CASTE BASED EDUCATIONAL INSTITUTIONS IN HARYANA: A SOCIOLOGICAL STUDY

ABSTRACT

The influence of castes is visuable in India today. Caste may be described as a perfectly rigidified or closed social system in which a hierarchy on the superiority inferiority continuum of strata is established, and in which membership is mandatory, hereditary, and exogamous. In his life, the person is born, lives and dies in his vertical position in the hierarchy. In terms of the ascribed-achieved roles continuum of society, caste is an undeviating set of ascribed roles. Incidentally, for many whom damn out of hand the workability etc. of caste, many great authorities points out that the great concentration of effort because of little conflict between people which is possible in a caste society, makes for a great productivity of the society at a certain level. In this study, we try to revise the theoretical issue “To what extent education institutions of the caste provides the conditions for the acquisitions of skills as to attain status in society. For the analytical sociological enquiry into the role of caste based educational institutions in the process of social mobility the new issues may be raised for gathering the information about the practical possibilities of carrying out research in the real setting. Keeping in view the discovery of new ideas and insights, the exploratory type of research design has been employed. The exploratory research design helped us to the basic issues raised earlier, like educational pattern and the community or the caste based education institutions. Caste people experiencing the process of social mobility i.e. their changing occupational structure and economic status of the household etc. In order to study the role of caste based educational institutions in social mobility the following objectives were formulated.

1. To examine the educational structure with particular reference to the historical perspectives of the caste based educational institutions.
2. To examine the process of social mobility and the role of education.
3. To examine the changing occupational, educational and economic status of the caste due to caste-based educational institutions.
4. To examine the process of modernity due to the caste based educational institutions.

The methodology applied in this study used both qualitative and quantititative techniques for data collection. For examining the objectives of the study, it is important to gather information from the people associated with caste based educational institutions. The impact of these caste institutions in the process of social mobility of the particular caste people was examined on the basis of quantitative data collected by using the interview schedule method. From two regions one district was selected by lottery method, two districts selected were: 1. Rohtak, 2. Rewari. Keeping in mind the objective of the study the caste
educational institutions functioning in these two districts were identified on the basis of dominant caste institutions. From Rohtak district “Jat Education Institutions” and from Rewari “Ahir Education Institutions” were selected for the intensive field study. Two villages from Rohtak district namely Bohar and Bhagwatipur and two villages from Rewari district namely Mirpur and Rampura were selected. All the villagers who were above the age of 21 years and attained education from the caste based educational institutions were selected from four demarcated villages for the study.

It is evident from the present study that the expansion of professional jobs and the contraction of manual jobs, together with educational expansion and comprehensive reforms, have enabled a large number of working class children to enter professional and managerial occupations. Education has facilitated upward mobility. However, education has not increased social fluidity: that is, it has not reduced the gap between social classes in the chances of entering the top-level occupations. This is because the highest social classes continue to maintain an advantage in the acquisition of the highest educational credentials. The two most recent cohorts in our dataset have witnessed a halt in upward mobility; this has been led by a stagnation in the number of professional and managerial occupations available and by a “natural” limit reached in the possibility of being upwardly mobile, given that their parents have already reached, to an unprecedented extent, the top of the class ladder.

There are two possible scenarios for the future. One is that educational expansion continues so that inequalities do start to fall significantly. This would happen if attainment among the most advantaged classes reached a plateau with little room for any further rise. So any overall expansion in education at this level would be likely to benefit people of lower class origins disproportionately, and hence inequality would fall. That would be the optimistic scenario. The pessimistic one would concern what might happen to educational policy in these same circumstances. There might also be political pressure to differentiate attainment at the top end. An example of this would be differentiating between the status of particular higher education institutions, perhaps by charging differential fees: the best labour market rewards might then go to graduates from the highest-status universities, populated by the most middle-class students. In such circumstances, social fluidity would at best remain unchanged and could start to worsen for the first time in at least half a century.

Neeraj Singh
Ph.D. Scholar
Department of Sociology,
M.D.University, Rohtak

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