

CHAPTER-II

SURVEY OF RELATED LITERATURE

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CHAPTER-II

SURVEY OF RELATED LITERATURE

II.1 NECESSITY OF RELATED LITERATURE :

To explain the necessity of related literature John W. Best says, "practically all human knowledge can be found in books and libraries, unlike other animals that must start anew with each generation, man builds upon the accumulated and recorded knowledge of the past."¹

Carter Barr and Scates say that the related literature collected is useful for :

"1) To show whether the evidence already available solver the problems adequately without further investigation.

2) To provide ideas, theories, and explanations valuable in formulating the problems.

3) To suggest methods of research appropriate to the problem.

4) To locate comparative data useful in the interpretation of results.

5) To contribute to the general scholarship."²

II.2 ROLE OF CENSUS BOOKS RELATED TO THIS STUDY :

This dissertation exhibits the educational development of Scheduled Castes in Kolhapur city, during the period of thirty four years (1947-1981). The census books published by State and Central Government have contributed a lot by giving appropriate up-to-date and suitable statistical figures regarding the educational development of Scheduled Castes and Scheduled Tribes.

II.3 ATTEMPTS MADE BY RESEARCHERS :

In India, a lot of attempts are made by research workers regarding the study of scheduled castes. Owing to their efforts, many books and reports have come into light. It is necessary to undertake survey of these books, articles, research papers, reports and magazines which are devoted to educational studies. The researchers have put forth their thought and research oriented thinking in regard with the education of scheduled castes. This undertaken and accomplished study of these workers has been used by the investigator for the comparative study of his proposed problem.

Among these researchers, the following have contributed a lot. Aikara in his book entitled "Scheduled Castes and Higher Education : A Study of College Students

in Bombay", published by Dastane Ram Chandra and Company, in 1980 writes that the cities where urbanization has taken place, show preferably progress in education among the scheduled castes.

In a book, "Higher Education and Occupational Mobility among the Scheduled Caste Youth", published in Journal of Higher Education of 1976, Amba Rao U. explains that there is crucial problem of employment and hence scheduled castes are taking more interest in occupations. Their mobility in occupations. Their mobility in occupation is being enhanced.

"Status of Harijan Students in Colleges" is another writing revealed by India Journal of Social Work 38 (1) published in 1977. Here Anna Felice S.R. explains that the enrolment of Harijans in Colleges is comparatively lower and in regard with their status it seems that they are still looked down upon by the Savarnas. Their status, as compared to the Caste Hindus, is stained.

Chauhan B.R. and others have written a book named "Scheduled Castes and Education". This is published by Anu Publication, Meerut in 1975. Here they explain that the atrocities and injustice that is practiced against the Harijans is motivating them to take education by which they are uplifted to the more extent.

'A Long Way to Go' is a report on a survey of Scheduled Caste High School and College students in fifteen states of India, 1977. The credit of this work goes to Chitnis Suma. This research project was sponsored by Indian Council of Social Science Research. She illustrates here that there prevails different social situation in different states of India. The states where the speed of reformation, change and mobility is undergone by modernization, where there is physical prosperity, there we find better advancement in education of scheduled castes. This annotation is applicable to the different districts in Maharashtra. For example, Greater Bombay, Pune, Thane shows good progress as they are having reformative social background.

'Untouchability and Education' is a work by Jha M.L. It is published in NIE Journal of 1970. He says that the biased attitude towards the Harijans had created numerous interceptions in the ways of untouchables education due to which the entire society is churned and has made to march towards the equality.

Khurana G. wrote on 'Educational Facilities for Scheduled Castes'. It is published in Education Quarterly of October 1979 and January 1980. He narrates that the root cause behind the progress among scheduled castes is

only the facilities and nothing else. In absence of these facilities the progress was found lagged.

"Comparative analysis of Education of Scheduled Castes and Scheduled Tribes in Maharashtra" is written by Ramanamma, A. It is included in Journal of University of Poona (Humanities) 1978. Herein he states that the comparison between the educational development between scheduled castes and scheduled tribes shows that scheduled tribes are far behind. In 1977 the scheduled castes were having 40.5% literacy whereas scheduled tribes were having 13.5% literacy.

Besides these scholars, there are others also who have contributed a lot in the study of scheduled castes education. Among them Suma Chitnis, A.R. Lal, Naik, J.P. and others are pioneers. Their views and opinions are also worth mentioning, because they are applicable to this proposed study.

While studying the status of Scheduled Castes in Punjab, D. Souza Victor S. writes, "Predomination by religion, by rulers, officials and incorrigible social situations, the status among the scheduled caste is precluded."³

In certain parts of Maharashtra e.g. Chandrapur, Osmanabad, Patnagiri, there is such position which no one can connasance.

It is noticed that aloofness is there among the scheduled castes which is created by distintegration. Isolation among these castes is the result of distintegration. In this regard Dole, N.Y. says that, "The socio-economic pattern, mixed economy and unequilibrium in society have engrafted feelings of isolation in the society as well as in the students."⁴

In every state, the intensity of isolation among the scheduled castes, is more or less. But it is there. Only the social pattern is responsible for this feeling. This feeling affects the equality to education.

Desai, I.P. studied the scheduled castes in Gujarat. He found there the following facts. He write, "Educational situation of scheduled castes and scheduled tribes in Gujarat State is pitiable and if the future of India is needed to be embellished by extripating the inequalities and evils; the barriers should be rooted out which preludes the progress of neither mosts."⁵ (The agitations and atrocities are the best examples which shows the attitudes towards untouchables).

'Changing Status of Scheduled Castes' is another work by D'souza Victor S. in which he writes, "The impediments in the instantaneous society are markedly vanished, the evils are abrogated with the lapse of time as Scheduled

Castes are keeping pace with the 'Savarnas'. So, due to educational upheaval, I authentically allege that the social status of Harijans is reached at the status of elites in sophisticated societies."⁶

In society, there cannot find equality because there is absence of education among scheduled castes. At this juncture Suma Chitnis writes, "The traditional social pattern and taboos in our society have affected worsely the concept of equality in our country. Because equality is one of the values."⁷

Programmes are carried out in bringing about the educational development of scheduled castes and scheduled tribes. Scheduled castes are found taking advantages of these concessions and beneficiaries. So it seems that the present educational situation of scheduled caste is changed. In this regard Thengadi, D.B. writes that, "The segregation which was made between the education of scheduled castes non-scheduled castes, is setting down. While tracing the motivation behind this educational change among scheduled castes, the conclusions drawn by arm-chair philosophy would be lame. After introspecting and clarifying the outcomes, it is witnessed that the configuration of educational position of depressed classes is changing already."⁸

II.4 CONTRIBUTION BY ARTICLES :

Articles on education are published in renowned magazines, news-papers, journals magazines and reports. The researchers have studied the scheduled castes. The exhibited explanations are useful as a convincing proofs to the problem chosen by the researcher.

In connection with the social mobility among scheduled castes. Kamat, A.R. writes that the depression in social status and mobility in scheduled castes, is now on the way of repulsion and the scheduled castes in many states are found elevated.⁹

Azad, J.L. writes on the education of scheduled castes in India as "Educational elevation in scheduled castes has divulged that the innervative aspects have emaciated in learning sphere of scheduled castes. It implies that education of scheduled castes and scheduled tribes is brimming."¹⁰

Today it is proved that the scheduled castes have been elevated in the educational field. Hence to support this assertion. Abraham, A.S. writes in his article entitled, 'Promoting Equal Opportunities' published in Times of India (21 March, 1978) that the time to time furtherance, enforcement of resolutions and undertakings

of devised plans have supported the scheduled castes to come-up at the level of advantaged people.

The writers of these articles have studied also the progress of scheduled castes in primary, secondary and higher education.

Aggarwal, T.P. and Virk, Harjit writes in the article entitled, Primary Schools in Haryana, about the progress in primary education among scheduled castes. He writes that, "it is found that there is witnessed adequate growth in enrolment of scheduled castes students. The growth of scheduled castes population is by 2-3 percent whereas literacy growth among these people is by 1-2 percent. This growth is in primary education."¹¹

After studying comparatively the educational development, it is noticed that the developmental pattern does not show the same curve of progress. It means in every state the education of scheduled castes is not flourished. Fluctuation is there. So Biddyut Kumar Roychaudhari says that West Bengal shows fluctuation in primary and secondary education. In rural area the fluctuation is high and in rural area it is low. (In rural areas, literacy is by 11.95% and in urban areas it is by 60.12%).

The researcher finds the same situation in Maharashtra State, Kolhapur District and in some villages of Kolhapur (Taluka Karveer).

Especially the villages in Chandagad Taluka show very poor literacy. On the contrary in Bhudargad, Hatkanangale and Karveer taluka, the enrolment and literacy among scheduled castes is flourished e.g.

Literacy

1) Bhudargad	55.01
2) Hatkanangale	54.05
3) Karveer	47.10

In the case of higher education there seems good signs. According to Adideshiah Malcolms, the thorough and balanced picture of higher education among the scheduled castes and scheduled tribes in Tamil Nadu, Madras, the coastal areas, and Maharashtra, can show growth in higher education among scheduled castes. The total percentage in higher education among scheduled castes is by 3.4%."12

In this regard A.B. Bose's article entitled, "Educational Development among Scheduled Castes" published in Man in India, is worth considerable. He says that after 1947, the education is found flowing in the huts of Harijans and this education has shone them in every walk of life i.e. political, social, religious and technological.

II.5 CONTRIBUTION OF REPORTS :

The study of scheduled castes has been undertaken by research scholars. By studying the situation, research reports have been presented. These reports have been succeeded in adding new symptoms to eradicate the lacunas in the progress of scheduled castes. The reports of these scholars put forth educational problems of scheduled castes and necessity of education to scheduled castes and scheduled tribes. These reports have shown comparatively whether the programmes of welfare committee have succeeded in rooting out the evils or not. These scholars have studied the past of scheduled castes. They have taken into account the present situation and have suggested right way for the upliftment of scheduled castes.

So it is worth glancing at certain explanations included in these research reports. Principally, the majority of the reports highlight on educational problems of scheduled castes and scheduled tribes in different states.

Every State is bound to face the educational problems. The agreeable situation hardly finds. So while discussing the educational problems in Tamil Nadu, Adidesiah M.S. writes in his report entitled 'Educational Problems of Scheduled Castes and Scheduled Tribes' "that majority of the scheduled castes families are smited by the poverty and

traditionalism. Majority of the families can maintain their lives in crucial position and hence attention is not paid to the education of their children. Such pitiable situation is found in Andhra Pradesh, U.P., Orissa and in some parts of Gujarat."¹³

On the contrary, in Haryana and in Punjab the education is in good condition. In this regard Gangrade K.D. in his report 'Educational Problems of Scheduled Castes in Haryana' says that, "here (in Haryana) small industry is in its full swing. The per capita income of the State is above and literacy of scheduled castes and scheduled tribes, better (it is by 51.4%). But in higher education, comparatively, the scheduled castes pupils show a little progress. The reason is socio-economic. After graduation the students try to get job. And the number of employees is not adequate."¹⁴

George E.I. has scholarly discussed the problems and existent position of scheduled castes. Education in Kerala. In his report he says, "in Kerala, the Christain missionaries have done a lot in spreading education at all levels. Christainity dominates in Kerala. There the educational institutions are run by private bodies. Due to christainity problems of casteism don't exist. So any person could easily be admitted in any educational

institution. The runners render the hand, of help to the weakers and literacy is grown up. It is near about 69.72%."15

On the contrary the educational position of scheduled castes in Uttar Pradesh is pitiable. According to Goyal S.K. the feelings and notions of feudalism still exist there. The feudality still dominates the people. Concepts of individual freedom and liberty are hated by these feudals.16

In U.P., even today, the untouchable are forced to toil on the lands. They are not given wages, but only food. In the words of Marc Gallenter is "a compensatory discrimination i.e. disadvantaged section of population to those who get a little money cannot send their children to school. Those who go to school become the victims of drop-out." The problem of wastage and stagnation is harrassing one. Compared to the other States, the educational problems and literacy in Gujarat is pitiable (Literacy of scheduled castes is 31.00%).

Lal S.K. writes about the educational development of scheduled castes in Rajasthan. According to him Rajasthan is lagging behind in showing educational progress among scheduled castes. Lack of communication, traditionalism, geographical reason are the main affecting factors.

Today, Karnatak State shows good educational progress among scheduled castes. Paravathamma C. explains the past of Karnatak and highlights on the facts. In Karnatak there was poor literacy because poverty was the main reason. But, today, due to agricultural, industrial and political progress, there finds good signs of education among scheduled castes.

II.6 EDUCATIONAL DEVELOPMENT IN CERTAIN STATES :

The above mentioned reports explain discriminatory facts and different opinion. But there is a relevancy in assertion. In States like Kerala and Madras, there finds better literacy. Literacy in Kerala is 79.00% and in Madras it is by 68.00%. There are social factors behind this progress. In other States like U.P., Assam, Karnatak, and Himachal Pradesh, there finds less literacy among scheduled castes. But in Maharashtra there are good signs of educational development among scheduled castes. In Maharashtra, Nagpur, Marathwada, Ahmednagar, Satara and Kolhapur districts show adequate literacy among the scheduled castes.

Uttar Pradesh and Madhya Pradesh are expected to enrich educationally. There does not find adequate educational progress. A lot of expenditure is incurred on education.

According to Sing T.P., "Broad thinking, enormous expenditure on education in U.P. is failing to stop the repulsion. In many districts, it is found that (Inspectors' Reports) more than 2,000 schools have been registered. They have been granted, but no school buildings are there on the sites. What is this ?"¹⁷

II.7 HIGHLIGHTS ON GOVERNMENT REPORTS :

The Government reports throw light on education of scheduled castes. This explanation is valuable of course.

In the report of Indian Statutory Commission, it is written that the growth in education of Indian Societies is heightened mostly due to efforts of Christian missionaries and it is lessened by the existant social notions in an Indian society. The researcher agrees with this statement. Because the percentage of literacy among scheduled castes is grown by 3.4%. One more quotation is meditable in this regard. "New plannings, programmes, newly undertaken projects in every State and speicl recommendations and beneficuries have become agreeable for the progress of scheduled castes and scheduled tribes."¹⁸

The Government reports not only describe and review the educational picture of scheduled castes but also suggest recommendation and show the would be expenditure that will incurred on the education.

The execution of planning, which would be necessary for the development of scheduled castes is laid out.

II.8 REVIEW OF DISSERTATIONS AND THESES :

Now the researcher wants to turn to the dissertations and theses because they are helpful in this proposed study.

Generally, in every University, the research on education of scheduled castes is carried out. These works succeed in exhibiting the reality of scheduled castes.

Gupta L.P. in his thesis writes that, "The academic achievement of scheduled castes and scheduled tribes is going higher. Arrival of scientific knowledge, new concepts of individual freedom and right and new sociological approaches are there at the root of this achievement."¹⁹

Kakach Suresh R. writes in his thesis entitled, 'A Study of Integration of Scheduled Castes in Indian Society' that the barriers and the casteism is vanishing and owing to this reasons there is appearing integration among scheduled castes and other castes. These reasons are responsible in soothing the situation easier. Here it is clear that the social obstacles obstruct the progress of society.

While explaining the educational progress of scheduled castes in U.P. Ram Palat Bindu writes that though the propensities of U.P. people are incongenial to the educational progress, the new concepts are forced to execute by the educational institutes. So in the major parts of U.P. good signs in education of scheduled castes are finding.

Eventually, it can be said that the endeavours of individuals and the attempts of Government have shown how far the scheduled castes have succeeded in bringing about their educational development. these efforts succeed in showing the perspective and visual picture of the domain of scheduled castes. This is very useful here to compare and to have an proper idea in regard with the amelioration of scheduled castes in educational fields.

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