



Secondary Education in the State of Jammu and Kashmir (1927-1941 A.D.).

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Abstract

From 1927 to 1941, they witnessed significant developments in Secondary education in Jammu and Kashmir. During this time, the education system underwent crucial transformations, expanding and improving secondary education across the region. Under the administration of the Dogra rulers, efforts were made to establish a formal educational structure in Jammu and Kashmir. The state government recognized the importance of providing quality education and took measures to enhance the curriculum and teaching standards. English, Urdu, and Persian languages were emphasized, along with subjects like mathematics, science, and history. The aim was to prepare students for higher education and equip them with the necessary skills for future employment opportunities. Female education also gained attention during this period. Schools exclusively for girls were set up to promote their access to education. These institutions played a crucial role in empowering women and challenging societal norms. Despite progress, secondary education faced challenges, including limited resources and infrastructure. Efforts were made to overcome these obstacles by establishing more schools and improving the training of teachers. They provided scholarships and financial aid to deserving students to ensure equal education opportunities. Although challenges persisted, the state government's commitment to improving educational opportunities laid the foundation for further developments in the years to come.

Keywords: Jammu & Kashmir, Dogra monarchs, Curriculum, Middle, High, Secondary, Schools.

Introduction

In 1927 and 1941, the province of Jammu and Kashmir made significant advances in secondary education. The time saw substantial changes in the education system, which led to the growth and development of secondary education throughout the area. Under the governance of the Dogra monarchs, they undertook efforts to construct a systematic educational institution. In 1927-1930 A.D., the decrease in the number of middle schools by two in Sambat of 1984-85 was due to two middle schools rising to a high standard. The number of students attending the middle and high schools was 13,905 in 1983-84, 13,914 in Sambat 1984-85, 15011 in Sambat 1985-86 and 17,208 in Sambat 1986-87. In Sambat 1984-85, the proportion of students going up to the V primary, III middle and V high classes was 87.9, 8.8 and 3.3 per cent, respectively. [1] Female students in government schools and aided institutions rose from 4,144 in Sambat 1983-84 to 4,763 in Sambat 1984-85, 7073 in Sambat 1985-86 and 9,167 in Sambat 1986-87. The figures included students who received education at private institutions, whose number was 817 in Sambat 1985-86 and 2,429 in Sambat 1986-87. Of the 6,738 students at public institutions in Sambat 1986-87, 1,826 were in secondary schools. [2]

In 1929-30, government high schools rose from ten to thirteen. The status of two middle schools at Rainawari in Kashmir and Akhnoor in Jammu rose to that of a high school. The addition of a third resulted from the amalgamation of the Private Domains of His Highness the Maharaja Bahadur with the State and the consequent transfer of the Bhadarwah high school to the education department. There were 5,368 students on the roll in the government institutions. [3] In Thirteen government high schools, the over-crowding continued in those at the head-quarter of government Jammu and Srinagar. The high school in Jammu continued to be complete, especially in the high classes. Intensely felt the need for a second high school, the education department seriously considered the question. [4] The main obstacle to a more rapid expansion of female secondary education in the State was the need for qualified female teachers—every effort made to afford facilities for training local candidates. Regular schools were attached to the high schools in each province. The government had further sanctioned ten scholarships of Rs. 10 per mensem each for girls reading in the High classes and ten scholarships of Rs. 20 each, and 10 of Rs. 40 per mensem each for girls wishing to study in colleges within the State and in colleges outside the State respectively. [5] The number of Muslim students, boys and girls, 29,213 in Sambat 1983-84, rose to 30,060 in Sambat 1984-85, 32,571 in Sambat 1985-86 and 42,297 in

Sambat 1986-87. [6] The special educational scholarships amounting to Rs. 8,000 were sanctioned for the depressed classes in Sambat 1986-87. The number of boys belonging to these classes was 628 in the Jammu Province, to which they mainly belonged [7]; the total number of institutions for boys and girls, including aided and unaided private institutions, rose from 1932-33 A.D., boys' middle schools sixty-four in 1933-34 A.D., seventy middle schools in 1934-35 A.D., and seventy-five middle schools. The number of boys' high schools in 1932-33 A.D. was twenty-two, in 1933-34 A.D., twenty-two, in 1934-35 A.D., twenty-two. In 1932-33 A.D., twenty-seven girls' middle schools increased; in 1933-34 A.D., twenty-nine; in 1934-35 A.D., thirty middle schools. The girl's high schools were two in 1932-33 A.D., two high schools in 1933-34 A.D., and two high schools in 1934-35 A.D. [8]

In 1936-37 A.D., two new middle schools opened in Srinagar, which relieved the congestion in high schools; opened eight lower middle schools and five top middle schools during this year raised the aided primary schools in Srinagar to the intermediate standard by the Church Mission Society. [9] The number of girls' high schools was two as before. High classes had recently opened in one of the Women's welfare trust schools. The number of girls attending high schools was 545 against 569 in the previous year, 1935-36 A.D. The fall was due to the increase in the number of middle schools. [10] The number of middle schools rose from twenty to twenty-two. In addition, eleven middle schools ran by public bodies. [11]

In 1937-38 A.D., the number of students from the government and aided schools who appeared in the matriculation examination during the year was 1,220. Of these, 976 passed, which gave a pass percentage of 80. The results were very satisfactory. [12] The primary school at Ismailpur also rose to a lower middle school. [13] During 1937-38 A.D., two middle schools for girls' opened at different places. [14] The C.M.S. (Christian Mission School) middle schools in Srinagar had yet to be recognized as high schools by the department. The Urdu primary school at Kishtwar rose to the status of a middle school. [15] A new girls' middle school at Rainawari, Srinagar, was also opened the same year. [16]

In 1939-40 A.D., two aided boys' high schools opened. [17] Two aided middle schools helped high classes, and the actual increase in the number of aided middle and assisted high schools was two during this year. [18] The number of students who appeared in the matriculation examination from various high schools in Jammu Province was 545. Of these, 367 had declared successful, giving a pass percentage of 67.3. From Kashmir Province, 1,076 students appeared in

this examination, and 622 passed, giving a pass percentage 58. [19] Fifty-four girls appeared in the matriculation examinations from both provinces and of these, thirty-four passed. [20] The number of candidates who appeared in the intermediate examination was 161, of whom 133 passed. Further, 320 candidates appeared in the vernacular intermediate examination; of these, 192 were declared successful. [21] To give an impetus to girls' education in localities where no girls' schools exist at present, His Highness' Government sanctioned a proposal, during the year 1939-40 A.D., for admission of girls below ten years of age in boys' schools (Co-education), provided their parents or guardians were willing. [22]

During 1939-40, special mention was made of an increase of 408 among the students belonging to the Harijan community in the Jammu Province to which the Harijans mostly belonged. This increase in the number of students was a clear indication that this community, which had so far been one of the most backward in education, was now beginning to take a much greater interest in education. The various measures taken by the education department in the form of notable scholarships for Harijan students and special consideration to the claims of Harijan candidates in the matter of employment as well as the pressure of modern forces, had it appeared at last, quickened the educational conscience of this community which had still very significant leeway to make up. His Highness' Government of Maharaja Hari Singh was determined to do all they could to further their legitimate interest. [23]

In 1940-41 A.D., secondary education was free, except in a few high schools in the capital cities and Mirpur town, and even in these schools, only about 33 per cent of the boys paid the fees, and the rest were free students. [24] In 1940 A.D., two aided schools opened—Islamia at Zadibal and New Era School at Srinagar. An important development of the year was that it opened a 'Moving School' for Bakarwals (nomadic tribe) on the representation of the community to cater for the educational need of the nomadic tribe; a moving school was established at Doru, Anantnag and for another six months at Reasi, in Jammu Province. [25] Two aided schools were established to overcome the congestion of secondary education: National high school Shopian and D.A.V. high school Srinagar. However, it was not enough, as the role in secondary schools was increasing yearly. The existing staff and limited accommodation provided were inadequate and insufficient to cope with swelling numbers and admission controlled in several classes. The instructional efficiency of these institutions was also naturally impaired as it became impossible for teachers to pay individual attention to students in their classes. [26] By 1941 A.D., at least one high

school had opened at all the district headquarters of Jammu province except Reasi. At that time, fifteen high schools and more than fifty-six middle schools were functioning in the region. In Jammu district, there were five high schools. [27] There were three high schools each in the communities of Udhampur, Mirpur and Poonch, each serving a population of 1,02,004; 1,28,885; and 1,40,609, respectively, whereas a high school in Kathua was serving a population of 1,77,672 in 1941 A.D. However, mentioning that a population of 2 57,903 in the Reasi district was without a high school was pertinent. [28]

In the year 1940-41, girls' education the number of government high schools for girls remained satisfactory. There was an increase of two schools in the number of government middle girls' schools [29], and five high schools increased. [30] In the Year 1940-41, 52 girls appeared in the matriculation examination, out of which 44 passed, 34 out of 41 from government high schools and 10 out of 11 from aided institutions, and 285 came out successful in the middle school examination. [31] In 1941-43 A.D., the total number of students sent up for the matriculation examination from various schools during this period was 2,058. Of these, 1,322 belonged to Kashmir Province and 736 to Jammu Province. The number that came out successful was 1,320. [32]

Methodology

Based on the provided text, the topic has focused on secondary educational development and progress during 1927-1941. The methodology for analyzing this topic would involve reviewing and analyzing historical records, official documents, and other available sources of information on the educational system during the Dogra Maharajas' reign and A thorough review of primary sources such as official reports, academic policies, and documents related to establishing and expanding schools and other educational institutions during the period. Secondary sources such as scholarly articles, books, and other historical records would also need to be consulted to provide context and background on the educational system during the Dogra period. It would help to identify trends and developments in secondary education during this period and give a broader perspective on academic progress.

Objectives

1. To study the education status of pre and post-Dogra rulers in the State of Jammu and Kashmir.

2. To study the role of Dogras in establishing secondary schools and imparting education within the State of Jammu & Kashmir from 1921-1941 A.D.

Conclusion

In conclusion, between 1927 and 1941, the province of Jammu and Kashmir experienced significant developments in secondary education. They made efforts under the governance of the Dogra monarchs to establish a systematic secondary educational system in the region. During this period, there was an emphasis on subjects like English, Urdu, Persian, mathematics, science, and history to prepare students for higher education and future employment opportunities. Female education also gained popularity and female students attending government schools and aided institutions increased over time. The expansion of secondary education faced challenges, such as a need for more qualified female teachers. Efforts were made to provide training opportunities for local candidates, and traditional schools were established in each province and introduced scholarships to support girls' education within and outside the State. Middle and high school students gradually increased during this period, reflecting the growing interest in education. The establishment of new schools, both government and private, contributed to this growth. However, overcrowding in some high schools remained a concern, and efforts were made to alleviate the issue by opening and expanding existing schools. Regarding examination results, the pass percentage in matriculation and middle school examinations remained satisfactory. Special attention gave to the education of Harijan students (belonging to the marginalized community), with measures such as scholarships and employment opportunities. Despite progress, challenges such as limited resources, inadequate staff, and increasing student enrollment persisted. However, by 1941, there was at least one high school in each district of the Jammu province, except Reasi. The number of government high schools for girls also increased, and many girls appeared in matriculation and middle school examinations, achieving favorable results. Between 1927 and 1941, they witnessed significant growth and development in secondary education in the provinces of Jammu and Kashmir. Efforts were made to improve access to education, enhance curriculum and teaching standards, and promote female education, although challenges of infrastructure and qualified staff remained.

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