Rabiya Yaseen Bazaz and Mohammad Akram

EDUCATION AND UNEMPLOYMENT IN JAMMU AND KASHMIR: A STUDY ON EMBEDDING EMPLOYABILITY INTO THE EDUCATIONAL CURRICULUM

Introduction

Education is generally seen as an integral component of socialisation. At an individual level, it is increasingly being considered as one of the most important component of human capital formation (Mehrotra 2005) and capability enhancement (Sen 2000). Further, at the level of the society, it is recognised as an important tool for bringing constructive and inclusive changes (Walker and Unterhalter 2007; Hopper 2012). Education is considered as the most important agent for bringing planned change. However, in a society like India where inequalities are structured and discriminations are institutionalised, the contribution made by the education in bringing such transformation is always debated. The increasing number of unemployed and under employed youth in general and the educated unemployed youth in particular, unambiguously, suggest that the prevailing education system in India is unable to address the issues of employment generation.

India is a growing economy and has the advantage of the demographic dividend thrown up by an increase in the working age population. However, the paradox for India is that the unemployment rate among the youth (15-29 years) is much higher as compared to that in the overall population (Government of India 2015). The youth unemployment rate (Principal Status-PS) is 7.6 percent whereas unemployment rate for the educated youth is 13.8 percent and overall unemployment rate of India is 2.7 percent. Further, the general feature of unemployment rate is that it is increasing with the level of education (NSSO 68th round, Employment and Unemployment report 2011-12: Jha & Thakur 2012). Jammu and Kashmir, Kerala, Assam, and Jharkhand are some of the major states of India where youth unemployment is highest. In Jammu and Kashmir youth unemployment rate (PS) is 14.6 percent whereas unemployment rate for the educated youth is 23.3 percent and overall unemployment rate is 4.8 percent respectively. Further educational
unemployment is higher in urban areas (12.2 percent) of Jammu and Kashmir as compared to that of the rural areas (8.0 percent) (NSSO 68th round, Employment and Unemployment 2011-12).

These compelling figures on unemployment force us to ask one question: Can education in India, in its conventional form, serve the employment needs of the increasing number of youth? We can try to find an answer of this question by examining the global responses to similar problems. The experiences of newly industrialized countries of east Asia (Japan, China, Korea) show that prudent reforms in the content and curriculum of education and adoption of technical and vocational contents can help combat challenges of development especially unemployment (Hopper 2012). Based on these experiences, it is increasingly realized that the content and curriculum of education needs radical reforms in India. Vocationalisation of the curriculum is suggested as an important measure to yield the desired end-results from the educational institutions. However, whether such reforms would be viable and what could be the direction of such reforms, are some of the issues that need to be resolved and for this, a theoretical understanding of the institution of education is also necessary.

The functionalist perspective portrays education as a benign institution and suggests that it should be characterised by the common curriculum so that shared norms and values could prevail at a larger level (Durkheim 1961; Parsons 1961; Davis and Moore 1967). The conflict school of thought, on the other hand, views education as an institution serving the interests of the powerful and see curriculum as an instrument of it (Bowles and Gintis 1976; Althusser 1971). Ivan Illich (1973) in his “Deschooling Society” argues that present system of schooling does not impart skills according to the needs of pupil and only legitimise the curriculum set by the state. Pierre Bourdieu (1971) considers reproduction of the culture of the dominant class as major role of education. But postmodernists, like Usher and Edward (1994), deny the argument that there is any single best curriculum which should be followed in all schools. There is no set of truth that can be accepted uniformly. Extending the postmodernist argument, it could be stated that need based curriculums for the pupils, is the need of the hour.

Recognising the pitfall in the present educational system the Report of the Committee for Evolution of the New Education Policy (Government of India 2016) the talks about mainstreaming of vocational education into the formal academic system (after class VIII). Although NEP report, 2016 recognised importance of vocational education it did not give a comprehensive picture of it. It is a harsh reality that vocational education is not the part of compulsory education even when the country is witnessing huge drop out at elementary and secondary level (Bhatty 2014).

Jammu and Kashmir is witnessing a huge problem relating to unemployment, underemployment and rising dropout rates. There is a large
section of youth in Jammu and Kashmir who back off from education at some point, due to various socio economic impediments (National Skill Development Corporation 2013). They remain deprived of descent jobs and the kind of education they receive, often uproot, them from their traditional occupational bases. Jammu and Kashmir is a conflict prone state and youth unemployment is further escalating tension in the state thus aggravating their marginalization. Although the state has substantial natural resources along with traditional sources of employment generation sectors like crafts, handloom, tourism, allied sectors etc which can be explored and improved in order to foster employment opportunities, but it is dwindling with lack of industrial base (Jammu and Kashmir Economic Survey 2014-2015). This paper focuses within this larger background and explores the problems existing in the educational curriculum in Jammu and Kashmir and suggests, in the light of the existing opportunities, the ways of generating further employment.

Methods, objectives and area of the study

This paper mainly uses the data provided by National Sample Survey Office (NSSO) 68th round (2011-12), Jammu and Kashmir Economic Survey (2014-15) and National Skill Development Corporation (2013). This paper has used analytical method and the findings are based on extensive review of other related literature and government reports. The main objectives of this paper are: (i) To analyse the magnitude of unemployment and educational unemployment in Jammu and Kashmir; (ii) To examine the status of vocational education and skill development in the educational curriculum of Jammu and Kashmir; and (iii) To suggest reforms in the existing curriculum structure by identifying sectors with potentials of generating employment in Jammu and Kashmir.

Jammu and Kashmir is situated at the northern most part of the Country. It is divided into three important zones, Jammu, Kashmir and Ladakh comprising a total of 22 districts. Jammu is the winter capital of the state whereas Srinagar is the summer capital of the state. The state of Jammu and Kashmir with an area of 138 thousand square kilometres and a population of 1,25,48,926 occupies the 6th place in respect of area and the 19th in respect of population among the states in India (Census 2011). The district of Jammu is most populous district followed by Srinagar. The total literacy rate of the state is 68.74 percent. The total male and female literacy rate is 78.26 percent and 58.01 percent respectively. The total sex ratio of the state is 883 (Census, 2011). The estimated BPL population of Jammu and Kashmir is 24.21 lakhs persons (21.63 percent) of which 22.00 lakhs persons are from rural areas and 2.21 lakhs persons are living in urban areas. This shows that about one fifth of the state’s population falls below the poverty line (Jammu and Kashmir Economic Survey, 2014-2015).
Jammu and Kashmir is industrially not well developed. Majority of people reside in rural areas (about 70 percent) and directly or indirectly depend upon agriculture for their livelihood. In last few decades, the occupational structure of Jammu and Kashmir has witnessed significant changes. The percentage of labour force employed in primary, secondary and tertiary sectors was 75.8 percent, 9.03 percent and 12.3 percent respectively in 1961. However, in 2011 the percentage of labour force employed in primary, secondary and tertiary sectors has become 45 percent, 8.0 percent and 49 percent respectively. The contribution of agriculture and industrial sector to GSDP (Gross State Domestic Product) is also declining from past few decades. However, the contribution of tertiary sector to GSPD, which is largely operated from urban area, has risen sharply. The estimated percentage contribution of agriculture and allied activities, industry and service sectors to GSDP were 17.49%, 25.87% and 56.64% respectively in 2014-15 as against 28.06%, 28.23% and 43.71% respectively in 2004-05 (Jammu and Kashmir Economic Survey, 2014-2015). Further, work force participation rate of the state has declined from 42.7 percent in 1961 to 36.6 percent in 2001 (Census 1961 and 2001).

Findings and analysis

*Unemployment in Jammu and Kashmir*

In Jammu and Kashmir unemployment rate for usual principal status (UPS), usual status (adjusted) (UPSS), current weekly status (CWS), and current daily status (CDS) stands at 4.8 percent, 3.5 percent, 4.7 percent and 6.7 percent respectively (NSSO 68th round, Employment and Unemployment report, 2011-12). As against this, the all India level indicator was lower than that of state level under all the four approaches as is indicated in Table 1. The unemployment rate is recorded highest in CDS approach, in Jammu and Kashmir, which is an indication of labour underutilization (India Labour and Employment Report, 2014). Unemployment rate for males in Jammu and Kashmir (UPS) is 3.1 percent whereas that of females was 20.6 percent which is far too high when compared to the unemployment of females at all Indian level (3.7 percent). Further the unemployment is more prevalent in urban areas than in rural areas of Jammu and Kashmir. Unemployment rate in urban areas of Jammu and Kashmir, based on 68th Round of NSS, stood at 7.8 percent as against 3.9 percent in rural area. The unemployment amongst urban male (4.7 percent) is higher than that of rural males (2.7 percent) in Jammu and Kashmir.

The Unemployment situation of Jammu and Kashmir in comparison to Northern States is quite higher. Jammu and Kashmir has the highest Unemployment rate (UPS) of 4.9 percent in comparison to its neighbouring states like Punjab (2.8 percent), Himachal Pradesh (2.0 percent), Delhi (4.7 percent) and Haryana (3.2 percent) (NSSO 68th round, Employment and Unemployment report 2011-12).
Educational unemployment and its magnitude

The problem of unemployment gains more importance because of higher incidence of unemployment among the educated section of youth in the State. Due to limited job opportunities available for educated youth in the State, the number of unemployed youth has been increasing with every passing year (Jammu and Kashmir Economic Survey 2014-15).

There are 4.88 lakh educated youths who are seeking jobs in Jammu & Kashmir (Table 2). Majority of job seekers are from Srinagar district followed by Jammu district which are largely urban areas and also from the capital cities of Jammu and Kashmir (Table 2). As depicted in Table-3, majority of job seekers are from 12th standard followed by 10th standard and 8th standard. Thus it becomes difficult to refute the notion that a substantial section of the population in Jammu and Kashmir, after completing their primary or secondary education is unable to find the jobs. Due to various socio-economic impediments these youth cannot continue their education for a longer period (National Skill Development Corporation, 2013). Students from weaker sections are first to drop out of schools. Their previous education do not serve them much and therefore they end up in doing menial work which further aggravates their marginalization and cause specific deprivation among them. Nearly 72 percent of the total work force in Jammu and Kashmir is working in an informal sector (NSSO 68th round, Informal Sector and Condition of Employment in India 2011-12).

Skill development and vocationalisation

There are pitfalls in the present Indian education system. It often focuses on rote learning and do not encourage creativity. Even the Report of the Committee for Evolution of the New Education Policy finds that education in India is characterised by poor quality and corruption, which exist at every level of education starting from teacher selection to the student examination. It does not develop necessary skills among the pupils (Government of India, 2016). Madan (2013) in a case study on role of education in bringing change in society finds that educational practises of the class room reinforces traditional inequality. It socialises rural folk into new cultural milieu which not only makes them unfit for their traditional jobs but they also fail to get new middle class jobs in town. Their learning leads them nowhere in life. He further says that girls and dalits, because of their socio-economic constraints, left school at an early stage. In the absence of any formal skill training, these marginalised groups fail to get a decent work for themselves, which further adds to their marginalisation.

Bala (2005) in his study argues that with the serious problem of mounting educated unemployed young women and men and growing unrest among the students, re-orientation of the education system on the spirit of
Gandhain conception of education seems to be the need of the 21st century. Mahatma Gandhi talks about vocationalisation of education which means increasing vocation oriented skills and components of education for all students. Such education can lead society toward social, economic and sustainable development. Akram (2012) in his study reveals that skill development should be the part of the formal education. Education can become the path for social and sustainable development only when schools impart necessary skills to the youth. Education without such enabling features can get reduced to a ritual.

On the totem pole of state management hierarchy, education comes relatively low both in status and recognition. Even after completing 12 years of schooling, present education system is not linking students with the world of employment (Government of India 2016). Abysmally lower skill education among the youth is an imperative reason behind this shortfall. It is estimated that only 2.3 percent of the total workforce in India has undergone formal skill training as compared to 68 percent in UK, 75 percent in Germany, 52 percent in USA, 80 percent in Japan and 96 percent in South Korea (Government of India 2015).

The major goal of education in any society is to prepare pupil for employment. Joblessness among youth, especially among those with a substantial number of years of formal education, is one of the biggest challenges with which India is dwindling. Formal education of India is not remarkable (Majumdar and Mukerjee 2013; Daku and Oyekan 2014). Vocational education is not an aspiration for students, parents and the community at large (Government of India 2016).

Similar is the situation of Jammu and Kashmir. Large rate of unemployment, underemployment and dropouts can be attributed to the fact that education system in Jammu and Kashmir does not instil creativity and skill to the youth at large (Government of India 2011). The occupation structure of Jammu and Kashmir reveals that 60.2 per cent of the people are self employed, 19.4 per cent are casual labourer and only 4.2 per cent works as regular salaried employee. Further, out of 60.2 per cent who are self employed only 1.62 per cent works in formal sector and 58.5 percent works in informal sectors (NSSO 68th round 2011-12, Informal Sector and Condition of Employment in India). Thus, education system in Jammu and Kashmir are producing citizens who are neither getting absorbed into the white collar and government jobs (only 4.2 per cent works as regular salaried employee) nor getting any vocational training which could help them to find jobs as entrepreneurs. In Jammu and Kashmir, only 4.2 percent of the total population has received any vocational training out of which only 1.5 percent has received any formal training and 2.7 percent has received informal training. The status of vocational education in Jammu and Kashmir is much lower when compared with all India figures i.e. 6.8 percent (Government of India 2013-14.).
Restructuring of curriculum and vocationalisation of formal education

The Government of India has launched several social development initiatives and one of them is ‘skill India and Make in India’ which requires the mainstreaming of vocational education within the formal academic system (Government of India 2016). Skill development is intended to build the capability to act in a variety of real life situations.

In order to overcome problems of unemployment and under employment in Jammu and Kashmir, we need to decolonize school life in a way that does not necessarily mean disbandment of schools, but permits pupils the autonomy to be educated in a non conventional way in the schools. For achieving social, economic and sustainable development in Jammu and Kashmir, it is essential to establish linkage between schools and work. Integration of these two institutions can be achieved through vocationalisation of school curriculum. Rather than providing shallow and unconnected knowledge it is imperative to restructure curriculum in Jammu and Kashmir where focus should be given on vocational education.

Relating curriculum with vocational education, Kumarappa (1980) and Bala (2005) argue that vocational education should be made part of the compulsory education. Although number of policy documents talk about vocationalization of formal education but they do not recognise that vocational education could be introduced at earlier level as the part of primary or elementary level (Government of India 1992 2016). Right to education, the most dynamic step taken for universalization of elementary education in India, came with 86th Amendment to the Constitution and added Article 21-A in the Constitution. Article 21-A says that education is a fundamental right essential for well-being of the people and makes it mandatory for state to provide free and compulsory education to all children in the age group of six to fourteen years (Bazaz 2016). However, the aim of universal elementary education cannot be reduced to the learning a few letters or gaining just a school degree (Bala 2005; Akram 2012). The child at the age of fourteen, i.e. after completing his/her compulsory education course should be discharged with capabilities which could help them in becoming an earning unit, if the child becomes a drop-out. Walker & Unterhalter (2007) also argue that skill training at an earlier level will act as capability enhancer.

While preparing any plan for sustainable employment generation in Jammu and Kashmir, it has to be kept in view that the state lags behind in industrialization. Second, the prospects of any large scale expansion in the public sector jobs are not very bright as share of regular salaried jobs in the employment generation programme is not substantial (Jammu and Kashmir Economic Survey 2014-15). Therefore, other avenues would have to be explored for providing sustainable employment to the people of the Jammu and Kashmir. The state has its traditional sectors like agriculture and allied activity, handloom and
handicraft, tourism, banking etc. It is imperative to provide knowledge and skill of these sectors to the youth and to train them as entrepreneurs. As discussed earlier, substantial number of youth in Jammu and Kashmir after completing their secondary education are unable to find jobs. They remain unemployed, underemployed or carry on their traditional occupation. The kind of education they get neither help them in getting employment nor help them in making any contribution in their traditional occupation. Vocational courses should be made part of compulsory education in Jammu and Kashmir where activities and work experience of a simple type should be introduced such as kitchen gardening, floriculture, modelling, Papier-mâché, paper work, cardboard modelling, etc. At this stage, work-experience has only educative and not productive value. Thus, after completing their compulsory education pupil should atleast possess some basic skills and should be aware about the State and traditional economic sectors. Without the general skill development, the specific skill cannot help pupil much. In high schools and in higher secondary more specialised knowledge of these courses should be offered to the youth. In these classes, agriculture and allied activity, animal husbandry, carpentry, smithy, weaving, tailoring, embroidery, gabba-making, pisciculture tourism, computers, marketing and entrepreneurship skills and all viable local handicrafts, electrical and mechanical trades of local demand should be given to the pupil. Therefore, besides vocational training institution, mainstreaming of vocational education with the formal academic system and making it part of compulsory education is indispensible in Jammu and Kashmir. The programme of intensified vocationalisation starting from the very of beginning of school education would enable pupil to earn their livelihood and can prove more beneficial for the students hailing from poor socio-economic background. This will make education more productive and inclusive and can help in combating unemployment and underemployment in Jammu and Kashmir.

Sectors with Employment Potentials or potential sectors

Several studies have identified some important economic sectors of Jammu and Kashmir which, with proper interventions, can become the development and employment engine for the State in the upcoming years (National Skill Development Corporation 2013: Government of India 2011). There exists skill gap in these sectors where people lack essential skills and knowledge which are essential for the growth of these sectors. Human resources initiatives via vocationalization of formal education and decentralization of curriculum can prove vital for the growth of these sectors. Some of these important sectors are:

Agriculture

For an inclusive growth, agriculture needs to be given priority as livelihood and food security of large number of low income and other
disadvantaged sections of society what depend upon agriculture. Study reveals that lack of scientific knowledge regarding new techniques in agriculture, hybrid varieties, correct and balanced dosage of fertilizers, new irrigation methods and land conservation are the main factors responsible for low productivity in agriculture and declining growth rate of this sector. Further lack of business management skills among the people also stands as an obstacle for this sector to grow in a desirable way (National Skill Development Corporation 2013).

**Horticulture**

As per estimates, over 6 lakh families are actively involved in horticulture sector in Jammu and Kashmir (Jammu and Kashmir Economic survey 2015-2016). This sector is one of the most important employment generating sectors in the state and has the potential for generating more employment and revenue for the State if people are provided scientific knowledge of this sector. The challenge which this sector is facing is the lack of understanding about preservation of fruits and vegetables and minimising their wastage.

**Animal Husbandry**

Livestock industry in the state has vast scope for development thereby rendering quick economic returns. Study reveals that lack of scientific knowledge about dairy, poultry management, hygiene and sanitation for animal rearing is creating major hurdles for this sector to create further growth (National Skill Development Corporation 2013).

**Handicraft and Handloom**

In the absence of any other manufacturing industry in the State, handicraft remained a key economic activity from time immemorial. Handicraft has great potentials for generating employment as it is highly labour intensive. For promoting growth, this sector needs to be modernized and skill upgradation is required (Jammu and Kashmir Economic Survey 2015-2016). Kashmir, especially Srinagar district is the hub of handicrafts and handlooms. Handicraft and handloom sector is facing number of challenges such as lack of understanding about the market and requirements of consumers, poor production of weavers and lack of creativity. These things have put serious constraints in the development of this sector.

**Tourism**

Tourism in Jammu and Kashmir is a multi-segmental industry and can play an important role in the employment generation. Apart from agriculture, tourism industry is the most popular source of income there. People
who are engaged directly or indirectly in tourism industry do not necessarily have any formal training or knowledge. Local guides and tour operators are not well equipped in handling tourists. They lack communication skills and time management skill and sometime they even lack information about different routes. Besides this, there exist poor hotel management where staff lacks hospitality skills (Mir 2014).

In order to overcome skill gaps in these sectors it is very important that knowledge and skills of these sectors should be divulged at primary and at every possible level of schooling by broadening and revising existing curriculum. Following skills should be imparted to pupil (National Skill Development 2013; Government of India 2011).

- Knowledge of various crops and fruits and how and when they can be cultivated.
- Scientific and latest technique of preservation of fruits and vegetables.
- Knowledge about domestic animals, livestock population, animal health and care.
- Providing information about tourist destination, enhancing communication and time management skills and basic first aid knowledge.
- Enhancing hospitality skills, where pupil should be taught how to address guests.
- Knowledge about hygiene and sanitation.
- Basic computer knowledge.
- Driving rules and regulation, road side safety norms.
- Knowledge of state handloom and handicrafts (history and development).
- Basic knowledge of papier mâché, embroidery, cutting, tailoring and crafts.
- Basic entrepreneurship and marketing knowledge.

Decentralisation of curriculum and local government

Mehrotra, Gandhi & Kamaladevi (2015) in “China’s Skill Development System: Lessons for India” argue that economic and employment growth in China can be attributed to their focus on vocational and technological education and training as well as on decentralization of curriculum. Decentralization of curriculum holds special importance in China. It defines the flexibility at the local level for government as well as for the industrial participation in imparting vocational education and training. The curriculum for vocational courses is designed in such a way that one third of it includes general academic skills defined by the centre, another one third by the state government and
the remaining one third is determined locally with the help of local government and local enterprises. The involvement of local enterprises is mandated by law.

There exists no such flexibility in Jammu and Kashmir where curriculum remains very rigid. Decision regarding curriculum is highly centralised in a decentralised government. Introducing new courses is extremely tedious, bureaucratic and cumbersome process. In Jammu and Kashmir, elementary and secondary education is devolved by the State as well as by the Central Government and there exist little or no participation of local government in the elementary education (Jammu and Kashmir Economic Survey 2014-2015). This signifies that to what extend system has colonised the school life. This imposing of legally enforceable boundaries to school life limits what forms of education are possible and therefore individuality is suppressed by the monopoly of the management who make everything time, space, texts and procedures, as uniform as possible.

Decentralisation of school management is one of the effective ways for responding to the needs of the local people. There should be devolution of authority in Jammu and Kashmir to local level (panchayats, committees or municipalities). For introducing knowledge of agriculture, horticulture, tourism etc new courses have to be developed. This demands flexibility of curriculum and participation of local government. The curriculum and content of such courses should be decided by the local government, local enterprise and experts of these sectors. The content for each trade should be in line with the needs of the local enterprises (Government of India 2016). The knowledge of these courses should be divulged by the experts of respective Departments. The participation of local enterprise in these schools/courses should be mandated by law. These experts would be required to come either weekly or fortnightly and should impart training and knowledge of these courses. The management of these courses should be left to the local government of each district. The state will have to provide the equipment needed for teaching craft in the schools, arrange for its proper maintenance and supply raw material. Further, it also needs to take over the finished products and market them. Work experience should be an integral part of all general education and should be treated as a separate subject of the curriculum. One fifth or one sixth of the total school time should be devoted to it. It should be both a subject of instruction and examination. This bottom up approach of development can prove more beneficial for marginalised groups, as it ensures grass-root participation in education.

Decentralisation of curriculum can enhance quality and social efficiency of education. It can help in imparting knowledge and skill of local economy efficiently and can make education more productive and inclusive (Winkler 1989: National Knowledge Commission 2006-2009).
Conclusion

While concluding, it can be said that one of the cherished goal of education is to link people with employment. However, in Jammu and Kashmir, this linkage of education with work seems missing. Today, we need broader and organic approach to education which would enable educated youth to solve complex array of problems that they face in the modern world. In the absence of industrial development focus on traditional economic sectors and imparting knowledge of these sectors in school curriculum is highly recommendable. Vocationalisation and decentralisation can address the issue of structural inequalities by making education more productive and inclusive. It can also mitigate conflicting situation in the state by providing the youth a decent job and a decent life free from poverty, unemployment, atrocities and deprivations. Decentralisation and vocationalisation will certainly pave way for social development and empowerment of the masses, especially of deprived and marginalised categories of Jammu & Kashmir. It will also increase participation of people in the democratic and nation building process.

Table 1
Unemployment Rate of Jammu and Kashmir and India in UPS, UPSS, CWS, CDS approach

<table>
<thead>
<tr>
<th>Region</th>
<th>Criterion</th>
<th>J&amp;K (%)</th>
<th>All India (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Male</td>
<td>Female</td>
</tr>
<tr>
<td>Rural</td>
<td>UPS</td>
<td>2.7</td>
<td>16.6</td>
</tr>
<tr>
<td></td>
<td>UPSS</td>
<td>2.2</td>
<td>3.0</td>
</tr>
<tr>
<td></td>
<td>CWS</td>
<td>3.0</td>
<td>6.3</td>
</tr>
<tr>
<td></td>
<td>CDS</td>
<td>5.0</td>
<td>11.8</td>
</tr>
<tr>
<td>Urban</td>
<td>UPS</td>
<td>4.7</td>
<td>25.6</td>
</tr>
<tr>
<td></td>
<td>UPSS</td>
<td>4.1</td>
<td>19.0</td>
</tr>
<tr>
<td></td>
<td>CWS</td>
<td>4.5</td>
<td>21.8</td>
</tr>
<tr>
<td></td>
<td>CDS</td>
<td>5.3</td>
<td>24.2</td>
</tr>
<tr>
<td>Combined</td>
<td>UPS</td>
<td>3.1</td>
<td>20.6</td>
</tr>
<tr>
<td></td>
<td>UPSS</td>
<td>2.7</td>
<td>5.1</td>
</tr>
<tr>
<td></td>
<td>CWS</td>
<td>3.4</td>
<td>8.8</td>
</tr>
<tr>
<td></td>
<td>CDS</td>
<td>5.0</td>
<td>14.7</td>
</tr>
</tbody>
</table>

Source: NSSO 68th round, Employment and Unemployment situation, 2011-12.
Table 2
Job Seekers at District Level in Jammu and Kashmir

<table>
<thead>
<tr>
<th>S. No.</th>
<th>District of Kashmir</th>
<th>Job Seekers</th>
<th>District of Jammu Division</th>
<th>Job Seekers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Srinagar</td>
<td>69815</td>
<td>1</td>
<td>Jammu</td>
</tr>
<tr>
<td>2</td>
<td>Ganderbal</td>
<td>8205</td>
<td>2</td>
<td>Samba</td>
</tr>
<tr>
<td>3</td>
<td>Budgam</td>
<td>30212</td>
<td>3</td>
<td>Udhampur</td>
</tr>
<tr>
<td>4</td>
<td>Anantnag</td>
<td>20301</td>
<td>4</td>
<td>Reasi</td>
</tr>
<tr>
<td>5</td>
<td>Kulgam</td>
<td>17257</td>
<td>5</td>
<td>Kathua</td>
</tr>
<tr>
<td>6</td>
<td>Pulwama</td>
<td>25538</td>
<td>6</td>
<td>Doda</td>
</tr>
<tr>
<td>7</td>
<td>Shopian</td>
<td>2568</td>
<td>7</td>
<td>Ramban</td>
</tr>
<tr>
<td>8</td>
<td>Baramulla</td>
<td>26981</td>
<td>8</td>
<td>Kisthwar</td>
</tr>
<tr>
<td>9</td>
<td>Bandipora</td>
<td>16937</td>
<td>9</td>
<td>Rajouri</td>
</tr>
<tr>
<td>10</td>
<td>Kupwara</td>
<td>34902</td>
<td>10</td>
<td>Poonch</td>
</tr>
<tr>
<td>11</td>
<td>Leh</td>
<td>5397</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>12</td>
<td>Kargil</td>
<td>10906</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>Kashmir Division</td>
<td>269,019</td>
<td>Jammu Division</td>
<td>219,827</td>
</tr>
<tr>
<td></td>
<td>Grand total of Jammu &amp; Kashmir (22 district)</td>
<td>488,846</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Source: National Skill Development Corporation, 2013

Table 3
Job Seekers and their qualifications in Jammu and Kashmir (in percentage)

<table>
<thead>
<tr>
<th>Qualification</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>8th</td>
<td>15%</td>
</tr>
<tr>
<td>10th</td>
<td>30%</td>
</tr>
<tr>
<td>11th</td>
<td>4%</td>
</tr>
<tr>
<td>12th</td>
<td>36%</td>
</tr>
<tr>
<td>Graduates</td>
<td>8%</td>
</tr>
<tr>
<td>Post graduates</td>
<td>2%</td>
</tr>
<tr>
<td>ITI</td>
<td>3%</td>
</tr>
<tr>
<td>Others</td>
<td>2%</td>
</tr>
</tbody>
</table>

Source: National Skill Development Corporation, 2013

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