

Rural urban migration among semi-nomadic Gaddis for education and difference in educational status of migrated and non-migrated households: A case study of District Kathua (J&K).

Anchal Singh

(Ph.D) Research scholar,
Department of Economics,
University of Jammu, India

ABSTRACT: *In the present study an attempt has been made to understand the rural-urban migration among semi-nomadic Gaddis for education and difference in educational status of migrated and non-migrated households of the study area i.e. district Kathua for the period 2016-17. The present study identifies education as the main reason behind rural-urban migration among semi-nomadic gaddis of the District Kathua. The study was conducted in Bani tehsil as majority of gaddi households are present in tehsil Bani. In the present study an attempt has been made to compare the educational status of migrated and non-migrated households. It has been found that the educational status of migrated households is much better than the non-migrated households. It has been also observed that the dropout rate among non-migrated households is much higher than the migrated households. This study gives out us some other findings responsible for rural urban migration such as lack of infrastructural facilities which are encouraging the people to migrate to urban areas for better facilities and future. In the study it is suggested that the sufficient schools with proper facilities and well-trained teachers should be provided in the rural areas so that the rate of rural urban migration can be checked. The information is gathered with the help of well framed questionnaire (primary Data is used). The questions were kept simple and straight to the point to save cost, time and to maintain the cooperation and goodwill of the respondents.*

KEYWORDS: *rural, urban, migration, education, social status, Kathua, Semi-nomadic, Gaddis, Scheduled tribe,*

INTRODUCTION

The term Scheduled tribe first appeared in the constitution of India. Article 366(25) defined scheduled tribe as "such tribes or tribal or tribal communities or parts of or groups within such tribes or tribal communities as are deemed under Article 342 to be scheduled tribe for the purpose of this constitution"

Article 342 (1): The President may with respect to any State or Union Territory, and where it is a State, after consultation with the Governor thereof, by public notification, specify the tribes or tribal communities or parts of or groups within tribes or tribal communities, which shall for the purposes of this Constitution be deemed to be Scheduled Tribes in relation to that State or Union Territory as the case may be.

According to the census of 1961 the scheduled tribe population in India was 3,01,30,184 which constitutes about 6.81 percent of the population of the country. In 1971 the scheduled tribe population was 3,80,15,162 constituting 6.94 percent of total population of the country. By 1981 their number increased to 5,16,28,638 and constituted 7.53 percent of the total population. In 1991 the population of scheduled tribe population increased to 6,77,58,380 which constitutes about 8.08 percent of the total countries population. In 2001 the population of scheduled tribe was 8,43,26,978 which is about 8.1 percent of th total population of the country. According to the census of 2011 the population of scheduled tribes increased to 104,281,034

Highest percentage of scheduled tribe population in India is found in Madhya Pradesh state followed by Maharashtra, Orissa, Gujarat, Rajasthan and Jharkhand. Whereas distribution of scheduled tribe population below 1 per cent is found in Bihar, Manipur, Arunachal Pradesh, Tamil Nadu, Kerala, Uttarakhand, Himachal Pradesh, Dadar & Nagar Haveli, Sikkim and UP.

OBJECTIVES

The present study has been undertaken with the following specific objectives

To find out the level of education among semi-nomadic Gaddis in District Kathua.

To compare the educational status of migrated and non-migrated households of semi-nomadic Gaddis in District Kathua.

STUDY AREA

There is belief that nearly 2000 years ago a Rajput of Andotra clan migrated from Hastinapur to Kathua and settled there. The three hamlets of Taraf Tajwal, Taraf Majwal and Taraf Bhajwal were established by his three sons namely Teju, Kindal and Bhaju. The group of three hamlets was "Kathai" in earlier times which with the passage of time become Kathua. District Kathua is the gateway to the state of Jammu and Kashmir.

Kathua is one of the district of Jammu and Kashmir out of 22 districts. Its total area is 2651 km with total population of 616, 435. Population density of district Kathua is 264 km

District Kathua is surrounded by Jammu to the north west, the Doda and Udhampur district to the north, Himachal Pradesh to the east, Punjab to the south and pakistans boundary to the west. District kathua is a Hindu majority district 91%

According to census of 2011 literacy rate in district kathua is 73.09% with male and female literacy rate of 81.53% and 63.72% respectively.

Kathua district is divided into four Sub divisions namely Bani, Basholi, Billawar and Hiragar.

These sub divisions are divided into eleven tehsils namely Kathua, Hiranagar, Billawar, Basholi, Bani, Nagri, Marheen, Dinga Amb, Mahanpur, Lohai Molhar, and Ramkote Kathua district is divided into 8 blocks namely, Bani, Barnoti, Billawar, Duggn, Ghagwal, Hiranagar, Kathua and Lohai Malhar with approximately 512 villages.

These traditional language of the Kathua district is Dogri but Phari language is also spoken in the mountaneous areas.

DATA BASE AND METHDOLOGY

The present study is conducted to study the rural urban migration among semi- nomadic Gaddis for education in District Kathua and to find difference in educational status of migrated and non-migrated households.

The present study is mainly based on primary data. The main tool of data collection was interview schedule. Major variables, parameters and objectives of the study were the main basis of the drafted interview schedule. Using interview method primary data were collected from the semi-nomadic gaddis in district Kathua. 200 households were taken for data collection in the study area out of 100 households were those who have continued with traditional occupation and other 100 households were those who have migrated to urban areas for better facilities. Secondary data have also been collected from number of sources which includes Books, Journals, Articles, Statistical department, and from various websites. The simple statistical method was used to analysed the data.

RURAL URBAN MIGRATION AMONG GADDIS

The movement of a person or group of persons to achieve a purpose, a better living standard or to ease the life is known as migration in common terms. Rural urban migration is a continuous phenomenon in the context of India. There are many push and pull factors which determine the pattern and extent of the rural urban migration. Lack of infrastructure facilities in the rural area and availability of the same in the urban centres is the basic reason for rural urban migration. The rural urban disparities in infrastructure facilities continue to exist and so is the rural urban migration and this add to the problems of urban infrastructure which is overloaded by this migration. Other important pull factors which contribute to this phenomenon is better economic opportunities available in rural centres.

CAUSES OF MIGRATION

There are various factors which are responsible for rural-urban migration. They all can be briefly described in push and pull factors below.

Push and Pull factors

Migration is a natural process that often happens and depends on the socio-economic Cultural , political, demographic and environmental which compel the people to migrate. All the factors which leads to migration are included in push and pull factors. When people don't find means of livelihood in their home villages they are pushed out to the nearby towns or cities in search of better opportunities for livelihood. The push factors such a:

- Lack of work opportunities
- Less educational opportunities
- Unemployment
- Underemployment
- Poor economic conditions

Natural calamities, (war, flooding, draught, crop failure) are the reasons behind migration. These factors compel a person to leave the place of origin and to go to some other place. The most declining opportunities in agriculture, surplus labour, scarcity of cultivable land, inequitable land distribution, low agricultural productivity and dependence of rural economy almost exclusively on agriculture is the reason behind increasing out migration.

On the other hand urban centres provide modern facilities of life. Thus they act as magnets for the population of adjoining area and also attract people from outside. This is known as "pull factors" millions of people who migrated from their native villages to big cities did so because these cities offer them better promise for a better living. So pull factors are also responsible for migration of people to particular area. They include

- Employment opportunities
- Higher education opportunities
- Higher wage facilities
- Better climate
- Safer, less crime
- Low risk of natural hazards

The pull factors often talk about new opportunities in urban based industry and services.

Development economists in the 1950s viewed the demand for labour created by "growing modern industrial complexes" and explained that rural-urban wage difference is the main "pull" factor. Thereafter there have been various models and debates regarding what motivate people to migrate. Desire to acquire skills or gain new experiences are also other "pull" factors. Wage gap is probably the most important "pull" factor behind voluntary migration of poor for economic reasons.

EDUCATION

Education is about teaching, learning skills and knowledge. In rural areas there are no educational facilities especially those of higher education. So the rural people have to migrate to urban cities or nearby towns for better and qualitative education to their children for secure future. Many of the people those who have migrated to urban area for education settle down there for livelihood after completing their education.

Rural urban migration has been noticed among these semi-nomadic people along with occupational change. Where members of this tribe leave their traditional occupation of caring and rearing of cattle, handloom sewing etc and seek employment in other sectors after getting the required level of education. This has also led to rural urban migration among the Gaddis. The traditions of this community have become less remunerative pushing them to lead more subsistence life. Migration means movement by humans from one locality to other over long distances or large groups. Urbanisation is generally associated with rural underdevelopment. Higher wages in urban areas are encouraging these people to move from rural to urban areas.

As among semi-nomadic Gaddis those who have good jobs and those who are well educated have started migrating from rural to urban areas for better job opportunities, secure future for their children's and various facilities which are absent in the rural areas. So with the passage of time semi-nomadic Gaddis have also started migrating from rural to urban areas for better facilities. Occupation means the principal activity of a person which is the main source of livelihood for him. It has been found from the various studies that sheep rearing was the primary occupation of these semi-nomadic Gaddis, but with the passage of time the percentage of semi-nomadic Gaddis engaged in sheep rearing and maintaining other flock is decreasing. They have started shifting their primary occupation to other activities. There are various push and pull factors responsible for occupational changes. People are engaging in those activities where more and more income can be earned so that their standard of living is increased.

As for as education is concerned the literacy rate among the Gaddi is very low in fact some of them have taken up many high ranking government jobs. According to census of 2001 37.3% persons are literate which is very low. Among Gaddi women literacy rate is 19.6%. Majority of these literates are below 10th standard.

Like all other sectors of socio-economic life, educationally the Gaddis of the study area are at different levels of development but on the whole formal education has made a very little impact on these people. Their geographical isolation from other people and lack of communication are very much responsible for their low educational standards. Some parents due to economic factors are not in a position to send their childrens to school. In many cases if they join school then after primary education they are withdrawn so that two healthy hands can be added to work. In many cases the school are away from their locality. Childrens have to travel 5-10 km. to attend school. In some areas infrastructure is not good. So in bad weather school remains closed.

EDUCATIONAL STATUS OG GADDIS IN DISTRICT KATHUA

Semi-nomadic Gaddis are among most backward social groups and were not given any special attention for a long time. Now in the recent years literacy rate among the Gaddis having been shown increasing trends but special efforts are needed to bring them in the level of other communities. Below given table shows the literacy among Gaddis of District Kathua for migrated and non-migrated households.

Total number of literates and illiterates in district Kathua are 872.

NON-MIGRATED HOUSEHOLDS

For non-migrated households in district Kathua total population of literates and illiterates is 494 out of which 262 are male and 232 are female which comprises of 53.03 percent and 46.97 percent respectively. Persons with qualification up to higher secondary goes on increasing but after higher secondary it goes on decreasing. Which means for non-migrated households dropout rate is very high in the study area.

Illiterates in district Kathua for non-migrated households are 158(31.98%) out of which 62 are male and 96 are female which comprises of 39.24 percent and 60.76 percent respectively. Only 1 percent population is having qualification PG and above (only 8 persons are having PG or above qualification out of which 6 are male and 2 are female).

It is quite surprising that female literacy is very low in study area as compared to male literacy. 54(10.93%) are having Graduation out of which 40 are male and 14 are female which comprises of 74.07 percent and 25.93 percent respectively.

Table 1: Educational profile of respondent households in the study area

Educational level	District kathua(non-migrated)			District kathua(migrated)		
	Male	Female	Total	Male	Female	Total
Illiterate	62(39.24) ^a (23.66) ^b	96(60.76) ^a (41.37) ^b	158(100) ^a (31.98) ^b	8(17.39) ^a (3.88) ^b	38(82.61) ^a (22.09) ^b	46(100) ^a (12.16) ^b
Primary	40(64.51) ^a (15.26) ^b	22(35.48) ^a 9.48) ^b	62(100) ^a (12.44) ^b	22(61.11) ^a (10.67) ^b	14(38.89) ^a (8.14) ^b	36(100) ^a (9.53) ^b
Middle	18(56.25) ^a (6.88) ^b	14(43.75) ^a (6.03) ^b	32(100) ^a (6.48) ^b	12(46.15) ^a (5.82) ^b	14(53.84) ^a (8.14) ^b	26(100) ^a (6.87) ^b
High school	38(48.71) ^a (14.51) ^b	40(51.29) ^a (17.24) ^b	78(100) ^a (15.79) ^b	12(66.66) ^a (5.82) ^b	6(33.34) ^a (3.48) ^b	18(100) ^a (4.76) ^b

Higher secondary	58(56.86) ^a (22.13) ^b	44(43.13) ^a (18.96) ^b	102(100) ^a (20.64) ^b	42(70) ^a (20.38) ^b	18(30) ^a (10.47) ^b	60(100) ^a (15.88) ^b
Graduation	40(74.07) ^a (15.27) ^b	14(25.93) ^a (6.03) ^b	54(100) ^a (10.93) ^b	52(54.16) ^a (25.25) ^b	44(45.84) ^a (25.58) ^b	96(100) ^a (25.39) ^b
PG and above	6(75) ^a (2.30) ^b	2(25) ^a (0.86) ^b	8(100) ^a (1.62) ^b	58(60.41) ^a (28.15) ^b	38(39.58) ^a (22.09) ^b	96(100) ^a (25.39) ^b
Total	262(53.03) ^a	232(46.97) ^a	494	206(54.49) ^a	172(45.51) ^a	378

Note. 'a' Percentage w.r.t combined total of both male and female

'b' percentage w.r.t individual column

Source: Field Survey

MIGRTATED HOUSEHOLDS

In district Kathua for migrated household's total population of literates and illiterates is 378. Out of which 206 are male and 172 are female. Which comprises of 54.49 percent and 45.51 percent respectively. Illiterates in district Kathua for migrated household are 46(12.16%). Out of which 8 are male and 38 are female which comprises of 17.39 percent and 82.61 percent respectively.

96 persons are having higher qualification which means 25.39 % of the population is having qualification equal to P.G and above. Out of 96 PG 58 are male and 38 are female comprises of 60.41% and 39.58 % respectively. Persons with Graduation are also 96 which comprises of 25.39 of the total population.

It is clear from the data in table collected through survey that percentage of female illiteracy is very high in the study area which clearly shows that there is lack of awareness among semi-nomadic Gaddis about the importance of female education and which is an area where targeted interventions are needed.

It was also found that illiteracy and female illiteracy ratio was much higher in the study area for those households who have not migrated and changed their occupation or continued with traditional occupation then those who have migrated and changed their occupation.

For these non-migrated households above Higher Secondary number starts declining and becomes about 1% in district Kathua with P.G and above qualification.

On the other hand educational attainment of migrated households in the study area is satisfactory when we compare them with the educational attainment of non-migrated households. Female illiteracy is also low among migrated households in the study area.

It is clear from the table that for migrated households dropout rate is very low as compared to non-migrated households with high dropout rate. It is also found that majority of population for migrated households is having Graduation followed by higher secondary and PG and above.

Reasons behind educational difference among Migrated and non-migrated semi-nomadic Gaddis of the study area.

Like all others sectors of life educationally Gaddis of the study area are at different level of development but on the whole formal education has made a very little impact on these people. Lack of road connectivity and geographical isolation, and lack of communication are very much responsible for their low educational standards. It has been also observed during the study that there are also some taboos among Gaddis that education will make their children's dull so in future they will not be able to carry their traditional occupation of sheep rearing.

For non-migrated households if their children's join school after primary education they are withdrawn so that two healthy hands can be added to work.

In these gaddi areas there is no road connectivity due to which they have to travel 5- 10 km for high or higher secondary schools. Some schools in these areas are in worse condition and are single or two teacher schools.

On the other hand, semi-nomadic Gaddis those who have migrated are well educated. Majority of population is graduate or PG or above qualification. It is all due to the availability of infrastructural facilities in these urban areas such as road connectivity. Schools, colleges, and other higher institutions. After migration to urban areas it helps not only to get their children educated, but also to sustain them with social awareness, character building along with finding job opportunities. These are the reasons which enforce the people to migrate to desired areas for better facilities. Which are absent in the rural areas where they reside or from where they have migrated.

As education has become one of the most important reason for migration, the main factors are lack of basic educational facilities, lack of quality teaching and non-availability of other infrastructural facilities which directly or indirectly effects the education. The above discussion clearly explain the reasons behind educational difference among migrated and non-migrated households of semi-nomadic gaddis of the study area.

CONCLUSION

Migration is not a new phenomenon, it has prolonged with the human history. The current study shows that education is the main factor behind migration along with other reasons which influence the education. The literacy among semi-nomadic Gaddis in state as well as in study area is very low. The semi-nomadic Gaddis children lack access to primary education despite the constitutional adoption of the right to elementary education and the implementation of the serve Shiksha Abhiyan (SSA). The dropout rate among semi-nomadic Gaddis of the Study area is very high specially for those households those who have not migrated and continued with the traditional occupation. On the other hand, semi-nomadic gaddis those who have migrated to urban area are much better than the former in all other socio-economic sectors of life. The percentage of people having higher education is very low among seminomadic Gaddis of rural areas, very few in the rural areas are having graduation and PG and above qualification. On the other hand, gaddis those who have migrated to urban areas are well educated and majority of them are having Graduation and PG or Above Qualification.

SUGGESTIONS

Education which has now become the primary requirement of every individual for social and political improvement should be given up priority.

Basic amenities to the rural people at their door steps should be provided so that they can improve their living conditions and become capable to educate their children's.

Basic infrastructure facilities should be provided in rural areas which are present in urban areas.

Efforts should be made to enhance their economic condition, as they can send their children to school.

Government and Planning agencies should look in to the factors which are responsible for restricting the students from entering schools for different levels in rural areas and also efforts should be made to check dropout rate at different levels.

Attempts should be made to organise awareness programmes in Gaddi majority areas for motivating them towards educational facilities so that they can take benefit of it.

Well educated and qualified teachers should be appointed so that quality of education in these schools is improved.

Free books, uniforms and mid-day meal programmes should be properly implemented in these schools.

Various hostels for Gaddi students should be established on the line of other ST community of the state.

Primary and middle schools in the area should be upgraded so that they can easily get education in the near by schools.

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