



## Disparities in the Levels of Educational Development in Jammu and Kashmir, India: A District Wise Analysis

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### Abstract

*Regional disparities in the levels of social and economic development are a global phenomenon especially in the developing and the underdeveloped countries. The educational levels to a large extent determine the quality of life and the overall socio-economic development of a particular population. India has considerable inequalities in education sector and persistent efforts are being made by respective governments, both at the central and the state level to reduce these inequalities. Jammu and Kashmir also has considerable disparities in education in terms of literacy level, infrastructure, opportunities for primary, secondary and higher education, facilities for professional courses and trainings in specialized technical skills etc. These inequalities are expectedly bound to create various socio-economic and political problems. The present study assesses the pattern of disparities in educational development at the district level in Jammu and Kashmir applying the Kendall's Rank Order method, based upon optimal combination of selected educational development Indicators. In order to get a clear picture of regional educational disparities in Jammu and Kashmir, the levels of development are assessed separately for individual districts and then are classified subsequently into three development categories according to the values of the constructed ranks. The study places seven districts in the highly developed category while as seven have been placed in moderately developed districts while as the rest of the eight districts have been placed in the low developed districts.*

**Keywords:** Development, Disparities, Kendall's Rank Order.

### Introduction

Development has been described in several ways by different social scientists but the definition of consensus is that, "it is an outcome of the progress made in different sectors of economy". Development in the contemporary context means improving the well being of the population. It must be evaluated in terms of progressive reduction and elimination of malnutrition, disease, illiteracy, unemployment and inequalities<sup>1</sup>. In words of Dudley<sup>2</sup>, "if poverty, unemployment and inequality have declined from the high levels than beyond doubt this has been a period of development for the country concerned".

Educational development of a society constitutes a major part of the socio-economic developmental process and results in its social transformation. As education plays an important role in the process of development, it improves the social and mental condition of the people of the region. The study of socio-economic development is of prime importance for developing countries as every section of the society and economy is influenced by it. Educational sector is the major driving forces of any developmental process. With the help of this sector, we can develop other sectors like agriculture, economy, and health etc. from the grass root levels. This development helps in improving the quality of life, life expectancy, means of

communication etc. and boosts the capital generation in the particular region.

Regional imbalances in a country may be natural due to unequal distribution of natural resources and/or manmade due to neglect of some regions and preferences in terms of investment and infrastructural facilities. In India, apart from uneven distribution of geographical advantages, historical factors have also contributed to regional inequalities<sup>3</sup>. The present work is an attempt to evaluate the educational development of Jammu and Kashmir state at the district level. The study would expectedly contribute towards identification of backward districts. A comparative analysis would be helpful in devising programs/strategies in accordance to the distinct levels of development.

**Study Area:** For the present study, the state of Jammu and Kashmir has been taken as the study area. The state is the northern most state of India, lying between 32° 17' to 36° 58' North latitude and 73° 26' to 80° 30' East longitude. (Koul, 2008)<sup>4</sup> One of the largest states of the Indian union, Jammu and Kashmir covers an area of 2, 22,236 sq km. This includes 78,114 sq km with Pakistan and 42735 sq km with China. It has a total of 22 districts. From North to South, it extends over 640 km and from East to West, 480 km.



Geographically, the study area comprises of four distinct zones. First, the mountainous and semi- mountainous plain commonly known as Kandi belt, the second, hills including Siwalik ranges, the third, mountains of Kashmir valley and the Pir Panjal range and the fourth is the Tibetan tract of Ladakh and Kargil. As per 2011 Census, the state has a population of 12548926 persons. The Jhelum, Chenab, Ravi and Indus are the major rivers of the state. About 70 percent of the population of the state is directly or indirectly dependent on agriculture and its allied sectors

## Database and Methodology

mainly come from the geographical, economic, demographic and social backgrounds.

If a region has to take the path of development, first identification of weaknesses and strengths are to be done so that essential plans/policies are formulated for improving the levels of development. Various indicators were selected mainly on the basis of data availability and their relevance to the objectives of the study. These indicators are:

**Educational Indicators:** X1 – Literacy rate. X2 – Male Literacy. X3 – Female Literacy. X4 – Number of Primary schools. X5 – Number of Middle schools. X6 – Number of High/Senior Secondary schools. X7 – Number of Colleges/Universities. X8 – Number of schools per 100 sq. kms. X9 – Number of schools per 10000 of population

**Kendall's rank order score method:** By utilizing these data and indicators, an attempt has been made to assess the development of the Jammu and Kashmir state at district level. Kendall's ranking coefficient method has been used to see the spatial variation in the development of education sector. For this purpose, different types of indicators have been used. These indicators have been assigned their value. Accordingly, average of every indicator has been calculated and the district securing maximum average will fall under low developed category districts and vice versa. For comparative purposes, a district wise analysis was carried out.

The acquired data has been tabulated, analyzed, interpreted in the form of tables, diagrams and accordingly elaborated.

Numerical and non-numerical information has been analyzed using suitable statistical techniques.

The composite indices of all the selected indicators of educational development present overall scenario of inter district disparity in the levels of development. The state is divided into high, moderate and low developed categories based on combined rank score of all indicators.

**Analysis and Discussion:** The regional disparities are due to the variations in the nature of physical, economic, social and demographic factors. In order to eliminate or minimize the disparities and formulation of developmental plans, the identification of backward or depressed regions holds the key. The regions that are highly developed in terms of educational factors can also show significant growth and development in terms of optimum usage of available resources<sup>5</sup>.

**Disparities in the level of education development:** Educational disparities have many causes ranging from poor infrastructure to present status of number of schools in different categories, accessibility and various other factors which are social, political and religious in character. Based on the

combined rank scores of 9 indicators, the levels of educational development have been calculated.

The composite index of all selected indicators of education sector has presented an overall scenario of inter district disparity and education development in the state. In order to explain the prevalent inter district disparities in education development, the study area has been divided into the following levels:

**Highly developed districts:** The highly developed consists of 7 districts namely Rajouri, Jammu, Kathua, Poonch, Udhampur, Baramulla, and Srinagar respectively having average range from 5.2 to 9. This is due to the reason that all these districts have relatively better number of schools in all categories with a good number of colleges and two capital cities having number of universities also.

Rajouri has the highest number of primary schools in the whole state and comes 3<sup>rd</sup> in number of middle schools and has 2<sup>nd</sup> rank in High/Secondary schools category. Srinagar has the highest number of high/higher secondary institutions and highest number of colleges and universities in the state.

**Table-1**  
**Regional Disparities in the level of Educational Development**

Name of District	X1	X2	X3	X4	X5	X6	X7	X8	X9
Anantnag	64.32	74.13	54.15	929	320	98	7	46.17	12.58
Bandipora	57.82	68.41	46.24	551	289	72	3	229.14	23.68
Baramulla	66.93	77.35	55.01	1224	780	200	10	52.6	21.7
Jammu	83.98	89.77	77.41	961	355	170	10	63.61	9.73
Rajouri	68.54	78.38	57.20	1312	720	249	6	86.73	36.83
Ganderbal	59.99	70.74	47.62	355	319	36	2	67.94	23.9
Doda	65.97	80.36	50.34	794	275	107	4	39.39	28.71
Kargil	74.49	86.73	58.05	292	304	49	1	4.59	44.98
Poonch	68.69	81.04	54.80	1012	433	78	3	90.97	31.94
Leh	80.48	89.39	64.52	216	93	38	2	0.76	23.58
Kathua	73.5	81.40	64.56	916	365	141	6	56.83	23.09
Samba	82.48	89.76	74.39	375	224	136	1	80.76	23.06
Budgam	57.98	68.18	46.60	709	439	130	5	93.21	17.36
Kishtwar	58.54	71.75	44.13	483	287	69	3	10.72	36.31
Kupwara	66.92	77.10	54.79	1106	837	44	4	83.52	22.69
Udhampur	66.9	79.93	58.22	827	430	119	8	55.64	24.77
Shopian	67.63	71.86	52.77	251	77	27	1	113.78	13.33
Reasi	59.42	69.93	47.55	752	356	74	3	69.52	37.55
Ramban	56.9	71.97	40.04	526	296	79	3	66.93	31.8
Pulwama	65	75.41	53.81	547	268	84	5	82.78	15.77
Kulgam	60.35	70.59	49.74	422	442	100	3	90.34	22.8
Srinagar	71.21	78.01	63.47	368	390	263	11	86.3	8.04

Source: Digest of Statistics (2013-14) and Official website of DSE, J and K Govt.<sup>6,7</sup>

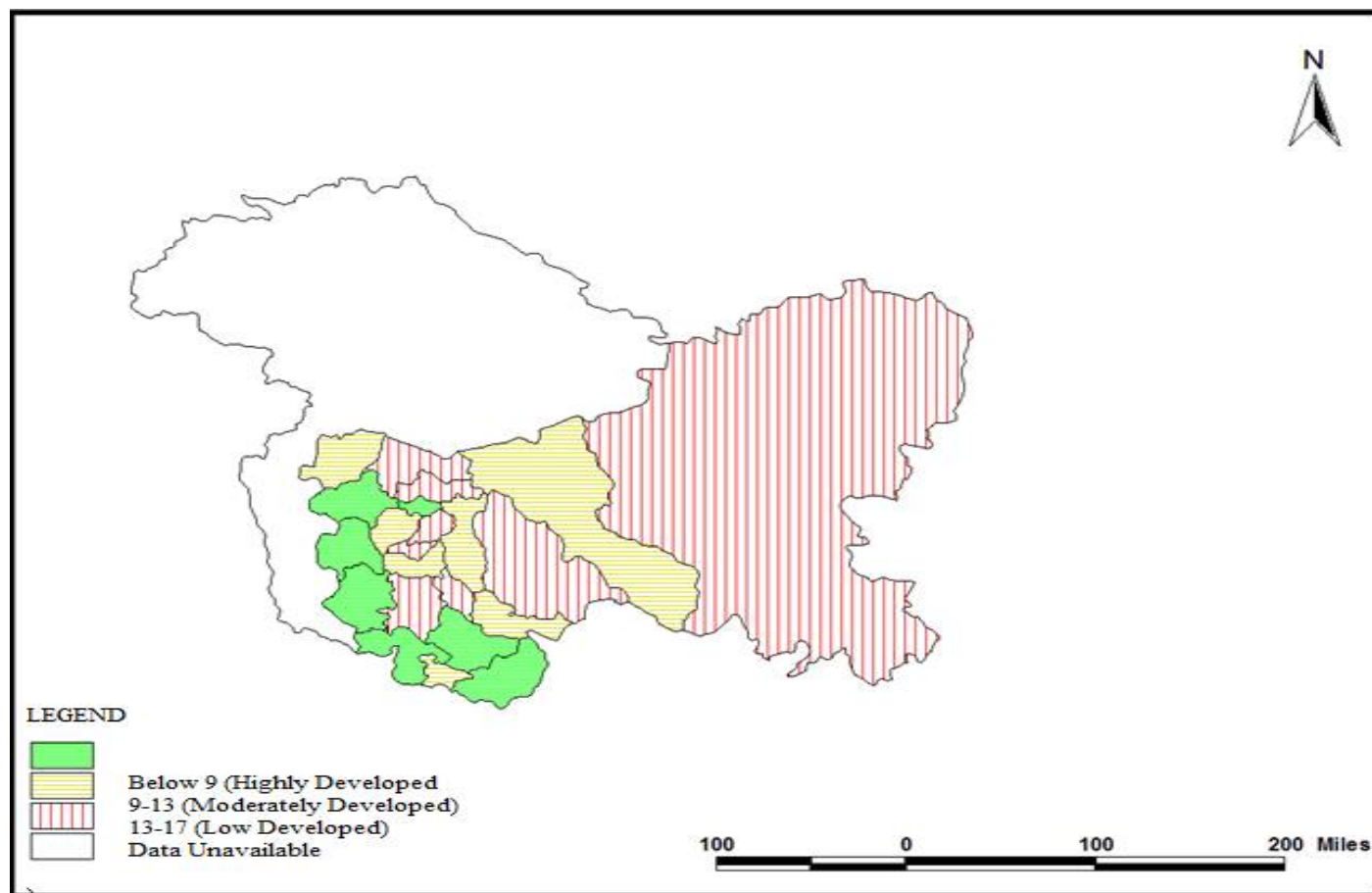
**Moderately developed districts:** The moderately developed districts of the state in the educational scenario of the state are Kupwara, Samba, Doda, Kargil, Anantnag, Budgam and Kulgam respectively with total average value between 9 to 13. These districts have moderate value of all the indicators with certain indicators having high rank and certain indicators showing low rank. These feature in medium rank in terms of literacy rate with Samba featuring at the 2<sup>nd</sup> rank in overall literacy and male and female literacy section also, but its combined figure puts it on 9<sup>th</sup> spot in overall developmental scenario.

**Low developed districts:** Pulwama, Reasi, Leh, Bandipora, Ramban, Kishtwar, Ganderbal and Shopian districts feature in this category after the review of above mentioned indicators. These districts feature in low ranks in almost all indicators of educational development. Shopian has the last rank in three out of 9 indicators and has last but one rank in one of the indicators and hence features at the last spot in terms of educational development. Almost 50 percent of these districts were carved out recently from the other districts and are very young in their formation as independent units. The districts like Bandipora, Kishtwar, Leh, Shopian and Ramban etc. have rugged physiographic conditions.

**Table-2**  
**Kendall's Rank Order Score Method**

Name of District	X1	X2	X3	X4	X5	X6	X7	X8	X9	Educational Indicators Total Rank	Average Rank
Anantnag	14	14	12	6	12	11	5	18	20	112	12.44
Bandipora	21	21	20	12	16	16	14.5	1	10	131.5	14.61
Baramulla	10	11	9	2	2	3	2.5	17	16	72.5	8.05
Jammu	1	1	1	5	11	4	2.5	14	21	60.6	6.7
Rajouri	9	9	8	1	3	2	6.5	6	3	47.5	5.2
Ganderbal	17	18	17	19	13	21	18.5		9	132.5	16.5
Doda	12	7	15	9	18	9	10.5	19	7	106.5	11.8
Kargil	4	4	7	20	14	18	21	21	1	110	12.22
Poonch	8	6	10	4	6	14	14.5	4	5	71.5	7.9
Leh	3	3	4	22	21	20	18.5	22	11	124.5	13.83
Kathua	5	5	3	7	9	5	6.5	15	12	67.5	7.5
Samba	2	2	2	17	20	6	21	11	13	94	10.44
Budgam	20	22	19	11	5	7	8.5	3	17	112.5	12.5
Kishtwar	19	17	21	15	17	17	14.5	20	4	144.5	16.05
Kupwara	11	12	11	3	1	19	10.5	8	15	90.5	10.05
Udhampur	7	8	6	8	7	8	4	16	8	72	8
Shopian	15	16	14	21	22	22	22	2	19	153	17
Reasi	18	20	18	10	10	15	14.5	12	2	119.5	13.27
Ramban	22	15	22	14	15	13	14.5	13	6	134.5	14.94
Pulwama	13	13	13	13	19	12	8.5	10	18	119.5	13.27
Kulgam	16	19	16	16	4	10	14.5	5	14	114.5	12.72
Srinagar	6	10	5	18	8	1	1	7	22	78	8.6

Source: Calculated by the author's using Kendall's Rank Order Score Method (1955)<sup>8</sup>



Source: Digest of Statistics (2013-14) and Official website of DSE, J and K Govt.<sup>6,7</sup>

**Figure-2**  
**Educational Development in J and K**

## Conclusion

The perusal of Table-1 and Table-2 reveals that there are discernable variations in the educational development scenario of the state. The low development of certain districts like Bandipora, Kishtwar; Leh, Shopian and Ramban etc. can be attributed to the low development in terms of infrastructural facilities, accessibility, resource allocation, topography and climatic conditions. Majority of these districts have been carved out recently as separate administrative entities and as such the developmental initiatives have not borne much fruit. Secondly, these districts have hilly terrains, rugged topography and harsh climate which prove to be an impediment in the cycle of development. These districts are to be given fillip by initiating various measures of development on priority basis.

The districts falling in moderately developed category like Kupwara, Samba, Doda, Kargil, Anantnag, Budgam and Kulgam have a considerable urban influence and as a result the developmental scenario is comparatively better in comparison to the first category of districts.

The districts under the highly developed category like Rajouri, Jammu, Kathua, Poonch, Udhampur, Baramulla, and Srinagar have good number of educational facilities. The number of primary schools which are the stepping stones for getting literate are highest in these districts. The higher number of primary schools results in higher number of students availing the benefit of high and higher secondary schools. This subsequently results in higher number of probable pass-outs applying for admissions in colleges and universities. As a result the districts with highest literacy rate fall in this category.

As most of the population is living in the rural areas of the state, government needs to invest a lot to overcome these disparities in the state. In education sector, the laws governing this sector should be put in place with efficient mechanism and control, new and modern schools need to be opened and at the same time we need to have a balance between the teacher and student ratio. People should be made aware of the schemes of the government regarding free education, scholarships, and other various benefits. The schemes sponsored by state government and central government need to be effectively implemented and managed.

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