

# TOURISM DEVELOPMENT THROUGH EDUCATION: A CASE STUDY OF JAMMU AND KASHMIR

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*Abstract: The tourism industry is playing important role in the development of Jammu & Kashmir as the revenue generated by tourism activities have direct impact on the economy of the state. Tourism has the potential to not only be the economy driver, but also it can act as a tool for poverty alleviation. This paper discusses the impact of education on tourism development and also points out the necessity of promoting tourism related curriculum at the secondary and higher secondary level in the state of Jammu and Kashmir. The importance of tourism industry to the state of Jammu and Kashmir has also been elaborated in this paper along with the steps taken by the state government to promote tourism related courses at secondary and higher secondary level. Tourism industry of Jammu and Kashmir is on the path of revival and in the coming future it will become one of the major industries and can be used as an effective tool for revenue generation and job creation, but for this the need of the hour is to promote tourism related course at the school level so that in the coming future we have the effective & efficient trained manpower for catering to the needs of tourist visiting Jammu and Kashmir.*

## INTRODUCTION

The Jammu and Kashmir state is cultural medley of three divisions Jammu, Kashmir and Ladakh consisting different traditions, languages, culture and ethnicity. Jammu is famously known as city of temples, Kashmir as paradise on Earth and Ladakh as Moon land. The northern most state of India, Jammu and Kashmir comprises of three distinct Climatic regions viz. sub-tropical region of Jammu, temperate Kashmir valley and Arctic cold desert areas of Ladakh. These three parts of the Jammu and Kashmir State makes it a state of all reason & all season full of rich traditional heritage which is depicted in its monuments and temples; provide tourists with various varieties of tourist attractions & tourism resources. The State has the qualities to be known as paradise for all types of Tourists. To manage and promote tourism in Jammu and Kashmir, it requires professionally trained manpower so that the tourist visiting the state are provided with services that are among the best in the world, so that the tourism industry of the state can achieve new heights in customer satisfaction which will help to market the tourism resources of the state in the Global competitive market. The prime concern of most of the developed nations, developing nations & least developed countries in the world is Tourism industry and education.

Tourism is backbone of the economics of a state like Jammu and Kashmir which can also become an important instrument for peace and harmony, socio-economic development, Entrepreneurship & Employment generations. The success of tourism seriously depends upon the effective & efficient trained manpower. The proper training & education can only help to create the real professional in the emerging field like tourism, for this the need of the hour is to promote tourism related course at the school level so that in the coming future we have the effective & efficient trained manpower for catering to the needs of tourist visiting Jammu and Kashmir.

### 1. Objective of the study

The main objective is to study the need of tourism education at Secondary and Higher Secondary levels.

### 2. Research Methodology

The data was collected from various books, journals, newspapers, magazines and the works of other scholars who have done research earlier in this area. Websites which contain lot of material on educational development of Jammu and Kashmir. Besides that secondary data was also collected, Digest of Statistics, Directorate of Economics and Statistics, Government of Jammu and Kashmir and Census Hand Books of J&K.

### 3. Historical background of Education development in Jammu and Kashmir

The State of Jammu and Kashmir was founded by Maharaja Gulab Singh after he signed the Amritsar treaty with the British government in March, 1846 in return of a sum of 71/2 million rupees (Nanakshai) on condition that he acknowledge the supremacy of British Government. The treaty through which this transfer was effective is referred as "the sale deed of 1846" by the political leaders (SR. Bakshi, 1997). Kashmir has been center of Sanskrit learning since Ancient times. Kashmir was visited by many scholars and students from all parts of the country to attain knowledge of Sanskrit language (Suresh Bhatnagar, 1990). Maharaja Gulab Singh being the first ruler of the state did little in the field of education. During the rule of Gulab Singh from 1846-1856 A.D art and literature were not given importance. After the era of Maharaja Gulab Singh the crown was passed on to his son Maharaja Ranbir Singh. He was person with interest in art and culture; he was also passionate about religion and was devoted to learning. During his rule from 1856 to 1885 A.D the first press Vidya Vikas press was established to translate books into Sanskrit for the scholars. It was during his rule Raghunath Sanskrit Mahapustakalaya was established (Chohan, 1998). He was the first Dogra ruler to take an interest in the education of the state. He established a few regular schools and pathshalas (Om, 1986). The first state school was opened in Jammu in the early 1860s and another such school was opened in Srinagar in 1874. The curriculum however followed the traditional pattern and education was imparted in Persian and Sanskrit (Khan, 2005). In 1907, Maharaja Pratap Singh (1885-1925) appointed a conference to formulate a scheme for imparting education to his subjects. In 1909, he again stressed upon the need to draw up a scheme for making primary education free and compulsory throughout the state. A. Mitra, the then Education Minister, who was an ardent supporter of the scheme, however, stood against the introduction of any law of compulsion for many social and other reasons. Many private institutions had now started receiving grant-in-aid from the government. It was Maharaja Hari Singh (1925-1950) who adopted 'Compulsory Primary Education Regulation' in 1930 and made it applicable in Srinagar, Jammu and many other towns with immediate effects later on (Rekhi, 1993). According to the census report of 1901, there was one high school in Srinagar, 16

primary schools and 19 indigenous branch schools in the valley. The first high school in Jammu and Srinagar came into existence in 1890 and 1892 respectively. College education was available only outside the state and very few families could afford the expense while others could not avail of the opportunity. As the residents of Kashmir were loath to leave their homes to go to the Punjab or elsewhere for receiving training in institutions there, alternative arrangements were made in the State. Colleges were established in Srinagar and Jammu in 1905 and 1907 respectively. The education achieved much progress between 1889 and 1915 which is evident from the fact that in 1889, there were only two high schools, one at Jammu and the other in Srinagar, eight village schools (seven in Jammu and one in Kashmir) and a few Sanskrit schools. While in 1915, there were two colleges one each at Srinagar and Jammu, one technical institute, nine high schools, thirty-two middle schools, one normal school, 304 primary schools, two special schools and 309 private indigenous schools. During this period there was not only quantitative expansion of education but also qualitative (Om, 1986). In 1938, an education re-organisation committee was founded under the chairmanship of Mr K G Saiyidain and recommended for training of teachers. Based on the guidelines of the committee, a teacher's training school was opened in Srinagar. The B.T. classes was established for the training of graduate teachers in state in 1940. After Independence a need for educational reorganisation in the state was felt. An education re-organisation committee came into existence in 1950. Mr. A.A. Kazmini, Director of Education was its Chairman. The Committee recommended completely free education at all levels i.e.; from pre-primary to the higher education stage. Two colleges for women were started, one at Jammu and the other at Srinagar on the basis of the committee's suggestions. Udantapuri, Vikramshila, etc, existed during this period (Suresh Bhatnagar, 1990).

In 1970, the state government of Jammu and Kashmir established its own education board and university. Education in the state is divided into primary, middle, higher secondary, college and university level. Jammu and Kashmir follows 10+2 pattern for education of children. This is handled by JKBOSE. Various private and public schools are recognized by the board to impart education to students. Board examinations are conducted for students in class VIII, X and XII. In addition there are various Kendriya Vidyalayas (run by the Government of India) and Indian Army schools that also impart secondary school education. These schools follow the Central Board of Secondary Education pattern (Data collected from State Higher Education Department).

#### 4. Impact of tourism on economy and job creation in Jammu and Kashmir

Jammu and Kashmir has immense potential to become most important global tourist destination. Importance of tourism in economy is known for decades now and its role in economic development has been an area of great interest from policy perspective. It is estimated that almost 13 million tourists visited J& K in 2012 which placed J& K on 17th position where as Andhra Pradesh is ranked no.1 in the list of major tourist destinations of India. (Ministry of tourism Govt of India).

##### 4.1 Tourism and Employment Generation

Tourism has played an important role in the employment generation from past with a great potential to increase it further in the coming decades. Wilson and John (2001) in their study found that tourism provided income and employment opportunities to the local people in rural areas. J& K possesses lot of tourist attractions in the form of Pilgrimage, Leisure, Heritage and Eco-tourism with enormous scope to transform the whole economy as a tourist driven economy by providing jobs through trickling down effect. Being a labour intensive industry, its scope in employment generation is vast and the level of investment required here is low as compared to the other sectors of the economy. As per World Travel and Tourism Council (WTTC) estimates, an investment of 10lakh in travel and tourism industry will generate about 90 jobs which are much higher than its competing sectors like Agriculture and Manufacturing which generate 45 & 13 jobs per 10lakh respectively.

Tourism in J&K is a multi-segmental industry by providing different types of jobs like hotel managers, guides, tour operators, chefs etc which further strengthens the J&K economy by increasing income and standard of living of the people. The table below shows the projected impact of tourist inflow on employment generation of J&K.

#### Impact of tourist inflow on employment from 2014-2020.

Year	Tourists(In lakhs)	Employment (In lakhs)
2014	147.34	22.101
2015	158.29	23.743
2016	170.09	25.513
2017	182.78	27.417
2018	196.46	29.469
2019	211.2	31.68
2020	227.08	34.062

Table (1) : Impact of tourist inflow on employment from 2014-2020.

Source: Santek Consultants Pvt. Ltd. New Delhi

From the data above one can see how tourism influences job creation in Jammu and Kashmir and by introducing tourism in secondary and higher secondary levels in schools the much needed work force to cater the needs of these future customers can be generated. This need was felt by the government of Jammu and Kashmir due to which they introduced tourism as one of the courses in their curriculum.

#### 5. Importance of Introduction of Tourism education at school level in Jammu and Kashmir

The Government of Jammu and Kashmir wants to remodel the education sector with focus on entrepreneurship and vocational training. This thought has emerged because of the fact that if a student leaves a school he should have skills in him to become an entrepreneur or would make him independent so that he is able to earn his livelihood right after leaving school. This was the main purpose of introducing the tourism education as one of the components in the curriculum of JKBOSE. The pass out percentage of students in secondary and higher secondary school examination is shown in the table (2) and Table (3) below:

#### **Secondary School Examination (Class 10th) Summer Zone/Winter zone Jammu Division Regular Candidates only**

S.No	Year & Session	No. of students appeared	No. of Students Passed	Pass %age
1	Annual 2010	45175	25531	56.52%
2	Annual 2010W/Z	16828	5070	30.13%

3	Annual 2011S/Z	47061	23534	50.1%
4	Annual 2011 W/Z	18217	5042	34.74%
5	Annual 2012S/Z	48600	27004	55.56%
6	Annual 2012 w/z	17890	5126	37.07%
7	Annual 2013 S/Z	49533	26680+4250= 30930	62.44%
8	Annual 2013 W/Z	22130	12276	55.47%
9	Annual 2014 S/Z	53323	30244+4062=34306	64.34%

Table (2)

Source: <http://jkbose.co.in/recentinitiatives.php>, accessed on 25/03/2017

### Secondary School Examination (Class 10th) Kashmir Division Regular

S.No	Year & Session	No. of students appeared	No. of Students Passed	Pass %age
10	2010	56358	37185	65.98%
11	2011	50685	33482	66.13%
12	2012	49027	33437	68.20%
13	2013	49358	34837	70.58%

Table (3)

Source: <http://jkbose.co.in/recentinitiatives.php>, accessed on 25/03/2017

The data in the two tables above shows the pass percentage of the students appearing in 10<sup>th</sup> examination, the number of the students who were not able to clear the examination from 2010 to 2014 comes out to be 213425 which is a huge number. These students who are not able to clear examination in the 10<sup>th</sup> if had study tourism as one of the subjects would have acquired the skill to earn their livelihood. The need of the hour is to make Tourism education as one of the compulsory subjects in both secondary as well as higher education, because we all know that there are people in the society who due to certain circumstances are not able to continue their studies, if they have studied tourism in the school they would have gained an important skill which could help them to earn their livelihood.

#### 6.1 Initiatives of Government

##### HIMAYAT

Himayat programme was launched in J&K State in the year 2011-12 to facilitate training and placement of one lakh unemployed youth of the State over a period of 5 years (October, 2011 to March, 2015). The programme was to close in March, 2015. However, the Ministry of Rural Development, Government of India has extended the programme upto December, 2017. The Programme has been re-modelled and the targets have been revised to train 124180 over the next three years.

The program envisages different training strategies to be used for diverse groups of youth- School drop outs, dropouts of XII class level, and those who have had college education. The main objective of the program is to provide training to unemployed youth and provide jobs to them in organized labour market within and outside the state. Under the Programme, 70% of the unemployed youths are covered under wage-employment through various Project Implementing Agencies (PIAs) and the remaining 30% are covered under self-employment training. The department during the current Financial year 2016-17 envisages to undertake following activities under the programme:-

To provide training to 40,000 un-employed youths of the State, through various project Implementing agencies in different courses and assure their maximum placement in different sectors both within and outside the State.

#### CONCLUSION

The positive impact of tourist inflow to the state is the earnings from it, which contributes to the government revenues, and generation of employment and business opportunities. Tourism expenditures and the export and import of related goods and services generate income to the host economy and can stimulate the investment necessary to finance growth in other economic sectors. Government revenues from the tourism sector can be categorized as direct and indirect contributions. **Direct** contributions are generated by taxes on incomes from tourism employment and tourism businesses. **Indirect** contributions are those originated from taxes and duties levied on goods and services supplied to tourists. With the increase in tourist inflow to the state significant increase can be seen in the employment creation. To tap this the need of the hour is to make tourism education compulsory at school level so that it can be used as an effective tool job creation and also it will provide trained manpower for catering to the needs of tourist visiting Jammu and Kashmir.

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