

# Education the Way Forward for Modernizing Socio-economic status of Tribal (Gujjar and Bakarwals) of Jammu and Kashmir: An Overview

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**ABSTRACT:** Education is fundamental to development and growth and provides a foundation for our economic and social wellbeing. It is the key to increasing economic efficiency and social consistency which made possible all developmental achievements. A child born in well-off family in urban area has all the facilities for his overall development whereas the same child if born in any tribal family will be having all the miseries to face for none of his own faults.

Nomadic communities cannot stay in one place for too long, because of the changing weather conditions and for pasturing their flock and for the developmental growth it is important for them to educate their children, it will also not possible for them to leave their children behind and then travel hundreds of kilometres. For the Gujjar and Bakherwal community, a mobile school might just be the solution to overcome logistical issues in education, which has been a long-standing problem. Although Government is putting all its efforts for mobile community schools for nomads, but the effectiveness is seemingly very low, either because the most of the nomads are unaware and so less serious towards education or the job is tedious for the assigned teachers to reach to high altitudes away from home place. An insight for effectiveness of discrimination of knowledge through educational system to nomad children which is their fundamental right is explored.

**KEYWORDS:** Development, Education, Monitoring, Nomads, Schools

## I. INTRODUCTION

Education is a basic human right and an important factor in the development of children, communities, and countries. Contemporary society can't perform its attempt of economic development, technological improvement and social movement without completely exploiting the capacities of its

nationals. Educationists thus make every effort to develop fully the intellectual potential of the students and make efforts to see that their potentialities are fully acknowledged and channelized for the benefit of the individual in general and that of the society in particular [1].

Gujjar and Bakarwal are the third largest ethnic group in Jammu and Kashmir constitutes more than 11.9% of the total population of the state (Census, 2011); scheduled tribe is the only community in the state which maintains its culture and heritage throughout the ages. Various studies and reports indicate that socio-economic and educational status of Gujjar and Bakarwal in Jammu and Kashmir is not at all satisfactory. Out of twelve (12) Scheduled Tribes, Gujjar is the most populous tribe having a population of 763,806, thus forming 69.1 percent of the total ST population. Bot is the second major tribe having a population of 96, 698, followed by Bakarwal (60,724). The overall literacy rate of the STs is 37.5 per cent at 2001 census. This is much lower than the national average of 47.1 per cent) aggregated for all STs. Male and female literacy rates (48.2 per cent and 25.5 per cent) are much below if compared to those recorded by all STs at the national level (59.2 per cent & 34.8 per cent).

Every year, the nomadic Gujjar and Bakkarwal communities migrate to the upper reaches of the Kashmir valley in summer (Figure 1). Gujjars are buffalo herders and Bakkarwals are keepers of sheep and goats. They rear their animals, between high and low altitudes, in the Western Himalayas. Educational level among the Gujjars and Bakarwals is too low as compared to other inhabitants of the state. Some of the challenges in the provision of educational services to transhumant's areas are similar to those faced by other rural and marginalized households in the region, although often more severe [2]. These

include nomadism, militancy, poor infrastructure as well as poorly motivated teachers, a household economy dependent on livestock, with children spending long periods away from their homes and schools and transhumant mobility [3].



**Figure 1** Migration is a way of life. Image Courtesy: Wikimedia Commons

## II. CONSTRAINTS AND INITIATIVES

The critical constraints bedeviling the educational progress of the nomads in Nigeria for convenience would be treaded into 3 groups:

### 2.1. Cultural Factors

The nomads are migratory and require movements to achieve their objectives - their cattle's welfare and of their families. They move essentially in search of water and pasture because of weather changing in summers and winters. Any attempt to resettle and encourage sedentarization of nomads is often visited with failures. Meaningful education would hardly progress under migration. In [4] it was argued that a sedentary lifestyle is traumatic for pastoralists and costly and burdensome on government and more importantly reducing the quality of life of nomadic people. It has often been argued that sedentarization breaches the traditional social relations thereby depriving the pastoralists of their main line of defense. This way development in any educational programme can hardly survive if nomads are involuntarily settled at camps, spots. Many governments at global level are caught unprepared by the challenge of demand on social services among settled people [5]. Also, the centrality of child labor in their production system makes it extremely difficult to allow their children participate in formal schooling. The physical isolation and inaccessibility of the environments is also challenging as to developing a progressive educational programme.

### 2.2. Resource Constraints

Teachers, instructional materials/infrastructure, supervision/inspection of schools are inadequate because the overall levels of finding for financing school-based activities are

limited. For instance the levels of enrolment in nomadic schools are relatively low, the reason being the nomad children are mostly engaged with looking after their flock during grazing and the elders have little or no awareness for the importance of schooling. Inaccessibility of schools most often may hamper the supervision of schools and there is also an inadequate availability of instructional material such as textbooks, writing materials etc.. Probably the roads are not motorable and also the inadequacy of means of transportation leading to poor inspection and monitoring.

### 2.3. Educational Policy

The problem of educational policy affecting nomads is manifold. The problem has been broadly classified in 3 broad areas: the goals, curriculum, and the effects of formal education in Africa [6]. The lack of interest in education in nomads, unsuitable to the needs and circumstances of the nomadic people are the big challenges for promoting education among nomads (Figure2).



**Figure 2** Bakarwal children of Kashmir, Courtesy: Wikimedia Commons

The hard struggle for their survival forces them to engage their children help them and least caring for their studies. The nomads are habituated in far flung areas with non motorable roads making inaccessible for check and monitoring by the concerned authorities. The children of the nomads would then prefer to be unemployed as city dwellers after graduation than return to livestock herding in the bush.

In April 2016, District Development Commissioner, Rajouri, ShahidIqbalChoudhary finalized the plan at a meeting of senior officers from various departments and heads of migratory schools along with staff. The annual migration of nomadic Gujjars and Bakerwal families began at the end of April. Choudhary directed that books and uniform were also provided to students before the migration. Apart from educational aids, the department also provided sports equipment and first aid kits for each migratory school. A comprehensive plan for self-defense training was

also discussed and finalized. The students have been provided scholarship by the Tribal Affairs Department, the spokesman said. He said the Chief Education Officer was directed to regularly monitor attendance in migratory schools during the period. A total of 25 schools having an enrolment of 801 students (410 boys and 391 girls) moved with the migratory population. “These schools were provided 45 teachers for ensuring education in higher reaches during the annual migration in Kashmir.

### III. THE WAY FORWARD USING FUZZY LOGIC ASSESSMENT

The implementation of any policy for developmental activities is to be followed in letter and spirit. The upper class amongst the nomads somehow put efforts for educating their children, and after finding jobs in reserved quota they prefer to live away from their nomad groups because of their priorities and better life. The effective education can be carried by their own group, if the educated youth are given some incentives to remain in their nomad groups to educate their own children and above all the monitoring by authorities will make implementation of the education policy successful.

The Fuzzy logic transforms the input parameters into Fuzzy sets (“Low, Medium, and High”) using membership functions, apply IF...THEN rules for obtaining the Fuzzy decision sets, and then pass the output Fuzzy set to the

defuzzifier where the decision is taken. The Fuzzy logic block diagram is shown in Figure 3.

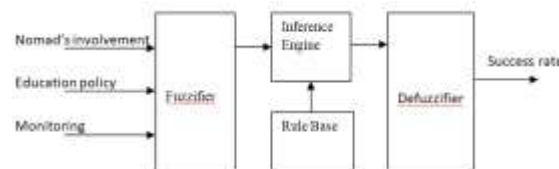


Figure 3 Fuzzy logic Block diagram

The Fuzzy logic benefits to translate a human knowledge into a set of rules mapping the input to the output in linguistic terms [7]. Such rules are derived from the knowledge and experience of human expert who design the fuzzy system. Three parameters, Nomads involvement, Education policy and Monitoring are fed to fuzzifier, the output of fuzzifier is fed to inference engine which is governed by rule base, the output of inference engine is fed to defuzzifier to obtain the final decision regarding success rate of the scheme. Since monitoring is the effective parameter for implementation of any scheme, so the nomads involvement and education policy are taken as discrete variables as low, medium or high, and the variable monitoring is varied and its effect on success rate is obtained using Mumdari inference engine. The results obtained are shown in tables 1 through 4. The graphical view is shown in Figures 4 through 7. The three dimensional view for giving insight view is shown in Figures 8 and 9.

Nomads Involvement	Education Policy	Monitoring	Success rate
0.11	0.11	0.0854	0.15
0.11	0.11	0.14	0.282
0.11	0.11	0.175	0.334
0.11	0.11	0.224	0.391
0.11	0.11	0.256	0.421
0.11	0.11	0.297	0.449
0.11	0.11	0.337	0.472
0.11	0.11	0.376	0.486
0.11	0.11	0.451	0.5
0.11	0.11	0.5	0.5
0.11	0.11	0.557	0.5
0.11	0.11	0.622	0.511
0.11	0.11	0.671	0.532
0.11	0.11	0.711	0.556
0.11	0.11	0.801	0.586
0.11	0.11	0.833	0.678

0.11	0.11	0.874	0.649
0.11	0.11	0.915	0.851
0.11	0.11	0.947	0.856

**Table 1** Success rate with low nomad involvement and low educational policy

Nomads Involvement	Education Policy	Monitoring	Success rate
0.11	0.5	0.052	0.144
0.11	0.5	0.134	0.267
0.11	0.5	0.198	0.365
0.11	0.5	0.248	0.414
0.11	0.5	0.281	0.439
0.11	0.5	0.387	0.486
0.11	0.5	0.427	0.5
0.11	0.5	0.484	0.5
0.11	0.5	0.587	0.5
0.11	0.5	0.663	0.528
0.11	0.5	0.72	0.561
0.11	0.5	0.76	0.593
0.11	0.5	0.801	0.635
0.11	0.5	0.85	0.703

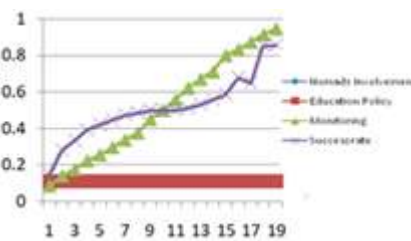
**Table 2** Success rate with low nomad involvement and moderate education policy

Nomads Involvement	Education Policy	Monitoring	Success rate
0.5	0.923	0.061	0.14
0.5	0.923	0.102	0.199
0.5	0.923	0.159	0.31
0.5	0.923	0.224	0.391
0.5	0.923	0.297	0.448
0.5	0.923	0.411	0.498
0.5	0.923	0.557	0.5
0.5	0.923	0.606	0.509
0.5	0.923	0.687	0.541
0.5	0.923	0.736	0.573
0.5	0.923	0.785	0.617
0.5	0.923	0.898	0.806
0.5	0.923	0.963	0.86

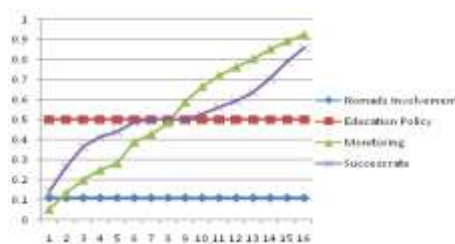
**Table 3** success rate with medium nomad involvement and excellent education policy

Nomads Involvement	Education Policy	Monitoring	Success rate
0.907	0.923	0.044	0.142
0.907	0.923	0.11	0.225
0.907	0.923	0.167	0.353
0.907	0.923	0.248	0.497
0.907	0.923	0.305	0.594
0.907	0.923	0.362	0.706
0.907	0.923	0.411	0.826
0.907	0.923	0.459	0.829
0.907	0.923	0.5	0.829
0.907	0.923	0.587	0.829
0.907	0.923	0.667	0.816
0.907	0.923	0.752	0.792
0.907	0.923	0.841	0.817
0.907	0.923	0.89	0.826

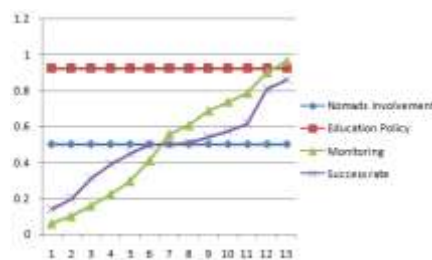
**Table 4** Success rate with high nomad involvement and excellent education policy



**Figure 4** Low nomads participation low education policy



**Figure 5** Low nomads participation medium education policy



**Figure 6** medium nomads participation high education policy



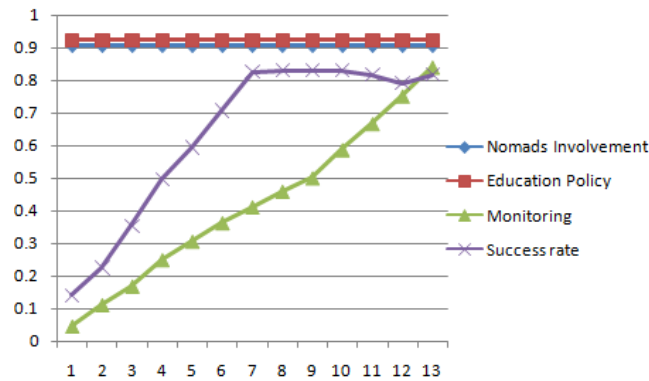


Figure 7 high nomads participation high education policy

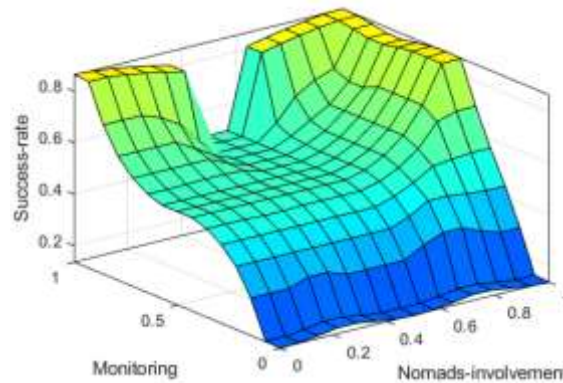


Figure 8 relations between nomads involvement, monitoring and success rate

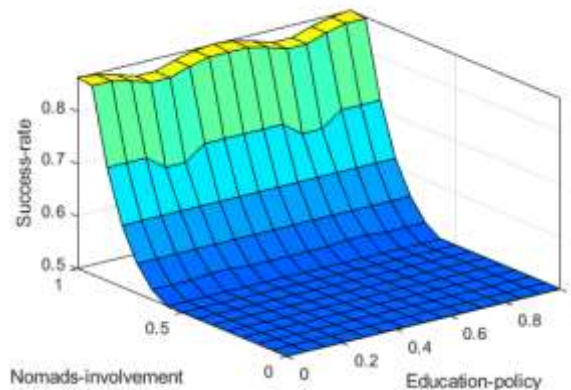


Figure 9 relations between nomads involvement, education policy and success rate

**CONCLUSION:**

The development and progress of nomads depends upon the effectiveness in implementation of the government policies. The people in any region depends upon each other one way or the other, so the development of any nation depends upon the overall development of that nation or in other wards every all stakeholders are to be taken on board. The results obtained by involvement of nomads, better education policy and monitoring are encouraging as envisaged in Figure 7.

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