# EDUCATION OF THE DEPRIVED SOCIAL GROUP WITH SPECIAL REFERENCE TO BPL HOUSEHOLDS IN HILL RURAL AREAS: A STUDY OF PAURI GARHWAL DISTRICT OF UTTARAKHAND

## Ajay Kumar Salgotra[1] and Kumari Roma[2]

[1] *Assistant Professor, SMVDU, Katra, Jammu*

[2] *Assistant Professor, GDC, Kathua, Jammu*

***Abstract:*** In our India after the 67th year of independence still the SC/ST, women and rural people were considered as socially deprived group of society. The Degree of education in a community is a good measure of its progress towards modernisation. The main concern of this paper is to study the level of education among BPL households in relation to their gender and caste status. The study was confined only to the rural areas of Pauri district with special reference to BPL households. The data were collected from Pauri Garhwal district of Uttarakhand by using stratified random sampling technique. A self-made questionnaire was used for the data collection. Through this paper the efforts have been made to explore problems of education of deprived sections of society and to suggest some recommendations with regard to them.

***Keywords:*** Poverty, Below Poverty Line households, Caste Status, Literacy

## INTRODUCTION

In our country, most of the areas are belong to rural locality. Most of the people of these areas are in a very deplorable condition they are still backwards and powerless not only socially but economically as well. There are so many causes which makes the whole society backwards like poverty, ignorance, illiteracy etc. Caste group, tribes and women are considered the weakest part of our society and still these groups are always deprived social group from all the side. Education is the one of the only key source which meets the challenges to secure social equality, human development and helps in higher economical productivity.

In our country still the dropout rate at the secondary level is extremely high in the rural village areas due to poverty, ignorance and lack of awareness. Only few numbers of students has able to qualified their secondary education and taking admission in colleges for further studies. Poverty is the main reason that parents cannot afford higher education. If parents of the children are not able to afford their higher education then all their previous study efforts has got wasted and status remain same. After completing just secondary education means earning sources remain same as earlier and struck in the process which have no end.

Educations play a very important role to achieve the social justice among the deprived group. It's the duty of educational institutions to equip children to the best of their ability for securing a meaningful place in society. However, a large number of children are still excluded from the educational system and hence cannot participate meaningfully in the economic, social, political and cultural life of their communities.

Some of the most social deprived groups in almost every society are:

**1. Women**: In our India still women belonging to lower castes, lower classes, illiterate and poorest region can be seen from their exclusion from certain jobs and occupations. They are still belonging to the deprived section of the society.

**2. Caste Groups**: In our India still the caste system is based on strict hierarchical social system. In India Brahmins are on the top of the hierarchy and Shudras or

Dalits or the Scheduled Castes constitute the bottom of the hierarchy. Still the Literacy rates, purchasing power and poor housing conditions among SC are very low.

**3. Tribes: The tribal population are also considered as socially and economically backward group.** They face so many problems like poverty, low levels of education and poor access to health care services. *Shah, Manheret at (2006)* reveals that poverty with the tag of SCs provides inequality and social injustice so they recommended that constitutional mandate to remove inequality and promote social justice. *Sundharam and Dutt (2008)* stated that there are two factors for high incidence of poverty among rural labour households. Firstly, there is a considerable degree of unemployment and under employment among rural labourers. The second cause of rural poverty is the low asset base of the poor.

## EDUCATIONAL STATUS

Education is a key indicator in the development of society. Literacy is one of the important aspects of human development, so efforts are being taken in recent years to attain the objective of education to all. In that respect, study of literacy or literacy rate cannot be neglected in the population studies (Bhakare-2010). Education and literacy is a superior input which enables our innate abilities for better understanding and experiences. Education is the important indicator for the overall development of child and its outcome in the form of better health, better economic condition, and population control and most important is better awareness.

## OBJECTIVE

The objective of this paper is to study the level of education among BPL households in relation to their gender and caste status.

## SAMPLING METHOD

Stratified random sampling method was adopted for the study. The stratified sampling was focus on including all the caste category households i.e. General, OBC's, SC's, ST's living below the poverty line only in the hill rural areas of the district.

## SAMPLE NUMBER

For this study out of fifteen development blocks of district Pauri Garhwal randomly six (6) development blocks was selected. Out of each development block randomly four villages was selected for the study. Out of each village a minimum of 15 BPL households will be randomly selected. Total 360 households were taken as sample.

## DATA COLLECTION METHODS

A self-made questionnaire was used for the data collection.

## CATEGORIZATION OF DATA

**Table 1**
**Male Female literacy rate among BPL household members**

| Education status | Males | Females | Total |
|---|---|---|---|
| Illiterate | 100(16) | 213(32.42) | 313(24.41) |
| Read and Write to Upto 5th STD | 124(19.04) | 145(21.76) | 269(20.43) |
| Upto 8th STD | 129(20.64) | 106(16.13) | 235(18.33) |
| Upto 10th STD | 153(24.48) | 103(15.58) | 256(19.97) |
| Upto 12th STD | 97(15.52) | 70(10.65) | 167(13.02) |
| U.G | 25(4) | 20(3.04) | 45(3.51) |
| P.G. | 2(.32) | 2(.30) | 4(.31) |
| Total | 625 | 657 | 1282 |

*Source:* Field Survey 2016-17

The analysis of table 1 reveals that 24.41 percent BPL household members are illiterate. In which the strength of females in primary education is higher than the male in this hill region but in middle, high and higher secondary schools the strength of males is higher than the females. The cause of illiteracy and high dropout rate in this region is socio-economic background of their families. Sufficient support (scholarship) is provided to the children of these deprived sections which enable the enrolment rate among the poor children who leave their school to support their families directly or indirectly. Most of the females leave their school to participate in domestic work and agriculture and allied activities while males leave their school to provide financial support to their home.
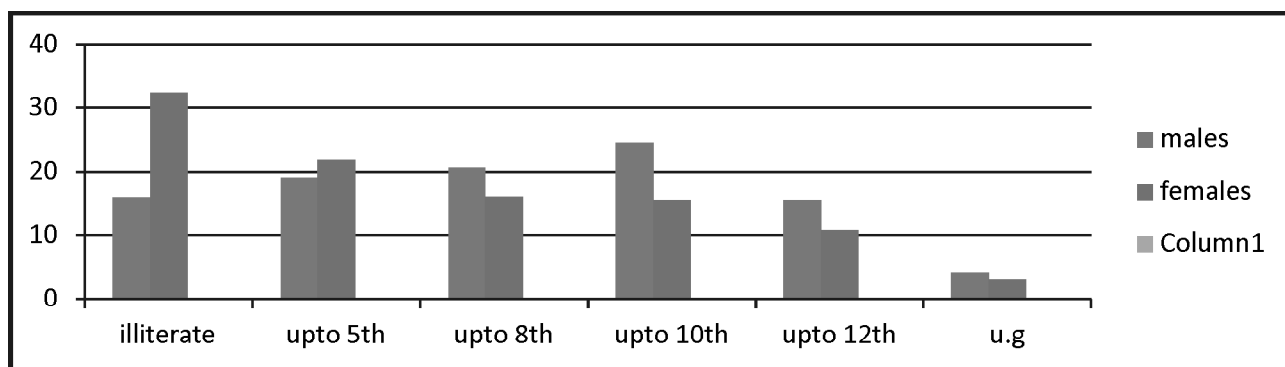
**Figure 1: Male female literacy rate**

The figure 1 clearly depicted the level of education among the BPL household members. The share of females in primary education is higher than the males but in higher education literacy rate of males is higher than the females.

The analysis of table no 2 reveals the status of male and female in literacy rate on the basis of social category among BPL households in the surveyed villages. Literacy rate of Schedule Caste in this region is low in comparison to General Caste and Other Backward Classes. It is also observed in the study that Schedule Caste females are highly illiterate in companion to other caste in this hill region. General and Other Backward Classes caste also shows poor education status but better in companion to Schedule Caste category. Thus low literacy rate prevails in this region because of isolation of this region from external influence and poor socio-economic condition and also meager non-agricultural activities which required educated labour but educational attainment is little functional in this region due to subsistence agriculture economy.

**Table 2**
**Educational Status and Caste status**

| Education status | Caste category and Distribution of Males and Females | | | | | | |
|---|---|---|---|---|---|---|---|
| | GEN | | OBC | | SC | | |
| | M | F | M | F | M | F | Total |
| Illiterate | 55 (16.7) | 114 (31.9) | 3 (7.89) | 6 (19.35) | 42 (16.28) | 93 (34.57) | 313 (24.41) |
| Read and Write to Upto 5th STD | 55 (16.7) | 79 (22.12) | 9 (23.68) | 4 (12.90) | 55 (21.31) | 60 (22.30) | 262 (20.43) |
| Upto 8th STD | 62 (18.8) | 54 (15.12) | 8 (21.05) | 8 (25.80) | 59 (22.87) | 44 (16.36) | 235 (18.33) |
| Upto 10th STD | 86 (26.13) | 56 (15.7) | 12 (31.57) | 4 (12.9) | 55 (21.31) | 43 (15.98) | 256 (19.97) |
| Upto 12th STD | 60 (18.23) | 39 (10.9) | 6 (15.78) | 9 (29.03) | 31 (12.01) | 22 (8.18) | 167(13.02) |
| U.G | 9 (2.73) | 15 (4.20) | 0 | 0 | 16 (6.20) | 5 (1.94) | 45 (3.51) |
| P.G. | 2 (.61) | 0 | 0 | 0 | 0 | 2 (.74) | 4 (.31) |
| Totals | 329 | 257 | 38 | 31 | 258 | 269 | 1282 |

*Source:* Field Survey 2016-17

**Table 3**
**Distribution of School Dropouts among BPL households**

| Education level | No. of drop outs | | | | | | Total |
|---|---|---|---|---|---|---|---|
| | Males | | | Females | | | |
| | Gen | OBC | SC | Gen | OBC | SC | |
| Drop out before and after 5th | 6 | 2 | 9 | 6 | 5 | 14 | 42 (30.66%) |
| Drop out after 8th | 9 | 2 | 11 | 11 | 1 | 12 | 46 (33.58%) |
| Drop out after 10th | 11 | 4 | 11 | 13 | 2 | 8 | 49 (35.77%) |
| Total | 26 | 8 | 31 | 30 | 8 | 34 | 137 |

*Source:* Field Survey 2016-17

The table 3 shows that 30.66 percent students leave their school before and after attaining their primary education. The dropout rate is increase as increase in the education levels. The dropout rate among schedule caste BPLs is high in comparison to general caste and other backward classes particularly gender wise.

Male literacy rate is high in comparison to female literacy rate in this hill region. In between the sub-category (General Caste, OBC and SC) Schedule Caste males and Schedule Caste females have low literacy rate in comparison to General caste and OBC (males and females) clearly depicted in the figure 2. This study also reflects the fact that low literacy rate among the BPL households is due to their poor socio-economic condition.
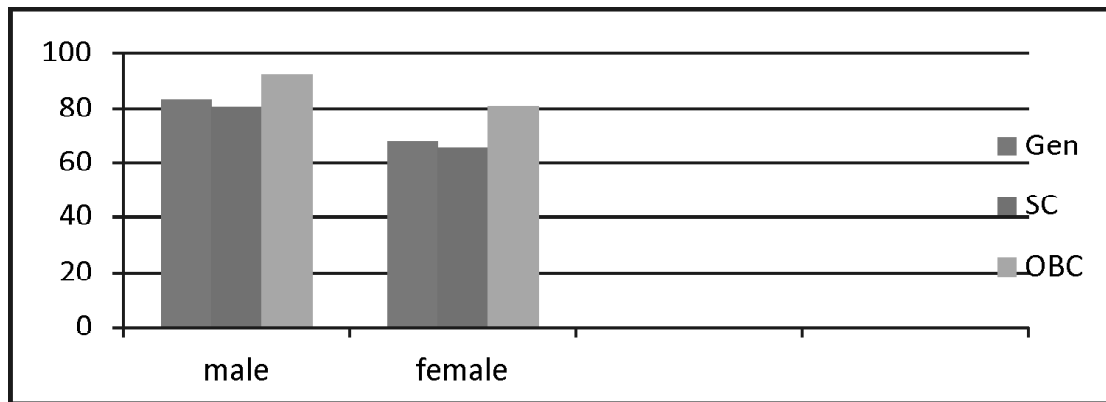


**Figure 2: Caste wise distribution of Literacy rate**

## RECOMMENDATIONS

On behalf of this paper we want to suggest some recommendations. These recommendations cover only the topic discussed in this paper and are by no means exhaustive

1. Many scholarships are given to SC student by State Government and central Government and different training program also lunch by State and Central Government which improve literacy and employment structure of the Schedule Caste. But these scholarships also should be given to the beneficiary poor people instead of SC and ST.

2. It is suggests that creation of more income generating opportunities in the hill rural areas

which are able to enhance the level of earning and this further facilitate to reduce the level of dropout rate among BPL household members.

3. Poor economic conditions as well as regional disparities which leads the region to poor educational status so it is necessity to provide awareness regarding the education as an important source to reduce the poor economic condition and regional disparities and enhance the level of living in this hill rural region.

## CONCLUSIONS

It is observed in the study that enrolment rate of females in primary education is higher than the males but lower in the higher education this indicates that the gender disparity in enrolment continues to exist in this region. Also females are more illiterate than the males in all the caste categories. This shows that women are still in socially deprived group as compare to their counters parts. The dropout rate among schedule caste BPLs is high in comparison to general caste and other backward classes particularly gender wise. This reveals that status of women, poverty and lack of awareness influencing directly on the literacy rate.

## REFERENCES

Baruah, R. (2013). 'Education of The Deprived Social Group: With Special Reference to the Girl's Education of Tinsukia District through KGBV (Kasturba Gandhi Balika Vidyalaya) With Field Study', *Journal of Research & Method in Education*, Vol. 3 No. 4 pp. 01-06.

Davis, K. (1951) 'The Population of India and Pakistan.' [online] *https://scholar.google.com/scholar_url?url=http:// 203.200.22.249:8080/jspui/bitstream/2014/11754/1/ Population_of_India_and_Pakistan.pdf&hl=en&sa=T&oi=gsb-gga&ct=res&cd=0&ei=3bs7WNbdJYK_jAHDyIawCQ&scisig= AAGBfm1LBhV7ieBy5LoL1Ggp_a-aWzt81A* (Accessed on 28 Nov. 2016)

Shah, A., Nayak, S.K. and Das, B. (2006) 'Remoteness and Chronic Poverty in Southern Orissa: A Tale of Entitlement Failure and State's Apathy', *http:// r4d.dfid.gov.uk/PDF/Outputs/ChronicPoverty_RC/Shah_ Nayak_Das_Joshi(Orissa).pdf* (Accessed on 05 june 2016)

Shah. G, Mander, H., Thorat, S., Deshpande, S., Baviskar, A. (2006). 'Untouchability in Rural India,' New Delhi and London: Sage Publications.

Government of India, 'Report of the Expert Group to Advise the Ministry of Rural Development on the Methodology for Conducting the Below Poverty Line (BPL) Census for 11th Five Year Plan (New Delhi: Ministry of Rural Development)'. *http://www.rural.nic.in.* Accessed on 21 may 2016.

Sundaram, K., and Dutt. (2008). 'Indian Economy' New Delhi: S. Chand and Company Ltd. p. 352-353.

Sundaram K., Tendulkar S., (2001). 'Recent debates on data base for measurement of poverty in India: some fresh evidence' mimeo, Delhi School of Economics.