

## Expansion of Secondary Education in Kashmir Valley since Accession: A Case Study of District Pulwama

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**Abstract:** The present paper deals with the expansion and development of the secondary level of education in post 1947 in Pulwama district. It is an attempt on part of the investigator to dig deep into the process of education both qualitative and quantitative changes that took place since then. As in 1947 Kashmir acceded to Indian union, the education system in India has direct bearings on the policies and programmes of education in Kashmir and the southern Kashmir is not an exception in it. The history and the comparison of the public and the private sector in the secondary education system reveals that the private sector is far ahead of the public sector in spite of the fact that private sector has limited allocations as compared to public one. This grim picture of the public sector is attributed to unaccountability of the public institutions. The researcher by making use of the primary sources with thoughtful insights from secondary works has made an in-depth study and tried to penetrate deep down into the system of secondary education of the Pulwama district.

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### Introduction

Secondary stage of education is most important stage not only because being an intermediary stage between primary and higher education but also because it prepares the students for the specialisation and professionalization of education. Secondary education is the second largest tier of education after primary education. Secondary Education is the second stage in the system of public education usually beginning with Class V or VI and ending in Class X of a high school or XI or XII of a higher secondary school during which education is differentiated in varying degrees according to the needs, interests and aptitudes of the pupils. Secondary Education stage is important because for about half of those entering it, it represents the terminal point of formal schooling. For this substantial group, the learning experiences of this stage of education become important for their future living in society. A second fact for the importance of this stage is that it is the bridge between the general formation of the mind and personality which school education is and the higher learning specialisations which the college and university represent.

A special Integrated Education for Disabled Children (IEDC) programme was started in 1974 with a focus on primary education but which was converted into Inclusive Education at Secondary Stage. Another notable special programme, the Kendriya Vidyalaya project, was started for the employees of the central government of India, who are distributed throughout the country. The

government started the Kendriya Vidyalaya project in 1965 to provide uniform education in institutions following the same syllabus at the same pace regardless of the location to which the employee's family has been transferred.

There are 44.8 million children in secondary education in India, which translates into a gross enrolment ratio (GER)<sup>2</sup> of 45.81 per cent in Classes IX–XII.<sup>3</sup> Most of these 44.8 million children are in lower secondary education — 28.4 million — while the remainder are in higher secondary education. While the overall GER in Classes IX–XII is 45.81, the GER is much higher in lower secondary (at 58.15 per cent) than in higher secondary (33.48 per cent). The number of children in secondary education is expected to continue to rise due to both supply and demand factors. On the supply side, the GER in primary education is over 100 per cent and is approaching that figure in upper primary. The proportion of children completing primary and upper primary education continues to rise, albeit slowly — from 73.7 per cent to 75 per cent between 2004–05 and 2010–11 — as does the transition rate from elementary to lower secondary. Moreover, the size of the young age cohorts is expected to increase for a couple more decades. The total number of people aged 15–19 is expected to continue to rise until 2025, at which point it will be 4 million more than it is today; and it will not be until after 2035 that the cohort size falls below the current level.

On the demand side, the returns to education for individuals indicate that there is still labour market

demand for secondary education graduates despite the increasing number of them in the working age population. Over the last decade, returns for lower secondary and higher secondary education have been the highest returns for any level of education, even greater than for higher education; with the latest returns being a wage premium of 36 per cent for someone completing lower secondary education compared to someone completing primary education, and 43 per cent for someone completing higher secondary as against completing lower secondary education. These increasing returns have occurred even while the proportion of people with secondary education in each succeeding cohort has also risen. These national averages, however, conceal considerable variation at the state level in terms of access to secondary education. The richer states like Tamil Nadu and Himachal Pradesh have the highest rates for both primary completion and for Class IX gross intake (both these states have rates at 100 per cent or more);<sup>4</sup> while poorer states like Bihar and Jharkhand have the lowest, with, for example, Bihar's overall primary completion rate at around 40 per cent and its Class IX gross intake at about 35 per cent. This is the expected pattern since secondary education is not compulsory and the direct and indirect costs of attending school are significantly greater than in primary education.

#### Objectives of the Study

The following objectives were formulated for the present study:

1. To study the various private and public secondary institutions which are providing knowledge in District Pulwama

2. To study the various private and public higher secondary institutions which are providing knowledge in District Pulwama

3. To study the growth rate in enrollment of students sex wise in both private and public sectors in District Pulwama and the comparison of the said sector.

#### Data Base

The data for the present study was collected in the following institutions:

1. State Board of School Education, Srinagar.

2. Directorate of School Education, Srinagar.

3. Directorate of Statistics and Economics, Govt. Jammu and Kashmir, Srinagar.

4. Chief Education Office and ZEO,s Pulwama, Kashmir.

The investigator also studies various books, magazines, newspapers, periodically etc, about the growth and development of Secondary Education in District Pulwama, Kashmir.

#### Tools and Techniques

The data for the present study was collected through Information blank. Following tools and techniques were employed for the present investigation:

**Information Blank:** was used to collect the data decade-wise along with their total enrolment, gender-wise enrolment, total no. of teachers, gender-wise teachers from different educational offices.

#### Analysis and Interpretation

**Table – 1: Showing the total No. of Secondary Schools in District Pulwama (1981- 2013)**

Year	Public/ Private	Secondary Schools						
		Total no. of schools	Total Enrolment	Male	Female	Total No. of Teachers	Male	Female
1981	Public	14	3260	2140	1120	181	155	26
	Private	07	1690	1136	554	116	95	21
1991	Public	25	5212	3226	1986	306	249	57
	Private	9	2366	1433	933	128	95	33
2001	Public	28	6193	3791	2402	401	322	79
	Private	14	4411	2711	1700	189	142	47
2011	Public	51	12312	7384	4928	662	471	191
	Private	23	9130	4945	4185	401	299	102
2012	Public	54	12631	7569	5042	674	473	201
	Private	25	9622	4826	3796	409	305	104
2013	Public	54	12567	7377	5190	674	473	201
	Private	25	9830	5022	3804	413	304	109

Source: Field Survey

The above table shows the statistics about the Secondary schools in the district of Pulwama of South Kashmir from 1981 to 2013. The statistics

about this district before 1981 are not available since the district came into existence in 1979 when the district of Anantnag has been divided into two. It is

also worth noting that this district of Pulwama has been divided into two in the year 2008 paving way for the creation of a new district called Shopian. We can observe from the above table that there has been a considerable increase in the overall enrolment in the

Secondary schools. We can also see that there has been an increase in the male to female ratio in the schools which shows a greater interest in the girl child education in this region.

**Table – 2: Showing the total No. of Higher Secondary Schools in District Pulwama (1981-2013)**

Higher Secondary Schools						
Total no. of schools	Total Enrolment	Male	Female	Total No. of Teachers	Male	Female
3	1322	1108	214	78	67	11
0	0	0	0	0	0	0
05	2744	2318	426	168	142	26
0	0	0	0	0	0	0
14	7152	3997	3155	285	221	64
2	421	245	176	29	24	3
22	14560	8737	5823	490	351	139
3	588	365	223	33	27	6
22	15022	8967	6055	530	373	157
3	610	329	281	33	27	6
22	15269	9025	6244	540	381	159
3	619	312	307	34	26	8

Source: Field Survey

The above table shows the statistics about Higher Secondary schools in the district of Pulwama of South Kashmir from 1981 to 2013. The statistics about this district before 1981 are not available since the district came into existence in 1979 when the district of Anantnag has been divided into two. It is also worth noting that this district of Pulwama has been divided into two in the year 2008 paving way for the creation of a new district called Shopian. We can observe from the above table that there has been a considerable increase in the overall enrolment in the Higher Secondary schools in the district Pulwama. Another interesting aspect which we can see from the above table is that the private sector has a very negligible role to play in the Higher Secondary Education. Also we can observe that the male to female ratio has been showing a continuous improvement.

### Conclusion

The investigator divided the secondary education in to two levels lower secondary and higher secondary. The investigation made it evident that the overall position in both the levels of the secondary education sector is same. The overall condition of the private sector is far better than the public sector. In the lower secondary schools, the enrolment is more in private as compared to the public schools. But in spite of this the pupil-teacher ratio is good in private sector. This higher enrolment is because of the fact that the private schools have higher pass percentage

at as compared to public sector besides the private sector has provisions for co curricular activities and they are strictly followed in letter and spirit while as in public schools these provisions are always confined to unimplemented laws. Same is the case with higher so far as the quality of education is concerned. Even though quantitatively the public higher secondary schools are more in number as compared to private sector but quality again suffers in public sector. Against only two private higher secondaries the district is having twenty eight public institutions. The less growth in private higher secondary schools is because of the fact that there are large avenues of private tuition in higher secondary level and it is easy for the students to make a formal admission in government institution which is always less expensive because of fee etc an then avail the private tuition easily.

### Suggestion

The following suggestions are recommended for the above mentioned educational sector.

1. To improve the quality of government secondary schools in academics and co curricular activities.
2. To make the system accountable, regulate and restrict the private tuition of the teaching staff of government institutions.
3. To relate the pass percentage of the subject teachers with the reinforcement and rewards accordingly.

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