

Status of Education in Backward Community In Haryana: A Survey Study

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Abstract: Specifically this study was designed to study the education among backward community in HARYANA. Education of the backward community was examined with two perspectives, namely, backwardness and advancement. There are many facts to the concept of backwardness. Backwardness of a community or group implies that it lags far behind others or criteria considered important. In considering OBCs as backward, therefore, there is an implicit juxtaposition of the inferior situation of those who belongs to these castes as against the relatively advantageous position of upper caste Hindus. Also implicit is the assumption that the inferiority of the OBCs is largely a consequence of their low socio economic position. The low socio-economic status and low position in the caste hierarchy lead to other disadvantages and disabilities such as poor access to education, low motivation for education, low educational aspiration, absence of opportunity for occupational mobility etc.

1. INTRODUCTION

The caste system upon which is based the traditional Hindu Society of India is very-very old. This system determined the political and economic lines of the society. People enjoying higher social or ritual status in the society were higher in political power and economic strength. Aryans are said to be the originators of this caste system in India. They divided the Hindu society into four groups and each group was assigned a particular job. Each group or caste pursued its own style of life. In traditional Hindu society, there were legal and ritual sanctions which prevented lower caste from imitating the style of life of the upper caste. Differences in style of life between Brahmins and Harijans are the sharpest. Differences between other castes are not so wide and sharp. Some castes are nearer to the status of Brahmins while others touch the status of Harijans.

With the beginning of British rule in India, begins the caste conflicts. Some castes monopolised the jobs and education and a large number of people in society were left with no facility of education and job. In such a situation Sanskritization loses its charm and utility to many backward castes. Hence many backward castes within the limit of available mass mobilization and other states restrictions, tried to demand a share in the case of job opportunities and educational facilities.

After Independence, new constitution of India was written by Dr. Bhim Rao Ambedkar.

This constitution of India provides protection against discrimination of the socially and educationally backward

classes of citizens or of the Scheduled caste or Scheduled tribes. The phrase 'socially backward classes' has provided intense political controversies and conflicts and an enormous amount of constitutional litigations. The Indian society contains many sections whose economic position and social status are almost similar to those of Scheduled castes and Scheduled tribes, although they may not be strictly stigmatised by untouchability. Hence these sections have been called other backward classes (O.B.C.). They are also in need of some kind of protection that is given to Scheduled castes and Scheduled tribes. In spite of many judicial pronouncements and creation of the phrase 'socially and educationally backward classes' the States in India have not adopted any common criterion of this backwardness.

The constitution of India under Article 14, prohibits discrimination against any citizen on the ground of religion, caste, race, sex, language or place of birth in respect of employment or admission to educational institution.

The study relates to backward class, which is a debatable subject. Among a large number of castes which ones should be taken as backward castes is a question which has to be answered first. It was considered appropriate for the present study to take into account only those dimensions for backwardness which have been accepted by the Backward Classes Commission. The Commission has evolved eleven indicators for determining backwardness. These indicators can be put into three broad categories, i.e. social, educational and economic.

PURPOSE OF THE STUDY

The purpose of this investigation is to assess the social consequences of education among the other backward castes in Haryana. As a first step to this endeavour. It was considered worthwhile to examine the extent to education in other backward classes. Secondly it was considered desirable to examine the impact of education in raising the socio-economic status of other backward classes. As a matter of comparison, the education among backward classes has been compared with education among so called forward classes.

METHODOLOGY

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SOCIAL, EDUCATIONAL & ECONOMIC

Multi-stage stratified sampling will be adopted for selection of respondents to constitute the sample. Selection of respondents at the primary, middle and secondary levels of education will be done in the following manners:-

There are 1,23,540 (approx.) schools in Haryana which consists of pre-primary schools, elementary schools, primary schools, secondary schools and senior secondary schools.. As interview method will be used as the technique of study it is not possible to conduct interview from primary and middle school children. Their teachers, only those who belonged to backward community will be contacted. Students in the sample will taken from high school and college level.

A sample frame is prepared which consisted of three percent primary schools, four percent high schools and eight percent colleges. Table 2.1 represents the number of institutions in each category.

TABLE : 2.1

Type of institutions	Number in the sample
Primary schools including middle schools	85
High schools	34
Colleges (Intermediate and Degree)	23
Total	142

1. The demographic characteristics of the sample
2. Education and academic life
3. Conclusion, suggestions and recommendations

CONCLUSIONS

There are some contradictory views reflected in the study. On the one hand they have said that they follow what is taught in the class and they do not feel that the courses are difficult, but on the other hand they have indicated the need of tuitions or extra coaching. This may be interpreted that in order to ensure better performance they feel the need of coaching. Also they see other students attending coaching classes and obtaining better marks. This makes them feel the need of coaching.

Education has been able to produce high educational aspiration among the students of backward community. Like others most of them (65%) want to study upto Bachelor of Engineer degree or M.B.B.S. degree and 20% want to study upto Master's level. Accordingly is their vocational ambition. Even those who are coming from poor homes and whose parents are either illiterate or slightly educated have developed high educational aspiration and vocational ambition. The education, whatever they have, has brought about a change towards life and society. They have exhibited sound educational adjustment which is evident from their responses regarding satisfaction and dissatisfaction from the institutions, teachers and courses. They by and large seem to be satisfied from their educational environment. Whatever dissatisfactions have been expressed are the outcomes of socio-economic conditions.

The data on teachers corroborate the findings on students. Most of the teachers are of younger generation which shows that the backward community is preparing itself for educational race. Teachers have shown great restrain and mental adjustment when they say that the backward students potentials are equal to that of other students. They do not want to accept their inferiority or superiority. It is very healthy on the part of teachers that they are accepting the correct position.

The study suggests that distribution of educational facilities among backward community is unevenly distributed. Some castes are advancing more rapidly than other castes. The boys attending schools and colleges is far larger number than girls. There exists inter-caste and inter-sex imbalances in access to education. Those among the backward community students who made access to education have been doing well which is evident from the fact that dropout and stagnation at the secondary and higher stage are low. The study also indicates that majority of them do not have any difficulty in comprehending the class teaching or books. Even without

much aid they are able to do fairly well. The study however, could not throw light on performance as compared to students from upper caste. The study also reveals that they need extra coaching, but this is because of their desire to do better performance.

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