International Journal of Geography, Geology and Environment

Priyanka
Research Scholar (Ph.D.),
Department of Geography,
M.D. University, Rohtak,
Haryana, India

Dr. Renu Arya
Professor, Department of
Geography, M.D. University,
Rohtak, Haryana, India

Differentials in levels of educational attainment of scheduled castes women in Rural Haryana

Priyanka and Renu Arya

Abstract
The present study examines the differentials in levels of education attainment of Scheduled Castes women in rural Haryana based on collected primary data of selected household. The surveyed households are represented by eight Scheduled Castes. Caste wise distribution of educated womens at different levels of education has been worked out. Thereafter, the weighted score has been derived to assess the levels of educational attainment among different castes. On the basis of weighted score, the rank has been given to each caste. Female literacy rate were recorded as highest in Balmiki caste 87.35 per cent while the lowest were recorded in Dhanak caste 47.83 per cent. On the basis of aggregated weighted score, it is noted that the Balmiki Caste has obtained first rank with 216.55 in the study area followed by Dhanak second, Chamar and Banjara with third and fourth rank respectively. On the other hand the Bawaria Caste occupied the lowest position with total weighted score 120.00 in the study area. Bawaria is followed by OD and Bazigar.

Keywords: Scheduled caste women, levels of educational attainment, weighted score

Introduction

Educational attainment among Scheduled Castes in India has been a topic of significant importance due to historical disadvantages and social inequalities faced by this marginalized community. Scheduled Castes, also known as Dalits, have historically faced discrimination, social exclusion, and limited access to resources, including education. Efforts have been made by the Indian government to improve educational opportunities for Scheduled Castes and bridge the educational gap. Several policies and initiatives have been implemented to promote access to education, including reservation policies, scholarships, and special schools. Reservation Policies: The Indian government has implemented reservation policies that reserve a certain percentage of seats in educational institutions, both at the central and state levels, for Scheduled Castes and other socially disadvantaged groups. These policies aim to provide opportunities for representation and access to education.

Various scholarships and financial assistance programs have been introduced to support Scheduled Caste students in pursuing their education. These programs provide financial aid for tuition fees, books, and living expenses. Special Schools: To address the specific needs and challenges faced by Scheduled Caste students, special schools and hostels have been established in some areas. These institutions provide additional support, resources, and a conducive learning environment for students from marginalized backgrounds. Despite these initiatives, challenges persist in achieving equitable educational attainment for Scheduled Castes. Some of the key challenges include: Socio-economic Factors: Poverty and social disadvantage continue to hinder educational opportunities for Scheduled Caste students. Lack of resources, parental education, and limited access to quality schools and infrastructure can affect their educational attainment. Discrimination and social biases still exist in educational institutions, which can affect the learning environment for Scheduled Caste students. Prejudice, unequal treatment, and caste-based discrimination can discourage these students from pursuing education or limit their opportunities for higher education. Dropout rates among Scheduled Caste students are higher compared to other groups. Factors such as financial constraints, lack of family support, and the need for child labor can contribute to early school leaving. Quality of Education: Ensuring the quality of education is a crucial aspect. Even if Scheduled Caste students have access to educational institutions, the quality of teaching, infrastructure, and learning materials can significantly impact their educational outcomes.

Corresponding Author:
Priyanka
Research Scholar (Ph.D.),
Department of Geography,
M.D. University, Rohtak,
Haryana, India

Efforts to address these challenges require a multi-faceted approach, including the implementation of effective policies, improved infrastructure, teacher training, awareness campaigns, and community engagement. By addressing these issues and providing equal educational opportunities, it is possible to improve the educational attainment among Scheduled Castes and promote social inclusiveness and empowerment.

Study Area
Haryana state is located between latitude 27º 39ʹ to 30º 35ʹ N and 74º 28ʹ to 77º 36ʹ E longitude having an area 44,212 sq. km. It has natural boundaries of the Shivalik hills in the north, the river Yamuna in its east and Ghaggar River is situated in the north-western part and southern boundary is provided by the Aravali hills which run through southern Gurugram, Rewari and Mahendergarh. The state is bounded by Himachal Pradesh on its north, Punjab on its west, Rajsthan on its south and Uttar Pradesh on its east.

Objective of the Study Area
The study has undertaken is to identify Differentials in levels of educational attainment level of Scheduled Castes Women in rural Haryana.

Data Source Research Methodology
This study is based on primary data collected through field survey using structured questionnaire from selected villages. Personal interview were conducted by the researcher with the female respondent of the household. A total 600 sample household have been taken from fifteen selected villages on the basis of stratified random sampling based on different

parameters like percentage of Scheduled Castes female's population, sex ration, literacy rate of Scheduled Caste women and work participation rate of Scheduled Caste women in the villages. Caste wise percent distribution of educated persons in different levels *viz.* primary, middle, matriculation, plus two, graduation, post-graduation, M-Phil and Ph.Ds. were find out for the total educated females. Thereafter, the weighted score were derived by assigning different weight to different levels. For example 1 to primary, 2 to middle, 3 to matriculation, 4 to plus two, 5 to graduation and B.ED, 6 to post graduation, 7 to M-Phil, 8 to PhD. After that, the weighted score has been calculated to examine the rank differentials in levels of educational attainment among castes.

Population Characteristics
The total population of sample houses in the research region is 2595 people (1362 males and 1233 females). Eight castes Chamar, Balmiki, and Dhanak, Bazigar, Banjara, Bawaria, OD, and Doom were identified in the study area. Based on sample household, total literacy rate among the Scheduled castes works out total 78.96 per cent. The male and female literacy rates separately are 87.32 per cent and 70.72 per cent respectively. The Bawaria caste reports highest literacy rate 90.00 per cent while the lowest literacy rate reported by OD 56.25 per cent. In which highest male literacy rate reported by Banjara and Doom caste cent per cent while the lowest worked out OD caste as 57.14 per cent. Female literacy rate were recorded as highest in Balmiki caste 87.35 per cent while the lowest were recorded in Dhanak caste 47.83 per cent (Table-1).

Table 1: Rural Haryana: Population Characteristics of Scheduled Castes, 2021

Sr. No	Castes	No. of HHs	Total Pop.	Male Pop.	Fem. Pop	Total Pop. (0-6Yrs)	Male (0-6Yrs)	Fem. (0-6Yrs)	Total Lit.	In (%)	Male Lit.	In (%)	Fem. Lit.	In (%)	HHs Size	Sex Ratio
1	Chamar	403	1756	952	804	174	92	82	1186	74.97	748	86.98	438	60.66	4.36	845
2	Balmiki	98	404	216	188	47	25	22	318	89.08	173	90.58	145	87.35	4.12	870
3	Dhanak	67	303	132	171	43	22	21	201	77.31	97	88.18	104	69.33	4.52	1295
4	Bazigar	15	58	31	27	09	02	07	35	71.43	24	92.31	11	47.83	3.87	1071
5	Banjara	07	32	14	18	05	02	03	23	85.19	10	83.33	13	86.67	4.57	1286
7	OD	05	19	10	09	03	01	02	09	90.00	04	100	05	83.33	4.33	2250
6	Bawaria	03	13	04	09	03	00	03	09	56.25	04	57.14	05	55.56	3.80	900
8	Doom	02	10	06	04	02	02	00	07	87.5	04	100	03	75.0	5.00	667
Rural Haryana		600	2595	1365	1230	286	146	140	1788	78.96	1064	87.32	724	70.72	4.33	905

Source: Field Survey, 2021. Compiled by Resarch Scholar, HHs = Households, Pop. = Population, Lit. =Literacy, Fem. = Female.

Caste Wise Educational Attainment among Scheduled Caste Women
Table-2 provides percentage distribution of educated Scheduled Castes females under various levels of educational attainment. Female with primary and middle levels of education alone account for more than two/thirds of educated females (Fig.1 and Fig.2) 13.54 per cent matriculation (Fig.3), 6.62 per cent 12th (Fig.4), 3.04 per cent Graduation (Fig.5), 0.83 post graduation (Fig.6), 0.14 MPhil and 0.14 PhD (Fig.7).

The rankings of individual scheduled castes on the basis of distribution of educated persons as recorded through the primary survey in different levels have been determined (Table 4). For this, a weighted aggregate scores have worked out. On the basis of aggregate weighted score, it has been found that the Balmiki obtained the first rank with total weighted score of 216.55. Dhanak and Chamar obtained the

second and third rank with a total weighted score of 187.50 and 184.26 respectively. On the lower side were the Bawaria and OD castes groups that obtained seventh and eighth ranks with a total weighted score of 140 and 120 respectively. Caste wise percentage distribution of educational womens under different categories of educational levels presents a mixed picture. Some of the castes are far ahead of others in terms of educational attainment as compared to others. As a result, the share of primary and above in the total educated women's in some of the castes is strikingly larger than the average of the caste as a whole. Mention may be made of Doom, OD, Bawaria caste. On the extreme, in caste like Chamar, Balmmiki, Dhanak more than half of the educated women's are reported to have attainment education up to primary level. Is is also interesting that 0.23 per cent women's ware engaged in M.Phil and 0.23 per cent in Ph.D. (Fig.7).
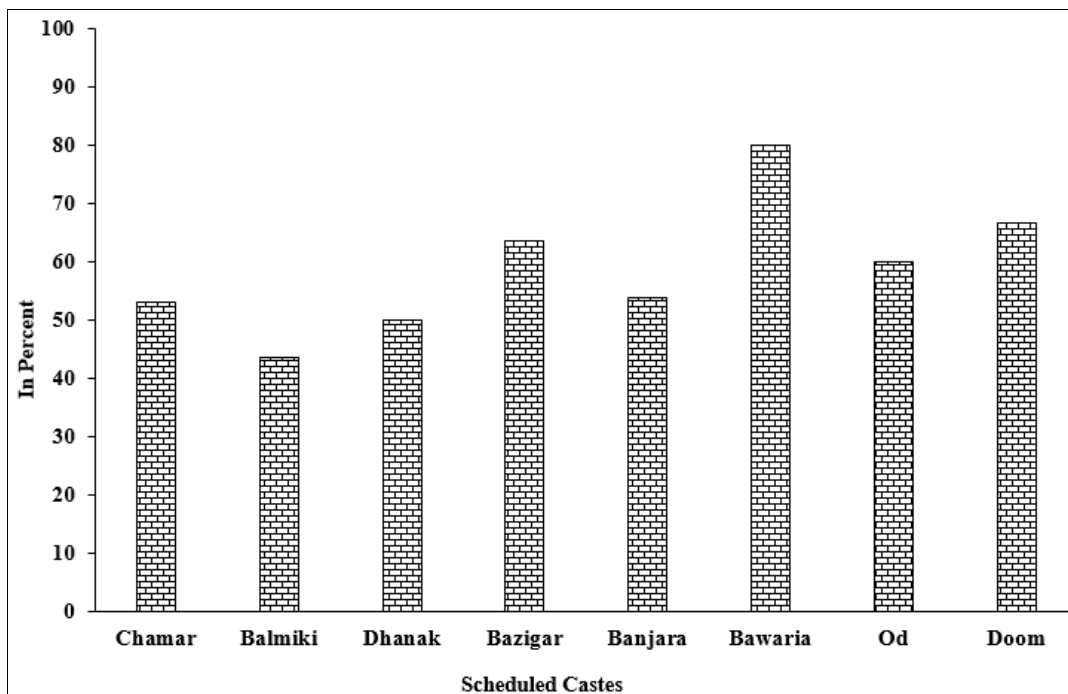
Fig 1: Rural Haryana educational attainment of scheduled castes women at primary level 2021
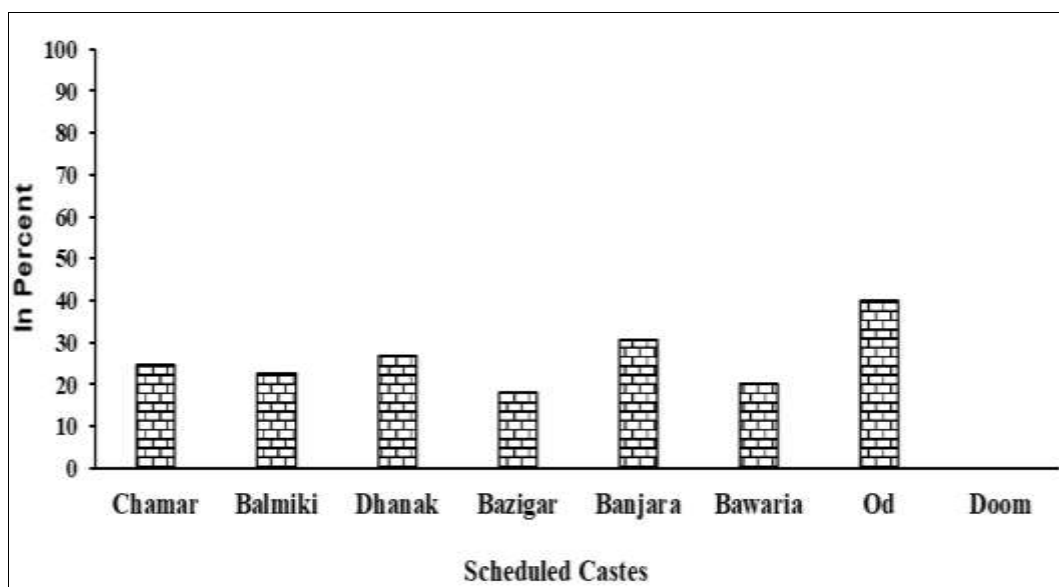

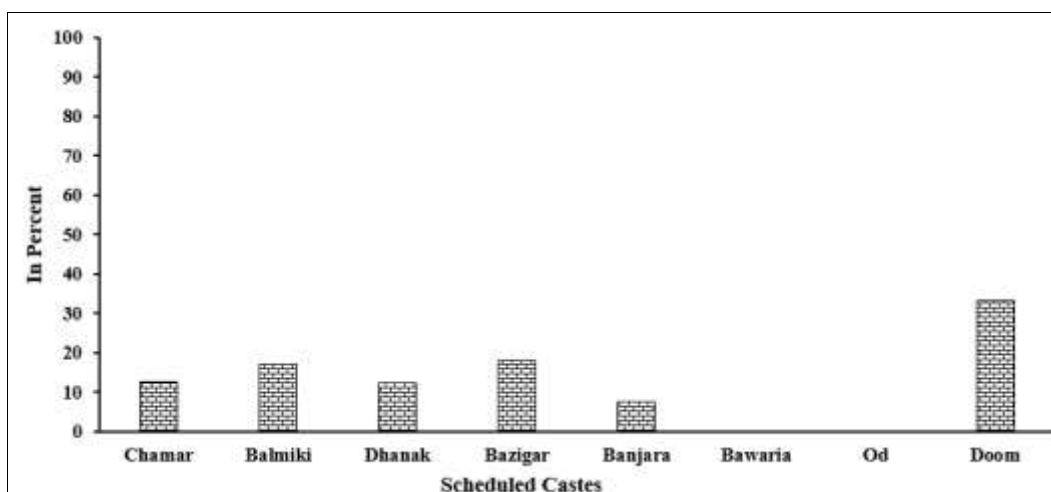**Fig 2:** Rural Haryana educational attainment of scheduled castes women at middle level 2021

Fig 3: Rural Haryana educational attainment of scheduled castes women at matriculation level 2021
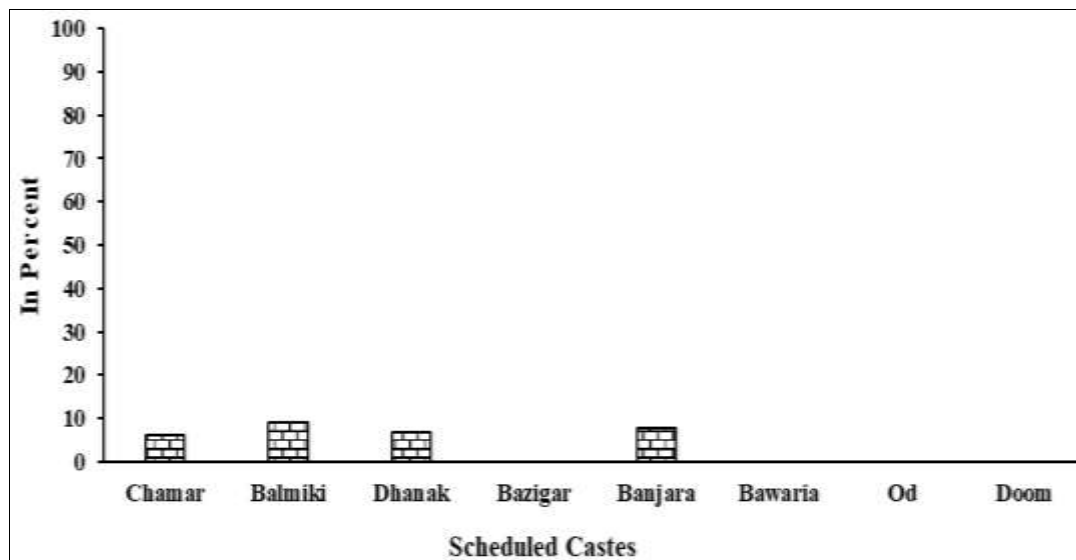
Fig 4: Rural Haryana educational attainment of scheduled castes women at 10+ 2/(Plus Two) 2021

Table 2: Rural Haryana: Educational Attainment among Scheduled Castes Women, 2021.

Sr. No.	Name of Sample population Castes	Primary	Middle	Matriculation	10+2 (Plus Two)	Graduation /B. Ed	Post-Graduation	M.Phil.	Ph.D.	Total
1.	Chamar	232	108	56	27	10	03	01	01	438
	(%)	52.97	24.66	12.79	6.16	2.28	0.68	0.23	0.23	100
2.	Balmiki	63	33	25	13	08	03	00	00	145
	(%)	43.45	22.76	17.24	8.97	5.52	2.07	0.00	0.00	100
3.	Dhanak	52	28	13	07	04	00	00	00	104
	(%)	50.00	26.92	12.50	6.73	3.85	0.00	0.00	0.00	100
4.	Bazigar	07	02	02	00	00	00	00	00	11
	(%)	63.64	18.18	18.18	0.00	0.00	0.00	0.00	0.00	100
5.	Banjara	07	04	01	01	00	00	00	00	13
	(%)	53.85	30.77	7.69	7.69	0.00	0.00	0.00	0.00	100
6.	Bawaria	04	01	00	00	00	00	00	00	05
	(%)	80.00	20.00	0.00	0.00	0.00	0.00	0.00	0.00	100
7.	Od	03	02	00	00	00	00	00	00	05
	(%)	60.00	40.00	0.00	0.00	0.00	0.00	0.00	0.00	100
8.	Doom	02	00	01	00	00	00	00	00	03
	(%)	66.67	0.00	33.33	0.00	0.00	0.00	0.00	0.00	100
	Total	370	178	98	48	22	06	01	01	724
	(%)	51.10	24.59	13.54	6.63	3.04	0.83	0.14	0.14	100

Source: Field Survey, 2021. Compiled by Research Scholar (B. Ed- Bachelor in Education, M. Phil-Mater of Philosophy, Ph.D.- Doctor of Philosophy).
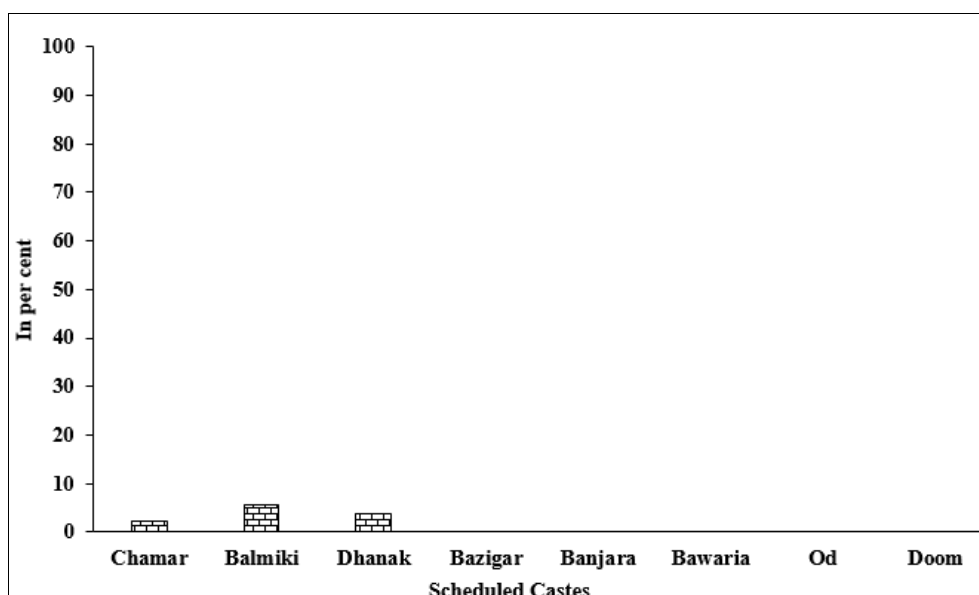

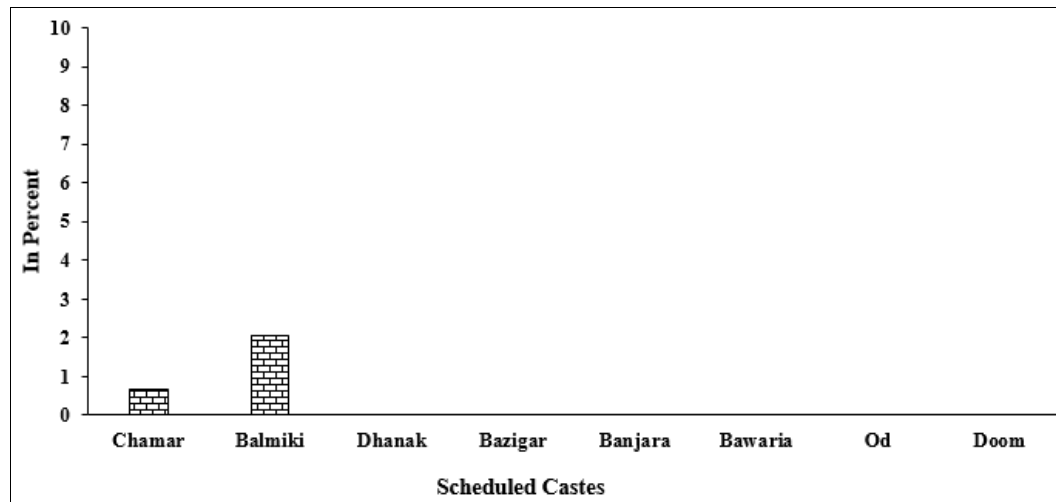**Fig 5:** Rural Haryana educational attainment of scheduled castes women at Graduation/B.Ed Level 2021

Fig 6: Rural Haryana educational attainment of scheduled castes women at At Post-Graduation 2021
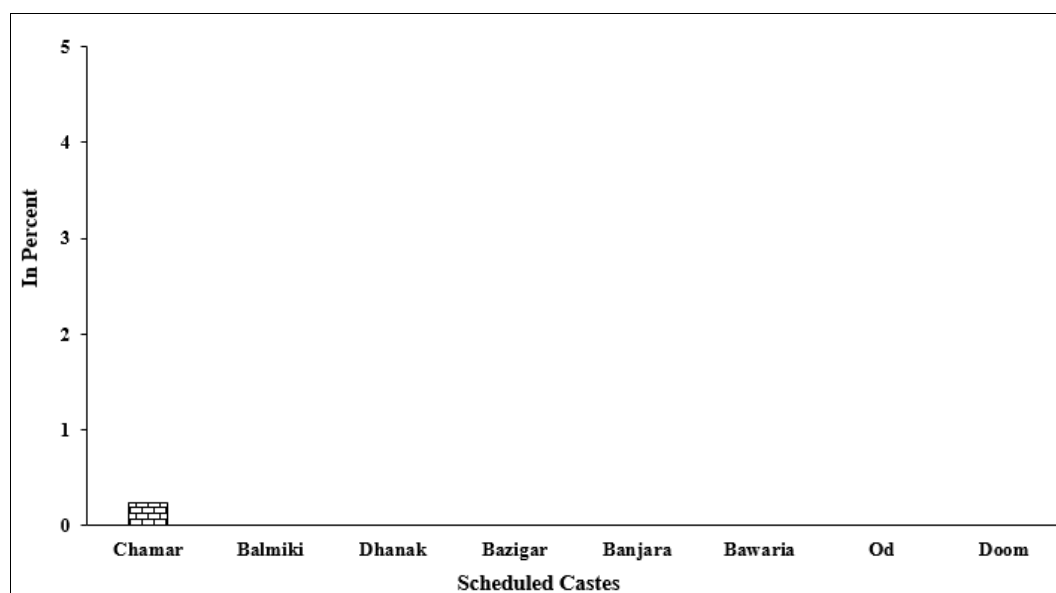

Fig 7: Rural Haryana educational attainment of scheduled castes women at At M.Phil/ Ph.D. 2021

Table 3: Rural Haryana: Total Weighted Score and Ranks Based on Level of Educational Attainment of Scheduled Castes Women, 2021.

Castes	Primary		Middle		Matriculation		10+ 2 (Plus Two)		Graduation /B. Ed		Post-Graduation		M.Phil.		Ph.D.		Total W.S.	Ranks
Chamar	52.97x1	52.97	24.66x2	49.32	12.79x3	38.36	6.16x4	24.66	2.28x5	11.42	0.68x6	4.11	0.23x7	1.60	0.23x8	1.84	184.26	III
Balmiki	43.45x1	43.45	22.76x2	45.52	17.24x3	51.72	8.97x4	35.86	5.52x	27.59	2.07x6	12.41	0.00x7	0.00	0.00x8	0.00	216.55	I
Dhanak	50.00x1	50.00	26.92x2	53.85	12.50x3	37.50	6.73x4	26.92	3.85x5	19.23	0.00x6	0.00	0.00x7	0.00	0.00x8	0.00	187.50	II
Bazigar	63.64x1	63.64	18.18x2	36.36	18.18x3	54.55	0.00x4	0.00	0.00x5	0.00	0.00x6	0.00	0.00x7	0.00	0.00x8	0.00	154.55	VI
Banjara	53.85x1	53.85	30.77x2	61.54	7.69x3	23.08	7.69x4	30.77	0.00x5	0.00	0.00x6	0.00	0.00x7	0.00	0.00x8	0.00	169.23	IV
Bawaria	80.00x1	80.00	20.00x2	40.00	0.00x3	0.00	0.00x4	0.00	0.00x5	0.00	0.00x6	0.00	0.00x7	0.00	0.00x8	0.00	120.00	VIII
Od	60.00x1	60.00	40.00x2	80.00	0.00x3	0.00	0.00x4	0.00	0.00x5	0.00	0.00x6	0.00	0.00x7	0.00	0.00x8	0.00	140.00	VII
Doom	66.67x1	66.67	0.00x2	0.00	33.33x3	100.00	0.00x4	0.00	0.00x5	0.00	0.00x6	0.00	0.00x7	0.00	0.00x8	0.00	166.67	V

Source: Field Survey, 2021. Compiled by Research Scholar. W.S. Weighted Score.

Caste wise Rank Differential in Level of Educational Attainment of Scheduled Castes Women

To achieve the main objective of the present study, an aggregated weighted score for each of the caste has been worked out. On the basis of aggregated weighted score, it is noted that the Balmiki Caste has obtained first rank with 216.55 in the study area (Table-3) followed by Dhanak second, Chamar and Banjara with third and fourth rank respectively. On the other hand the Bawaria Caste occupied the lowest position with total weighted score 120.00 in the study area. Bawaria is followed by OD and Bazigar.

Conclusion

Chamar group has the highest population among scheduled castes group followed by Balmiki and Dhanak and whereas Bawaria, Doom and OD have lower populations. The main reason behind low educational attainment among Scheduled castes is their unemployment, socio-economic and political backwardness. The main reason of low educational attainment among Scheduled Caste was noticed due to Pandemic covid-19. This pandemic largely affected the educational and occupational structure in rural Haryana. It is suggested that the government should provide more

facilities or incentives like opportunity in admissions by matriculations levels and better scholarships for higher education to Scheduled Caste female population.

References

1. Chamar KV, Chamar SK. Caste Differentials in Levels of Educational Attainment in Village Sirsa Kheri. Transactions. Journal of the Institute of Indian Geographers. 2015;37(1):27-34.
2. Chamar KV, Rekha. Levels of Educational Attainment of Chura Caste in Village Badli: A Clan Wise Analysis. Journal of Social Science Research Perspective. 2015;3(1):7-14.
3. Arya R, Chamar KV. Differentials in Levels of Educational Attainment of Dhanak Caste in Rural Haryana. Journal of People and Society of Haryana. 2015;5(2):14-17.
4. Dey D, Halder T. Present Status of Women in Higher Education in West Bengal: An Appraisal. International Journal of Humanities and Social Science Studies. 2014;1(3):166.
5. Roy K. Socio-Economic Characteristics of Slum Population of Kolkata. Geographical Review of India. 2008;70(1):96-104.
6. Sharma. Extend of Female School Dropouts in Kangra District of Himachal Pradesh. Journal of Social Science. 2007;10(3):201-204.
7. Schultz TW. Invest of Human Capital. American Economic Review. 1961;LI:1-17.
8. Sen A. Radical Needs and Moderate Reforms. In Jean Dreze and Amartya Sen (ed.) Indian Development: Selected Regional Perspectives, Oxford University Press, New Delhi; c1998.
9. Vaid D. Gendered Inequality in Educational Transitions. Economic and Political Weekly. 2004;39:3927-3938.
10. World Bank. World Development Report"-Making Service Work for Poor People; c2004. www.worldbank.orgsiteresources/worldbank.org/edu cation/resources/education status.