and colder regions and another for the plains. The educational institutions have two different academic sessions and different timings for examinations. The academic session in the plains ends with examinations in October and the other with examinations in March. The logistics of this unusual exercise puts undue pressure on the human and other resources of the educational structure.

### **Teacher Education: *Context and Critical Issues***

Jammu & Kashmir has two state universities, two recently established central universities, two colleges of education as well as private colleges of teacher education and 22 DIETs. The state has 22 District Resource Groups, 201 Zonal Resource Centres and 1608 Cluster Resource Centres. In recent years private teacher training institutions have proliferated and there are 585 such private institutions in the State presently.

The report that follows is a detailed account and analysis of teacher education institutions, programmes and process in J&K. However we begin with a section that contextualizes our observations within the unique features that characterize the state, and highlight a set of factors that need serious consideration and recognition for planning and policy decisions, but also for the development of teacher education as a critical and important foundation of the larger educational sector. They need particularly to be taken into account by the CSSTE and other centrally sponsored schemes that are centrally planned and uniformly distributed throughout the country.

#### ***Policies and Programmes***

- J&K is not governed by the norms of the National Council for Teacher Education. The regulating body for school education is the Jammu & Kashmir Board of School Education (JKBOSE), created by the J&K Board of Education Act in 1975. The Board has the mandate to: “prescribe the courses of instructions, prepare curricula and detailed syllabi and also prescribe textbooks for the elementary, secondary school and Higher Secondary (School graduation) school examinations.” It also has the mandate to “take such measures as the Board may think necessary to raise the standard of the education in the state and advise the government on matters of policy relating

to Elementary, Secondary and Higher Secondary Education” (Govt. of J&K, 1975). Important decisions regarding academic standards and norms as well as the administrative functions of the school system come under the purview of this board.

- The state of J&K also does NOT come under the purview of the RTE, although as early as 1944, article X of the *Naya Kashmir* document advocated that “every person shall have the right to education. In order to ensure this right, there shall be compulsory primary education”. However, and more importantly, the Right to Education Act, 2002 of the government of J&K states that “The Government shall provide for free and compulsory education for children upto the level of Class 8<sup>th</sup> throughout the State within a period of 10-years from the commencement of this Act and, for this purpose, it shall take appropriate steps to provide the necessary facilities (Govt. of J&K, 2002).
- Although the SSA programme that became operational in J&K in 2003 cannot be uncritically commended, it has nevertheless helped to energize the school education sector in several ways in the aftermath of the extremely disturbed period of the 1990s.
- J&K has declared English as the medium of instruction from class 1 in all government schools. Although the use of English within the educational community is remarkably widespread, the children coming to these schools have no access to English in their homes or any support systems available to make learning in a completely foreign language a worthwhile exercise. More importantly this decision was not made after any consultation with experts in this area nor was there any public debate on this issue. Although the order was made applicable in 2007, no special training programmes or any other structures have been worked out to buttress this transition for the teachers or for the students.
- Our interactions with teachers, academic and administrators revealed that gender issues need more attention in terms of staffing and resources as well as creating gender sensitivity particularly given the manner in which conflict has affected the lives of girls and women. There is little awareness of the gendered dimensions of prolonged conflict that deeply impact education.

### ***Institutions and Inter-Linkages***

- Although the District Institutes of Education in the state were converted to District Institutes of Education and Training following the National Policy on Education, 1986, there was no move to create a simultaneous council at the state level that could take academic responsibility for elementary education. Neither were any of the academic powers relating to elementary education transferred to the State Institutes of Education (SIEs). As a result of this elementary education continues to remain under the purview of the J&K BOSE which has no institutionalized academic structure and expertise for dealing with elementary education.



- There is no single body for setting academic standards, regulating and monitoring of teacher education in the state, as a result of which this extremely important responsibility is fragmented and divided in peculiar ways. To a large extent it falls in the domain of the department of school education, but colleges of teacher education, including private colleges, come under the administrative control of the department of higher education. This regulation too is divided amongst the university's College Development Council, the Directorate of Colleges, Higher Education, the Directorate of School Education, the J&K BOSE, the SIEs and the J&K BOPEE. Similarly, teacher education curricula (for secondary level and higher secondary) are the responsibility of the University departments of education, although they have little or no interaction or affiliations with the school system. The curriculum for elementary teacher education is the responsibility of the J&K BOSE, which has few provisions for a dedicated academic wing that is qualified and capable of undertaking this responsibility seriously.
  
- There is an unprecedented proliferation of private teacher training institutions in the state although a recent order has issued a ban on establishment of new colleges. Although the concerns regarding quality teacher education are evident and the need to create institutions is expressed, there are no parallel initiatives to increase public spending and state supported institutions of teacher education by the government, whatever the reasons. There has been no expansion of teacher education institutions and all B.Ed. courses in the universities (including in the distance mode) are self-financed or working on a fee structure outside the regular fee structure of the universities. This is a dangerous trend to privatize teacher education that would leave the sector extremely vulnerable to market forces. *Already the J&K BOSE survives almost completely on revenues generated from textbook publishing and printing and from fees charged for accrediting private schools and colleges of teacher education.*
  
- There is no SCERT in the state and no forum which has the responsibility, the authority and the accountability of dealing exclusively with all aspects of elementary school education. The SIE and the DIETs, like the colleges of education, do not have a dedicated faculty that can be supported to develop the required expertise through a sustained programme of capacity building, research and engagement within the area of elementary teacher education.

### ***Cadre and Capacities***

- A commendable and noteworthy practice in J&K (perhaps unique to this state?) is the practice of seconding school teachers to a full time B.Ed. course for which 200 seats in the government college of education in Kashmir and 150 in Jammu area reserved for this section of in-service teachers. This is treated as a deputation with all the attendant perquisites. This practice however is coming under threat under the CSSTE, since in a rush to fulfill the condition of having fully trained teachers according to the NCTE norms, teacher qualifications are sought to be up graded through distance courses. This is an unfortunate trend since the quality of these programmes does not match up with the full time B.Ed. besides allowing teachers a respite from their full time

duties in the schools so as to engage fully in the academic and professional experience of a full time college degree course. That the B.Ed course is really in demand because of its requirement as an avenue for promotion and that it does not really train teachers for their role as elementary school teachers is a different matter.

- There is NO cadre of teacher educators in the state. The faculty of the two government colleges of education, the apex bodies of teacher education, do not have a dedicated faculty. Teachers are recruited from degree colleges with no specifications or requirements of specialization in any particular discipline. They are required to have a B.Ed degree but not necessarily any prior exposure, orientation, training, research output or an expressed interest in Education, and are unfamiliar with issues of curriculum and pedagogy at the school level. The average tenure in the teacher education college is two to three years on an average before they are transferred back to the degree colleges and their engagement with school education is severed.
- The minimum qualification for a “general line” teacher (a term designating teachers for the elementary level) is 10+2. Teachers at this level are not required to have any specific discipline specialization nor are they expected to have any form of specialized teacher training, although it a well recognized fact that primary education plays a crucial role in the learning and developmental processes of future students
- The PTR in J&K is a very healthy 1:17 at the primary level and 1:15 at the upper primary level and it is difficult to relate this with the shortage of teachers that is a consistently expressed concern

## **II. Institutions, Observations and Visits**

### **Teacher Education in the Higher Education Sector**

Teacher education in J&K (as in many parts of the country) has not understood the important implications of treating elementary education as a distinct and specialized professional area that needs specific training and education, drawing from decades of research and theory in developmental psychology, education, cognitive and mind sciences and the anthropology and sociology of childhood.

As a consequence of this it has merely added the label of “elementary” without any structural changes to the academic and administrative enterprise that oversees this important branch of education. This is obvious from a cursory perusal of the D.E.Ed course, which is a truncated and trivialized version of the B.Ed course, with a sprinkling of topics related to elementary education in the form of statistics and history of elementary education, without any serious engagement with an understanding of childhood, its attendant complexities or of its pedagogical and theoretical implications.

#### ***University Departments, Colleges of Education and Teacher Education Programmes***

As a state J&K did not have an easy transition into modern formal education. The Dogra maharajas of the erstwhile state of J&K did not consider this a priority and educational institutions were established after considerable struggles. The University of Jammu & Kashmir, the first university in the state, was established in 1948 and became a fully functioning academic institution only in the 1950s.

The first institution of teacher training in the State, which is now the Government College of Education, Srinagar was established in 1937 and upgraded to a teacher training college in 1948. A college of education on similar lines was established in Jammu in 1955 and to date these are the only two state colleges for teacher education that offer the B.Ed degree. A department of education at the University of Kashmir was established only in 1965 when the University of J&K was bifurcated into the two universities of Jammu and Kashmir, The department in the University of Jammu was established in 1973.

As mentioned earlier, J&K is not bound by the norms of the NCTE. However, the various policy making bodies and those responsible for standards of education take into consideration the guidelines laid down by the various educational policies as also institutions like the NCERT and NEUPA. Professional standards also generally correspond to those laid down at the national level. However, this allows the state the freedom to venture beyond strict guidelines designed by central, national institutions (that have not always been uncritically accepted) and to take local concerns and contexts into consideration, which is not always possible at a national level.

The two State Universities, (one in Jammu and one in Srinagar) are responsible for the B.Ed. and M.Ed. Curriculum in the Universities and Colleges of Education, while the University College Development Council monitors the functioning and affiliation

of the colleges to the University. Permission for opening of new Colleges in the State is given by Director, Colleges, department of higher education. The entrance examination to the Government B.Ed. Colleges is conducted by the J&K Board of Professional Entrance Examinations (BOPEE)

As of date the J&K BOSE is the authority that oversees the academic standards of school education, sets the curricular standards and syllabi and is in charge of writing textbooks for all levels of School education in the State. It also gives recognition to institutions involved in training Pre-primary, Primary and Elementary School teachers. The responsibility of monitoring and supporting quality education in elementary schools however, is left to the State Institutes of Education and the District Institutes of Education and Training.

### ***Universities of Kashmir and Jammu***

The JRM teams visited the departments of education at the University of Kashmir and the University of Jammu and interacted with members of the two faculties. The earliest programme established in both departments is the M.Ed. programme and both universities now offer a two year M.A in education along with M.Phil and Ph.D programmes.

The University of Kashmir has 10 full time posts of which 8 are filled and no difficulties were reported on this account. The University of Jammu has several vacant posts, but this is on account of recent retirements and these posts are likely to be filled soon. Faculty is well qualified in both departments.

Both departments run as post-graduate departments of education and there is very little or no involvement with the school system. The departments do not conduct any in-service courses for teachers, which is left to the colleges of education. Although the B.Ed. programme is conducted primarily in the colleges, the university departments are responsible for framing of curricula and syllabi. The college faculty participate in framing curricula but other than that there are no institutional linkages between them nor do the departments have such linkages with any other educational institutions at the state level although faculty members are often invited as resource persons to several programmes, in their individual capacity.

The colleges are administratively governed by the universities through the college development councils.

The University of Kashmir also offers a B.Ed in the self-financing mode and teachers are hired on a contract basis for these courses. 200 students are enrolled in this programme. A dubious practice reportedly followed at the University of Jammu is the granting of a B.Ed degree to M.A. students upon completion of the M.A degree and fulfillment of a very cursory practice training component. This is popularly known as the 'free B.Ed degree' and needs to be looked into.

### ***Directorate of Distance Education***

A B.Ed. programme is offered by the Directorate of Distance Education in both universities. The University of Kashmir admits 3600 students annually and the

University of Jammu admits 500 students. The Directorate of Distance Learning in Kashmir also offers an M.Ed. programme for which 1200 seats are available and from the current session also a two year M.A. for a 1000 students. *Although no formal evaluation of the programmes is available, it is difficult to imagine how a faculty of four to five members can lend adequate support to thousands of students in a professional programme that has course requirements of several specializations and also a practical requirement of school teaching.*

### ***Central Universities***

The Kashmir team also had a meeting with the Vice Chancellor, Registrar and some faculty members of the Central University, Kashmir. A school of education has been set up at this university which will start its teaching programme this year. Faculty recruitments have been made and a teaching programme is ready to begin. However NO institutions of education in the state were either consulted or have been involved in this process.

### ***The Teacher Education Curriculum***

The teacher education Curriculum and syllabi for the B.Ed. M.Ed. and M.A. Education courses is the responsibility of the university departments in Kashmir and in Jammu. The curricular documents exhibit a traditional format of teacher education courses in India, which according to the NCF 2005 has been characterized in the following terms: “ *though the professional preparation of teachers has been recognized as crucially important since the 1960s, the ground reality remains a matter of great concern... the teacher programmes today train teachers to adjust to a system in which education is seen as transmission of information. Attempts at curricular reform have not been adequately supported by the teacher education programmes.... (that) neither accommodate the emerging ideas in context and pedagogy nor address the issue of linkages between school and society...* ”

Although the exercise of revising the curricula is undertaken regularly, and in collaboration with the Colleges of education, perusal of the curriculum documents, courses, syllabi and readings as well as research conducted by the institutions demonstrate all the above mentioned limitations. Sociology and social issues as well as the political and philosophical underpinnings of education, that are critical to the understanding of Education in India and its many complex regional variations, are covered in the few and perfunctory topics included as foundational courses. An awareness of research in child development and cognition that has advanced phenomenally in the last few decades is not evident in the courses or the research. The debates around newer pedagogies and contexts of assessment are also missing. The large amount of current writing on a diverse range of issues that are important in the context of the subcontinent do not find place anywhere. The prescribed references are out dated and unimaginative and very little current research material is reflected in the courses. Original readings of classics and important emerging texts and new research writings are not reflected even in the post graduate courses.

The curriculum and syllabi also do not reflect any engagement with the NCF 2005, or the NCFTE 2009, although the claim that the textbooks have been revised on the basis

of the NCF 2005 was made by the J&K BOSE and by the Universities and colleges of education. A textbook revision was carried out in 2007 on the basis of the NCF 2005 but this seems to have been done without a thorough understanding or any sustained discussion and analysis of the original document and its theoretical underpinnings. A very quick perusal of the textbooks reveals what seems to be a translation into simpler language, without a deeper appreciation of the pedagogical principles or philosophy on which they are based.

The syllabi and curriculum for the elementary level (discussed in the section on DIETs) is the responsibility of the JKBOSE although inputs and revisions have been sought from the SIEs. It is subject to similar misgivings, with little consideration of the special issues and problems related to elementary classrooms, schools and the social contexts of their functioning.

*It needs to be re-iterated that these problems of understanding and curricula related to teacher education are not unique to J&K, and that teacher education in the country as a whole has failed to evolve with academic rigour; with an awareness of the advances in understanding children and learners; and with the social awareness and sensitivity of the many complex issues that are pertinent to an understanding of disparity, marginalization and diversity in developing and economically and socially unequal societies. The NCFTE 2009 is an attempt to address these issues and a beginning towards making teacher education relevant and meaningful without diluting its academic and theoretical foundations.*

## **Colleges of Education**

The Government College of Education, Srinagar was upgraded to a teacher training college in 1948 and subsequently to a College of Teacher Education in 1995. It is a well-loved institution and holds pride of place in the history of education and especially women's education in the State. It was the first Institution of higher learning for women in the State and for long remained the only institution for the training secondary school teachers. Currently, within the Kashmir Division, it is the only government institution offering a regular, full time B.Ed. as is the Government College for Education in Jammu (established in 1954) for that division. Both institutions were upgraded to Colleges of Teacher Education only in 1995. Housed in a heritage building, the CoE, Srinagar and the State Institute of Education were formed a single entity up to 1994. They were subsequently bifurcated into two separate institutions concerned with higher and school education respectively.

The College of Education in Jammu, although housed in spacious facilities is on premises which belong to another department of the Government and therefore finds itself unable to make any infrastructural changes on the premises or to make use of the large spacious grounds it occupies.

### ***Faculty and students***

The college of Education, Srinagar presently has 37 faculty members, 15 of whom are working on a contractual basis, since no new posts have been sanctioned even after the intake of students has been increased. It admits 500 students each year to the B Ed programme-- 300 from the open category and 200 from the category of in-service

school teachers on deputation. Since initial appointment of teaching up to secondary level in the state does not require graduation or a B.Ed. degree, teachers are regularly deputed by the state to upgrade their qualifications. The college also has 60 seats for the M Ed programmes.

The CoE, Jammu has 21 faculty members and admits 400 students, with a component of 150 on deputation from government schools. Its M.Ed. program admits 16 students.

***Teachers are selected for this course by the directorate of Education on the basis of years of service. This is a regular and much sought after degree since it makes teachers eligible for promotion.***

***The recruitment and transfer policies of teachers and teacher educators however, are a source of concern and are creating serious problems for all institutions of teacher education in J&K.***

Faculty in the Colleges of education is appointed from degree colleges on a transferable basis with no specifications of any specialization. They are required to have a B.Ed. (although it was reported that in the Jammu college there are faculty members without even this qualification) and a Masters degree but not necessarily any prior exposure, orientation, training or an expressed interest in Education. The B.Ed. degree, a preparatory programme for school teaching, does not necessarily train students to become teacher educators. Faculty who are brought in are not familiar with issues of curriculum and pedagogy, nor are they necessarily abreast of issues that are pertinent to school education. This has serious implications for teaching training and research in the college. There are no programmes to orient new faculty or any efforts for capacity building directed to their particular needs, and with or without any interest in school education they are forced to learn in the course of their tenure in the colleges. The average tenure in a college is 2 to 3 years which does not encourage nor reward any long term commitment to issues of teacher education. It requires a great deal of effort on the part of the Principal to retain good teachers. The lack of stability of the faculty and the transfer policy creates problems for developing and consolidating disciplinary work in specific areas of education with serious deleterious implications for both teaching and for research.

### ***Infrastructure***

The CoE Srinagar has fairly extensive infrastructure including classrooms, separate departmental rooms, laboratories for science, psychology and computer education, an auditorium, and a library managed by qualified staff. It also has space within the campus for curricular and extra-curricular activities like yoga and self-defence training for girls. In 2009 it acquired additional space in the erstwhile SIE block, and has utilised funds for expanding infrastructure including additional girls' washrooms, a boundary wall, a canteen etc. It has a language lab for English as well as Urdu. It also supports a UGC-supported Women's Studies Centre set up in 2006-2007 which has been upgraded to Phase II. The college was accredited by NAAC as 'A' in 2004, and re- accredited in December 2012.

The college has an ICT in education department. There is a well-designed computer lab with about 98 computers, and the library has 13 computers at work stations, from

where students can access e-resources through the *Inflibnet* and Sage journals. Efforts have been made to use technology in teaching, with e-glossaries in all subjects and website learning resources prepared by faculty. The college is in need of expanding infrastructure, particularly with regard to computer lab space and hostels. In the overall scenario of violent conflict, and periodic disruptions, students, most of whom are young women, are particularly at risk in the absence of campus accommodation. A proposal was sent to UGC and the state government for establishing hostels in 2009, but no progress has been made on this front. The college has also put up a proposal for a playground, especially since they are interested in setting up a department of physical education in the college.

The Government College of Education, Jammu has a NAAC accreditation of B+. The infrastructural facilities here are stated to be adequate, with classrooms and lecture halls, a well equipped library, a computer laboratory with 20 computers, a psychology laboratory and an EDUSAT facility. The Principal here has recently taken over and is currently orienting herself to the Professional Training aspect of the Institution. In the discussions, there was dissatisfaction expressed with the fact that the college does not own its premises as a result of which the College cannot undertake any infrastructural improvements and expansion. The need for an auditorium, up gradation of its canteen facility, and for a hostel facility for candidates coming from outside the city, is being seriously felt by this college.

### *Academic programmes*

The primary academic programme in both colleges is the B.Ed. programme and M.Ed. programmes are also offered. The curricula for these programmes are framed by the university faculties of education, although the colleges participate in this exercise. Both are one year programmes with a theory and a practice component. The CoE, Srinagar has a regular and acceptable 30 day “practice teaching” component, at the CoE Jammu however, the practice teaching component is limited to 10 days only which is which is not all appropriate for the function that this component is meant to serve.

The CoE, Srinagar proposes to start three new programmes- a 4 year B.A.+B Ed, Masters in Education and a M.Ed. evening course. They also intend to establish an independent Physical Education Department. The college is a partner institution with IGNOU since 2008, and acts as a study centre for many of its courses. The college prides itself on good results at the B Ed and M Ed level, and the fact that their students are rank holders from the university. The college offers merit-cum- means scholarships for open candidates. A faculty initiative has also seen the setting up of a fund for poor students.

This college has framed additional self-financed courses as optional and students are expected to opt for these. English as a medium of instruction and computer courses are offered as certificate courses and are popular with students. We were informed that the language labs are presently not used since phonetics was taken out of the curriculum under pressure from private B Ed colleges.

Discussions with graduating student teachers in Kashmir revealed some dissatisfaction. Linkages between courses and school classrooms seem to be missing



with overdue stress on skill-based component of teaching. Most students are women with graduate and postgraduate degrees, as well as in-service teachers with long years of teaching experience. The programme has no component to incorporate these strengths into the programme or to moderate teaching accordingly. Teachers feel inadequately prepared to face the challenges of teaching in government schools, which is where they would be seeking employment. The course does not seem equipped to help students deal with challenges related to teaching of the poor, the psycho-social effects of conflict on children, diversity, etc. All of these concerns are equally applicable to the CoE, Jammu.

The course itself follows the traditional B.Ed curriculum and innovations such as the certificate course and optional courses do not allow space for discussion of contemporary issues in education such as the RTE or NCF 2005, or indeed the social and political contexts of education in Kashmir that affect teaching-learning in schools. The college teachers claim that they address these issues through their own model lessons, which is no substitute for serious theoretical engagement on these complex dimensions of education. There is a perception among the student teachers that theory is irrelevant to classroom practice. This reflects on the general nature of the B Ed course as it is framed and taught everywhere.

Another concern was that the curriculum does not focus sufficiently on the secondary school level. Although most student teachers would be aspirants for employment under the ReT scheme as elementary school teachers, building expertise within the institution is necessary under the RMSA and therefore needs strengthening within the curriculum. This would need a cadre of teacher educators drawn from a variety of academic disciplines such as the social sciences, sciences, mathematics who are subject experts but with an awareness of special pedagogies related to these disciplines.

### ***Curriculum***

The teacher education Curriculum and syllabi for the B.Ed., M.Ed. and M.A. Education courses is the responsibility of the University departments both in Kashmir and Jammu. The teacher education curriculum follows the traditional format of such courses throughout India, which according to the NCF 2005 has been characterized in the following terms: “. . . *though the professional preparation of teachers has been recognized as crucially important since the 1960s, the ground reality remains a matter of great concern... the teacher programmes today train teachers to adjust to a system in which education is seen as transmission of information. Attempts at curricular reform have not been adequately supported by the teacher education programmes.... (that) neither accommodate the emerging ideas in context and pedagogy nor address the issue of linkages between school and society...*”

Although the exercise of revising the curricula is undertaken regularly, and is done with the collaboration of the Colleges of education, perusal of the curriculum documents, courses, syllabi and readings as well as research conducted by the institutions do not seem to have come out of all the limitations mentioned above. Sociology, social issues and the philosophical underpinnings of education, that are critical to understanding of Education in India and in the many complex regional variations, is covered in a few perfunctory and unimaginative topics. An awareness of

research in child development and cognition that has advanced phenomenally in the last few decades is not evident in the courses or the research. The debates around newer pedagogies and contexts of assessment are also missing. The large amount of current writing on a diverse range of issues that are important in the context of the subcontinent do not find place anywhere. The prescribed references are out date and unimaginative and very little current research material is reflected in the courses. Original readings of classic and important emerging texts and inclusion of current research based literature is not evident anywhere including the post-graduate courses.

The curriculum and syllabi do not reflect any engagement with the NCF 2005, or the NCFTE 2009, although the claim that the textbooks have been revised on the basis of the NCF 2005 was made by the J&K BOSE and by the Universities and colleges of education. A textbook revision was carried out in 2007 on the basis of the NCF 2005 but this seems to have been done without a thorough understanding or any sustained discussion and analysis of the original document and its theoretical or philosophical underpinnings.

Discussions with the faculty made it clear that there has been no effort to study either of these documents in any systematic way. This is not surprising given the lack of specialized expertise and the temporary nature of faculty's involvement with education and its many complex facets. This is evident in both Jammu and Kashmir.

***It needs to be noted however that this is not a problem of teacher training in J&K alone. Teacher education programmes and curricula across the country as a whole have consistently resisted serious attempts to reform and have failed to evolve with an academic rigour. There is little awareness of the advances in understanding children and learners or to incorporate a social awareness and sensitivity of the many complex issues that are pertinent to an understanding of disparity, marginalization and diversity in developing countries and economically and socially unequal societies. The NCFTE 2009 is an attempt to address these issues (as was the NCF 2005) and a beginning towards making teacher education relevant while keeping its academic standards intact.***

### **Research**

The CoE, Srinagar has established a Research Committee and conducted research sponsored by the UGC minor research projects scheme (6) as well as research under the WSC (24). Seminars and workshops are regularly conducted, although it was not possible to assess them. There has been a focus on looking at issues of adolescent girls, (such as the effects of delayed age at marriage on account of prolonged conflict in the valley). There are also plans to introduce a compulsory dissertation at the Masters level. We noted that there has been less attention to conducting research on educational issues related to curriculum, or teaching-learning.

The college brings out an education research journal 'Inquiry', published since 1972, a student magazine and a newsletter. Perusal of the journal revealed that papers do address issues of contemporary concern in education, although the research methodology is out dated and does not analyze the issues substantively. An aspiration in the college is to set up a research centre in education but this seems difficult since it needs to be sustained by a recruitment policy that allows for some degree of

permanence that would encourage a sustained engagement with research. There is no evidence of any research activity in the CoE, Jammu.

Faculty in both colleges claimed to be participating in seminars and conferences related to education but given that their expertise and engagement in education is of a short duration, this appears to be a procedural endeavour rather than an engaged academic one.

### ***Linkages with other TEIs and the school system***

Collaboration of the CoE, Srinagar with other institutions in teaching and training, including SIE Srinagar, different DIETS, JK BOSE and Kashmir University, remains at an individual level and the relationship is strictly hierarchical with the higher education institutions acting as experts and school education institutions as recipients of this expertise.

The college also conducts outreach programmes and an effort is also being made to connect with other institutions. The college has collaborated with WISCOMP for programmes in Peace building and runs outreach programmes such as slum adoption under the WSC. B Ed students are involved in NSS and other outreach activities of the college. The college also offers free coaching for NET and SLET for students from marginalized communities. Apart from these activities, the relation to the larger school system and the contemporary policy changes in the school sector is weak.

No outreach activity or active linkages with other institutions are reported by the CoE, Jammu. However, faculty from the College has been involved in educational programs as resource persons, but this happens at an individual level.

The CoE Srinagar is desirous of being upgraded to an IASE. This would entail granting of permanent academic positions in the institution. In a situation where strengthening of research capabilities and linkages with the school system are being hampered by the lack of academic expertise in different areas owing to the existing policies which treats teacher educators on par with subject teachers in degree colleges, upgradation will help to consolidate work in the area of teacher education in Kashmir.

***On the whole, the College of Education, Srinagar must be commended for its investment in academic, research and outreach activities and its institutional dynamism. We must recognize the constraints within which the COE has been functioning, primarily in terms of unstable staff tenure arising out of the state's recruitment and transfer policy, and the disruptions arising out of the conflict situation. Up-gradation of COE to an IASE under the TE Scheme is strongly recommended but with the condition that a dedicated cadre of qualified teachers is associated with the programme.***

### **Private Colleges of Education:**

A few private colleges of education were visited in Jammu since the proliferation of colleges has become a matter of grave concern in the state given their reputation (outside the state) of awarding “easy degrees”. It was observed that there are some old and well established colleges of education that were founded at a different time and

are well respected. However in recent years, in the wake of the RTE and the need for teachers in the country dubious organizations of all kinds are setting up institutions for the awarding of B.Ed and other teacher education diplomas and degrees. It was not possible to do a thorough evaluation of the institutions but it is obvious that both kinds of institutions exist and evaluations need to be carefully conducted to determine the quality of their courses and the authenticity of the diplomas that are awarded. They do appear to be well funded and have good public relations mechanisms and are therefore able to 'project' themselves well. How valid their claims are, needs to be investigated.

## **State Institutes of Education (SIE)**

J&K has two State Institutes of Education, one in Srinagar that was established in 1963 and a second one in 1975 at Jammu. The Srinagar SIE supports DIETS and schools in Kashmir division that includes Ladakh. In the absence of an SCERT and SIEMAT in the state, the State Institutes of Education ( SIE) are seen as nodal agencies in the teacher education system at the elementary level. The SIEs are under Administrative Control of Director School Education and therefore recruitment, transfers, budget allocations of SIEs are determined by the Directorate. Implications of this are discussed later in this section. The SIEs work closely with DIETs, the Block Resource Centres (BRC), Zonal Resource Centres (ZRC) and Cluster Resource Centres (CRC)

The core functions of the SIEs include designing and implementation of in-service teacher training programs for elementary and secondary school teachers, providing support to DIETs in the region, and conducting the class VIII state wide examination in collaboration with the J&KBOSE and the DIETs. The SIEs also conduct orientation programs for teacher educators and are expected to undertake research, evaluation and monitoring. SIEs are expected to provide resource support for curriculum design and review and to initiate and support extension activities. The institutes comprise of nine wings: 1) Science 2) Language 3) Mathematics wing 4) Social Science wing 5) Monitoring & Planning wing 6) Non formal & Adult wing 7) Work Experience wing 8) Publication wing 9) Educational Technology wing. Between them the two SIEs support the 22 DIETs in the state.

### ***Infrastructure***

Both the SIEs seem to be well endowed in terms of rooms and other amenities. SIE Srinagar has a small library which houses about 10,000 books. One is not sure of the range of books and journals available but from a cursory observation one could gather that there are books available on education, and largely textbooks related to the teacher education programmes. The Jammu SIE also had a similar set up but it was not possible to make a more thorough evaluation of the quality of reading materials.

The two SIE's also have good IT facilities with LCD TVs, computers and connectivity available institutionally. The Jammu SIE had a conference room with facilities of LCD and capacity of about 50 is available where the monthly meetings with the DIET principals are held. The SIE has Mathematics and Science Labs, furnished with models and charts that are used for training.

## ***Human Resource***

Each SIE, has a sanctioned strength of 26 faculty posts and 30 para /supporting staff. Apart from the Principal the SIE posts comprise of Heads of different Wings, Field Advisors, Research Officers, Research Assistants and various administrative posts. The minimum qualification for a field advisor is Master's degree in the concerned subject with B.Ed./M.Ed. and for a research officer it is Master's degree in concerned subject with B.Ed. For Educational Technology Officer a Master's degree in any school subject with B.Ed. is the required qualification. A field advisor is equivalent to a district level post drawn from among the CEOs (after they have served as principals of Higher Secondary schools) and the research officers from the secondary school teacher cadre. Transfers are based on minimum qualification and seniority. The faculty is posted in SIE generally on a fixed tenure of 2-3 years. Almost eighty per cent of posts are filled in both the institutions.

Some of the issues that surfaced in the discussion with the faculty are related to the role expectation of each category and the actual tasks they are engaged in. The faculty is mainly engaged in conducting a series of workshops and orientation programmes, and the middle standard examinations. It appears that training, which is the core academic work of SIE is largely assigned to the R.O. s. It was observed by the team that it was not unusual to find ROs with a core training in 'A' discipline undertaking training in 'B' discipline. This not only has implication on faculty morale and motivation but also has serious impact on the quality of the training. Similarly field advisers, who are at a senior position and academically better qualified, were confined to looking after administrative and what they termed as "clerical" tasks and were hardly involved in schools and academic work.

## **SIE Activities**

### ***Planning and Reporting***

One of the main task of the SIE is to work out Annual Activity Plans for SIE and the DIETs in their respective regions. This is a collaborative exercise between the DIETs and SIE. The Planning and Management Wing of the two SIEs coordinate and consolidate these plans as well as the Annual Reports.

### ***Training and Module Development***

Of the many activities carried out by the SIEs, the predominant one seems to be development of modules and training material for resource persons and conducting their training. The focus is on developing teacher training programs for subject teachers at higher secondary and secondary levels. The SSA related trainings were meant for elementary school teachers. These trainings are largely centred around targeting 'hard-spots' in the given subject. One of the major achievement perceived by the SIE (Srinagar) faculty is the change they have made from a very didactic approach of training to making training more participative and activity oriented. For them, this change and its visible impact is a matter of pride and progress. So also an innovative training schedule was devised for implementation at the district and zonal

level training programs. No processes and documentation could be seen for the purpose of planning and conducting training programmes. Need analysis was seen to be cursorily done during the opening session of the workshop itself to get a sense of teachers' "hard spots."

Training and orientation of School Principals, Head Teachers, ZEOs , ZRPs and CRPs is an ongoing activity. Various wings also conducted a number of fairs and celebrations during the year like celebration of Library Day, Science Fair and so on. The SIE (Srinagar) conducted National Achievement Survey of class 8th in the selected districts of Kashmir Valley. Other activities also included orientation of SMCs, PRIs and Parents,

The course books from 1st to 8th classes were reviewed and unitized to update the syllabi in accordance with the changes made by J&K BOSE in the curriculum. The intent was to facilitate teachers understanding of the revised learning objectives and lesson planning, and to help the supervision and monitoring process by CEOs, ZEOs, DIETs and SIE.

The team did not get any evidence of serious research being undertaken by the SIE. Instances cited were of SSA driven research but hardly any that were contextual and SIE initiated.

**Snap-shot of Key Activities undertaken by  
SIE Kashmir in the Year 2011-12**

In all a total of 48 training programs were undertaken. These reached out to a total of 1186 resource persons

Two modules made for training one for SSA and one for RMSA. A 10 day ECCE related training was also undertaken

Programmes on Development of Language Skills were conducted in English, Urdu and Kashmiri by the Language wing of the Institute.

The World Book Day was observed by the Library Wing.

Under SSA the Institute trained 70 District Resource Persons, 819 Zonal and Cluster Resource Persons, and 17577 Teachers

Under RMSA the Institute trained 389 teachers as Resource Persons at SIE level and 585 at District level.

The SSA wing conducted two Workshops of 10 days each at Leh and Kargil. The wing conducted a 6 day workshop for Material Development and a 12 day programme for DRPs of the Division.

It appears that the SIE faculty is mainly engaged in conducting subject based trainings sometimes with no specialization in that discipline. The faculty members do not find themselves adequately prepared to handle the new demands and challenges of SSA and RMSA, and expressed the need for greater academic support and mentoring from national organizations like NUEPA and NCERT to create relevant and contextual

training programmes. With RMSA having begun in 2010-11, the faculty members feel especially inadequately prepared to conduct subject specific training programmes for teachers at secondary level. Due to this teachers do not see value in what is transacted in the in-service programmes, further reducing the credibility of the resource persons

Terms such as NCF 2005, CCE and RTE were only vaguely ‘heard of’ by some faculty members but there was little engagement or understanding that could impact the processes of implementation. Most however were not aware of NCFTE.

### ***Cadre and Capacities***

The SIE faculty is drawn from DIETs and schools for a defined tenure which could be for two to three years. A Post Graduate degree with a B.Ed. is the minimum qualification required to be on SIE faculty, and postings are done by the directorate of education on a seniority basis. The faculty essentially therefore comprises of subject expert teachers (although it could well be that the subject experts are posted for a totally different subject). One could say that this composition of SIE faculty is able to provide expertise on subject teaching and approach to teaching identified ‘hard spots’ however they are not teacher educators in the broader sense.

Teacher development is certainly much more than subject teaching, it is also about having perspectives on the child and childhood, as shaped by her immediate and larger contexts, understanding of theories and their relationship with practice, of processes of learning within socio-cultural contexts, educational policies and policy debates in emerging research arenas. The SIE faculty does not measure up to this and one of the main reasons for this is the flawed ‘recruitment and transfer policy’ which prevents building of a cadre of teacher educators. This has had serious implications on the kind of activities SIE has been restricted to, which are largely subject oriented training, module development and activities that are SSA, RMSA or NCERT driven. There is little evidence of quality research or extension activities, awareness on newer paradigms and policy frameworks like NCF 2005 or NCFTE is limited or even absent.

There is need to enhance capacities regarding the vision, purpose and nature of ‘training and orientation’, going beyond simplistic ‘need analysis’ often problematically encapsulated as ‘hard spots’. Moreover, the process of *professional teacher development* must be perceived as broader than ‘training’ and certainly not limited to ‘subject’ based inputs. The perspective essential for such professional development is also elaborated in the vision of the National Curriculum Framework for Teacher Education, 2009.

### ***Inter-linkages***

Whereas it appears that SIE has well defined and functional linkages with the DIETs, ZRCs and CRCs their lateral linkages with other institutions like J K BOSE , University of Jammu and University of Kashmir or with the colleges of education is somewhat weak. For instance SIE played little role in curriculum design or review, it merely undertook the unitization of the syllabus as part of its work, while evidence of exchange of ideas and collaborative work was not apparent. On similar lines, a feedback mechanism on the conceptual challenges faced by teachers in various

subjects does not loop back to JK BOSE. In fact, in most meetings and interactions with the JRM, teachers, resource persons and SIE faculty articulated their grievance and isolation from the academic work undertaken by the BOSE.

SIE sees NCERT and NUEPA as key agencies that provide them academic and capacity building support. Even if they are largely appreciative of the support they get, some reservations were expressed around the quality and consistency of support from NCERT. For example they cited that RIE Ajmer is itself understaffed and often unable to respond to their requests. Collaboration with any other organizations or NGOs is not evident.

### ***Status and Transition***

The SIE falls under the State's Education Department. This means that it follows the established hierarchy and is governed by the rules and regulations of the state government. This has restricted SIE's mandate and evolution, so that it is seen more as an implementing arm rather than a resource or an academic institution. In contrast the JK BOSE is an autonomous body, with a broader mandate that involves curriculum development, text book development and printing, conduction of examination and accreditation of private institutions. The very nature of its work has made JK Bose a self-financed and self –sustaining institution wielding immense influence on various educational activities in the state. SIE remains on the periphery with its limited mandate, resources and human capital and has little scope to grow academically.

However it appears that discussion of developing SIE Kashmir into SCERT had started around 2004 -05 but the budgetary implications of this move stalled the process. The state may have to look into the financial implications around this seriously and constitute a Committee that makes a new plan under the framework of NCFTE and the restructured CSS on Teacher Education.

## **District Institutes of Education and Training (DIETs)**

### ***History***

The District Institutes of Education in J&K have a longer history than the post 1986 initiative that instituted the establishment of DIETs across India. The state by a Government order titled "Re-organization of the State Institute of Education and Establishment of District Institutes of Education: 1978" ( No.1670-Edu of 1978) established ten District Institutes of Education (DIEs) as operative units of the State Institute of Education at the District level to perform three main functions:

- a) Regular Training Courses in Basic Education Course (BEC)
- b) Refresher Course for Teachers; and
- c) Provision of extension services to schools in the District.

The existing teacher training institutions were converted to DIEs in all districts and a District Educational Advisory Review Committees (DEARC) set up in each district to regularly suggest, evaluate and review the programs and functioning of the DIEs. It was further ordered: "to bring talented teachers/research workers to the various posts



in these institutes, the Education Commissioner shall prepare criterion for their selection. Most of the teaching staff shall be posted in these institutes on special assignments and after completion of their assignments, they shall leave place for other teachers. M.Ed. and post-graduate Qualifications shall be given preference in postings to these institutes".

The 14 original districts upgraded their existing District Institutes of Education (DIEs) to DIETs following the recommendations of the NPE 1986/92. The Kashmir Division of J&K at present has 12 districts which also includes the districts of Leh and Kargil in Ladakh and the DIETs within these fall under the purview of the State Institute of Education in Kashmir. The Jammu Division has 10 districts and at present, DIETS are functional in all these.

The team visited 6 DIETS in all. Jammu and Rajouri in the Jammu division; Srinagar, Budgam, Leh and Kargil in the Kashmir division.

### ***Infrastructure***

The DIET buildings across the three regions follow a standard design and layout. In terms of space and rooms their layout includes training halls, meeting room, rooms for different departments, the principal's office, a laboratory and library (with some exceptions), a room for computers etc.

There are variations however and the Srinagar DIET is situated in a large complex that also houses the J&K State Board of Education (JKBOSE) and the State Institute of Education, Srinagar. The building is adequate and consists of a large hall, an auditorium, 1 laboratory, a classroom (for D.Ed), a library and 7 rooms for the 7 Departments of the DIET. The Computer Laboratory is equipped with computers and a trained faculty member (of Master rank) looks after the computer lab. By and large the buildings are reported to be adequate and the DIET Rajouri had shifted to a new building a year ago. Power supply in the valley is erratic and although inverters have been provided, electric supply is not assured.

The variations across DIETS can be seen in two areas- one in the existence and availability of books in the library and the upgrading of equipment in the laboratory. The second is the presence of a functioning computer room with trained staff. In the case of the Leh Diet this has only been initiated recently, but there is no backup for electricity. The Jammu DIET though centrally located is in a dilapidated state. Here the computers were mainly used for administrative work, the Library was dusty and did not appear to be in active use.

In sharp contrast to many other DIETS, the Kargil DIET requires specific mention. The building is broadly on the same architectural plan but majority of the rooms were either locked or not functional. With no principal, the building seems to by and large be used only as an office space. Rooms were storage spaces for old furniture, material or exam papers. The Library and laboratory were non-existent. There was no regular heating provision. The only room with some functionality was the computer room, that was run not by the DIET but housed a computer training programme under a Bharatiya Vidya Bhavan Scheme, running through a Prime Minister Fund Scheme. This room had wood paneling, a heater and a *durrie* on the floor and trainees were

present. This could not be said for the rest of the building. Ironically, the computer equipment from EDUSAT for the DIET had partially arrived and there is no one to operate it.

Another area of concern for most districts but specially pertinent to the more inaccessible areas (for e.g. Ladakh) was of residential hostels. A partially completed residential building for the Leh DIET was never handed over and the building has gone to disuse. Faculty of both DIETS underlined the importance of the hostel, given the remote nature of the region. For women the problem is particularly acute since finding accommodation in Leh and Kargil is difficult as the town runs on skeletal services and resources in the winter months. This was also a concern in the valley given the issues of access of remote areas and of security, especially for women

### ***Faculty and Staff***

All DIETs in the state consist of the following seven wings:

- PSTE – pre-service teacher Education
- Educational Technology wing
- Planning and Management wing
- In service field interaction and innovations co-ordination wing
- Curriculum Material Development and Evaluation wing
- District Resource Wing
- Work Education

Interestingly, every DIET in the state has an art teacher, how well her qualifications and talents are used and by whom, is not very clear,

All DIETs in the state are sanctioned a faculty of 26 members and vacancies are by and large filled up. The principal of the Srinagar DIET retired at the end of March and an acting principal (the senior most member of the faculty) has been appointed. The DIETs do not have permanent faculty and members are appointed as and when vacancies arise. The tenure of faculty members is a minimum of 2 years and on an average faculty members spend two to three years in the DIETs. It was widely reported that appointments do not necessarily cater to the needs of the DIET or of the district. The DIET at Srinagar has an assorted faculty, with 3 faculty members from the sciences, several language teachers including one with a specialization in Persian. The faculty does not have any one with a specialization in Mathematics although this is reported to be a key area where 'hard spots' exist.

In the DIET Rajouri 10 of the faculty members were Urdu language experts. There was no subject expert in Chemistry. The centrally located DIETs have less problems with filling up posts and the 'convenient' DIETs tend to get over staffed as is the case with Jammu. There is no rational justification for filling in the vacancies and this creates problems in functioning, and is a source of dissatisfaction at all levels.

Of the 17 Senior Lecturer posts in Leh DIET 9 have been filled by people with no experience in training. There are no subject experts in the Leh DIET. Kargil too has a similar issue of filling Senior /faculty posts with newly trained teachers who do not have B. ED or M. ED. degrees. Locally there is only a degree college with no full

time B.Ed or M. Ed. A majority of the faculty has acquired this qualification through distance education.

Given that the primary mandate of the DIET is to train teachers, this lack of trained teacher educators raises concerns regarding the nature and quality of training they are able to impart. The primary method of becoming a teacher educator is the process of trial and error and self reflection/analysis. A majority of lecturers pointed out that they come with little or no experience of being teacher educators. As they gather experience over time and develop strategies and expertise in this domain, it is time for them to be posted out of the DIET. Their trust in the abilities of DIET level resource persons to address their concerns and issues was not very high.

*Nurzin Saldon is a lecturer in English. She teaches in the Diploma Course in Education and in the Degree Course in B. Ed( Distance Education). When she was posted to the DIET, she had primarily completed her masters and her B. Ed with no teaching experience. The participants in these courses can barely speak English themselves and Saldon has had to develop a training programme where she begins with teaching teachers English first, with what she calls the direct method . In her definition, it is teaching of English as a direct translation of ladakhi. It is only after the trainees have gained some command over English does she begins to teach the syllabus on how to teach children English. "Just when I will gain the expertise of teaching and training teachers, I will be posted out and become a school teacher myself."*

The Kargil DIET has no principal and a demand for 62 higher secondary school teachers sent to the state public commission has not been filled for the past five- six years. There seems to be a reluctance to this posting and only those who are going through a promotion from master to lecturer post join duty in Kargil.

Adding to all this, is the absence of documentation of trainings, the modules used for training teachers by the faculty, recording of activities and processes adopted by the trainers etc. Thus, there is no institutional memory or resource that exists. In the light of regular transfers (every two to three years), this becomes a major drawback as new faculty clearly has to start right afresh to create knowledge based resources.

### ***Training Expertise and Nature of Skill Sets***

Over the past year, the DIET has moved from training teachers from the elementary system to developing training programmes for Secondary School teachers and Pre-school teachers. However, this is a challenge as there are no subject experts in their midst and they are learning on the job, so to speak. At the state level, trainings in RMSA have been initiated at the SIE level cascading to a five day training for DIETS. This was conducted by Resource Persons from IMPA, RIE Ajmer and NEUPA. The DIET faculty has then moved on to train SDMC members and secondary school teachers. For instance, in Beerwah DIET 116 SMDCs have been constituted under RMSA. In Leh 46 schools have been identified for SDMC trainings and teacher inputs.

A similar situation exists in the training of Nursery, and lower KG teachers that was conducted for the first time last year. Here, resource persons from NCERT trained master trainers from the state and DIET personnel have conducted 7 day trainings in a

cascade mode in all their zones. It is interesting to note that in Leh, the faculty also sought local expertise from in and around Leh, through its contacts with community based schools and local non-governmental organizations.

Thus with new demands being placed on the faculty, the preparedness of the staff to play these new roles is an area of concern. The SIE (Srinagar)& Jammu conduct annual trainings to up grade skills of DIET faculty. However, given the new demands that the DIETS face, this annual training is inadequate if not outdated. It was pointed out that there is no mechanism of giving feedback to SIE trainers on the quality and applicability of their training programmes. In all DIETS the JRM visited, faculty members repeatedly emphasized the need for interactions with trainers and resource persons, who are from outside the state, particularly from national level educational institutions like NCERT, NEUPA etc.

The Leh DIET has been able to capitalize on the existence of local NGOs in their District to seek opportunities to learn and train its staff either through partnerships or joint programmes. Leh also has a history of community schools and more active engagement with parents that has created avenues of learning.

*Skalzang Chorol is a nursery teacher in the Spituk Primary School. She has been teaching here since 2004, when the school started out as a community school. She has, over the years, gathered considerable expertise as a pre-school educator through volunteers that came every year to Ladakh from Europe , mentioning particularly a Madam Margaret from Sweden , who taught her many methods of teaching . “ She was so dramatic in her story telling. Many of the games and activities she taught we adapted to suit our context. We also got inputs from the SOS Tibetan School in the winter months. This helped us build a lot of picture cards, picture stories and stories for children of this age group in the school.” Chorol is herself matric pass but was a resource person in the DIET training along with NCERT trainers, given her extensive experience.*

As a result, in a five day training organized with the support of Save the Children Fund , NEUPA and IMPA of mid- level managers in education, which included Zonal Education officers (ZEOs) Headmasters, Principals, also included DIET faculty. According to the DIET principal, although this was a management training, not really concerned with her faculty, she nevertheless sent her faculty in as it was an opportunity to understand issues of leadership, how to develop School Development plans etc.

### **Research**

Although the DIETs are mandated to carry out research, it seems to be a much neglected activity. Since the faculty of the DIETs consists exclusively of school teachers and principals, this is not surprising. There is no opportunity or platform for teachers in the school system to acquire research skills or to follow any research interests. They are neither encouraged nor expected to engage in research given the narrow vision of an elementary school teacher’s role.

The DIET faculty nevertheless has been conducting textbook analysis and in the past year, with funding earmarked for research, a research agenda has been set by the SIE

that every DIET in the state is expected to undertake. Each DIET has received a sum of Rs. two lakhs for research however, neither *the SIE nor the DIET faculty has any experience of or grounding in research, nor does there seem to be a pool of resource persons within the system who can be called upon for support.* That the faculty has a tentative grasp of the contexts and procedures of carrying out research, was brought out in the interactions with the faculty.

The Leh DIET has however taken the initiative of undertaking a small study on the impact of the border on the life of school children in the Nubra and Changthang valley. One of the lecturers, with a Ph.D. in Sociology is conducting the study with the help of 50 school teachers.

### ***Academic Programmes***

The full time academic programme conducted by the DIETs is the Diploma in Education (D.Ed) This is a one year programme, consisting of four core courses, two optional methodology courses as well as practice teaching and a project. The curriculum is developed by the SIE and is periodically revised. The syllabus, however, is a condensed version of the B.Ed course that skims over all the foundational disciplines. The course outline is very general and does not seem to be designed to develop any particular expertise and depth of knowledge nor does it address issues of special concern in elementary education..

Although open to other candidates, the course is almost exclusively attended only by students who have been nominated by the department of education. Both DIETs in Srinagar reported that for the past several years no open candidates have applied for this course, especially since a two-year Elementary Teacher Education diploma, available only in the many private teacher training institutes that have proliferated in the State, has become available with due recognition and support of the J&K Board of School Education. The course only attracts the non-teaching staff in schools for whom the diploma allows access to teaching in the schools.

The methodology courses have very little of innovative or reflective methodology, but do offer a review of subject matter that is probably useful for the 'general line' teachers. Leh DIET reported close to 96 pupil teachers as having enrolled in the D.Ed programme in the last five years, with 68 clearing the exam. The Leh DIET faculty mentioned that they have moved towards a more hands- on, activity based approach in teaching this group rather than a theoretical training. However, in the absence of any training module or outline, it is difficult to assess the nature of this shift. The DIETs do not seem to have a long term academic agenda and the bulk of activity is focused on short term training programmes, often on the directions of the SIEs and more recently as a corollary of the SSA and RMSA. Training needs are tied to national level programmes and missions, where the areas of work are already determined.

### ***Other Activities***

Conducting the class 8 state exam is a large part of the activities both of the SIEs and the DIETs in the State and this is done in co-ordination with J&KBOSE. In the case of the Ladakh region, the Hill Council has also introduced an exam in class 3 and

class 5. The DIETS set the paper and after they have been corrected at the cluster lever it is the responsibility of DIET to release the results.

The other major activity is of conducting capacity building programs for CRCs ZRCs and for Teachers. Each has a Zonal Education Office and two Zonal Education Officers. The zonal activities of the DIETs are co-ordinated through these offices. Under the SSA, each zone is expected to set up a zonal resource centre under a zonal resource person. The boundaries between SSA programmes and the DIETs seem to be blurred and very often there did not seem to be any clarity as to who is planning and directing the training programs.

Teacher training is mainly aimed at identifying “hard spots” and then addressing them. Although there is awareness of the terms ‘activity learning’ and ‘child centered’ teaching, there does not seem to be any depth of understanding of either the theoretical bases or the applications of these methods. The level of eagerness and excitement with which these training modules and innovations are received is indicative of the state of isolation and disconnect with the larger world of ideas and innovations in the field of education, psychology and social thought that permeated other parts of the country through national level educational initiatives that failed to reach J&K. Although the NCF 2005 is mentioned, there seems to have been no engagement with the content of the document at the level of the DIETs.

Amongst the activities mentioned by both DIETs apart from the preparation of modules and training programs was the annual book fair, error analysis of textbooks, conducting Science and Math quizzes; identifying students for talent awards and other prizes..

#### **Workshops conducted by DIETS**

*RMSA – related trainings for SMDC members and teachers.*  
*LM development at elementary level*  
*Basic computer training workshops*  
*Development of learning corners for various subjects*  
*Awareness of RTE*  
*Awareness of special needs*  
*Capacity building workshops for teachers in the field: these focus on “hard spots”, that refer to particularly difficult concepts that teachers find hard to teach.*  
*Nursery, Kinder- garden teacher training*

The major achievement mentioned by all DIET institutions has been the new one month induction that included orienting teachers to practical aspects of participation in school life, including administrative and routine activities required of a teacher. This seems to have been greatly appreciated by the trainees. DIET faculty members pointed out that in training courses participants actually formulate materials rather than being given materials. Participatory mode of workshops is seen as an advance in understanding and training.

#### ***Linkages with Schools, Children and the district school system***

DIET faculty is in constant contact with teachers but more often with the zonal or cluster resource persons since the cascade model of training is becoming popular and seen as useful. DIET faculty participates in training modules and workshops for teachers and also visit schools from time to time. However there does not seem to be any institutional structures in place which could make the DIETs accessible to teachers and students in a more informal manner and interactions are inherently hierarchical.

In terms of tracking issues related to quality, the needs of teachers and their blind spots, there exists no monitoring tool or guideline that has been developed for recording or observing what is taking place in school. The monitoring tool used by the CRPs (who work with teachers and the schools on the most sustained basis), which is titled 'Diary', is more a procedural record of the CRPs activities rather than of the teacher. Beyond this there is nothing on the nature of understanding, challenges faced by the teacher or the response of the learners. There is a need to develop these guidelines in consultation with the ZRP and CRPs so that this can be done on a regular basis as it would enable the DIET faculty to create a more systematic understanding of the training needs of the teacher community.

There is no academic understanding of the performance, challenges or profile of the schools. A needs assessment exercise is of the utmost importance for the district, to be taken on independently of the monitoring work. The DIET should take this on as their base-line in order to track over the next few years, both the impact of trainings, in addition to undertaking a training needs analysis. There is also no common agreed upon framework of thinking around what constitutes quality, what can be termed as gaps, no vision to serve as guidelines, no basis to even check if some progress has been made, to measure improvement that was shared. No coherence of thought and focus emerged even during interactions with DRPs, ZRPs and CRPs.

*The critical question to ask is that if hard spots are being constantly addressed, is there any way of tracking what has been the impact of all these trainings? How often and over how many years are particular hard spots in subjects addressed with teachers? Are the same topics being repeated or not and why?*

### ***Linkages with SIEs, CoEs, University Departments***

The links between the SIEs and DIETs are obvious given that the DIETs fall under the jurisdiction of the SIEs. An annual programme calendar for the DIETs (in conjunction with all DIETs) is prepared and circulated by the divisional SIEs with a clearly spelt out week by week schedule for the year.

With SIE the relationship is fraught with no coordinated efforts to plan trainings and inputs in accordance with the needs and demands of the districts. The annual training is a routine that is performed, as there are no forums where the DIETS can discuss and negotiate the nature of inputs required by them. In fact, the problem is circular in nature. In the absence of DIETs not having a data base on the status of their schools academically and with no needs assessment analysis, it is ambiguous as to what is really required. The DIETs cannot clearly demand and SIE too adopts a top down approach to training with no systematic or rigorous inputs to the different wings of the DIETS. At times the logic given for imparting training is not known to teacher

educators and both sides are unable to address the realities at the school level in an informed manner. Most DIETs work in isolation with a set of some common activities that are outlined by SIE. There is a monthly meeting of all DIET principals in the SIEs, Alignment is incidental due to nature of activities being same, but no conscious effort is made for streamlining and coordinating efforts..There were not many instances of work plan of a DIET contextualized to needs of their district .

There are also significant cultural and ethnic differences that need to be articulated and addressed at the SIE level for instance in the case of the DIETS in the Ladakh region there is a sense among the faculty that there is an exoticization of their culture by the Srinagar SIE.

There are no institutional linkages between the DIETs and with the University Education departments or the College of Education. There are informal interactions in that resource persons for workshops etc are often invited from the institutions of higher learning. These however happen through personal contacts and informal networks and no institutional structures for such linkages are in place, as is the case in most states throughout India. These linkages are recommended since they can become learning opportunities for both parties , and help identify critical research areas in the field of elementary education.

### ***Equity and Quality Concerns***

Although the terms ‘Gender’ and ‘special’ and ‘inclusive’ education are in circulation there is no indication of any real understanding or seriousness of engagement with either. The engagement seems to be broadly limited to the awareness that these areas need attention and access to education for both groups is seen as the main problem that needs to be overcome. Gender co-ordinators or experts were not present in any of the meetings held in the Kashmir DIETS although the mission members were informed repeatedly that there are ten women faculty members! There is a feminization of staff appointments with ZRPs and CRPs primarily being men. Travel and mobility seem to be a demotivating factor in women being allocated these positions. There is a presence of women in DIETS but here too women seem to cluster more in urban-based DIETS. For instance Srinagar DIET has five women faculty members as HODs whereas the Beerwah DIET has no women faculty members. Thus appointments are governed by a sense of what women can take on in terms of their access to work spaces. An additional factor contributing to exacerbating gendered norms in appointment is the role of conflict and the sense of insecurity in the border districts and the valley.

There is also a need to understand gender specific issues of each region in the state. For instance there is a variation in girls participation in one region itself. For instance in Leh and Kargil districts, the gender concerns too are different. In the case of Kargil there are still issues of access, enrolment and a high dropout rate that needs to be addressed, both in terms of working with the community and taking on board survival and subsistence issues. In the case of Leh, while girls’ participation is not a critical issue, the role of the school and its own ability in developing new skills and aspirations among girls seems to be limited. For instance, there is a high percentage of boys and girls who fail their class ten external exam. From this point girls typically move to work that is closely tied to traditional tasks associated with women. Many



join the tourist industry, cleaning, washing and performing the lowest paid jobs, that by and large resemble domestic chores. Boys typically move on to managerial roles, as drivers, tourist guides etc. Thus there are implicit norms that exist in the system and these need to be addressed. In Jammu District it was reported that parents have concerns regarding co-education in the middle and secondary classes, as a result of which there is drop out among girls.

Gender trainings have not been an area of focus and their absence is reflected in the nature of work that has taken place in SSA. In Kargil, the problem was vociferously articulated by the gender coordinator. Some work has been done of adopting a school, orienting teachers and undertaking community sensitization drives. However, according to Zarina Batool in her ten year role as District Gender Coordinator – *she has not gone for a single gender training*. They work through guidelines that were given to them in 2003. There is a one day annual review meeting of all Gender coordinators at the national level where they present their work. But they are still working with material that was given to them in 2003. There are gender coordinators also at the zonal level. They too have not gone through any training. Thus gender too is worked through in a mechanical, bureaucratic manner with little grounding in the needs and context of the regions and their specificities. To repeat a point made earlier, schemes such as KGBV and running gender programmes through guidelines sent by the centre are indicative of a serious gap in state efforts to build an understanding from below.

Similarly, there is little evidence of a concern for special or inclusive education. For instance, of the 57 programmes outlined in the action plan 2013-14 for the DIETs by the SIE Kashmir not a single program is directed to either of these two issues. Similarly in the presentation made by the DIETs in Kashmir of the activities of the past year there was only one mention of CWSNs and that too not as an auxiliary activity. Where personnel have had specific training the response seems to be positive as was seen with a DIET faculty member in Kargil and also a faculty member in Rajouri. Both had received specific training in Delhi in the area of inclusive education and both exhibited an enthusiasm and a relatively deeper sensitivity to the issue, which points to the potential of focussing on these issues in the future. In the case of Kargil, a DIET faculty member received inputs from TSG (SSA DELHI) in Inclusive Education. According to the faculty member who went for the training in Delhi, getting the exposure to the issue and clear guidelines in identification of IE children and strategies of working with them gave a lot of motivation to pursue the work in their District.

At the SIE, Jammu the issue of education of nomadic children came up. The concern was that there needs to be coordination between CEOs in different districts. While mobile teachers have been appointed the system is not working smoothly as there are months when children are absent or then teachers are idle.

***There is an urgent need to identify state specific requirements in the area of gender and equity since these seems to be little understanding of either.***

In terms of engagement with non- governmental organizations, to build abilities in terms of some of these realities of children in the state, the response has been varied. In context of Jammu province, engagement with NGO and other civil societies is

almost negligible. In the valley, civil society organisations are few and the conflict has taken its toll in terms of impacting community participation. In Beerwah DIET an inclusive Education module was prepared in collaboration with the Zeba Apa Institute of Inclusive education. But such instances are rare, more the exception. Kargil too is relatively isolated from interactions with civil society organisations.

Leh, in sharp contrast, has had many more civil society groups and NGOs that are working in the district. Some, such as '17000 ft' have done innovative work in term of producing multi-lingual books for children in elementary schools, that have been made available to government schools and the DIET. Interactions with Save the Children have yielded some inputs for both the DIET faculty and the ZRPs and CRPs. Eklavya members were involved in the production and content of the Ladakh text books, which have been contextualized to some extent, incorporating the geography, the environment and the life world of Ladakhi children. However it might be worth exploring some more long term partnerships between the DIETs and NGOs in education.

### **In terms of most exciting event or activity that was reported:**

In the Leh DIET there has been an integration of government schools that have skewed PTRs with a higher number of teachers. Some school re-organisation due to this has necessitated the moving of a nursery school into the DIET complex. This has led to considerable excitement in the faculty as they are viewing this as a space where they can intervene on a regular basis, work with the teachers on the pedagogy and also use it as a demonstration space for their D. EL. Ed students and other trainees. There are plans to extend this school to class V and to increase the intake. For the ZRPs and CRPs, the most exciting was the mid-level manager training, where they felt that they had professionally benefited in organizing their work. In Kargil DIET, it was their efforts in identifying CWSN children in the community and bringing them into the school that was exciting and challenging for the faculty. The DIET personnel in Ladakh constantly express a sense of isolation and a need for connecting to other institutions, and to other regions outside Ladakh.

In Jammu, during an interaction with DIET principals, when asked to share about something that was done well last year or in the past three four years that made them feel successful or anything that helped them resolve an issue or problem or any innovation in their district, they shared that successfully completing their annual work plans makes them feel successful. They also found organizing the Science Exhibition relevant and exciting.

### **Schools, Classrooms, Teaching and Learning**

The team visited three government schools in the district Budgam and one school in the Dal area of district Srinagar. Schools were also observed in Rajouri and in Leh. Budgam, despite its proximity to Srinagar has the second lowest literacy rate in J &K and 27% of its population is classified as BPL <sup>1</sup>. Included in the visits are s model

cluster school (Humhama), a CRC that also functions as a CAL Centre (Khandpora), and a KGBV School (Khaag). A middle school at Kandmohalla in Dal lake was also visited

### ***Infrastructure***

The Humhama school is housed in rented accommodation as is the Dal school and close to 50% of schools in the state, particularly in urban and semi-urban areas. This was mentioned as a constraint since it makes repairs and reconstruction difficult. The schools in the Dal area are further restricted under orders of the Lake Authority and no construction here is possible. Although there are adequate numbers of teachers and highly favourable teacher pupil ratios, several classes are forced to share limited space because of a shortage of rooms.

The children in all schools were seated on the floor on thin carpeting and the rooms were quite ill lit, in fact one can call them dingy. A proper seating arrangement is essential in a place like Kashmir with its extremely harsh winters. The School were by and large clean with clean with clean, functional toilets.

### ***Staff***

The pupil teacher ratios in all the schools visited was highly favourable. Humhama had 19 teachers against a student enrolment of 119. Each of these schools has a considerable number of ReTs but most of them are graduates. There was also a nursery teacher (appointed under the Prime Ministers' Rozgar Yojna) Most schools reported having a VEC or SMDC in place. The principal, Humhama particularly mentioned their involvement in school activities and community mobilization through raising awareness against children being sent for NREGA work and encouraging children to attend government schools over the many private schools in the area. The middle school in the Dal area has 120 students and 7 teachers, the Khandpora school in Budgam has 79 students and 12 teachers.

### ***The Classrooms***

As mentioned earlier the class-rooms were small and dingy with very few children in each class. Method of teaching are limited to the didactic and recitation. However the teacher-student relationship appeared to be one of comfort with each other. One was also struck by the teacher's ability to communicate in English expressively especially in Kashmir and Ladakh. Understanding of new or innovative pedagogic techniques however is at best superficial and extremely limited in most schools, although the Spituk Primary School in Ladakh is an excellent example of what can be achieved.

Interaction with the teachers and the limited observations of the classroom shows that although the teachers are committed, qualified and enthusiastic the teaching practices at the class room level remain didactic. Understanding of the teachers on child centered pedagogy appears to be limited. The hard spot focused cascade model of training or the support from the cluster resource persons has really not brought around change in classroom practice.

The state has opted for English as a medium of instruction in a rather hurried manner, without adequate planning and preparation. The team observed that teachers and students are finding it somewhat difficult to completely adopt English as the medium of instruction. They struggle with both, concepts and a new language. Understanding of child centered pedagogy appears to be limited.

In Rajouri although there were few students, the teachers did not seem trained to handle multi cultural classrooms. Teaching was uninspiring, and the dominant activity was copying into notebooks or reciting rote learned passages especially in English.

In the discussions it was stated that the cluster resource persons, although sincere and committed, receive limited training that does not prepare them for the task of being a support and resource to the teachers. The subject and hard-spots oriented training that they receive is limited and does not help give them a perspective of the pedagogic principles and nor or how the child learns. It appears that the training equips them with a 'tool kit' kind of approach, dealing exclusively with 'hard spots', and any kind of conceptual training rests on what they termed 'capsule courses'. The CRPs are expected to do school visits with readymade audiovisual materials. A recently appointed ZRP expressed dis-satisfaction at finding his skills under-utilized despite his educational qualifications (M Phil in English).

The Khandpora Middle School functions as a Cluster Resource Centre and a Computer Aided Learning Centre under grants from the SSA. The school has 5 computers, 2 printers and a gen-set. One of the ReTs in this school has an M.Ed and an MA degree. Outdoor toilets for teachers and children, in the compound, are a major constraint, given the climate but these were built with SSA funds that mandate outdoor toilets only. The computer laboratory was well laid out with around 8-10 computers. We were told that most of the computers were functional. If the CAL has to be optimally used it will have to be equipped with interactive learning CDs for different age groups. Another major constraint, echoed by teachers in several schools, was the uncertain power situation, with untimely payment of electricity bills and teachers having to go through considerable stress on this account. The situation is dire in the case of this CAL whose functioning is dependent on assured power supply.

*Javed Ahmad is a highly motivated science teacher in the middle school at Khandpora, Budgam. He proudly recounts the efforts of the teachers of this school to increase enrolments and to improve its functioning in an area where there are 8 to 9 well known private schools. He has enrolled his son in the same school, towards reassuring parents that the school offers quality education. The principal and teachers in the school are working towards improving co-curricular activities in the school ,and with their personal efforts have created a library by contributing books and money, and bought educational CDs (since none were supplied with the computers) for use of the students. The teachers have reached out to the community and their mobilization has helped in increasing the enrolment and in engaging the community for improving the school in academic and non academic ways.*

The team also had extensive interaction with the Cluster and Zonal Resource persons again however it was somewhat disappointing to see their understanding of what child

centered learning meant. The approach to the training they are expected to undertake rested on the idea that teachers share 'hard spots' and this is construed as participatory construction of knowledge.

### ***Kasturba Gandhi Balika Vidyalaya, Khaag***

Our interactions with teachers, academics and administrators revealed that gender issues need more attention in terms of staffing and resources, as well as creating greater sensitivity particularly given the manner in which conflict has affected the lives of girls and women. In our interactions, we found that there was little knowledge of various programmatic initiatives on gender issues within the SSA framework. Neither the SIE, nor the DIET's training schedules, nor the annual plans, reflect components related to gender. There are apparently no clear guidelines on appointments of gender coordinators, with appointments on contract at the zonal level and Master teachers at the district level. The gendered dimensions of prolonged conflict that deeply impact education – non-enrolment and dropout, disruptions in participation and the academic calendar, fear of violence and insecurity, and the psycho-social dimensions that affect women and children – these are issues that need attention within the educational debates in the state but are sadly not being adequately addressed.

The KGBVs are one intervention within SSA that directly addresses the educational needs of marginalised girls and hence the team was interested in visiting one of these schools. There are 99 KGBVs in the state, 95 of which are functioning. We visited a KGBV in Khaag, in Budgam. The school is in the remote mountainous area of Nagam, and the girls in this school come from the scattered hamlets around the school. Many of them belong to the pastoral Gujjar tribes and do not speak Kashmiri as a first language.

The KGBV was established in 2008 and is currently housed in a rented one storey house. There are 50 girls in classes 6-8, with 7 teachers. The three classrooms in the school are small and dimly lit. There are no desks and chairs and the children sit on the floor on thin carpets. The KGBV is beset with problems – insecurity being the prime concern. The *chowkidar* and cook are women who stay on the premises. There is a separate kitchen for cooking the mid day meals. We learned that supplies are often irregular. Although a KGBV, which is meant to be residential, the school functions as a day school, from 11 am to 4 pm. The teachers, all of whom are highly qualified, come from the nearby village of *Magam*. Some of the teachers were very vocal and expressive in voicing their observations. This was very heartening to see. The girls were engaged in a vocational training session, where they were learning the traditional Kashmiri embroidery. Although the initiative for vocational training is appreciated, one did not get a clarity on the kind of curriculum and courses that were available to the girls. The intent appeared to be restricted to learning of embroidery. A new KGBV with infrastructure was sanctioned around 5 years back but no construction beyond the foundation has been initiated.

### III. Conclusion and Recommendations

Education is recognized today as a distinct discipline in higher education that incorporates several other foundational disciplines such as sociology, philosophy, child development among others, along with its own disciplinary core and a professional component of teacher education. It covers a wide range of specializations both at a disciplinary level but also in relation to level of schooling, ranging from early childhood education, elementary education to secondary and higher secondary education. These are recognized as distinctly different stages requiring different levels of understanding of subject matter, of students and of pedagogical knowledge and practices. This transformation and the creation of the discipline of education took place along with the transformation and the mass diffusion of formalized schooling. Education involves not only mastery of the knowledge included within the formal school syllabus but is critical to the very foundations of human and social development and to a vision of social transformation. It is with this understanding of teacher education that the JRM on Teacher Education in J&K carried out its observations.

Further, the following set of recommendations is being made keeping in view the unique characteristics of the state of J&K:

1. The state needs to create a vision document that will address school education in the state in a comprehensive manner, with teacher education as a core component, keeping in view the distinctive features and needs of the three regions of Jammu, Kashmir and Ladakh. The creation of a vision and this document should be a consultative process that includes representative inputs from institutions associated with education in the state as well as from different groups such as civil society representatives, teachers etc. Inputs from institutions and experts from outside the state could also be considered.
2. To set up an institutional structure that deals exclusively with teacher education. At present the state does not have any such unified structure to deal with both academic standards and norms as well as policy, planning, and management of teacher education. It should create linkages between school education and its associated institutions with the higher education system, especially in the area of teacher education.
3. The JRM strongly felt that given the unusual geographical and political conditions within J&K, the state be characterized within category C, as has been done for the states of the North Eastern region for the purposes of CSSTE.
4. To create a cadre of teacher educators both within the university system as well as in the SIEs and DIETs and all other institutions that are concerned with teacher education, and to assure their professional development and capacity building at all levels of the school system from early childhood education to the higher secondary level.

*Currently both within the colleges of education and in the SIEs and DIETs there is no dedicated cadre of teacher educators. College teachers can be posted from any*

*degree college and other than a B Ed do not need any special qualifications, expertise or evidence of commitment to school education to serve in a faculty of education. Similarly, faculty at the SIEs and DIETs come on a fixed tenure posting from various levels of school teaching and are expected to revert back to the schools once the posting is over. This does not encourage the development of any sustained understanding or expertise in the theory or practice of a highly specialized discipline with a very specific professional character.*

5. To enable this building up of a cadre, a pool of experts (ranging from the university level to the schools) and of institutions (universities, NGOs with an established record in the field of education; other institutions of school level or higher levels where innovative practices have been initiated) needs to be identified both within the state (representing all regions) and from outside the state where possible.
6. To review and revise the curricula of all teacher education courses as a serious exercise with the collaboration of all teacher education institutions and of academic and professional experts, again drawn from within and outside the discipline of education and from within and outside the state. The NCF 2005 and the NCFTE 2009 can be used as guidelines while giving due consideration to the contexts and needs of education within the state.
7. To reconsider recruitment norms and to determine minimum qualifications and specializations for the recruitment of teachers for all levels of school teaching. This should ensure an equal and required distribution of experts across the school disciplines at appropriate levels, with a view to ultimately creating a cadre of elementary school teachers as distinct from secondary school and higher secondary school teachers.
8. As a corollary to the above transfer policies of teachers and teacher educators at all levels also need to be urgently reviewed. This review needs to allow for flexibility where effective measures appear to be working. The relatively short durations of teacher educators at the colleges of education due to frequent transfers are detrimental to sustained engagement with teacher preparation in terms of training and research.
9. Given also that J&K has a large pool of general line teachers (large numbers of these with qualifications well beyond their minimum requirements) and the advantage of not being bound by national level regulations, the state has the opportunity to take the pioneering step of creating a cadre of elementary school teachers, and of allowing promotion opportunities within this trajectory.

*This would strengthen the elementary education sector that is a critically important level and the very foundation of a good education system, and is often abandoned by competent teachers because of its limited options for career advancement. It would also add to invigoration of and professional value to the almost defunct diploma in elementary education being offered in the state by the DIETs and to the larger area of elementary teacher education in general.*

10. To establish and strengthen state institutions of teacher education. The state needs to establish an SCERT, at least one IASE and some colleges of education outside of the major cities and regions. It may be advisable to establish an expert committee to oversee this process given the limited expertise within the state and its institutions. It should also not be done in haste at the cost of quality. Avenues for inviting visiting faculty from other parts of the country with the help of the expert committee may be considered.
11. Up-gradation or establishment of new institutions will require considerable preparation. It is therefore recommended develop a full-fledged institutional development plan that articulates a progressive vision and mandate for the institutions with a phased and thoughtful approach to building a cadre of teacher educators and researchers. Critical to this will be the review and revision of the recruitment and promotion policies and implementation of a capacity building plan for the faculty.
12. To create a cadre of teacher educators, it is recommended that the state explore avenues for capacity building of a core faculty amongst those who have shown interest in and aptitude for teacher education and whose credentials in the field can be substantiated with some concrete evidence (for e.g. through teaching, research or engagement with school education). In keeping with the state's very progressive approach of deputing teachers to full time courses for professional development, it is recommended that the state identify some reputed institutions in the country and allow faculty to pursue longer term programmes for their professional and academic development (for e.g. at JNU, NUEPA, Tata Institute of Social Sciences (that offers an M.A in the dual mode) or at select research centres with a focus on education, for an MA or MPhil programme or attachments with NGOs like Eklavya or Digantar.
13. The College of Education, Srinagar must be commended for its investment in academic, research and outreach activities and its institutional dynamism. Recognizing the constraints within which the COE has been functioning, primarily in terms of unstable staff tenure arising out of the state's recruitment and transfer policy, and the disruptions arising out of the conflict situation, up gradation of the college to an IASE under the TE Scheme is strongly recommended but with the condition that a dedicated cadre of qualified teachers is associated with the programme and that support for their professional development is assured.
14. There is an urgent need to review the current 'hard spots' oriented training to make the exercise more broad and comprehensive and to include issues of pedagogy, gender and diversity, and also more complex issues of supporting children in conflict. The need to understand different cultural contexts and power dynamics between different social groups, that influence the perception of the other whether in terms of religion, language, region etc is all the more important for state level educators since they are responsible for all these groups within the state.
15. The infrastructure at all levels needs refurbishment and maintenance. However, the school buildings and infrastructural facilities in the schools and classrooms



should be a priority. Grants for buildings must come with some support for local climatic conditions and a minimum level of safety and health considerations. That children do not have desks to write on, not enough provision for adequate lighting and there is little consideration and sensitivity for climatic conditions. Adequate furniture, accessible toilets and a maintenance allowance for these cannot be left to the personal inclinations of administrators. These should be available within the mandated structures of financing and needs to be seriously examined. The prohibitive costs of real estate in urban areas is cited as a major reason for renting school buildings where modifications and expansion becomes impossible.

16. The issue of timely release of funds and the pre-determined nature of allocations were raised at all levels and needs to be sorted out whatever the justifications and underlying explanations. Given the paucity of funds in general within J&K, along with the geographical and political problems, the education system cannot be held hostage to unnecessary bureaucratic constraints or state-centre disagreements. The team was not equipped to look into this complex matter but is convinced that a thorough analysis of this issue needs to be undertaken (by an expert committee?) and the process to be made transparent and accountable so that this does not hamper the functioning of a system that has other many more complex challenges to be resolved.
17. To review the decision on English as a medium of instruction for children who have extremely limited support structures available for acquiring fluency in the language. English can be taught from class I, as is the status in many states but must be accompanied by a very serious effort at capacity building amongst teachers and resource persons at various levels and the availability of special resources for this.
18. It is recommended that school and supporting institutions such as the CEC, ZRCs and BRCs be provided with special funds for libraries along with some guidelines for the kinds of books to be purchased. This presently seems to be last priority in schools and if and when books are available in teacher education institutions they are often textbooks from the prescribed syllabi.
19. Given that resource persons spend enormous amounts of time in schools attempting to identify problem areas, it is recommended that their enthusiasm and energy be directed to preparing school profiles that are able to reflect and to document, in qualitative detail, descriptions of the processes of learning and teaching that can be utilized for teacher training programmes in meaningful ways. This will require a period of intensive training in school and classroom observations and of qualitative research methodologies appropriate to the settings. Resource persons for this activity can be identified and efforts made to prepare some on-going capacity building programmes with some form of long term collaboration since these are complex reflective techniques that cannot be mastered mechanically nor in short 'capsule' form. Such data need to be systematically documented and preserved to be able to understand the contexts of schooling and of teaching-learning.

20. **Last but most importantly, it needs to be re-iterated that education is a long term process within a complex system and needs to be treated as such. Programmes, policies and decisions need deliberated and debate, need to be collaboratively and reflectively arrived at, and thoughtfully implemented. Quick and easy solutions cannot be sought in an area of this magnitude and seriousness. Results in education are very long term and often unavailable for easy scrutiny. Nothing can compensate for a serious and thoroughly deliberated commitment to the optimum development of each child's potential along with a vision of a just and equal social order.**

**Details of visit to J&K March 31<sup>st</sup> to April 6<sup>th</sup> 2013.**

- March 31<sup>st</sup>. Team arrived in Jammu. A preliminary preparatory meeting of the team members at Hotel Fortune Riviera.
- April 1<sup>st</sup>. 10a.a.m. Visit to the SIE, Jammu region and meeting with principal, staff and faculty of SIE in the presence of the Director, education, Jammu.
- April 1<sup>st</sup>, 11.30 a.m. Meeting of the JRM members with state officials and other functionaries in the education sector, J&K. A state level presentation of CSSTE was made followed by a detailed discussion and clarifications involving a large number of people.

**Field visit, Kashmir:**

- April 2<sup>nd</sup>, arrival in Srinagar. Visit to Government College of Education, M.A. Road. Meetings with students, faculty and staff.
- April 3<sup>rd</sup>. Visit to Budgam. Visit and interactions with principals, teachers and children in 3 schools, visit to DIET Budgam, situated at Beerwah, interactions with ZRPs, CRPs and visit to CRCs and BRC, Budgam. Visit to a KGBV,
- April 4<sup>th</sup>: Visits and meetings at SIE, Kashmir; DIET Srinagar; JKBOSE;
- April 5<sup>th</sup>: Visit to school in Dal; meeting with VC and faculty of Central University, Kashmir; Meeting with Dean and faculty of the faculty of Education, Kashmir University.

**Field visit, Jammu:**

- April 2<sup>nd</sup>, visit to district Rajouri. Visit to two schools, DIET Rajouri and a cluster resource centre. Interactions with DIET faculty, CRCs, students and teachers
- April 3<sup>rd</sup>, visit to College of Education, Jammu, interactions with Principal, faculty and students. Visit to DIET Jammu. Interactions with faculty, CRPs and a ZRP.
- April 2<sup>nd</sup>. Visit to Rajori. Visit to schools, DIET and CRC
- April 3<sup>rd</sup>. visit to College of Education, Jammu, University of Jammu, RMSA Directorate office
- April 4<sup>th</sup>: Visit and meetings at DIET Jammu, Civil Secretariat, Department of Higher Education, Jammu
- April 5<sup>th</sup>: Visits to 3 private colleges, meetings at J&K Board of School Education.

### **Field visit to Ladakh, 3rd-5<sup>th</sup> April**

- April 3<sup>rd</sup> afternoon, meeting with the entire faculty of DIET, Leh.
- April 3<sup>rd</sup> evening leave for Kargil with overnight stop in Khaltse
- April 4<sup>th</sup>- Meeting with DIET faculty, Kargil. Leave for Leh
- April 5<sup>th</sup> morning , visit to Spituk Government Elementary School
- April 5<sup>th</sup> meeting with the Leh DIET staff,
- April 5<sup>th</sup> evening- meeting with CEO, visit to his office. Participants included CEO, Diet Principal, Diet faculty, ZEOs, ZRPs, CRPs of five zones, SSA resource persons, finance officers, Junior Engineer, Save the Children representative.

**A final wrap up meeting with SPD, SSA in J&K and other officials from government of J&K in J&K House on April 8<sup>th</sup>., New Delhi. The team conveyed its broad impressions and a very fruitful discussion with the officials was held.**

## Annexure - II

Members present at the meeting of State officials with the members of the JRM: on April 1<sup>st</sup>, 2013.

1. Mr. Hridesh K. Singh, Secretary to Government, School Education, J&K
2. Mr. R.K.Verma, State Project Director, SSA
3. Mr. P. K. Pole, Director, School Education, Jammu
4. Mr. Mohd. Shafi Rather, Director, School Education, Kashmir
5. Mr. Muhammad Rafi, Advisor, Department of Education, Govt. of J&K
6. Dr. Parveen Pandith, Principal, Govt. College of Education, Srinagar.
7. Dr. Kaushal Smotra, Principal, Govt. College of Education, Jammu
8. Mr. S.K. Gandotra, Joint Director, Education & I/c Principal, SIE, Jammu
9. Mr. Ghulam Mohammad Dar, Joint Director & I/c Principal, SIE, Kashmir

Also present were some State Coordinators from RMSA, State Education officers, Jammu and Kashmir, Chief Education officers of some districts, some DIET principals and faculty of SIE and DIETs, SSA functionaries & other functionaries of the School Education Dept.

**Government of Jammu and Kashmir,  
Civil Secretariat, Education Department.**

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**The Jammu and Kashmir School Education Act, 2002.**

An Act to provide for achieving the goal of universalisation of Elementary Education and to provide for better organization and development of school education in the State. Be it enacted by the Jammu and Kashmir State Legislature in the 53<sup>rd</sup> year of the Republic of India as follows:-

**1. Short title, Extent and Commencement:-**

- 1) This Act may be called the Jammu and Kashmir School Education Act, 2002.
- 2) It shall extend to the whole of the State of Jammu and Kashmir;
- 3) It shall come into force on such date as the Government may, by notification in the Govt. Gazette appoint.

**2. Definitions :-** In this act , unless the context otherwise requires :-

- a) “ **academic Year**” means the year beginning on such date as the Government may specify with respect to any area or school;
- b) “ **aided School**” means the Private School which is recognized and is, or has been, receiving Grant-in-Aid from the Government;
- c) “ **Board**” means the State Education Advisory Board constituted under Section 22 of this Act;
- d) “ **child**” means a boy or a girl who is in such age group not being less than 5 years and not more than 14-years at the beginning of academic year;
- e) “ **Competent authority**” means any officer not below the rank of a District Education Officer appointed by the Government for carrying out the purpose of this Act and different authorities may be appointed for different areas;
- f) “ **Educational Agency**” means an educated individual or any society, trust or body of persons registered with the Government and permitted to establish, run or maintain any private school under this Act;
- g) “ **Existing School**” means any Government School or Government Aided or Recognized School established before the commencement of this Act and continuing as such at the time of such commencement;
- h) “ **Government**” means the Government of Jammu and Kashmir;
- i) “ **Government School**” means a school run by the Education Department of the Government;
- j) “ **Parent**” in relation to any child includes guardian and any other person who has the actual custody of the child;
- k) “ **Prescribed**” means prescribed by rules made under this Act;
- l) “ **Private School**” means a school established, run or maintained by any educational agency and recognized by the Government;
- m) “ **recognized School**” means a school recognized under this Act;
- n) “ **School**” means an educational Institution meant for imparting education upto the higher secondary level and includes :-
  - i. Such institutions as are meant for providing instructions and training for teachers;
  - ii. Land, buildings, playgrounds, hostels and movable properties such as furniture, books, apparatus, maps and equipment, owned by and used for the activities of the educational institution;
- o) “ **State**” means the State of Jammu and Kashmir;;

### **3. APPLICATION OF THE ACT:-**

The provisions of this Act shall apply to all schools in the State;

### **4. COMPULSORY EDUCATION UPTO CLASS 8<sup>th</sup>:-**

The Government shall provide for free and compulsory education for children upto the level of Class 8<sup>th</sup> throughout the State within a period of 10-years from the commencement of this Act and, for this purpose, it shall take appropriate steps to provide the necessary facilities.

### **5. ESTABLISHMENT OF SCHOOLS:-**

The Government may, for the purpose of providing of adequate facilities for school education:-

- a) establish and maintain schools; and
- b) permit any educational agency to establish and maintain private schools;

### **6. MANNER FOR ESTABLISHING AND RUNNING GOVERNMENT SCHOOLS:-**

The Government shall, by notification in the Government Gazette, stipulate the manner in which the Government Schools shall be established and run.

### **7. LOCAL AREA EDUCATION COMMITTEE AND ITS FUNCTIONS:-**

1. The Government shall, in such manner and for such period as may be prescribed, constitute a committee to be called the Local Area Education Committee for each Panchayat Halqa, Town Area, Notified Area and Municipal Ward for implementation of the provisions of this Act, compulsory education upto the level of Class 8<sup>th</sup>.
2. The functions of the Local Area Education Committee shall be:-
  - a) to cause to prepare a list of children in the concerned Panchayat Halqa Town Area, Notified Area, or the Municipal Ward, as the case may be, and have the list revised at such intervals as may be prescribed;
  - b) to take such measures as may be necessary to ensure the attendance of children in the school;
  - c) to notify the parent of each child that he is under an obligation to ensure the attendance of his child at the school on and from the date specified in the notice; and
  - d) to carry out such other functions as may be prescribed;

### **8. OBLIGATION OF PARENT TO SEND CHILDREN TO SCHOOL:-**

The parent of every child shall cause the child to attend a school, whether private or Government, and also ensure that such child completes the full course of elementary education upto Class 8<sup>th</sup>, unless there be a reasonable cause for his non attendance within the meaning of Section 10.

### **9. WARNING FOR FAILURE TO DISCHARGE OBLIGATION AND FOR INTERFERENCE:-**

1. When the Local Area Education Committee has reason to believe that the parent of any child to whom this Act applies and who is bound under Section 8 to cause the child to attend a school, has failed to do so or that any other person other than the parent is utilizing the time or services of a child in connection with any employment, whether for remuneration or not, in such a manner as to interfere with the attendance of the child at a school, it shall warn him in writing to refrain from utilizing the time or service of the child as aforesaid and direct to ensure the attendance of such child at a school within one week from the receipt of warning;

2. When a Local Area Education Committee is satisfied that the parent has failed to cause his child to attend school or that any person is interfering with such attendance of a child even after the warning mentioned in sub-section (1), such a Local Area Education Committee, or any member authorized by it, shall lodge a complaint against such parent or other person with the Judicial Magistrate having territorial jurisdiction over the area;
3. If the Judicial Magistrate is satisfied that the complaint is well founded, he shall pass an order directing the parent or other person to cause the child to attend the school regularly and to refrain from interfering with the attendance of the child, after a specified date. If the parent or any other person fails to comply with such order, he shall, on conviction, be liable to a fine not exceeding one thousand rupees for first offence and two thousand rupees for every subsequent offence;

#### **10. EXEMPTION FROM ATTENDANCE:-**

The Government may prescribe ground on which a child may be exempted from attending school

#### **11. NO PRIVATE SCHOOL TO BE ESTABLISHED OR RUN WITHOUT PERMISSION:-**

1. No Private School shall be established, run or maintained without permission, in writing, of the Government or the Competent Authority;
2. The Government shall prescribe the procedure to be followed for the grant of permission to establish, run or maintain Private schools.

#### **12. RECOGNITION OF PRIVATE SCHOOLS:-**

1. Only such Private Schools as are recognized shall be permitted to function;
2. Notwithstanding anything contained in the Jammu and Kashmir state Board of School Education Act 1975, the Government shall, by notification in the Government Gazette, appoint the "Competent Authority" for carrying out the purposes of this Act;
3. The Government shall prescribe the procedure to be followed for the grant of such recognition;
4. The Government shall prescribe the norms and conditions for the functioning of the recognized schools;
5. The Government shall, on or before the first day of May every year, by notification in the Government Gazette, publish a list of such Private Schools as are recognized under this Act, together with such particulars, if any, as it may consider necessary.

#### **13. MANAGEMENT OF PRIVATE SCHOOLS:-**

- (1) No Private School shall be managed and run by any person other than an educational agency. The Government shall prescribe the procedure for registration of educational agencies.
- (2) Every educational agency shall appoint Manager to look after the day-to-day running and administration of the school managed and run by such educational agency.

#### **14. DUTIES OF MANAGER:-**

The duties of the Manager shall include the following:-

- i. he shall be responsible for the administration of the school in accordance with the provisions of this Act;
- ii. all property, both movable and immovable, shall be in the possession of the Manager who shall be responsible for maintaining it in proper condition;
- iii. he shall maintain the records and the accounts of the school in such a manner as may be prescribed; and
- iv. he shall be bound to render assistance and facilities as are necessary for proper management of the school.

#### **15. PERMISSION FOR STARTING NEW CLASSES AND THEIR RECOGNITION:-**



Every Private School shall have to seek prior permission of the Competent Authority before adding any higher classes. Any higher class so added in a school shall require recognition by the Government. The Government shall, by notification in the Government Gazette, prescribe the procedure for the grant of such permission and recognition.

#### **16. DE-RECOGNITION OF SCHOOLS:-**

The Government may de-recognize any Private School, if in its opinion, the functioning of such a school is not in accordance with the provisions of this Act, the Rules made thereunder:

Provided that no such order of de-recognition shall be passed by the Government unless reasonable opportunity is provided to the educational agency in this regard. The orders passed by the Government shall be final and binding.

#### **17. RESTRICTION ON ALIENATION OF PROPERTY OF AIDED SCHOOLS:-**

- 1). Notwithstanding anything contained in any law for the time being in force, no sale, mortgage, pledge or transfer of possession in respect of any property of an aided school shall be made or created except with the prior permission of such authority as may be prescribed by the Government in this behalf. No such permission shall be granted, if in the opinion of such authority, such permission will adversely affect the working of the school;
- 2). Any transaction made in contravention of sub-section (1) shall be null and void.

#### **18. PROPERTY TO BE IN THE NAME OF EDUCATIONAL AGENCY:-**

Any property or assets owned, held or acquired by any person for or on behalf of any Private School, shall, for the purpose of this Act, be deemed to be the property of the educational agency notwithstanding that such property stands in the name of any individual.

#### **19. TEACHING AND NON TEACHING STAFF IN PRIVATE SCHOOLS:-**

The academic and other qualifications of teaching and non-teaching staff in the Private Schools shall not be lower than those prescribed for the corresponding posts in Government.

#### **20. CONDITIONS OF SERVICE OF STAFF IN PRIVATE SCHOOLS:-**

1. All the Private Schools shall frame and notify their own terms and conditions of service of teaching and non-teaching staff, including conditions relating to pay, gratuity, provident fund and age of retirement;

#### **21. GRANT-IN-AID:-**

The Government may give grant-in-aid to Private Schools. The Government shall frame rules prescribing the manner in which the grant-in-aid is to be given and the conditions to be fulfilled by the schools for the receipt of such grant-in-aid.

#### **22. STATE EDUCATION ADVISORY BOARD:-**

1. The Government may, by notification in the Government Gazette, constitute a State School Education Advisory Board for the purpose of obtaining advice on matters pertaining to educational policy and administration
2. The Board shall consist of eleven members including the Chairman (who shall be the Education Minister of the State) and Secretary to Government, Education Department, Chairman, State Board of School Education and Director/s of School Education shall be

Ex-officio members of the committee. The Government shall nominate other members from among the eminent educationists, academicians, administrators and planners. The term of office of the non-official members of the Board shall be three years.

3. The Government shall prescribe the procedure to be followed at the meetings of the Board and all other matters pertinent to the functioning of the Board.

### **23. ALTERATION IN THE DESIGNATION OF GOVERNMENT OFFICER:-**

Where any provision of this Act or the rules made there under refers to any officer of the Government by designation, then, if that designation is altered or the office held by such officers ceases to exist, the reference to that designation or office shall be construed as reference to the altered designation or, as the case may be, to such corresponding office or as the Government may direct.

### **24. INDEMNITY :-**

No suit , prosecution or other legal proceedings shall lie against the Government or any authority or officer in respect of any thing which is good faith done or intended to be done under any provision of this act or the rules framed there under.

### **25. COURT NOT TO GRANT INJUNCTION:-**

Notwithstanding anything to the contrary contained in the Code of Civil Procedure, Samvat 1977 or in any other law for the time being in force, no Court shall grant any injunction or make any interim order restraining any proceeding which is being or is about to be taken under this Act.

### **26. DELEGATION OF POWERS:-**

The Government may, by notification in the Government Gazette and subject to such conditions as it may specify, authorize any officer or authority subordinate to it to exercise any of the powers except the power to make rules, exercisable by the Government under this Act.

### **27. PENALTIES:-**

Whoever contravenes any of the provision of this Act or rules there under shall on conviction before the Judicial Magistrate be liable to a fine not less than rupees ten thousand for first offence and fifteen thousand for every subsequent offence.

### **28. POWER TO REMOVE DIFFICULTIES:-**

If any difficulty arises in giving effect to the provisions of this Act, the Government may, by order, do anything not inconsistent with such provisions which appears to it to be necessary or expedient for the purpose of removing the difficulty.

Provided that no such order shall be framed after the expiry of two years from the commencement of this act.

### **29. POWER TO MAKE RULES:-**

1. The Government may make rules for the purpose of carrying into effect the provisions of the Act.
2. In particular and without prejudice to the generality of the foregoing provisions such rules may provide for all or any of the following matters, namely:-
  - a. provision of compulsory education;
  - b. the establishment and maintenance of schools;
  - c. the grant of permission to set up private schools;
  - d. the recognition of private schools;
  - e. the giving of grant-in-aid to schools;

- f. the levy and collection of fee in private schools;
- g. the manner in which accounts, registers and records shall be maintained and the auditing of the accounts of the private schools;
- h. the returns, statements and reports to be submitted by the Schools;
- i. the inspection of schools;
- j. the constitution and functioning of the Local Area Education Committee;
- k. the standards of education and courses of study;
- l. the procedure for admission of students in schools;
- m. any other matter which is, or may be, required to be prescribed under this Act.

### **30. REPEAL AND SAVINGS:-**

1. The Primary Education Act, (Samvat 1986), the Jammu and Kashmir Private Educational Institutions (Regulation and Control) Act 1967 and the Jammu and Kashmir Education Act 1984 are repealed.
2. Subject to the provisions of the sub-section (5) of Section 12, the aforesaid repeal shall not effect previous operation of the Act so repealed.

**BOARD ACT**

**Extra ordinary**

**Regd. No. JK-33**

*Vol. (80) Srinagar, Tue., 28th Aug., 75/6th Bhadra, 97 (no. 22.a)*

Laws, Regulations and Rules passed thereunder

Government of Jammu and Kashmir

*Civil Sectt. Law Department.*

Srinagar the 28th August, 1975

*The following Act as passed by the "Jammu and Kashmir State Legislature received the assent of the Governor on 27th August, 1975 and is hereby published for general information : -*

The Jammu and Kashmir Board of School Education Act 1975

*Act No. XXVIII of 1975*

*(27 August, 1975)*

***An Act to reform and reorganize School Education in the State and consolidate and amend the law relating thereto.***

Whereas, with a view to securing that education should –

- a) relate intimately to the development of the potentialities of youth, to the National needs and to the aspirations of the people, and
- b) discover talent and nurture it, and

- c) promote equality of opportunity by providing necessary facilities; and
- d) help generally to raise the standard of living and productivity of the State and achieve closer and willing participation of the people in democratic processes.

It is expedient that :-

- (1) facilities are provided for ensuring universalization of Elementary Education by arranging for a two point entry system in the new educational system; and
- (2) the existing institutional structure at the higher secondary stage be so coordinated as to provide for twelve years schooling, ten years of schooling in secondary education followed by two years in Higher Secondary Education so as to achieve a uniform pattern of Secondary and Higher Secondary Education for laying the foundation of a society which is academically alert, scientific in outlook and forward looking; and

Whereas, for securing the above objectives, it is necessary to reform, re-organize and reconstruct the existing system of school education, and for that purpose, to consolidate and amend the law relating there to ; and

Whereas it is expedient to establish a Board to regulate, control and develop Education in the State of Jammu and Kashmir upto the Higher Secondary level by providing varied courses with a view to equipping pupils for different occupations for education in the Universities and other cultural purposes and to examine the candidates and to award certificates to successful candidates and doing all other things incidental thereto.

Be it enacted by the Jammu and Kashmir State Legislature in the Twenty-Sixth year of the Republic of India as follows :-

## Chapter II

### Constitution of the Board

#### **3. *Incorporation of the Board :-***

- 1. The Government shall, by notification in the Government Gazette, establish a Board of School Education for the State to advise the Government on matter of policy relating to Elementary Education, Secondary Education and Higher Education and in respect of matters specified by or under this Act.
- 2. The Board shall be a body corporate by the name of the “Jammu and Kashmir State Board of School Education” and shall have perpetual succession and a common seal and shall have power to acquired, hold and dispose of property and to enter into contracts and do all other things necessary for the purpose of its constitution and may sue or to be sued by its corporate name as aforesaid.

#### **4. *Composition of the Board :-***

The Board shall consist of the following members, namely :-

- 1 Chairman;
- 2 Commissioner Education;
- 3 Secretary Education;
- 4 Director of School Education (Boys);
- 5 Director of School Education (Girls);
- 6-7 A representative each of the two Universities of Jammu & Kashmir respectively, to be nominated by the concerned University Council;
- 8-11 Four school teachers to be nominated by Government, of whom 2 shall be lady teachers concerned with Girls Education and 2 male teachers concerned with Boys Education;
- 12 An eminent educationist unconnected with the administration, to be nominated by Government;
- 13 A representative of one of the Teachers' Training Institutions in the States, to be nominated by the Government, and;
- 14-15 2 persons to be nominated by Government one lady and one male officer from among Principals, Headmasters and Headmistress of teaching institutions in the State.

**10. Powers and functions of the Board :-**

Subject to the provisions of this Act and also subject to the broad educational policies and such directions and instructions as the Government may adopt and issue, from time to time, the Board shall have the following powers and functions :-

- i) to prescribe the courses of instructions, prepare curricula and detailed syllabi and also prescribe text books for the elementary, secondary school and Higher Secondary (School graduation) school examinations.
- ii) to conduct public examinations for persons who have pursued the Secondary School and Higher Secondary (School graduation) school education courses.
- iii) to publish the results of examinations conducted by the Board.
- iv) to grant diplomas or certificates to persons who have passed the examinations of the Board under conditions laid down in the regulations.
- v) to recognize institutions for the purpose of providing instructions in the Secondary and Higher Secondary courses on such conditions and on receipt of such fees as may be fixed by the regulations.

- vi) to require schools recognized by the Board, to extend their cooperation in the conduct of examinations held by it, by placing their staff, equipment, hall and rooms, laboratories and other apparatus at the disposal of the Board.
- vii) to conduct inspection of the recognized schools/ institutions to ensure -
  - a. that the recognized schools have the requisite facilities of play grounds, furniture, laboratories, library, equipment, accommodation and qualified teaching staff as prescribed by the regulations.
  - b. that no recognized school/institution adopt books as courses of study other than those prescribed/ approved by the Board.
  - c. that the recognized schools/ institutions maintain the standard of education and impart instructions strictly in accordance with the regulations made under this Act.
- viii) to disaffiliate recognized schools which do not fulfill the conditions laid down in clause (vi) and sub-clauses (a), (b) and (c) of this Section.
- ix) to admit candidates to the examination of the Board under the conditions laid down by the Regulations.
- x) to demand and receive such fees as may be prescribed by the regulations.
- xi) to hold, control and administer the funds and property by the Board.
- xii) to receive, bequests, donations, endowments, trusts and other transfers of any property of interest therein.
- xiii) to cooperate with the University of Jammu, University of Kashmir other Boards and with other authorities and with other institutions in such manner and for such purposes as the Board may determine.
- xiv) to place before the Government the views of the Board or any matter with which it is concerned.
- xv) to call for reports from a Director of School Education on the conditions prevailing the recognized institutions or in institutions applying for recognition.
- xvi) to adopt measures to promote the physical, moral, cultural and social welfare of the students in recognized institutions.
- xvii) to take such measures as the Board may think necessary to raise the standard of the education in the state and advise the Government on matters of policy relating to Elementary, Secondary and Higher Secondary Education.
- xviii) to frame regulations for carrying out its purpose.
- xix) to institute and award medals and prizes and scholarships under conditions that may be prescribed.

- xx) to approve the annual financial estimates of the Board after having been endorsed by the Finance Committee.
- xxi) to appoint Committees consisting of such members of the Board and such other persons, if any, as the Board in each case may deem fit for carrying out specified purposes and to delegate to these committees such powers as it may consider necessary.
- xxii) to issue instructions by correspondence.
- xxiii) to exercise full academic control over the recognized institutions.
- xxiv) to obtain loans in furtherance of the objects of the Board.
- xxv) to delegate such of its powers to any officer or committee of the Board as it may deem fit, provided that such delegation is made by a majority of not less than two thirds of the members of the Board.
- xxvi) to appoint save as otherwise provided in this Act, the Joint Secretary and such other officers as may be declared by the Regulations to be the officers of the Board.
- xxvii) to undertake editing, printing and publication of textbooks for various courses as the Board may deem proper.
- xxviii) to adopt measures for coordinating national and state policies in secondary and higher secondary, technical and vocational education and for coordinating higher secondary education with the elementary and University education.
- xxix) to constitute various divisions, units committees for the furtherance of its objectives, and
- xxx) to do such other acts and things as may be necessary for furtherance of the objectives of the Board as a corporate body constituted for regulating and supervising elementary, secondary and higher secondary education in the State.

#### **11. Officers of the Board:-**

Subject to the other provisions of this Act, the following shall be the officers of the Board, namely :-

- (1) The Chairman.
- (2) The Secretary to the Board.
- (3) The Joint Secretaries to the Board.
- (4) Such other officers as may be declared by regulations to be the officers of the Board.