

# Annual Report

on

Educational Profile  
(School stream)

of

**Jammu and Kashmir**

for

2000-2001

Education Department  
Planning & Development Section

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## Annual Report on Educational Profile of School stream in Jammu and Kashmir for 2000-01

In the national educational scenario, J&K State is subsumed as educationally backward in reference to the established indices namely literacy rate, teacher pupil ratio, dropout rate and the absorption pattern of the educated persons. The disquieting features are low literacy rate, higher dropout rate, gender disparity, mismatch between education and employment regime and burgeoning ranks of educated unemployed.

With the exponential growth of the institutional framework and reach of services as a consequence of sustained investment folio through plan strategy, improvement in every parameter is visible. The improvement is more pronounced in the field of girl literacy. Education is one of the most valuable means in achieving gender equality and empowerment of women.

### Literacy level

The major impact of investment in the education is discernible from the improvement of literacy rate. The literacy rate which was just 11.03 percent (male 16.96% and female 4.26% in 1961) rose to 32.68% (Male 44.18, Female 19.55) in 1981 as against National average of 43.67% (Male 56.50, Female 29.85). As no census was conducted during 1991, literacy rate for the State was projected to be 45. As per the latest literacy figures circulated by the National Sample Survey Organization (NSSO) based on 52<sup>nd</sup> round, the literacy rate increased to 59% in 1996-97 (male 71% female 48%). These trends in literacy establish that none of the Districts in the State any longer come in the category of "No Female Literacy" which is less than 20%. The literacy rate 1981 to 1996-97 is indicated in the below table.

	<u>J&amp;K State</u>			<u>All India</u>		
	<u>Person</u>	<u>Male</u>	<u>Female</u>	<u>Person</u>	<u>Male</u>	<u>Female</u>
1981 Census	32.68	44.18	19.55	43.67	56.5	29.85
1991 Census	45	(Projected)		52.21	64.13	39.29
1996-97	59%	71%	48%			

### Expansion of Educational Facilities:

There has been an exponential growth in the Educational Institutions. The total number of schools has gone up from 1309 in 1951 to 15488 in 1998-99 as indicated in the following table:

<u>Schools</u>	<u>Year</u>	
	<u>1950-51</u>	<u>1998-99</u>
<b>Primary Schools</b>	1115	10515
<b>Middle Schools</b>	139	3507
<b>High Schools</b>	} 55	1194
<b>Higher Secondary Schools</b>		272

As per 6<sup>th</sup> All India Educational Survey, 92.37% population of the state have primary stage schooling facilities within a radius of 1 Km and 86.78% of the population is served by middle schooling facilities within a radius of 3 Kms.

Similarly number of Higher and Technical Institutions, in Govt. sector, increased from 3 in 1950-51 to 75 in 1999-2000 as per the following table.

<u>Institute</u>	<u>Year</u>	
	<u>1950-51</u>	<u>1999-2000.</u>
<b>Colleges</b>	3	30
<b>Polytechnics</b>	-	4
<b>ITIs</b>	-	37
<b>Engineering College</b>	-	2
<b>College of Education</b>	-	2

### Toward Universalization of EE.

Universalization implies universal enrolment and universal retention. It is the constitutional obligation on the part of the State government to provide free and compulsory education up to the age of 14 years.

#### □ Enrolment of school age children.

Bringing of all the school going age children under formal or non-formal system of Education is the 2<sup>nd</sup> important aspect of Universal Elementary Education. It has been seen that despite availability of schooling facility within the walking distance, the parents from socially, economically backward areas/ communities do not send their wards particularly female children to schools. In order to motivate the parents to send their children to schools, school/ village level committees have been

□ **Opening and Upgradation.**

The thrust area will be the universalisation of Elementary Education and extension of educational facilities under Elementary Education. This is essential to provide logistic support to achieve the target of universalization by 2010. The department will as such continue to open Primary Schools in uncovered habitations and also lay stress on upgradation of Primary Schools to the Middle Level under elementary sector.

□ **Provision of Infrastructural facilities**

The position is very dismal on account of infrastructural facilities in the existing schools. Though the schooling facilities have been extended into the remotest corner of the state, the infrastructural facilities in most of the existing schools are grossly inadequate. There are about 2500 primary, 650 middle and 150 High Schools without buildings of their own. In addition, about 1000 additional rooms are required in various high and higher Secondary schools. To cover the gaps identified in the existing infrastructural facilities the department has formulated a project for construction of Primary School buildings and for providing additional accommodation to existing Primary Schools through the assistance available under the scheme "Rural Infrastructural Development Funds" (RIDF). Allocation under 11<sup>th</sup> Finance Commission award is being utilized for construction of Middle School buildings.

The ultimate goal of the department is to provide five rooms to each Primary School to accommodate five classes. At present most of the existing Primary School buildings consist of two rooms and some buildings have even one room. The position of School buildings is depicted in the following table:

<u>No of Govt. Schools as on 1996-97.</u>	<u>Primary</u>	<u>Middle</u>	<u>High</u>	<u>Higher Secondary</u>
	9345	2345	920	211
<u>Schools in own building.</u>	6845	1695	770	201
<u>No of Schools in rented buildings.</u>	1942	586	136	10
<u>No of School in open as per 6<sup>th</sup> Education Survey.</u>	558	64	16	0

□ **Teacher/Pupil Ratio:**

The state has a favourable teacher pupil ratio as compared to all India average as indicate below:

	<i>Teacher Pupil Ratio</i>	
	<b>J&amp;K</b>	<b>All India</b>
Primary School	30	45
Middle School	22	38

High School	17	32
Higher Secondary	16	35

**Financial Outlays for Education Sector under Plans:**

□ **8<sup>th</sup> Five Year Plan.**

An outlay of Rs.36380.00 lakh was provided to the education sector which constituted 9% of the total approved plan outlay of the state. The measures initiatives in this period were targeted to achieve better enrollment and a reduced dropout rate. The department also established 14 District Institute of Educational Training (DIETs) to over come the shortage of Junior Basic Trained Teacher (JBT) teachers in primary schools.

□ **9<sup>th</sup> Five Year Plan.**

In order to provide quality education, focus of the department, during 9<sup>th</sup> plan was shifted towards consolidation of existing infrastructural facilities and a conscious decision was taken not to upgrade any Middle and High School to the High and Higher Secondary level. The programme of expansion of schooling facility in the elementary sector was however pursued to continue the march towards achieving the goal of UEE.

In view of financial constraints, the state has been experiencing from start of the 9<sup>th</sup> plan, the department could not perform better in respect of providing logistic/infrastructural support to the schools. The reconstruction programme with regard to gutted school buildings also suffered for want of financial support from Government of India. 10% share has been visualized for Education Sector out of total plan allocation of Rs. 100066.00 lakh for the state during 9<sup>th</sup> plan.

**Expenditure on Education per student/per capita Year 1998-99.**

<u>Scheme/Head</u>	<u>Approved outlay (Rs. lakh)</u>			<u>Enrollment Govt. Schools</u>	<u>Expenditure per student (</u> (Rs.)
	<u>Plan</u>	<u>Non-Plan</u>	<u>Total</u>		
<u>Elementary Edu.</u>	8992.61	2502.78	34195.39	975989	3,504.00
<u>Secondary Edu.</u>	6266.65	18393.94	24660.59	235222	10,484.00
i) High Schools.	2782.39	4,599.00	7381.39	153348	4,613.00
ii) H.S.Schools.	3484.26	13794.94	17279.2	81874	21,105.00
<b>Per capita expenditure</b>					<b>610.00</b>

**10<sup>th</sup> Five Year Plan – Broader Approach and Priorities.**

The focus of the strategy for 10<sup>th</sup> plan period in the Education sector is conceptualized as under:-

At the elementary level the approach would be to universalize the education and to fructify this objective- the target date of 2007 has been visualized.

The following strategies are proposed to achieve this goal:-

- A legislation to replace the Jammu and Kashmir Educational Act of 1984 is proposed to be enacted to purvey a legalistic and sound framework to achieve the goal of compulsory and universal elementary education. This legislation will serve as a statement of objectives and would also expatiate the obligations to be fulfilled by various stake holders. Through the legislative measure the objective of universalization of elementary education would be posited as the focal point of the developmental strategy and it would help to streamline the processes involved therein.
- The major plank of the approach is to strengthen the decentralized structure of management and administration of elementary education by stimulating active and greater participation and involvement of the community. The underlying purpose is to ensure that the goal of universal education manifests the commitment of all the stakeholders.
- Incentive structure will be reoriented with a view to removing the gender disparity in education sector and to bring the girl children within the ambit of formal schooling. This will require amalgam of strategies to be followed to tackle the structural weaknesses and to seek the involvement of parents, the community and the teachers to achieve the objective of universal enrolment of the girl children.
- The main accent will be on consolidation and stabilization of the educational institutions rather than quantitative expansion of Schools. Within this framework the quality para-meters would be enhanced by providing a fresh look to the curriculum, the time table evolved for Schools and to promote creative activities.
- To familiarize the children with computers through playful and creative mode.
- Value based education will be encouraged by following the mode of story telling, showing documentaries, purveying environment for creative and ingenious activities.
- Universal access and improvement of insfrastructual facilities will be incorporated in the approach to the 10<sup>th</sup> plan. Whereas the habitations lacking educational facilities would be targeted but at the same time the objective would be to ensure that the physical facilities are augmented. All Primary Schools are proposed to be provided with the building. A part from that additional class rooms will be added to the existing Schools with a view to strive for the ultimate objective of having one class room per class and one teacher per class in the Primary Schools.

- Universalization of the elementary education would also imply universal access to Middle Schooling facilities. The present ratio of Middle School to Primary School is 3:1 and this will be further reduced to the level of 2:1. About 1000 Primary Schools are targeted to be upgraded to the middle level and provided with all the basic and concomitant facilities including staff.
- Pre-School education has to be reckoned as a vital stage in the over-all development of the personality of the children. Here-to-fore pre-School education has been mostly governed through a non-formal system and there have been no guidelines or policy framework regulating pre-School education. It is increasingly felt that the burgeoning number of nursery schools which are ill-equipped to handle such a vital and delicate concept of education at the pre-primary level need to be given a fresh orientation. Learning from the experience, pre-school education at present is anathematic to the normal and the natural growth of children because of emphasis on text bound knowledge and a highly regimented system of gradation. With the help of experts, a blue print of pre-school education has been developed by the Board of School Education, with emphasis on playful activities to promote creativity, sense of participation and originality amongst the children. Thus the pre-School education will be disported of the text book orientation. With this the registration for pre-school education would be considered as *sina-qua-non* component of the policy framework..
- The training is the most critical input for quality para-meters and to maintain the standards of education. Training is also to be poised as the most important and significant aspect in view of the fast pace at which the technology is changing. The DIETs and SIEs will be restructured through the process of formulation of Recruitment Rules so that the best qualified people are employed as resource persons and to ensure upgradation of technological and pedagogical skills as well as to enhance the knowledge base of the teachers. New technological inputs would be deployed for imparting instructions.
- Information Technology will be integrated in the curriculum right from class 9<sup>th</sup> to 12<sup>th</sup> class as a compulsory course. This is sought to be achieved within a period of five years. The system of instruction will be enmeshed with the use of electronic media and computers as an aid on a selective basis. A core group of experts will be constituted to plan and visualize the programmes, which need to be telecast for the student community. With the infusion of new techniques and technological inputs, the quality of the knowledge would improve. The idea is to broaden the horizons of the students, to hone their capabilities to manage information and also to relate the education to the life experience of the student community.
- The education system will be child centered rather than institution based. The ensemble of the strategy shall have to entwine to infuse a sense of belonging amongst the children and to use the education as a



basis for overall development and growth of the personality of the students.

## **New Initiatives.**

### □ **Peoples participation**

The Educational system has to be more positive, responsive and dynamic to meet the challenge of transforming the personality of the children into productive citizen. In order to sharpen the focus on administrative responsiveness and flexibility, decentralization and devolution of authority at the grass root level has been visualized to make the education need based and relevant to the problems of the people. As a first step towards this direction, Village Level Committees have been constituted. One committee is managing all the schools in a village. Similar committees are being constituted for urban areas also. The scope of these committees has been broad based to see that deficiency of teachers in schools is removed by appointing local qualified candidates as teachers on contractual basis under the Rehber-I-Taleem scheme and to ensure 100% enrollment and retention in schools. 550 defunct schools have been made fully operational by positioning of staff as per norms and with the Committees becoming fully functional. the problems of absenteeism, dropout and lack of enrollment is expected to be checked. Some 5000 teachers have been appointed under the scheme of Rahber-i-Taleem. Village Level Committees have been fully involved in the promotion of Primary Education for the purpose of achieving UEE.

### □ **Strengthening of alternative and people friendly Non-Formal system of Education:**

A more flexible and people friendly non-formal education system is being adopted. State Open Schools are being established in each district to cater to the needs of school dropouts and failures. A convergent approach is being followed to activate Non-Formal and Adult Education Schemes to effectively meet the requirements of working children in the age group of 16-14 and Adult illiterates in the age group of 15-35.

To improve employability and economic opportunity for the students, vocationalization has been given thrust and subjects which have relevance in the present market scenario like computer education have been introduced.

### **Improvement in quality Education:**

#### □ **Introduction of Computer Education in Schools.**

Information Technology has been perceived as a veritable reality of today which holds key for transformation of the education system for

broadening the horizon of knowledge and information base and make education relevant to the present situations. It is therefore increasingly realized that information technology has to be integrated with the curriculum at the school level to promote capability endowment of students and to make them socially and economically profitable and relevant. From the next academic session the department is contemplating to introduce Computer Education in the all the Higher Secondary Schools as a compulsory subject.

□ Polytechnics --- WB Assistance:

In order to equip and train the students with the latest skills and to enable them to meet the challenge of the rapidly changing industrial scenario, a project involving about Rs. 64.74 crores has been formulated for providing quality improvements in the existing polytechnics with World Bank Assistance. With the implementation of the project besides improvement in the existing infrastructural facilities and introduction of new trades the intake capacity of the Polytechnics will increase from 580 to 900 students.

□ College Education.

To check adhocism in the placement of Principals thirty nine Principals have been selected on the basis of merit and suitability. Besides, regular Lecturers are being provided in all the subjects in the colleges of the state.

In order to accommodate students, who are eligible for admission in colleges but are restrained because of limited intake capacity, evening classes have been started in two colleges of Jammu City to accommodate about 1200 additional students in the academic session 2000-01.

**Decentralization of Authority**

The state government has initiated action to follow a liberal policy to promote a healthy alternate schooling system through active involvement of the private sector without undermining the quality parameters. The total number of primary schools run in the private sector is 1117. The power with regard to recognition of schools up to class 5<sup>th</sup> has been delegated to both the Directors for the convenience of the students and management of these schools.

**SSA**

Six Districts names Leh, Kargil, Baramullha, Anamtnag, Doda, & Kathua have been identified for launch of the Sarva Shiksha Abhiyan Scheme. Two workshops for training of District/State persons have already been held and the preplan activities initiated. The scheme shall start from April 2001.

### **Continuing Education Centres.**

The scheme of CEC launched by Government of India seemingly is the most effective, pragmatic and sound alternative. It does possess all the features and ingredients to take care of the existent gap in the formulation and implementation of the literacy programmes and impart new meaning and direction to the moribund schemes. The emphasis has to shift from mere goal of target setting and numerical achievements to inducing qualitative change in the lives and living standards of the people through literacy.

The contours, dimensions and scope of the scheme of Continuing Education Centers as visualized by Govt. of India has imparted fresh orientation to the programme and sharpened the focus on the ensemble of critical issues impinging on the efficacy and effectiveness of the scheme by purveying forward and backward linkages. The concept of literacy is sought to be disported from its limited frame and regiment of Adult Education and is to be construed as a major factor of self-directed continuing education to pave the way for personal, social and occupational development of the society. Conceptualization of CEC programme will endow a new veneer to the effete scheme by divercation and widening of its canvas and scope. The scheme shall ensure inbuilt an innate characteristics for overall development of a person by providing the environ and conducive ethos. This model is also the most suitable for the State in achieving the goal of 100% literacy.

### **EGS & AIE**

All the Sarva Sikhsha Abhiyan (SSA) is to be launched in six districts namely Baramullha & Anantnag in Kashmir Division, Kathua & Doda in Jammu Division and both the districts of Ladakh Division. the department intends to undertake activities of school mapping and community mobilization for preparing EGS proposals in the remaining eight districts i.e. Kupwara, Budgam, Srinagar, Pulwama in Kashmir Division and Udhampur, Jammu, Rajouri and Poonch in Jammu Division.

### **IT in Education.**

For meeting rapidly growing need for IT manpower in the industry, Education Department has visualized the importance of integration of IT in the school curriculum. The department, to start with, intends to introduce Computer Education in all the Higher Secondary Schools as a compulsory subject from next year. IT will be integrated in the curriculum right from class 9<sup>th</sup> to 12<sup>th</sup> as a compulsory course. This is sought to be achieved in 5 years. The system of instructions will be enmeshed with the use of electronic media and computers as an aid on a selective basis. A core group of experts will be constituted to plan and visualize program, which need to be telecast for the students of

Communication. With the infusion of new technology and technological inputs, the quality of knowledge will improve. The idea is to broaden the horizons of the students, to hone their capabilities and to manage information and also to relate the education to the life experience of the student community.

### **Access to Information.**

By effective introduction of health inputs, culture activities and access to information, balanced development of the child is ensured. Multipronged strategy, through the establishment of libraries at the grass root level, dissemination of information through computer education, and through Audio/ video means has been adopted to ensure that children have access to all the information necessary for their social, spiritual, moral, physical as well as mental health. This in broader sense manifests aim of Education.

The Strategy of the department has now been made child centered and stresses is being laid to provide access to the children to the information which is necessary for their overall personality development. The department now intends to provide T.V sets and Video Cassette Players to the upper Primary/High Schools to ensure dissemination of information through audio means. All the middle and high schools are proposed to be covered under the project.

### **Quality Training in SIE and DIETs:**

Teacher Training is a continuous process to endow the faculty with latest teaching and pedagogical skills and to be au fait with the knowledge base, the technological changes in the context of rapidly changing Educational Scenario and to comport with the need for efficient manpower. Computer Education is the latest "Buzz Word" in the employment market. Computer Education is being made a compulsory subject in all HSS in a phased manner from the year 2000-01. In order to provide logistic support to DIETs for purpose of creating a conducive environ for imparting training to teachers in computer Education, the department purposes to establish a computer Lab. in each DIET & SIE.

### **Pre School Education.**

Pre-School education has to be reckoned as a vital stage in the over-all development of the personality of the children. Here-to-fore pre-School education has been mostly governed through a non-formal system and there have been no guidelines or policy framework regulating pre-School education. It is increasingly felt that the burgeoning number of nursery schools which are ill-equipped to handle such a vital and delicate concept of education at the pre-primary level need to be given a fresh orientation. Learning from the experience pre-school education at present is anathematic to the normal and the natural growth of children because of

emphasis on text bound knowledge and a highly regimented system of gradation. With the help of experts, a blue print of pre-school education has been developed by the Board of School Education, with emphasis on playful activities to promote creativity, sense of participation and originality amongst the children. Thus the pre-School education will be disported of the text book orientation. With this the registration for pre-school Education would be considered as sina-qua-non component of the policy framework.

□ **Private Enterprenuership.**

A very liberal policy without undermining the quality aspects is being followed with regard to promoting and stimulating the private entrepreneurship in the Schooling system. A healthy alternative system of Schooling not only keeps a pressure on the Government sector but it also supplements the effort made by the State Government in extending the reach of services to the remote areas. More than 2000 Schools right from the primary to the Higher Secondary level are functional in the private sector. However, the policy is to encourage greater participation of the entrepreneurs in the rural areas where serious gaps and hiatus in terms of provision of services still subsist. With a view to rationalization of the procedure with regard to recognition of the private Schools, the Directors of School Education have been vested with the powers for recognition of Schools up to class 5<sup>th</sup>. Gradually the powers of recognition even at the Higher Secondary level is proposed to be delegated to the Directors. The system of inspections has been streamlined with the focus on the quality aspects.

□ **Transfer Policy**

Rationalization of the transfer policy has been undertaken. It has been now decided that the transfers would be effected only at the commencement of the academic session so as to obviate any mid-term changes on a large scale basis, which adversely affect the academic profile of the Institutions. With a view to introducing transparency in the system of transfers, greater delegation of authority has been done. All the transfers at the level of teachers is being done at the District level by the Chief Education officers. Other transfers from the level of Masters, Head Masters and Lecturers in the Higher Secondary Schools are regulated by the respective Directors of School Education. Only the transfers of Principals of Higher Secondary Schools, DIETs and the Chief Education Officers and Dy.Chief Education officers is being done from the Administrative Department. Even in regard to such transfers there is a system of consultation with the Directors so as to provide for the suitable persons manning the critical positions.

## Area of Concern

### Area of Concern

The area of concern in the educational sector are flagged as under:-

- a) Notwithstanding the extensive and wide expanse of the reach of institutional framework of Schools at the level of elementary education, the goal of 100% coverage of the children in school going age under Formal Schooling has not been achieved. This is attributable to lack of infrastructure and commensurate facilities and near total absence of alternative system to comport with the specific requirement as ordained by subsistence level of economy.
- b) The gender disparity in reference to enrolment and retainability still subsists. There are large number of girl children almost about 1.50 lakh who are still outside the educational system and stream. The factor of opportunity cost lies at the core of this grave problem. Girl children provide main sustenance and support system for the family unit in regard to management of household chores, looking after younger brothers and sisters and fetching water and wood.
- c) The societal set up in the State has smarted under tremendous pressure and strain due to militancy and disturbed law and order situation. The major onslaught has been countenanced in the field of education which was sought to be disrupted by way of large scale damage of schools and infrastructure and which did create turbulence in socio-economic ethos and put the social structure under stress. The children has suffered immensely and so their main streaming with the general ethos is to be placed as a central theme of the strategy.
- d) Lack of strong, tensile and sustainable voluntary effort to provide for the hiatus in services, to promote conscientization of people's involvement and consummate commitment to the goal of universalization of elementary education and 100% literacy.
- e) There is a significant gap between the literacy of males and females. So far as the scheduled castes are concerned, their literacy is almost equal to that of the State average but in the case of scheduled tribes, there is a large gap.
- f) The State is unable to make any headway in the programmes of adult education and non-formal education.
- g) The vocational stream has not been very successful in the school system and the traditional subjects have continued which do not have much employment potential.
- h) The school buildings and classrooms are totally inadequate. There is acute shortage of T/L material like furniture, jute matting, books, scientific equipment and sports material. Some

3200 schools are without own buildings and are at present functioning in open or rented accommodation.

- i) There is a shortage of teachers in many subjects especially in science, languages and mathematics. This requires a review of the recruitment rules and procedures.
- j) There is a large tendency of teachers to remain absent from their duties especially in rural areas for want of infrastructural facilities. With the placement of VLC the position is likely to improve and even inspection system are being streamlined.
- k) There is a gap in filling up of the vacant posts both at recruitment and promotion level. This creates artificial shortage of teachers in the schools resulting in drop out and low level of achievement.
- l) A number of private schools have come up in the last few years but it has not been possible to enforce minimum standards of excellence teaching of text books as approved and prescribed by the BOSE.
- m) There is a imperative need to improve facilitates for sports and youth development in rural areas.
- n) Diversification of streams is very essential to keep pace with the technological changes and to assimilate within curriculum design innovative fields/areas. It is essential to provide for such changes by sanctioning of posts. There has been stagnant growth in the past few years which has affected diversification and divarication in to new areas for which there is market requirement.
- o) The ensemble of issues relating to financial/ administrative powers needs to be given fresh look. At the H.S. School level the Principal should be able to effect purchase of all essential Laboratory items of day to day use. The present delegation of authority up to rupees 10 thousand needs review.
- p) There should statutory powers for VLC carry out repairs and even construction works.
- q) Educational Planning is acquiring the veneer of specialization and expertise which is not available within the organization. There is need to strengthen the planning machinery at the District Level.
- r) Four posts of additional Directors need to be created for which the officers from KAS cadre need to be inducted to facilitate policy making and planning process.

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