

Schooling and Household work: A study of Scheduled Castes Students of Hisar District in Haryana

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Abstract: Scheduled Castes development has been a great issue of concern since the country got independence in 1947. No doubt our constitution makers from the beginning have been much aware about the plight and rights of the marginalized sections of the society and for bringing egalitarianism economically as well as socially. They did their best in making provisions of safeguards for them in the constitution. When case study conducted at village level it emerged to sight that the girls of Scheduled Castes suffer more in comparison of their city/urban counter parts. During the case study it was also found that the villagers did not receive ration from the public distribution system and on the other hand Health centre often remains closed most of the times. Having the significance of education in mind the government established school all over the country, so that more and more children can be brought to the door of school and their standard of life could be improved especially Scheduled Castes. There should be proper environment of education every school should be endowed with as – drawing room, science lab, library, common hall, TV room, ventilated class rooms, beautiful lawn, play ground, playing equipments, facility of toilets especially separate for boys and girls, purified drinking water, generator, audio-video system for easy access learning to students etc.

Key words: Scheduled Castes, Hisar, Haryana, development, constitution, schooling, household work

Introduction

Existence of the caste system in India is one of the biased form of social system. Sectional system and resultantly legacy and divisions are based on birth instead of occupation. Actually this kind of break up form of difference determines the life opportunities and entitlements of a person in Indian society, instead of his initiative aptitude educational achievements or skills achieved during his working times. In other words work and wealth both exist together rather converts with each other, creating a strong nexus between caste and class often arising their differences.

Burdens as well as responsibility of the society are shared by the groups on the basis of family and caste system. Out of this system emerged to definite groups one side the privileged and the other one downtrodden sections constitutionally this social difference was tried to be bridged through different effect by identifying the economically weaker classes as S.C. and S.T. Different efforts have been applied to bridge this gap. Over the year, due to lack of education

and awareness the people belonging to these castes have to work as manual labourers in the hygienic conditions for generations.

Politically as well as socially the privileged sections gains higher status and more power in comparison of marginalized section of the society. Constitutionally educational and economic facilities have been provided to the downtrodden section of the societies. Suddenly this kind of the efforts motivate them to march ahead so that S.C. and S.T. may come at par with to non-S.C. population and they may live mainstream life. The govt. is trying to provides different opportunities to this economically weaker classes so that they can utilized the benefits and over come their oppression.

Education is most important tool for every human being. It should be imparted irrespective of creed, caste and religion for achieving equality in every walk of life as well as for social justice. For achieving the mention objective scholarships, incentive, attendance scholarship etc. should be provided to the students belonging to marginalized section of the society except the reservation in jobs as well as in promotion.

Although many provision has been made by the govt. to impart education to the students belonging to S.C. and S.T. but still they have to face discriminately attitude because of their caste.

Education from the very beginning of civilization has been considered as the most important instrument for the development of every human being as well as for any society. On the other hand the data collected from different sources and research papers shows the low tendency of S.C. toward education and this tendency of low participation, irregularity in attending the school.

Main Information Regarding Education of Scheduled Castes Students:

As per the 2011 census 16.3% of the total population of India is of the S.C. In 1941 the literacy rate of the S.C. was 2.3% while in 2001 as per the census it was recorded 54.7%. Although there has been good increment in the literacy rate of S.C. but it remained less than the General literacy rate of India. When the basic statistical information are looked into they display that the dropout rate of the SC children is still very high.

Sample of the research study of Haryana State:

In Haryana during the census of 1991 S.C. population was 32.5 lac and in the year of 2011 it increased to 40.91 lac which constitutes 19.3% of total population of Haryana. According to the census 2011 the total literacy rate of Haryana was 67.9% while for the S.C. it was 55.4%.

Haryana is a hub of education. For imparting education the process has been facilitated and primary school, middle school and high school are respectively within the distance of one kilometer, 1.87 km. and 2.1 km.

Case Study of Research Paper:

The study was undertaken in the Hisar District. This research paper is part of larger study where entire village was covered and household survey of the whole village was carried out to understand the socio-economic condition and levels of education among the S.C. population of the whole village which was dominated by the S.C.

Table 1

District-wise Population and Literacy Rates of Scheduled Castes in the State of Haryana

Districts	Percentage of Population		Literacy Rate	
	General Population	SC Population	General Population	SC Population
Panchkula	84.5	15.5	75.9	63.4
Ambala	74.9	25.1	79.2	63.2
Yamunanagar	75.5	24.5	74.4	62.9
Kurukshetra	79.5	20.5	73.1	56.9
Kaithal	78.5	21.5	62.8	44.7
Karnal	79.0	21.0	71.3	53.8
Panipat	84.2	15.8	71.4	56.7
Sonapat	81.9	18.1	75.0	62.3
Jind	80.2	19.8	65.3	48.9
Fatehbad	72.6	27.4	64.1	41.0
Sirsa	73.4	26.6	67.2	41.4
Hissar	78.0	22.0	68.9	49.8
Bhiwani	80.4	19.6	70.1	56.3
Rohtak	80.9	19.1	77.0	59.5
Jhajjar	82.2	17.8	74.5	62.5
Mahendragarh	83.7	16.3	71.1	63.6
Rewari	81.1	18.9	76.7	68.7
Gurgaon	88.7	11.3	62.8	64.0
Faridabad	85.8	14.2	72.3	55.8
Haryana	80.7	19.3	70.8	55.4

In Haryana out of all districts eight districts are having large number of S.C. population. These districts are Ambala, Kaithal, Kurukshetra, Yamunanagar, Karnal, Fatehabad, Sirsa and Hisar. Out of these districts lowest literacy rates of S.C. population is in Kaithal, Fatehabad, Hisar and Sirsa.

Haryana State was formed in the year of 1966 with 13 districts. Today the state is having 22 districts.

Educational Status of the Heads of households

For the mentioned objective data was collected from all the households. From the collected data it may be observed that the heads of households, particularly among the male members around 22% are illiterate, 35% studied up to primary school, 22% studied upto Middle school, 18% studied upto secondary schools and very few 3% studied beyond secondary level or upto graduation and post-graduation. The status covered of the heads of households shows that 40% are engaged as agricultural labourers and 55% are working as daily wage labourers.

The education of the women in the villages is very much low and many of the women are illiterate. Around 40% women belonging to SC and other castes have not participated in schooling or are hard core illiterate. Approximately 35% women have participated in the schooling up to primary level, 18% upto middle school, 5% upto senior secondary level and very few have studied upto graduate and post-graduate level. But now there is changed attitude of the people regarding education as they are interested to send their children to schools and also are ready to afforded transportation expenditure too. But for the S.C. still it is not possible to afford transportation expenditure and other charges. The women are not having regular employment and working only as housewives as per the data collected about 92% women are engaged as housewives.

From every household the information relating to the number of children as well as displaying gender have been collected. The data collected shows that often the families have 3-6 children. Although the families having higher number of children are not in large number. Most of the families are having only 3 children. From the study it may be observed that large number of children purpose of earning livelihood for the families. During the discussion with parent and school going children it was found that the elder girls are more helpful to teach their siblings in comparison of boys.

During the discussion with parents it was found that number of school going age children are not going to school because many of them are engaged in the practical of earning livelihood for the family. The villages although has a high school but most of the children drop out school at the level of primary and middle school and only small number of children take admission in high school.

It is expected by every human being that school should be beautiful and with necessary resources as drawing room, science lab, library, audio-video instruments, well furnished staff office, beautiful lawn, benches for students, proper arrangement of light and well furnished class rooms.

On contrary the view schools have been formal quite ugly compounded with dropped furniture, dusty rooms, with no arrangement of light, drawing room, science room etc. The Education Department certainly has provided televisions and set-top boxes but schools are struggling to pay the electricity bills as there is no provision in the schools for making payment of electricity bills. During the discussion with the school teachers it came to light that many of the students do not attend classes because of poverty or economically weaker condition of the families. From the whole discussion the conclusion may be drawn that poverty is the only reason of low participation of the children in the schooling.

Expectations of Parents about the Future and Career of their Children :

During the case study the data related to the expectations of parents about their children also has been collected. All of the parents have great expectations from their children and they are of the view that education is the only source can change their life. 84% Heads of the households feel that their girl child should got teaching job at nearby village. 95% parents are of the view that their boys should get education of higher level and become teachers. While small number of parents are of the thought that their wards should become doctor, engineer or businessman. Some of the parents told that they had not enough money to afford private tuition to their wards. The parents also revealed this fact that they have to face many difficulties to find work for earning livelihood. In such situation how they can afford higher level education to their wards. Hence many of them think that their children at least should get school level education and they may become teachers.

During the present study it was found that many of the parents are interested that their girls should involved only in the households activities only. When the same study was conducted it came to light that 17% girls help their mothers in cooking activities, 5% girls fetch water from water supply while 3% girls look after their animals.

After Coming From School Girls Extend Their Services in House Activities :

After coming from school 24% girls help their parents in different activities of house 5% girls tenders their assistance in tailoring and stitching works and 21% girls helps their mother in washing clothes. Due to various home activities when they are compelled to stay at home, it discontinues their regularity to school. And this irregularity caused them dropped out school.

Provision of Scholarship for S.C. Students:

Education Department of Haryana State has made a provision of scholarship for the students belonging to S.C. categories. This provision has been made by the government for helping students financial who come poverty stricken families. So that they can buy books and school stationary with this amount. This amount also works to bring children to the school. According to provision 75% attendance should be of a student to get this type of scholarship. Two types of scholarship is provided to the students who belongs to S.C. First annually from Rs. 740 to Rs. 1450/- as student moves from lower class to upper classes and second type is monthly incentive.

During the month of August – September, the amount of scholarship is cleared by the social welfare department, Haryana and this amount directly credited in the accounts of S.C. students, S.C. student of First class draws Rs. 740, IIInd class students Rs. 750 and IIIrd class student draws Rs. 960 and this amount upto Vth class with the increment of Rs. 10 as per each class is provided to every S.C. student. Here two more facts are to be considered that S.C. girls students in comparison of S.C. boys students are paid higher scholarship. And the students related to S.C. who opt science stream are provided more scholarship than these S.C. students who pursue their classes through art stream.

Discussion with Parents of S.C. Students:

After analyzing the study at school level, facilities provided to S.C. students by government in form of incentives or scholarships. It was assumed necessary that discussion with parents should take place to analyze how much the parents are interested in the schooling of their wards. During discussion it came to light that 60% parents never visited to school, 30% parents visited only 3-5 times while 10% parents are found of the view that they visited to school once or twice. If the conclusion of whole discussion is drawn very dismal attitude of parent will come to surface. Which is not good for school going children as well for themselves and in the long run for the society too.

Conclusions of Conducted Case Study:

Scheduled Castes development has been a great issue of concern since the country got independence in 1947. No doubt our constitution makers from the beginning have been much aware about the plight and rights of the marginalized sections of the society and for bringing egalitarianism economically as well as socially. They did their best in making provisions of safeguards for them in the constitution. However till date the implementation of same could not be possible, in other words the fruit of provisions made in the constitution could not reach to every needed person of society. It was considered necessary on the part of case study that the clarification of the mentioned condition of Scheduled Castes or down trodden people should be supported with data collected from various sources.

When case study conducted at village level it emerged to sight that the girls of Scheduled Castes suffer more in comparison of their city/urban counter parts. The girls of concerned village realizes it that role model for them is not available at village or in the house. They often find it that their mother are quite illiterate who to great extent could not understand problems faces in the education for girls because many of them have never even visited to school. Even during the case study it came to light that mothers too disorientate against their girl and preference is given to boys. Expectations of parents when asked about it emerged out that boys should choose the profession of doctor or engineer while for the girls teaching job of school level was considered as the best option keeping in mind their security.

During the case study it was also find that the teachers who belong to the upper caste extend less importance to the students related to low socio-economic condition. Of course the teachers who have such conservative views requires to be condemned openly. Teacher community is considered as progressive community and it can not be expected that a teacher can ever be partial being. Here this point requires to be noted that merely the enactment of provisions in constitution are not enough unless the transparent system is established and conservative views especially at teachers as well as of society is not changed.

During the case study it was also found that the villagers did not receive ration from the public distribution system and on the other hand Health centre often remains closed most of the times, in other words medical facilities available according to governmental procedure are not extended timely. Whenever primary health centres are opened most of time required medicine are not available and in such situation they have to go to local private doctors for treatment, in fact they are not professional ones and have very little knowledge about medicine as well as about treatment. Resultantly their health condition worsens constantly and they have to suffer both ways financially as well as in term of health too.

In such position marginalized sections of society and particularly S.C. community have to suffer very much, since they are landless and economically backward. For the development of any country or society education has been major instrument. Whichever nation made development it could be possible only because of education. The government long ago had contemplated on the quoted issue that amenities in rural area should be as are available in urban areas but till date the idea could not be implemented in letter and spirit.

Having the significance of education in mind the government established school all over the country, so that more and more children can be brought to the door of school and their standard of life could be improved especially Scheduled Castes. There should be proper environment of education every school should be endowed with as – drawing room, science lab, library, common hall, TV room, ventilated class rooms, beautiful lawn, play ground, playing equipments, facility of toilets especially separate for boys and girls, purified drinking water, generator, audio-video system for easy access learning to students etc.

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