CHAPTER VII
FINDINGS, CONCLUSIONS AND RECOMMENDATIONS
the respondents was quite unsatisfactory, about three-fourth of respondents had very low income of upto Rs.1000/- per-month. A very small percentage of respondents earned relatively high income per-month.

Exploration in the demographic structure of respondent's families alongwith its educational and economic profile reveals certain significant facts. It has been found that a little more than two-fifth of the respondent's families were nuclear and rest of the families were joint. More than half of the respondent's families were medium sized. Most of the families had 2-4 adult males and nearly two-fifth of the families had 2-4 adult females. A large number of the families had 2-4 children.

Analysing the educational profile of the respondent's families it was found that exactly two-fifth of the families had 2-4 literate members, about one-fourth had no literate member and more than one-third of the families had only one literate member. It was significant to note that a majority of the families had 2-4 children who received education. About half of the families had 2-4 boys who were receiving education, a good number of girls were also receiving education. It seems that the younger generation of Scheduled Castes families is becoming more inclined to formal education. Not only the boys but a fairly large proportion of girls are also receiving education.

Exploration into the economic profile of the respondent's families reveals that most of the families possess more than one earner in the family, about two-fifth of the families had no earner except the respondent. A little less than one-third had 2-4 earning members. Most of the earning members like their fathers were engaged in agricultural labour, skilled labour etc. However, the total monthly income of the respondent's families was far from satisfactory.
and most of the families in the sample earned between Rs.500/- to Rs.2000/- per-month. One-third of the respondents had medium SES (Socio-Economic Status), a little more than one-third had high SES (Socio-Economic Status) and the rest of the respondents had low SES (Socio-Economic Status).

Several schemes have been planned and implemented to improve the literacy and educational levels of Scheduled Castes and the exploration into the educational schemes reveals that more than half of the respondents had low awareness of the schemes, a small percentage of respondents had high awareness. Chamars had a high degree of awareness of educational schemes. About three-fourth of the illiterate respondents had low awareness and all the graduates and post-graduates had high degree of awareness of the educational schemes. The respondents who were engaged in agricultural labour and other such occupations had low awareness, and most of the employed respondents had high awareness of the educational schemes. The respondents who earned relatively high income per-month had high awareness and those who earned low income had low awareness of the educational schemes.

A vast majority of the respondents felt that the educational schemes were very useful for the Scheduled Castes. A significant proportion of respondents felt that the amounts of scholarships and other such schemes were not adequate. A large percentage of the respondents were of the view that the existing educational schemes were not sufficient for the Scheduled Castes. A vast majority of the respondents suggested that the rate of scholarships and other schemes must be increased. Nearly one-third of the respondents suggested that the facility of special coaching classes must be made more practical.
A little more than two-fifth of the respondents faced difficulties due to the limited number of scholarships admissible in a family, about one-fifth faced difficulties due to the failure of their children in the examination. A little less than half of the respondents suggested that there should be relaxation of scholarships in a family and about one-fifth suggested that the educational schemes should be implemented properly by the concerned authorities. A large majority of the respondents faced difficulties due to irrational distribution of ancillary services, three-fourth faced difficulties due to indifferent attitude of officials and about three-fourth of the respondents faced difficulties due to delayed payments. To overcome these difficulties, about four-fifth of the respondents suggested that there should be rational distribution of ancillary services, a little more than two-fifth suggested that the payment of scholarships and other such schemes should be prompt and in easy and convenient installments.

The respondents of the present study were critical of the implementation of educational schemes for the Scheduled Castes. More than one-fourth of the respondents were not satisfied with the manner of implementation of educational schemes by the concerned authorities and the main reasons for their dissatisfaction were official apathy, delay in payment and non implementation of the schemes, about one-third of the respondents were fairly satisfied. A large majority of the respondents were of the view that the educational facilities were very beneficial for the sake of Scheduled Castes. Among the three castes, Chamars were the most benefited by the educational schemes. A vast majority of illiterate respondents and all the graduates and post-graduates felt that the schemes were very beneficial for the Scheduled Castes.
Except shopkeepers, most of the respondents in other categories of occupation felt that the schemes were very beneficial. The respondents who had either very low income or high income per-month opined that the schemes were very beneficial. Analysing the attitudes of respondents towards the continuation of Constitutional safeguards and various educational schemes a large majority of the respondents were in favour of continuation of educational measures thinking that the economic condition of Scheduled Castes are still poor. About one-tenth of the respondents disfavoured the continuation of educational measures.

About two-third of the respondents felt that the status of Scheduled Castes has not improved and a little less than one-fifth were of the view that though the status of Scheduled Castes has improved, but it still is inferior to that of non-Scheduled Caste Hindus. Among the three castes, Chamars seem to have made much progress and improved their status. Most of the illiterate respondents felt that the status of Scheduled Castes has not improved at all. In the graduate and post-graduate category of education, a majority of the respondents expressed the view that though the status of Scheduled Caste has improved, but it still is inferior to that of non-Scheduled Caste Hindus. A vast majority of the respondents working as agricultural labourers, skilled labourers and shopkeepers had a feeling that the status of Scheduled Castes has not improved and lastly, the respondents in the lower income categories also had the feeling that status of Scheduled Castes has not improved.

One of the main reasons for the continued low status of Scheduled Castes was their total illiteracy in the past and their position continued to be so till recently. However, since the post-Independence period, the position of
Scheduled Castes seems to have changed a little and the findings of this study are quite consistent with the statement. There is no doubt about the fact that the literacy rates for males and females have increased substantially over the last two decades (1971 to 1991), still the females of India and Haryana lag far behind males. The literacy level of Scheduled Castes has always been lower than that of general population but particularly the literacy rate of Scheduled Castes females in Haryana is far below the average. Even after 50 years of independence, though the educational infrastructure has grown but still, three-fourth of India's females are illiterate as compared to about half of the males.

There has been a tremendous growth in enrollment in the last decades, as far as numbers are concerned. A little less than half of the children enrolled in class I reach class V and only about one-third reach upto class VIII in India. Whereas in Haryana, a little more than half of the students enrolled in class I reach upto class VIII. There is no doubt that the enrollment in case of Scheduled Castes girls has increased tremendously at the primary and middle levels, still at the census 1991, about four-fifth of the females remain illiterate.

Though, there has been a great increase in the attendance rates of females from 1981 to 1993, still one-quarter of the school-age girls in Haryana are not attending schools and many do not attend school regularly inspite of substantial educational advances over time. The wide gap between enrollment and attendance can be traced to the problem of drop-outs. There is a very heavy drop-out at the primary level itself among the Scheduled Castes in Haryana. The drop-out rate in case of scheduled caste girls is higher than boys. Poverty and poor economic conditions are the main causes of drop-outs among Scheduled Castes.
In the sample, in the total number of children in the age group of 6-14 years, about three-fourth were attending school. The percentage of boys was more than that of the girls in school attendance. Sanskritisation has a great effect on Chamars in the field of education. The educational level of head of the household has a positive bearing upon the school attendance of children since the percentage of school going children increased as the level of education of head of the household increased. Like education, occupation of the head of the household also has a positive bearing upon the school attendance of children. In the case of income of head of the household also the higher was the income of head of the household, higher was the number of school-going children.

A large majority of the respondents opined that education was very useful for their children as they expected that their children after getting education, would be able to remove their ignorance and traditional outlook since it was due to the illiteracy of their fathers and fore fathers. Some respondents were also of the view that education was very useful for their children since it would enhance the prestige of their family. About one-tenth of the respondents did not consider education useful for their children. These respondents opined that it was merely a wastage of time and money and it will create more unemployment if their children were educated.

More than half of the respondents saw the reason for not sending their children to school as economic one poverty is the main obstacle in the way of their children's education.

In the present sample, educational status of the Scheduled Castes students shows that a little more than half of the students were studying in middle
classes (6th, 7th & 8th) and the rest were in high classes (9th & 10th). The proportion of 'repeaters' was not very high among the continuing students. There were not many gaps in the educational careers of the students but does not mean that the drop-out rate among scheduled caste students is low. Comprehension of classroom instruction was not a problem for a large majority of the students. A small percentage of students, who faced difficulties in the comprehension, most of them attributed it to the fact that subjects were very difficult and uninteresting. Most of the students utilised the opportunity of gaining help and guidance from their teachers. It was also observed that most of the students devoted considerable time to their studies at home. Though the students spent considerable time on studies at home still a majority wanted to devote more time but could not do so due to the domestic work they had to perform.

The educational aspirations of the students were not very high since most of them wanted to reach upto the Matric or 10+2 level. The students from relatively better educated homes were more ambitious than others.

The young generation of Scheduled Castes do not consider themselves bound to their traditional occupations. An overwhelming majority of the students were not willing to take up their father's occupations. Since the father's level of education makes a significant effect on the occupational aspiration of the sons, in the present data also, the occupational aspirations of students goes higher as the level of education of their father increases.

Most of the teachers in the present sample belonged to middle age category. A little more than four-fifth of the teachers were males and rest were females. Except a few, all the teachers belonged to Hindu religion.
Domination in the profession of teaching is still from the high castes since more than three-fourth of them belonged to high castes. A little less than one-fourth of teachers belonged to Backward and Scheduled Castes.

Almost all the teachers had very good academic and professional background. One-tenth of them were Principals or Headmasters. Rest of the teachers were either senior teachers or teachers. More than half of the teachers taught Art subjects to higher classes and one-fifth of the teachers taught science subjects to the higher classes.

About two-third of the teachers felt that the scheduled caste students were poor in studies and one-fourth of them had a feeling that the Scheduled Caste students were as good as other caste students. A large proportion of the teachers reasoned that the poorer economic conditions and poverty were the main causes for the poor performance of scheduled caste students. All the scheduled caste students were in the sample felt that the scheduled caste students were as good as other caste students in their studies.

A little more than one-third of the teachers felt that the policy of reservation of admission in college and other educational institutes for Scheduled Castes was useful and fair considering their historical social-economic and educational backwardness. Less than one-third of the teachers completely rejected the policy and considered it useless and unfair. All the Scheduled Castes teachers in the sample considered the policy of reservation to be as useful and fair for the Scheduled Castes. More than two-fifth of the teachers opined that the policy of reservations in jobs was useful for the Scheduled Castes. About one-third of the teachers did not consider it as useful.
On the improvement in socio-economic and educational status of Scheduled Castes, about one-third of the teachers were of the view that it has improved a lot, two-fifth opined that it has improved, but upto some extent, more than one-tenth felt that it has not improved at all. Among the scheduled caste teachers in the sample, two-fifth felt that it has not improved at all and three-fifth were of the view that it has improved but upto some extent. Two-third of the teachers felt that the Scheduled Castes were educationally backward and need special attentions to be paid. An overwhelming majority of the teachers opined that the educational backwardness of Scheduled Castes could be removed only by spreading education among the illiterate masses. All the Scheduled Caste teachers in the sample were of the view that Scheduled Castes are lagging far behind in the field of education.

A little more than half of the teachers expressed the view that the educational facilities were very essential for the Scheduled Castes. Two-third of the teachers felt that the benefits of facilities were properly utilised on the educational purposes by the Scheduled Castes. On the implementation point of view, a vast majority of the teachers felt that the educational facilities were properly implemented by the concerned authorities. The scheduled caste teachers were of the opinion that the facilities were very essential and benefits were utilised properly on the educational purposes and benefits were utilised properly on the educational purposes only. No scheduled caste teacher was found satisfied over the implementation of facilities by the concerned authorities.

Two-fifth of the teachers suggested that the lack of awareness and illiteracy of the parents should be removed. A little less than one-fifth
suggested that special coaching classes should be made more workable. A small percentage of teachers also suggested that the proper disbursement of existing facilities should be there.

CONCLUSIONS

The present study shows that the Scheduled Castes members belonging to low as well high occupational categories perceive education as an instrument for acquiring prestige and status in the society and for their personality development.

Education has played a significant role in the status improvement of Scheduled Castes in the rural areas. The first and foremost difference is that they are now moving away from the old belief and values where education had hardly any role to play in their community. Because of their low position in the caste hierarchy, they were deprived of the benefits of attaining education. However, now with the changing environment their attitude towards education is also undergoing a change for the better. Low awareness of educational facilities, poor economic background and old tradition might be the factors which had been responsible for low level of education among the Scheduled Castes but recent trends show that they are now convinced that education has a major role to play in their status improvement. It is only with the effect of education that now they are keen to educate their children and lay stress on acquiring education.

Educational programmes of the government have made some impact on the Scheduled Castes of Haryana but not as much as they had intended to make, still there is a definite improvement in the educational progress of Scheduled Castes after the introduction of special educational concessions to
them since independence. Education had the effect of broadening the mental horizon of the Scheduled Castes and enabling them to appreciate its usefulness. Thus, more educated than uneducated parents enroll their children in schools. Financial concession in education has contributed to a lessening of the burden of education on the Scheduled Castes.

A good majority of the respondents were aware of the educational facilities administered by the state government. But the respondents with higher educational level made full use of the facilities than others. The parents who aspired to raise the status of their sons gave them higher education than those whose aim was to enable the children to earn more money and it clearly shows that these persons realized the potential of education to bring about social and occupational mobility. Educational facilities have been able to remove some of the social barriers such as low motivation and low ability.

Although many rural respondents have not gained a significant improvement in their traditional position, yet the persons who were employed and achieved occupational mobility could raise their social status and the persons who continued on traditional jobs drew inspiration from their example. Hence, education of respondents was found to be a significant factor. Social factor were found to influence both the motivation to aspire for higher jobs and the ability to use the existing educational facilities for achieving higher status.

In the social sphere, the Scheduled Castes have made significant headway due to direct or indirect consequences of the governments welfare measures. However, within the scheduled caste hierarchy the more forward among them, (mainly the Chamars) have more gains in this respect. While
Balmikis and Sansis have made only marginal gains. Chamars who attribute high value to education and social status have availed themselves of the educational programmes in large quantum.

The government had adopted several measures and spent several crores of rupees to improve the conditions of Scheduled Castes since independence, still there is a wide gap between the policies and the performances of the government. Government should make a through review of the policies and programmes towards the Scheduled Castes. The various programmes and the measures which the government has designed to improve the conditions of Scheduled Castes have to be implemented through an enormous bureaucratic machinery which is ineffective, indifferent and ill-disposed.

The programmes on the whole were perceived positively. However, many difficulties were experienced in the implementation of the programmes. Thus, restructuring of the programmes seem to be necessary to make them more effective.

The attitude of respondent's towards education shows a bright trend. Irrespective of their occupational status, most respondents consider education as an important criterion for earning money, acquiring prestige personality development and upliftment of their community.

RECOMMENDATIONS

These are the following recommendations arising from the study.

1. The educational measures undertaken by the government have helped to some extent in reducing the distance between scheduled and non-scheduled caste populations. Along with this development, however
inter-caste disparities have increased, which is not a healthy development and needs to be arrested by paying extra attention to the most backward among them. This is not to be done by saying but sincere efforts are required to be made to see that the intended benefits reach to only those who are meant to be covered.

2. Economic disadvantages are the basic problem of Scheduled Castes and there is a need to formulate the policy to improve the economic conditions of these people. Since most of them are landless agricultural labourers, they should be granted land for cultivation and incentive should be provided to them to open and engage themselves in village industries. If there has to be improvement in their working conditions, in addition to providing employment, provision of skill and modernization of some of their occupation have to be thought of. Merely providing facilities will not serve the useful purpose.

3. Unemployment is raising its head among matriculates and Arts graduates in the Scheduled Castes. The problem may become more acute as larger number of Scheduled Castes students come out of the schools and colleges. Hence there is a scope for any specific vocational training that could enable the employment opportunities for Scheduled Castes. Efforts must be made to encourage self employment among Scheduled Castes. Additional opportunities should be given to educated people among these communities.

4. Efforts should be made to cater to the need of more deserving and neglected sections of the Scheduled Castes which otherwise would continue to live in the dark. Sample verification can be carried out so
that the facilities can reach the deserving ones. This will not only increase the utilization level but is likely to bring gains for the investments in educational schemes as well. The benefits of educational facilities and reservations should not accrue to children of those parents, who occupy, or have occupied high position by virtue of the reservation quota.

5. Implementations machinery in terms of administrative functionaries and administrative organisations should be studied, because proper execution of the schemes is the most significant aspect of the problem, so approach to the planning may have to be from below (grass-root level) rather than above.

6. In addition to the classroom coaching, private tuitions or tutorial classes should be introduced for the benefit of Scheduled Castes student as they lack properly educated family back ground. This will enable students to improve their academic standards.

7. In–different attitudes of the officials towards Scheduled Caste creates difficulty, so the persons with positive attitude and humanistic values should be given charge of the these schemes. This will not only increase the utilization level but is likely to bring higher returns from the investment in educational schemes as well. These officers and other staff members should be provided training in human relations.

8. Unnecessary conditions of eligibility, such as; limited number of scholarship admissible in a family, discontinuations of scholarship to the failed students reduce the utilization level of educational benefits
provided by the government for the Scheduled Castes. There should be relaxation in the conditions of eligibility.

9. Since the amounts of scholarships and other schemes are inadequate, these require upward revision very badly. Not only the amounts are inadequate but these are received very late, sometimes at the end of the session by Scheduled Castes which creates difficulty and discourages the parents to send their children to school. Hence, there should be some device to check the inefficiency of the officials concerned.

10. Proper guidance about the educational benefits should be provided through guidance bureau, school or other agency so that the educational attainments could be increased among them.