

DEVELOPMENT OF HIGHER EDUCATION IN JAMMU AND KASHMIR: A CRITICAL REVIEW

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ABSTRACT

Jammu and Kashmir, celebrated as "Paradise on Earth" and "City of Temples," boasts a rich educational legacy intertwined with its cultural and historical tapestry. This paper meticulously reviews the trajectory of higher education development in the Kashmir and Jammu Divisions across pre- and post-independence periods. Beginning with the unification under Maharaja Gulab Singh in 1846, the region's educational landscape evolved significantly with influences from Sanskrit scholars, Islamic traditions, and Christian missionaries. Key milestones include the establishment of modern schools and colleges, reformative efforts like the Sharp Committee recommendations, and the establishment of the University of Jammu and Kashmir in 1948. Post-independence, educational reforms intensified with initiatives for women's education, free education policies, and the establishment of universities and colleges across both divisions. The analysis underscores the socio-political factors shaping educational reforms and highlights challenges such as unemployment among educated youth and the need for skill development. Despite these challenges, recent initiatives aim to transform Jammu and Kashmir into a hub of academic excellence through enhanced infrastructure, digital education, and policy reforms aligned with the National Education Policy 2020. The study concludes by emphasizing the imperative of sustained efforts to overcome challenges and leverage opportunities for inclusive and quality-driven higher education in Jammu and Kashmir.

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KEYWORDS: Development, Quality, Educational Requirements, Higher Education, Pre-independence, Post-independence

INTRODUCTION

Kashmir, often referred to as "Paradise on Earth", and Jammu, often referred to as the "City of Temples," are not only renowned for their natural beauty but also holds a significant place in the history of education in India. This paper aims to review the development of higher education in the Jammu and Kashmir, examining the trajectories during the pre-independence and post-independence periods. Understanding this evolution is crucial for appreciating the current educational landscape and identifying areas for further improvement.

Historical Context

Development during Pre-Independence Period:

Jammu and Kashmir were unified as a political entity by Maharaja Gulab Singh under the Treaty of Amritsar with the British Government in March 1846. Thus, the history of education in this region can reasonably begin from 1846. Historically, Kashmir was a center for Sanskrit learning, with scholars like Kalhana highlighting the importance of education. Kashmiri scholars significantly contributed to Sanskrit literature. The arrival of Muslims brought a deep Islamic influence, promoting both Persian and Sanskrit learning through madrasas and makhtabs. Sultan Zain-ul-Abidin established a university at Nau-Shahr, marking the advent of modern education influenced by Christian missionaries.

Key Developments:

- I. **Christian Missionaries:** In 1854, Colonel Martin, Rev. Robert Clark, and two Indian Christians arrived in Srinagar, initiating the activities of the Christian Missionary Society of London. Rev. J.H. Knowles founded the Christian Mission School in 1880.
- II. **Modern Schools:** Maharaja Ranbir Singh established two modern schools in Jammu and Srinagar in 1874, teaching English, Sanskrit, law, Tib, and Persian.
- III. **Educational Reforms:**
 - Schools in Jammu and Kashmir were reorganized along the lines of Punjab University.
 - Liberal scholarships were introduced for meritorious students.
 - Srinagar Middle School was elevated to High School status in 1892.
 - Eight schools were opened in Ladakh.
 - In 1905, the Prince of Wales College was established in Jammu following the Prince of Wales' visit.
 - Dr. Annie Besant started a Hindu College in Srinagar in 1905, later named Sri Partap College in 1911.
 - Sri Amar Singh Technical College was established in 1913 in Srinagar.
- IV. **Muslim Community Education:** In 1916, Maharaja Partap Singh formed a committee under Mr. M. Sharp to address Muslim education. Important recommendations included college education, grants-in-aid, secondary and technical education, teacher training, and female education.
- V. **Additional Reforms (1915-1947):**
 - Vernacular became the medium of instruction.
 - Teacher-student ratios were set at 1:30 for infant classes and 1:40 for others.
 - Physical education for girls was emphasized.
 - The Calcutta University Commission (1917) influenced higher education in Jammu and Kashmir.
 - By 1925, there were 2 colleges, 11 high schools, 36 boys' middle schools, 6 girls' middle schools, 549 boys' primary schools, and 34 girls' primary schools.
 - Efforts to introduce compulsory primary education in Srinagar, Sopore, Udampur, and Jammu for children aged 6 to 14.

- The Wardha Education Committee's report in 1938 led to the formation of an Education Reorganization Committee under Mr. K.G. Saiyidain, advocating for Basic Education, universal primary education, teacher training, and vocational education.
- VI. Female Education: Missionary efforts laid the groundwork for female education, with significant progress by 1947, including 8 girls' high schools, 50 girls' middle schools, and 280 primary schools, totaling 2158 educational institutions and an enrollment of 112,298 students. The education budget for 1946-1947 was Rs. 3,751,500, accounting for 7% of the state's revenue.

Higher Education in Jammu and Kashmir During Pre-Independence Period:

In 1905, Dr. Annie Besant advised the establishment of the Hindu College in Srinagar. The Prince of Wales College was started in 1908, and the Hindu College became Sri Partap College in 1911. The Sharp Committee in 1916 recommended partial cost coverage by beneficiaries and a tutorial system for intermediate classes. By 1940-41, college enrollments increased significantly, leading to the bifurcation of S.P. College into Amar Singh Degree College in 1942. Additional colleges were established, and by 1948, higher education in Jammu and Kashmir transitioned from Punjab University affiliation to the University of Jammu and Kashmir.

Development in Post-Independence Period:

Post-independence, the political changes necessitated educational reorganization. The Educational Reorganization Committee, chaired by Shri A.A. Kazimi in 1950, made several recommendations.

Key Developments:

- I. Women's Education: Two colleges for women were established in Jammu and Srinagar.
- II. Free Education: Education was made free at all levels.
- III. Textbook Advisory Board: A board was constituted to oversee textbooks.
- IV. Intermediate Colleges: Colleges were started in Sopore and Anantnag.
- V. University of Jammu and Kashmir: Established in 1948, initially as an examining body, it began teaching in 1956, gradually expanding its departments.
- VI. Secondary Education Commission (1952-53): Recommendations were considered in Jammu and Kashmir.
- VII. All India Survey of Education (1957, 1965): Surveys highlighted the need for incorporating findings into educational plans.
- VIII. Indian Education Commission (1964-66): Recommendations led to the appointment of an Education Committee under Sri Bhagwan Sahay, resulting in significant educational policy changes.
- IX. Educational Reforms (1970s):
 - The Bhagwan Sahay Committee's report led to organizational restructuring.
 - A round table conference in 1975 addressed various educational challenges, including universal elementary education, vocationalization, and the 10+2+3 education pattern.

Higher Education in Jammu and Kashmir During Post-Independence Period:

Post-independence, higher education gained importance. From 9 colleges in 1950-51, the number increased to 22 by 1980-81, with significant improvements in enrollment and gender ratio. The College Development Council was established in 1979 to enhance educational standards. The University of Jammu and Kashmir, founded in 1948, evolved from an examining body to a teaching university, later bifurcated into two independent universities in 1969.

PURPOSE OF THE STUDY

This review aims to provide a comprehensive analysis of the development of higher education in Jammu and Kashmir during the pre- and post-independence periods. It explores the historical evolution, key milestones, and transformative policies shaping the region's higher education landscape. Additionally, it examines the socio-political factors influencing educational reforms and their impact on the socio-economic fabric of Jammu and Kashmir.

OBJECTIVES:

1. To study the growth of higher education in Jammu and Kashmir.
2. To examine the various commissions and committees formed for the development of higher education in Jammu and Kashmir.

REVIEW OF LITERATURE

The development of higher education in Jammu and Kashmir (J&K) across pre- and post-independence periods has been meticulously examined through a series of educational documents and scholarly studies. Beginning with foundational reports like the Sharp Committee (1916) and subsequent inquiries such as the Glancy Commission (1932) and Saiyidain Committee (1939), these documents laid the groundwork for educational reforms. The Kazemi Committee (1950) and the Ganguli Committee (1963) further shaped educational policies and structures in the region. Post-independence, reports by figures like GajendraGadkar (1967), Wajir (1969), and Tayabji (1978) addressed various facets of educational administration and reforms. These historical insights are complemented by contemporary analyses. Campbell's initiative in 1853 and the Woods Despatch of 1854 represent pivotal shifts in educational policy during the British era, emphasizing practical education and teacher training. Subsequent studies by Croft (1888), Rees (1910), Fraser (1911), and Smith (1919) documented British-era expansions, while Nurullah and Naik (1951), Kaur (1985), and Narinderjit (1987) highlighted further growth and dimensions in Indian education. Recent scholars, including Kumar (2022), Abid and Suhail (2019), and Ranganath (2021), examines modern transformations and challenges, noting institutional expansions alongside persistent issues in quality and alignment with employment needs. Studies by Keshav (2019), Shweta and Akshada (2019), and others delve into post-independence educational policies and their impacts, including those following the revocation of Article 370. These comprehensive reviews underscore the rich historical evolution and contemporary dynamics shaping higher education in J&K and broader Indian contexts.

EDUCATIONAL DOCUMENTS	
Report on the Education of J&K (Sharp committee)	Sir Henry Sharp (1916)
Glancy Commission Report	H. Glancy (1932)
Punjab University Inquiry Report	Sir George Anderson (1933)
Education Reorganisation committee Report(Saiyidain Committee)	K.G Saiyidain(1939)
Education Reorganisation committee Report(Kazemi Committee)	Kazemi (1950)
Educational policy statement	A Draft statement 1955
J&K University Committee (Ganguli Committee Report)	Professor V.N. Ganguli (1963)
Jammu and Kashmir inquiry commission Report(GajendraGadkar Report)	Justice P.B. GajendraGadkar(1967)
Report of the Backward classes committee (Wajir committee Report)	Justice J.N. Wajir(1969)
Bhagwan Sahaya Committee Report	Shri Bhagwan Sahay (Governor of J&K 1972)
Education Administration Report: Engineers India Ltd.	Dr A.C. Singhal (1973)
Report on the Reorganisation of Education Department(J.D Sharma Report)	J.D. Sharma(1973)
Report of the Education Conference on Student unrest	Shri Bhagwan Sahay (Governor of J&K 1974)
Report of the Round Table Conference on Education	Sheikh Mohammad Abdullah(1975)
Report of the Education Conference on 10+2 pattern	Sheikh Mohammad Abdullah(1976)
Report of the Jha Committee on Education	Shri L.K.Jha (Governor of J&K State)(1978)
Report of the Kashmir University Inquiry Committee(Tayabji Report)	Mr. Badru-din-Tayabji(1978)
Report of the Jammu & Kashmir U Inquiry Commission(Sikiri commission)	Justice S.M.Sikri(1980)

RESEARCH METHODOLOGY:

This study employs historical and descriptive research methods to explore the development of higher education in Jammu and Kashmir. Historical research examines past events to interpret their significance, while descriptive research aims to obtain accurate information about current phenomena, drawing valid conclusions and formulating important principles and solutions. The researcher collected data through primary sources, including annual reports of universities,

commission and committee reports, higher education commission reports, census reports from 1951 to 2011, NAAC reports, institutional surveys, courses of studies, advertisements, newspapers, periodicals, lecture notes, magazines, and articles. Additionally, annual reports from the Education and Human Resource Departments, reports from various education commissions (e.g., University Education Commission 1948-49, Education Commission 1964-66), National Policy on Education reports (1968, 1986, 1992), Planning Commission reports, and UGC reports were utilized. Secondary sources included books, magazines, newspapers, theses, articles, internet searches, and speeches. All sources were carefully examined and subjected to internal and external criticism.

ANALYSIS AND INTERPRETATION:

Growth of Higher Education in Jammu & Kashmir:

In recent times, following the abrogation of Article 370, Jammu and Kashmir (J&K) underwent significant changes as it transitioned into a Union Territory, marking a pivotal moment for its educational landscape. The Higher Education Department of the J&K government has taken up the responsibility of formulating regulations and policies aimed at advancing higher education in alignment with national objectives. The department's vision emphasizes transforming J&K into a hub of academic excellence, ensuring equitable access to quality education that adapts to socio-economic and cultural shifts. This vision is underpinned by a mission to enhance educational quality through sustained efforts and commitment, aiming to elevate institutions to new heights of excellence. Presently, Kashmir hosts five universities, comprising multidisciplinary, agricultural science, and technology-focused institutions, alongside two institutes of national importance. Meanwhile, in Jammu Division, there are seven universities, including multidisciplinary and specialized institutions. The growth in higher education over the past two decades has been remarkable, with an increase in universities, institutes, and colleges, indicating a robust expansion aimed at meeting the diverse educational needs of the region. However, challenges such as unemployment among educated youth persist due to gaps in skill development and relevance of education to job market demands. The National Education Policy (NEP) 2020 seeks to address these issues by aiming to overhaul the higher education system nationwide, emphasizing quality education and aiming for a Gross Enrollment Ratio (GER) of 50% by 2035. Moving forward, enhancing educational standards and outcomes in J&K will require strategic and concerted efforts to ensure that the expansion in higher education translates into meaningful socio-economic benefits for its population.

Table1: Universities in Kashmir

Name of university	State/ central	Discipline	Est. Year
Central university of Kashmir	Central university	Multidisciplinary	2009
University of Kashmir, Srinagar	State university	Multidisciplinary	1949

Cluster university of Srinagar	State university	Multidisciplinary	2016
Sher-e-Kashmir university of agricultural science and technology, Srinagar	State university	Agricultural science and technology	1982
Islamic University of science and Technology, Kashmir	State university	Multidisciplinary	2005

Table2: Colleges in Kashmir Division

S.No.	District	Number of colleges
1	Anantnag	11
2	Baramulla	12
3	Srinagar	11
4	Budgam	07
5	Pulwama	06
6	Kupwara	08
7	Ganderbal	02
8	Kulgam	05
9	Bandipora	06
10	Shopian	02
Total		70

Table3: Higher Education Institutions in Kashmir

Central Universities	01
State Universities	04
Deemed To Be Universities	01
Institutes Of National Importance	02
Research Institutes	02
Affiliated Medical Colleges	05
Affiliated Dental Colleges	02
Affiliated Medical Unani Colleges	01
Affiliated Nursing/ Physiotherapy Colleges	03
Affiliated Engineering Colleges	05
Affiliated Computer Science Colleges	02
Affiliated Government Degree Colleges	70
Affiliated Ayurvedic Colleges	02
Autonomous Degree Colleges	06

Affiliated B.Ed colleges(private)	76
Affiliated Government B.Ed colleges	01
Affiliated music and fine Arts institute	02
Affiliated Law colleges	04
Indian institute of skiing and mountaineering	02
Affiliated physical science Government colleges	02
Affiliated Degree colleges/ Oriental colleges (Non-Government)	19

Table 4: Universities in Jammu Division

Name of university	State/ central	Discipline	Est. Year
Central university of Jammu	Central university	Multidisciplinary	2016
Central Sanskrit university, Jammu	Deemed university	Sanskrit	2002
University of Jammu, Jammu	State university	Multidisciplinary	1968
Cluster university of Jammu	State university	Multidisciplinary	2016
Sher-e-Kashmir university of agricultural science and technology, Jammu	State university	Agricultural science and technology	1999
Shri Mata Vaishno Devi university, katra Jammu	State university	Multidisciplinary	2004
Baba Ghulam Shah Badshah university, Dhanour, Jammu	State university	Multidisciplinary	2005

Table 5: Colleges in Jammu Division

S.No.	District	Number of colleges
1	Doda	05
2	Kathua	09
3	Udhampur	09
4	Rajouri	09
5	Poonch	04
6	Jammu	18
7	Kishtawar	04
8	Reasi	04
9	Ramban	05

10	Samba	05
Total		72

Table 6: Higher Education Institutions in Jammu Division

Central Universities	02
State Universities	05
Deemed To Be Universities	01
Institutes Of National Importance	06
Research Institutes	04
Affiliated Medical Colleges	06
Affiliated Dental Colleges	02
Affiliated Medical Unani Colleges	02
Affiliated Nursing/ Physiotherapy Colleges	09
Affiliated Engineering Colleges	07
Affiliated Computer Science Colleges	06
Affiliated Government Degree Colleges	72
Affiliated Ayurvedic Colleges	02
Autonomous Degree Colleges	03
Affiliated B.Ed colleges(private)	76
Affiliated Government B.Ed colleges	02
Affiliated music and fine Arts institute	02
Affiliated Law colleges	06
Indian institute of skiing and mountaineering	01
Affiliated physical science Government colleges	02
Affiliated Degree colleges/ Oriental colleges (Non-Government	22

RESULTS:

The development of higher education in Jammu and Kashmir reflects the region's complex socio-political history. From its modest beginnings in the pre-independence period to the comprehensive educational reforms and expansions in the post-independence era, higher education in J&K has made significant strides. However, ongoing challenges, particularly those related to political instability, continue to impact its progress. Addressing these challenges and leveraging opportunities for technological integration and policy reforms will be crucial for the future of higher education in the region. However, ongoing reforms, government initiatives and technological integration offer promising opportunities for further advancement. This review study highlights the need for sustained efforts to address existing challenges and to leverage opportunities to ensure the continued growth and development of higher education in Jammu and Kashmir.

DISCUSSION OF RESULTS:

The development of higher education in Jammu and Kashmir is a testament to its intricate historical, political, and socio-economic evolution. This discussion synthesizes findings from historical trajectories and contemporary educational reforms to highlight key insights and challenges shaping the region's higher education landscape. Historically, Jammu and Kashmir's educational journey began with significant influences from Sanskrit scholars and Islamic traditions, evolving further with the advent of Christian missionaries and subsequent modern educational reforms. The establishment of schools and colleges during Maharaja Ranbir Singh's era in the late 19th century marked a pivotal shift towards modern education. The efforts of Christian missionaries and educational pioneers like Dr. Annie Besant laid foundational institutions such as the Hindu College in Srinagar and the Prince of Wales College in Jammu, setting the stage for comprehensive educational reforms.

The pre-independence era witnessed strategic educational reforms, including the introduction of vernacular languages as mediums of instruction, the expansion of school networks across Ladakh, and the establishment of key educational institutions like the Prince of Wales College and Sri Partap College. These initiatives were complemented by efforts to enhance female education and the formulation of committees like the Sharp Committee (1916) and the Kazemi Committee (1950), which provided crucial recommendations for educational advancement.

Post-independence, Jammu and Kashmir's educational landscape underwent transformative changes aimed at democratizing access to education and aligning educational policies with national objectives. The establishment of the University of Jammu and Kashmir in 1948, initially as an examining body and later as a teaching university in 1956, marked a significant milestone in higher education. Subsequent educational commissions and committees such as the Ganguli Committee (1963) and the Bhagwan Sahay Committee (1972) further shaped educational policies, emphasizing universal elementary education, vocational training, and the adoption of the 10+2+3 education pattern. The expansion of higher education institutions in both the Kashmir and Jammu Divisions post-independence reflects a concerted effort to meet the growing demand for quality education. From nine colleges in the early 1950s to over 140 colleges and universities across the region today, including multidisciplinary, agricultural science, and technology-focused institutions, the sector has witnessed remarkable growth. The establishment of autonomous colleges, research institutes, and specialized universities underscores efforts to diversify educational offerings and cater to diverse student needs. Despite these advancements, challenges persist, particularly concerning socio-political instability, which has at times disrupted educational access and quality. The impact of the abrogation of Article 370 in 2019 underscored the region's vulnerabilities, necessitating adaptive strategies to mitigate disruptions and ensure continuity in educational delivery. Issues such as unemployment among educated youth, the relevance of educational curricula to job market demands, and infrastructural gaps pose ongoing challenges. However, the region's educational landscape is poised for transformation with initiatives aligned with the National Education Policy (NEP) 2020. The policy's emphasis on digital education, skill development, and quality enhancement provides a strategic framework for addressing existing

challenges. Efforts to enhance digital infrastructure, promote e-learning, and integrate technology in educational delivery hold promise for improving access to quality education and preparing students for future workforce demands.

CONCLUSION:

In conclusion, the development of higher education in Jammu and Kashmir reflects a dynamic interplay of historical legacies, policy interventions, and socio-economic imperatives. While significant strides have been made since independence, sustained efforts are essential to address persistent challenges and leverage emerging opportunities. Future policies must prioritize inclusivity, quality enhancement, and resilience to external disruptions to ensure equitable access to transformative higher education. By building on historical foundations, embracing digital transformation, and fostering a supportive policy environment, Jammu and Kashmir can consolidate its position as a hub of academic excellence and contribute meaningfully to national development agendas.

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