

HUMAN RESOURCES DEVELOPMENT IN KASHMIR VALLEY- A GEOGRAPHICAL ANALYSIS

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Abstract

Human beings are born with capabilities to make their lives comfortable. In any type of planning, development must enable all individuals to sharpen and expand skills to the fullest and to invest this human capital for the betterment of quality of life. India, endowed with vast natural resources remained backward till recently until the fruits of a sustained investment in human resources over the decades started to manifest in the form of a human capital. Human resource development can be used as a potent instrument of reduction of poverty and inequalities. There may be taken various positions as what constitutes pertinent and what makes impertinent as far as human resource development is concerned. This discourse has led the researchers to evolve two theoretical constructs which may be considered as constituting yardsticks of ever-going process of development of human resources: enabling conditions ; and developed human resources i.e., human capital. It is with this perspective that the present paper addresses the problem of the human resource development in the Kashmir Valley of Jammu and Kashmir state.

Keywords: *Human beings; skill; India; enabling conditions; human capital; Jammu and Kashmir state; Kashmir Valley*

Introduction

Human beings are born with capabilities to make their lives comfortable. The purpose of sustainable development is to create an environment in which all people can expand their capabilities or productive power (Bhagel, 1988). The opportunities for developing skills for the present generation should also be developed for the posterity, as well. In any type of planning, development must enable all individuals to sharpen and expand skills and capabilities to the fullest and to invest this human capital, in the betterment of quality of life, as people are central to all activities related to development (Chirmade, 1988: 4). Since, no development process can be sustainable unless it leads to visible and widespread improvement in human resources, nurturing them has been priority of the developed

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societies in modern period of their history. These societies by improving skills of human resources through formal and specialised education and training have been successful to develop new technologies and to adapt them, and this is still an ongoing process in these societies with greater rigor to stimulate efficiency of operating economic system therein. As a result, they fared well and have attained a much higher standard of living compared to the societies which either of their own doings or due to curtailment imposed through various instruments by colonial powers could not pay much attention to the development of their human resources. As development has less to do with natural than human resources which, if developed, can transform a naturally disadvantaged country or region into a comparative competitive one¹. Example of our own India is an eminent one. India is endowed with vast and varied natural resources but remained backward till recent. The fruits of a sustained investment in human resources over the decades started to manifest in the form of a human capital (manpower) and are ready to take up any challenge in a liberalised and globalised economy. India is fast emerging as a global player both economically and politically. It has also turned from a receiver to a donor country.

From the above it follows that the human resource development (HRD) can be used as a potent instrument of reduction of poverty and horizontal inequalities. The developed countries could mitigate imbalances in the regional development by responding favourably to improve human resources of depressed regions as these imbalances, as noted above, are more of social and economic origin than of natural endowments (Myrdal, 1958: 57; Mc Croye, 1969; Pophale and Sanap, 1988: 54).

Hence, believing that people are the most valuable assets, it is a necessary to provide them a wide variety of programmes to develop a highly knowledgeable, skilled and specialised workforce to face the challenges which a fast developing technology has posed, as well as to supply the growing demand for a spectrum of skill competence in the regional, national and global economy to overcome vertical and horizontal inequalities in the quality of life.

It is with this perspective in view, the present paper addresses the problem of the human resource development in the Kashmir Valley of the state of Jammu and Kashmir with the three main objectives given below:

Objectives

- Analysis of regional patterns of level of conditions necessary for the development of human resources;
- Examination of regional patterns of level of developed human resources; and

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- To regionalize the valley in the regions at various levels of the human resource development (HRD).

In pursuance of these objectives, tehsil (a sub-district administrative and revenue collection division) is taken as the unit of analysis.

Theoretical and Methodological Issues

On the onset, it needs to clarify that human resources has at least two related interpretations depending on context. The original usage derives from political economy and economics, where it was traditionally called labour, one of four factors of production. The more common usage within corporations and businesses refers to the individuals within the firm's organisation and also to the portion that deals with hiring, firing, training and other personal issues. The objective of human resources is to maximise the return on investment from the organisation's human capital and minimise financial risk. In general the abstractions of macro-economics treat it this way. So, one interpretation is that "firm specific human capital" as defined in macro-economics is the modern and correct definition of "human resources". And, of course, this is inadequate to represent the contributions of human resources in any modern theory of political economy. In this modern connotation, the human resource development is a framework for the expansion of human capital within an organisation. The human resource development is the medium that drives the process between training and learning. It is not a defined object but a series of organised processes with a specific learning objective oriented towards potentially satisfying the organisation's goals (Nadler, 1984). It is a tool and a means to an end, not the end goal itself (Holton II and Trolt Jr., 1996:7).

The present researchers ascribe to the first view of human resources with a certain qualification. That, human resources are not only labour (workforce in Indian usage) which are subject to substitution and manipulation by mechanism of labour market but also, human beings who are at the centre of all development processes and goals.

The basic question is as how to develop human resources so as to take up challenges of modern day society and economy. Adam Smith subtly suggests, "The capacities of individuals depend on their access to education". Or, what more directly is expressed in the NPE (1986: 2), "Education is the highway to that goal." with the explicit assumption that education is an evolving and diversifying process to meet the challenges of the time. The NPE (1986: 4) further emphasizes, "Education develops manpower for different levels of economy. It is also the substrate on which research and development flourish." It is to reaffirm education as the

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essential tool of all round development. It is also a way to achieve goals of sustainable development as formulation of the NPE (1986: 5) puts it, "Education is a unique investment in the present and the future." It implies strengthening and reorientation of educational and training system towards improving the capacity to supply requisite skills and introduce greater flexibility so that this system may become responsive not only to labour market changes but also to changing social and environmental circumstances. This will allow the present generation leave the resource-base and environment intact or, at best, least possible degraded to the posterity to obtain sustenance and live in, and subsequently better them both.

From the above, the human resource development depends on access to education which, in turn, is an evolving and diversifying process to meet the challenges of people of their times. Hence, education can be taken as the key to the human resource development and overall improvement in human life. This is considered as a guiding principle of the methodology adopted in this paper to evaluate disparities in the human resource development over space in the Kashmir Valley. But, there is a problem as what is pertinent in the education system which can be taken as the reference point in turning human resources into "human capital". There may be taken various positions as what constitutes pertinent and what makes impertinent. This discourse has led the researchers to evolve two theoretical constructs which may be considered as constituting yardsticks of ever-going process of development of human resources: enabling conditions ; and developed human resources i.e., human capital.

Enabling conditions or conditions helping build up human capital are numerous including schools, schools' infrastructure, access to schools both in terms of money and friction of distance and also teachers. All of these are important to enable humans to develop themselves into various assets. But the question is what most pertinent among them are. Suppose, the number of schools and requisite facilities and accessibility are good but there is a shortage of trained teachers who could deliver, then what would be the quality of students who pass out. This argument has made the researchers wise to take teacher-pupil ratio at every level of schooling and availability of trained teachers as basic criteria to judge or gauge the enabling conditions. However, in Indian conditions where everything good and of worth is concentrated in settlements designated as "urban" with the tendency larger the urban centre greater the concentration of services which is dictated by the theory of location and economics of agglomeration. Hence, proportion of urban to rural population in a unit of regional analysis can also be considered as one of the important enabling conditions as schools for higher education generally above primary and especially above middle level tend to locate in towns and cities. The secondary and senior secondary schools catering to the

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rural population in the countryside are few and far between as well as quality of education imparted in them is generally doubtful. Besides, colleges, universities, technical institutes and other institutions of specialization and research are also concentrated in these centres called towns and cities. Therefore, a high proportion of urban to rural population in a unit of observation, in all likelihood, is one of the most important enabling conditions for the development of diversified and high quality human resources.

The emphasis placed on school education from a less critical viewpoint may appear simplistic, though it is not. For, this is school education that produces a large number of girls and boys to take up higher studies in arts, commerce, science, technology and other specialised courses creating favourable conditions for research and development(R&D) capacity building which, in turn, boosts development of every kind, and right from the First Five Year Plan of the country has been the guiding principle of planning and still remains in a liberalised and globalised national economy. The school education is a source of continuous manpower supply to R&D (NPE, 1986: 4). Hence, better school education and higher enrolment in schools make the base for a larger pool of community of scientists, technologists, managers and specialists. This community would be able to tackle challenges of a growing economy, changing society and deteriorating environment. Moreover, institutions of higher learning as colleges, universities and others of specialization, training and research, tehsils forgone, do not obtain in a large number of districts in the country.

In the case of developed human resources, it is considered that persons educated up to middle are, of course, valuable due to their literacy which broadens their horizon of communication and so their access to information is definitely enlarged. This advantage of these people over the illiterate ones may change their attitude towards economy and society and render them predisposed to adoption of new scientific, technological, economic and social innovations. This may also, in a way, help them become entrepreneurs contributing to the economy. But, they lack essential skills to be absorbed in a labour market which is highly demanding on the skill competence. Moreover, they would not be able to develop some formal technical skills as even ITIs have long back raised their entrance qualification from VIII standard to secondary/high school. However, persons with secondary and senior secondary school education may get employed in some services or processing operations and also, they have basic education to build upon either through formal or non-formal education and training or the both in a firm/business or otherwise. Thus, persons having this level of education onwards are considered developed human resources or human capital with varying degrees of skill development.

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These considerations have helped in identification of variables which can be used to empirically structure the above two theoretical constructs. Of course, selection of variables is influenced by the availability of data. The identified variables and their operational/empirical definitions are given in Table1.

The Environment

The valley of Kashmir of Jammu & Kashmir state longitudinal and latitudinal extent is from 73° 55' E and 75° 35' E, and 35° 25' N and 34° 45' N, respectively and covers an area of 15,948 km on the side of India while a significant part of it lies in the Pakistan occupied Kashmir.

This oval shaped valley is essentially a synclinal trough of tectonic origin between the Greater and lesser Himalayas. It evolved due to differential uplift of the chains of mountains. It is enclosed by the Great Himalayas and the north Kashmir range in the north-west and by the Pir Panjal range in the south-east (Raza et al.1978: 11). Its axis in length is parallel to the bordering ranges and is about 140 km long while the basin width varies between 32 to km. The lowest elevation of this basin is 1600 m and the highest 1840 m from mean sea level.

The flat bottom of the Valley of deposits of fluio-lacustrine origin overlay a depository of rock material of great thickness from the surrounding mountains. The older deposits of upper Pleistocene, called Karewas are flat surfaces mounds along the flanks of mountains up to the border. The Jhelum flood-plain occupy more than half of the valley bottom. The soils of Kashmir are poorly drained and lack organic matter. These are leached of CaCO₃. They are made of silt with a high proportion of coarse sand. Though PH as well as content of Cao are appropriate, yet they are of low capability and further handicapped by lack of irrigation due to their high elevation. It is why they have a scant vegetative cover (Hussain, 2000).

Data and Methods

A large body of data is required to analyze regional patterns of the HRD. Some of the required data are readily available, while others are not. However, the entire analysis in the following sections is carried out using data obtained exclusively from secondary official sources, both published and unpublished. The major among them are:

- Digest of Statistics, 2009-2010; Government of Jammu & Kashmir;
- Education Reports, 2009-2010; Department of Education; Government of Jammu & Kashmir;
- Live Registers of District Employment Exchanges (unpublished);
- Records of Industrial Training Institutes (unpublished);

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- Office of the Census Commissioner, Jammu & Kashmir; Srinagar.

Information on employed trained teachers and enrolments of students at various stages of schooling, educational standards of population are obtained from various published sources. However, information on unemployed school teachers, trainees of ITIs and age-sex structure in rural and urban areas is not so readily available.

Data about all those unemployed trained teachers who are registered with the district employment exchanges are taken from the Live Registers of these agencies. The addresses of applicants have been taken into consideration to ascertain tehsils of their residence. The number of these unemployed school teachers when added to the employed gives a close estimate of the available trained teachers. Data on persons who have got training in various crafts from the ITIs are obtained from the records of these institutes. Since, these are relatively recently established in the Valley (in mid - 1990s), therefore, all those who have got training from these institutes are considered as forming available trained industrial manpower. Of course, their addresses have been taken into account to verify their tehsils of residence as there have been a large number of inter-tehsil as well as cross-district enrolments.

Information on the age-structure of population is lacking at tehsil level and also not published for districts in the tables of Census of India. Therefore, officers at the Office of the Commissioner of Census at Srinagar have been contacted and un-smoothed or raw data on age-sex distribution of population by residence (rural/urban) of six districts of the Valley have been obtained. The proportions of different relevant age-groups in the age structures of different districts in their total rural and urban populations have been applied to the respective population of tehsils of each district to get the size of population in required categories of ages. It is considered to be a good approximation of population in these age-groups. The values of various variables, calculated according to their operational definitions in Table 1, are given in Appendices A & B.

Table 1: Variables and their operational definitions

Enabling conditions		Developed human resources	
Variables	Definition	Variables	Definition
Teacher-pupil ratio (I)	Number of trained teachers per 100 students in primary schools (I-V).	Secondary & sr. secondary educated	Number of persons qualified secondary, P.U.C. and sr. secondary per 1,000 persons aged 20 & above.

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Teacher-pupil ratio (II)	Number of trained teachers per 100 students in middle schools (VI-VIII).	Technicians	Number of persons qualified ITI certificate per 1,000 persons aged 20 & above.
Teacher-pupil ratio (III)	Number of trained teachers per 100 students in secondary & sr. secondary schools (IX-XII).	Technical supervisors	Number of diploma holders in engineering per 1,000 persons aged 20 & above.
Available teachers	Number of all trained teachers available at different levels per 1,000 of school going persons (aged 5-19).	Para-medical manpower	Number of persons having diploma or degree in pharmacy, nursing, technical or any specialized training per 1,000 persons aged 20 & above.
Urban-rural ratio	Urban population per 100 of rural population.	Graduates	Number of persons having a degree in humanities, social sciences, commerce & sciences per 1,000 persons aged 25 & above.
		Post-graduates and above	Number of persons having a post-graduate degree, Ph.D. or any other higher qualification after post-graduation per 1,000 persons aged 25 & above.
		Engineering & technological manpower	Number of persons having a graduate or higher degree in engineering or technology per 1,000 persons aged 25 & above.
		Medical manpower	Number of persons having a graduate or higher degree in medicine or surgery per 1,000 persons aged 25 & above.

There are five variables which have been used to structure the first theoretical construct i.e., enabling conditions. In this case, it is presumed that all the five variables are equally significant in the development of human resources. However, these variables cannot be simply added together to constitute the index of enabling conditions, as difference of magnitude of values among the variables is quite significant. Therefore, to make them comparable, their z-scores are calculated whereby, each variable has zero mean and unit

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variance. In the next instance, the z-scores of the five variables are added together to constitute the index of enabling conditions that represents relative level of each unit of observation i.e., tehsil in the present case. A tehsil scoring the highest positive index value is considered as having the most favourable enabling conditions for the HRD while, the one scoring the highest negative index value is thought least favourable.

However, structuring of the second theoretical construct i.e., developed human resources or human capital has not been so simple. It has involved some subjective elements. As, in this case, it is hard to assume that all levels of developed skills are equally important in constituting the index of developed human resources. An objective approach would have been to apply the principal components analysis and loadings on the first component could have been taken as weights of the respective variables. However, there is always a chance that the least important variable, from a specific point of view, may have higher loading than the one that has been thought to be the most important. Hence, it has been decided to assign subjective weights to each of the eight variables of this construct on the basis of perceived level of skill development, capacity to deliver and also employability which a variable represents. These weights associated with each variable are given in Table 2. In this case, z-scores of each variable have been computed and multiplied by their respective weights. Thus, there have been obtained eight new variables which, when added together, have given the index of relative levels of developed human resources which can be interpreted in the manner as in the case of enabling conditions.

Table 2: Weights given to different variables.

Secondary & Sr. Secondary	Technicians	Technical Supervisors	Para- medical Manpower	Graduates	Post- graduates	Engineering Manpower	Medical Manpower
1.00	1.25	1.75	1.75	2.25	3.00	3.25	3.25

The final index, i.e., that of the HRD has been constructed by calculating again z-scores of the two indices developed as above. Since enabling conditions are fundamental assets and make the base for the HRD, they are weighted more than the developed resources. Hence, the z-scores of the enabling conditions are multiplied by a factor of 1.5 and then added to the z-scores of the developed human resources constituting a composite index of the HRD. The values of the three indices are given in Table 3.

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Table 3: Kashmir Valley: Human Resources Development 2010

Tehsil	Enabling Conditions	Developed Human Resources	Human Resources Development
Pahalgam	-3.41540565	-9.20329945	-4.44194343
Anantnag	3.28327910	13.0809499	4.73119818
Doru	0.29826762	-8.91691715	-0.69647072
Kulgam	-0.29826762	-2.82723976	-1.27225160
Bijbehara	1.59220218	3.22783722	1.22918329
Shopiyan	-0.84056069	-2.19287991	-1.08865727
Pulwama	1.01319415	-4.41369979	0.51849633
Tral	-0.20086663	-4.09476482	0.66014971
Pampore	1.23675768	-5.90070455	0.57694192
Ganderbal	-0.39624052	0.74880362	-0.31769071
Srinagar	19.02926643	52.1615234	24.81671696
Kangan	4.64862367	6.42727530	-3.93953280
Chadoora	-1.68786975	-6.35761928	-2.39842160
Budgam	0.03080149	4.473865724	0.52298453
Beerwah	0.03208667	-6.86059145	-0.73431553
Bandipora	0.28602098	-1.08815748	0.16059347
Sonawari	-1.86034495	-2.75623035	-2.17100091
Sopore	2.129163263	3.84854765	2.55191059
Baramulla	4.98764785	28.7045688	8.17042339
Gulmerg	-3.93512738	-12.1963576	-5.29401642
Uri	-3.97294280	-7.00254475	-4.75510758
Gurez	-3.93659279	-5.13116757	-4.51095868
Pattan	-3.34035564	-9.33481614	-4.38149731
Handwara	-1.41853925	-4.45417044	1.91773095
Karnah	-4.24288760	-8.02573392	-5.13866796
Kupwara	-0.32769036	-4.38423067	0.81911591
Mean	-0.04842615	0.041406616	-0.04842615
STDEV	4.59107755	13.50856908	5.94942823

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Results and Discussion

Levels of enabling conditions for human resources development

The index of condition for human resources development in the valley as presented in Table-3 and Fig.1 shows that only 7.7 per cent of total tehsils i.e., Srinagar and Anantnag have achieved a very high level development of conditions conducive for human resources development. The values of index in these tehsils are 19.02 and 3.28, respectively. Further, 30.8 per cent of total number of tehsils i.e., Bijbehara, Pulwana, Pampore, Chadura, Badgam, Ganderbar, Baramulla and Sopore, have attained a high level of development with regard to condition for human resources development the values of index among these tehsils range from -1.68 in Chadura to 3.72 in Baramulla. A majority of tehsils accounting for 53.8 per cent of all tehsils in the valley scores low on this index. These tehsils include Duru, Kulgam, Shopiyan, Pahelgam, Tral, Beerwa, Sonawari, Pattan, Gulmerg, Bandipora, Handwara, Kupwara, Uri and Gurez. The lowest index value is observed in Gurez (-3.93) while the highest value in this category is observed in Bandipora (0.28). However there are only two tehsils which make up 7.7 per cent of all tehsils Karnah and Uri showing a very low level of conditions conducive for the development of human resources.

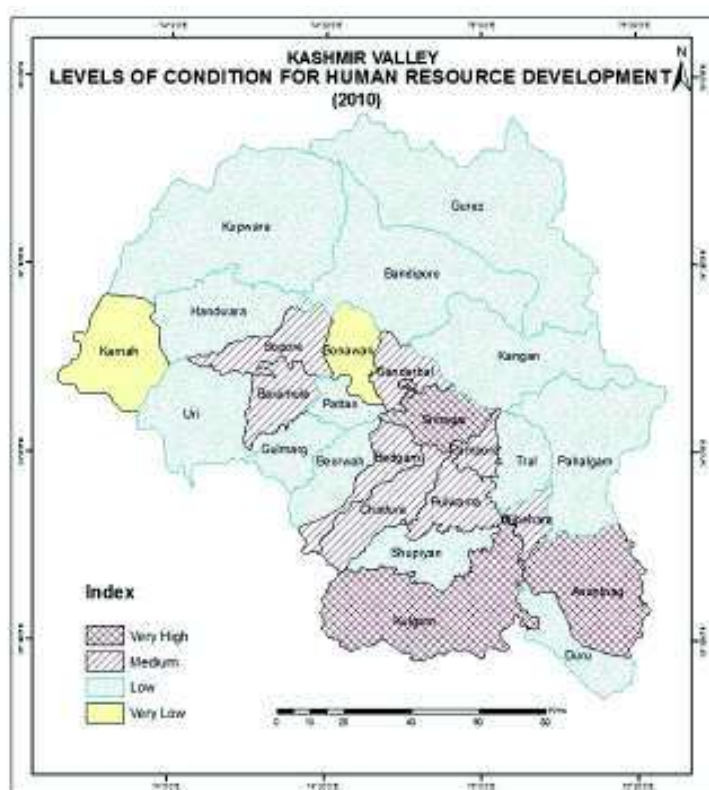


Fig. 1: Kashmir Valley (Levels of Condition for Human Resource Development)

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Levels of Developed Human Resources

The index of developed human resource in the valley of Kashmir as given in Table 3 and exhibited in Fig.2 shows that only 7.7 percent of all tehsils i.e. Srinagar and Baramulla have achieved a very high level of development in this respect with an index value ranging from 28.70 in Baramulla to 52.16 in Srinagar. The tehsils of Anantnag, Bijbehara, Sopore and Bandipora show a high level of developed human resources with a value of index from 3.22 in Bijbehara to 13.08 in Anantnag. These tehsils constitute 15.4 per cent of all tehsils. A large number of tehsils namely, Duru, Kulgam, Pahalgam, Shopian, Pulwama, Pampore, Tral, Ganderbal, Kangan, Chandura, Badgam, Burwa, Gurez, Sonawari, Pattan Gulmarg, Uri, Handwara, Karnah and Kupwara which make 76.9 per cent of all tehsils have a low level of development human resources. In these tehsils value of index varies from -2.19 in Shopiyan to 12.19 in Gulmarg.

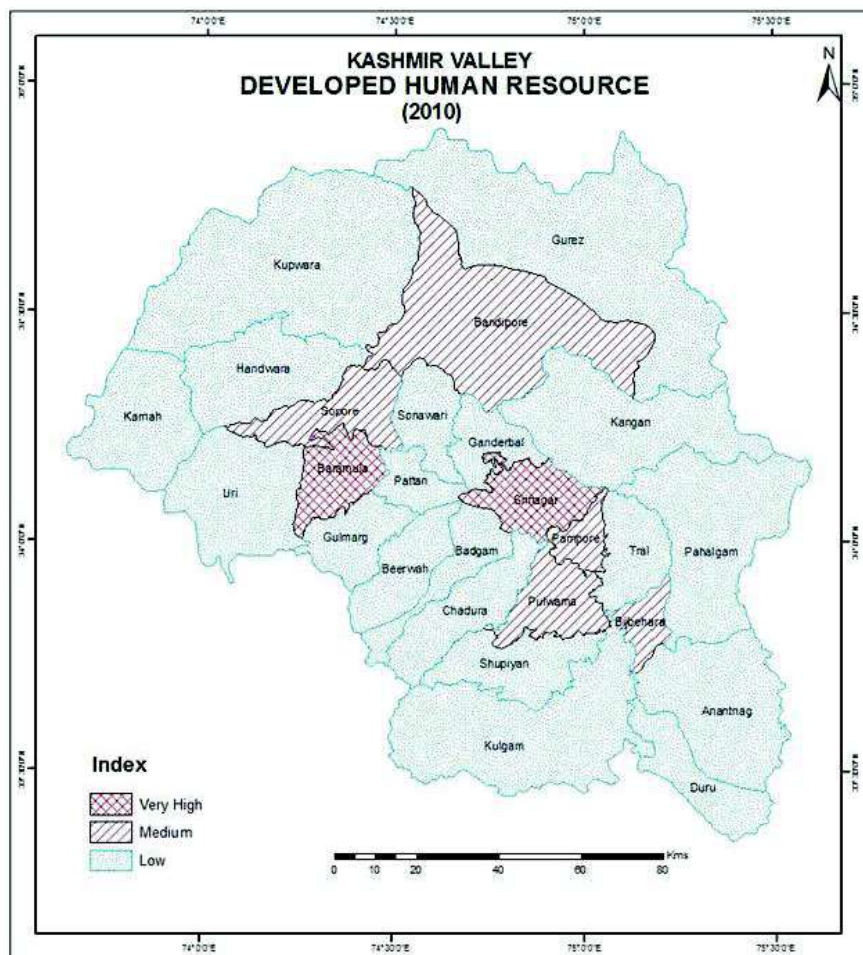


Fig. 2: Kashmir Valley (Developed Human Resource)

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Human Resources Development Regions

The levels of human resource development as revealed by the index given in Table 3 and fig.3 shows that about 11.5 percent of tehsils i.e. Srinagar, Anantnag and Baramulla have achieved a very high level of human resources development with the composite index ranging from 4.73 in Anantnag to 24.86 in Srinagar. Further, about 19.2 percent of the tehsils i.e. Bijbehara, Pulwama, Badgam, Bandipore and Sopore have attained a high level of human resources development with a composite index ranging from 1.22 in Bijbehara to 2.55 in Sopore. A majority of the tehsils i.e., 69.2 per cent which include Duru Kulgam, Pahelgam, Shopiyan, Pampore, Tral, Ganderbal, Kangan, Chandura, Beerwa, Gurez, Sonawari, Pattan, Gulmerg, Uri, Handwara, Karnah and Kupwara have scored low on this index with a value ranging from -3.93 in Kangan to -5.13 in Karanah.

On the basis of topography the plain belt of valley floor is fairly developed whereas the fringe areas and border tehsils situated in upper Karewas and Kandi belt have remained far behind in development of human resources. The lower Karewa belt is moderately developed.

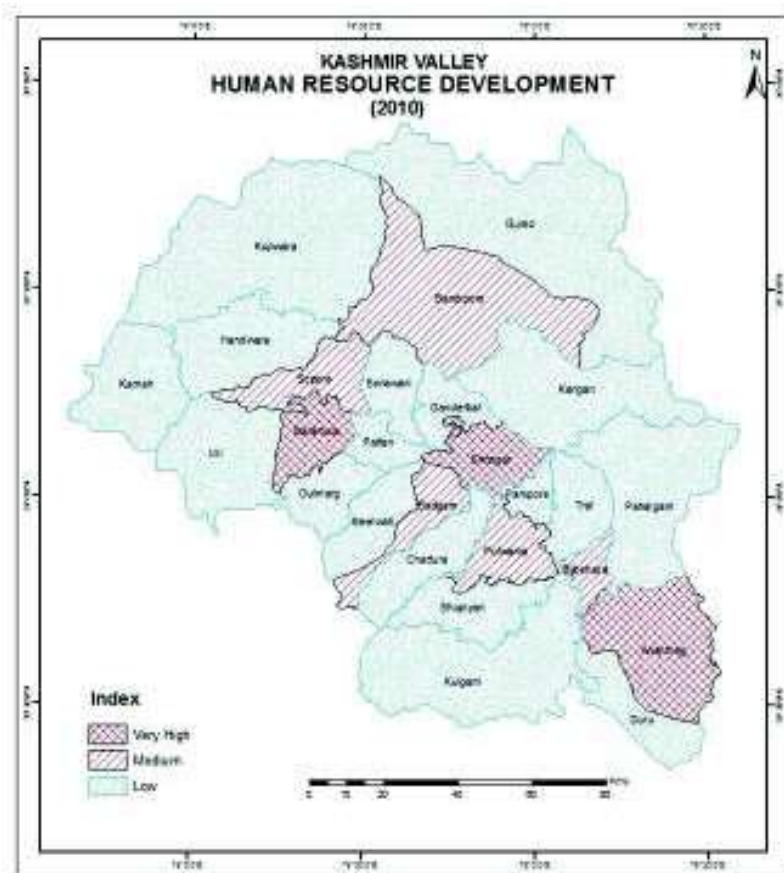


Fig. 3. Kashmir Valley (Human Resource Development, 2010)

Conclusion and suggestions

The regional variation in the development of human resources is very stark in the Valley. The lowest value of index is -15.13 in Kangan tehsil, while the highest is 24.81 in Srinagar tehsil. It is interesting to find out that the levels of development of human resources are found to be highly related with the size of urban population. Srinagar, Anantnag and Baramulla being highly urbanized tehsils are characterized with a very high level of development of human resources, while relatively less urbanized tehsils have experienced a high level of human resources development. But, tehsils with small urban population where towns are no more than rural, the level of development is low.

In order to minimize these regional disparities in the development of human resources following suggestions are made:

- There is an urgent need to arrest the fast growth rate of population as all the achievements of planning to improve human resources are more than neutralized by a large addition of population every year.
- Kashmir valley is dominated by traditional farming society in which the female participation in outdoor economic activities is almost insignificant. The female workforce in such a society can be more effectively utilized by giving them high level of education so that they could not only contribute to the economy but also change the society. Besides, their skill can further be developed by giving them training in traditional crafts of the valley which can be carried out at the household level.
- Although, there is a fairly good concentration of educational institutions in the Kashmir Valley, yet these institutions are not having required number of teachers with the result that in most of these tehsils the teacher-pupil ratio is very low. Also these institutions lack in infrastructure which if developed could raise the quality of education and hence can boost the development of human resources.
- In order to achieve these objectives, planning in the study area needs to be carried out at the micro rather than meso and macro-level. Each village should have a middle school and each cluster of twenty villages must have one each of senior and senior secondary schools. The Computer training institutes must be established in the heart of the countryside to produce a qualified IT manpower.

The regional variation in the development of human resources is very stark in the Valley. The lowest value of index is -5.66 in Kangan tehsil, while the highest is 24.81 in Srinagar tehsil. It is interesting to find out that the levels of development of human resources are found to be highly related with the size of urban population. Srinagar, Anantnag and

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Baramulla being highly urbanized tehsils are characterized with a very high level of development of human resources, while relatively less urbanized tehsils have experienced a high level of human resources development. But, tehsils with small urban population where towns are no more than rural, the level of development is low.

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Appendix B: Kashmir Valley: Indicators for Developed Resource Index

Tehsil	ITIs/1000 Of population aged 20 and above	Dip. Eng/1000 of pop.aged 20 and above	Para Med/1000 of pop. aged 25 and above	Graduate/ 1000 pop. aged 25 and above	Post- Gr./1000 of pop aged 25 and above	Eng. Gr./1000 of pop aged 25 and above	Med. Gr/1000 of pop aged 25 and above
Anantnag	19.45	23.02	16.11	98.36	22.63	13.92	9.82
Duru	10.11	12.51	4.58	45.98	12.69	9.18	4.98
Kulgam	15.11	38.84	5.32	50.23	22.79	4.69	4.21
Bigbehara	28.02	32.04	4.99	65.34	22.58	8.88	4.09
Pahelgam	10.78	23.35	3.82	37.86	22.63	6.21	2.03
Shopuyan	31.57	33.68	8.11	36.87	17.29	3.77	7.04
Pulwama	30.16	41.23	4.38	38.97	22.79	7.32	3.22
Pampore	25.11	33.58	4.25	36.29	23.39	7.88	3.33
Tral	16.25	15.35	5.14	42.14	17.53	8.88	4.82
Ganderbal	10.75	17.81	3.89	47.99	17.48	9.23	4.25
Kangan	10.76	10.02	8.82	47.88	12.01	1.87	8.22
Srinagar	33.04	89.93	20.97	196.22	99.23	32.78	15.07
Chadura	24.43	21.02	2.54	60.33	26.43	7.08	2.98
Badgam	15.00	53.68	3.09	58.08	22.45	5.67	2.88

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Beerwa	17.31	21.08	8.65	44.44	21.67	4.43	6.19
Bandipora	14.23	30.23	7.02	70.25	23.61	11.15	6.27
Gurez	07.00	10.95	7.98	41.44	10.02	2.86	7.63
Sonwari	12.30	21.02	5.76	55.19	18.81	8.78	4.55
Sopore	20.23	44.02	7.58	76.38	23.52	9.34	5.57
Baramulla	22.21	53.58	16.43	134.66	29.68	24.63	12.62
Pattan	13.11	27.91	4.91	34.47	20.81	4.23	2.65
Gulmerg	11.00	11.56	6.05	40.45	12.13	2.62	4.98
Uri	9.30	11.56	4.98	81.05	14.15	6.31	4.21
Handwara	12.21	22.79	6.88	61.93	18.34	5.09	6.29
Karnah	10.06	11.02	7.25	30.22	13.45	2.11	8.05
Kupwara	9.32	25.02	3.58	39.79	19.31	5.42	2.57

Source: Directorate of Employment Kashmir Division (2009-2010)

