

## ROLE OF EDUCATION IN DETERMINING THE AWARENESS LEVEL ABOUT WELFARE SCHEMES AMONG BACKWARD CLASSES: A STUDY OF RURAL HARYANA

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### Abstract

*The present study was carried out to know the awareness level regarding welfare schemes among Backward Classes in rural Haryana. On the basis of literacy rate six villages namely, Ramgarh, Kardhan, Bharawas were selected from the high literacy rate category and Talwara Khurd, Bhuna, Ahrawan from the low literacy rate. Stratified Random sampling was used in the present study and 305 respondents were selected from universe. It was concluded that those respondents who acquired Sr. Sec. and above educational standard of education were more aware about reservation policy, scholarships, Fee exemption in jobs & education, Age-relaxation in jobs, provisions of imparting free coaching for competitive examinations, loan schemes and subsidy on it and knowledge about Backward Classes & Economically Weaker Section Kalyan Nigam etc. than their counterparts.*

**Key words:** Education, Welfare Schemes, Backward Classes, Awareness, BCKWN.

### INTRODUCTION

India is regarded as a model of pluralistic society, its pluralism reflected through various castes, languages and regions. About 82% population follows Hinduism and 15% Islam and its plurality is visible in the four-fold Varna-system (Brahmin, Kshatriya, Vaishya and Shudra) and about 5000 castes and sub-castes. The four-fold Varna system includes Scheduled Castes (SCs: 16.73%), the Scheduled Tribes (STs: 7.95%), Other Backward Classes (OBCs: 52%) and the upper castes or forward castes (estimated 23%). The SCs, STs and OBCs (broadly known as Backward Classes) represent the social groups, which suffered through the ages due to caste prejudices, economic inequality, educational backwardness and lagging behind in the field of education and economic development in comparison to certain advanced, or the forward castes (Singh, 1996).

Indian society and especially among the Hindus, the social inequality generated by caste system. Addressing the Constituent Assembly, Dr. Ambedkar stated, “on the social plane, we have in India a social based on privilege of graded inequality which means elevation (high place) for some and degradation (to reduce in rank) of others. On the economic plane, we have a society in which there are some who have immense wealth as against the many who are living in abject (miserable) poverty”. On the 26<sup>th</sup> January 1950, we will have equality into a life of contradictions. In politics, we have equality and in social and economic life, we will have inequality. We must remove this contradiction at the possible moment (Mehta and Patel, 1985). Constitutional assurance of three type of Justice viz. Social justice quests equality with liberty, economic justice means non-discrimination on the basis of economic value and Political justice ensures equal participation of all the people in the political life. (Tomta, 1990).

Presently, the term ‘backward classes’ refers three diverse types of castes i.e. Scheduled Castes, The Scheduled Tribes and Other Backward Castes/Socially and Educationally Backward Classes. The SCs, known as Dalits (Ambedkar) or Harijans (Gandhi); STs known as Adivasis, Animists, Rani-Paraja, Girijan, Kaliparajas. Their means of livelihood are primitive (Kuppuswamy, B. 1993). All the OBCs, recognized by the different states, do not have same status in caste hierarchy. Their economic position also varies vastly (Shah, Ghanshyam, Oct 1990). Andre Beteille defines “OBCs are residual category, there is highly ambiguous; and it is impossible to give an exact statement of their number (Beteille, Andre 1992)”. The OBCs are those, which are not as backward as the SCs and STs; comprises the non-untouchable and intermediate castes that were traditionally engaged in agriculture, animal husbandry and functional services. The position of OBCs is far better than the SCs & STs. (K. L. Sharma, 1997). This category is, however, the most controversial due to its extraordinary heterogeneity, large size, and ambiguity of identity; the conflict of interests and confrontation between castes declared as backward and those not; and the increasing animosity between castes competing for compensatory benefits. It is also crucial to India’s vote bank politics. (Radhakrishna, P. 2003).

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Veena Monga (1967) found that there were no differences in the life style of the Jats, Rajputs and Potters. But the Jats are regarded superior in terms of economic and political power by the Potters. Education is given the higher priority. All India Prajapat Sangthan, which formed in 1947, played an important part in the discussion on the avenues of their social mobility. Thus, the education was considered as an avenue of social mobility. Anindita Chakrabarti (2009) examined the role of economic, social and demographic characteristics in determining the likelihood of participation in higher education for both rural and urban youth in India by using data from the NSS data. While tracing out the significance of the factors in explaining choice in Arts, Commerce, Science and Technical Education streams, it was found that youth belonging to Scheduled Castes (SCs) and Schedule Tribes (STs) had significantly less odds of going to a higher educational institution as compared to other social groups in rural area. Shah (1960) witnessed predominance of students from high caste background such as Brahmins, Banias and Patidars covered 88 percent of total seats in higher education including engineering and medicine. The ratio of intermediate and lower castes was found to be 5 and 6 percent respectively. The condition of scheduled castes was worse.

In some student centric empirical studies correlating between their socio-economic background and their academic performance, it was analysed that the students from higher social classes and castes have been found achieving higher levels of education success. (Shah, 1960; Rao, 1967; Gore et al, 1970; King, 1970; Karlekar, 1983; Ruhela, 1969). The findings of some studies have concentrated specifically on the SCs, ST's and OBC's revealed that these pupils remained educationally disadvantaged despite policy of protective discrimination (Chauhan, 1967; Chitins, 1972; Karlekar, 1975; Ramaswamy, 1985 among others).

The review of literature pertaining to the above research, clearly reveals the relevance of socio economic status in the access of higher education, so the present study empirically endeavors to examine the Role of Education in Determining the Awareness Level about Welfare Schemes among Backward Classes in Rural Haryana .

### OBJECTIVE OF THE STUDY

Present study tries to assess the role of Education in determining awareness level regarding welfare schemes among the Backward Classes in rural Haryana through the following research questions. A) What kind of information is perceived by the Backward Classes regarding welfare schemes? B) Are there any differences on the basis of Education and their knowledge regarding welfare schemes?

### SELECTION OF THE VILLAGES AND ITS PROFILE

On the basis of literacy rate , six villages namely Ramgarh village in Panchkula district, Kardhan village in Ambala district and Bharawas village in Rewari district were selected from the high literacy rate category; and Talwara Khurd village in Sirsa district, Bhuna village in Kaithal district and Ahrawan village in Fatehabad district were selected from the category of low literacy rate. The profile of the selected villages and their castes composition is given below in the tables 1 &2.

Table 1. Villages Profile

Name of the village.	Tehsil	District	Nearest town with distance. (in KMs.)	Total geo. Area (In Hect.)	Total population
Talwara Khurd	Ellanabad	Sirsa	Ellanabad (9)	3337.00	6266
Ahrawan	Ratia	Fatehabad	Ratia (9)	2392.00	5089
Bhuna	Guhla	Kaithal	Kaithal (9)	1874.00	5640
Kardhan	Ambala	Ambala	Ambala Cantt. (1)	236.00	4165
Ramgarh	Panchkula	Panchkula	Panchkula (10)	609.86	3913
Bharawas	Rewari	Rewari	Rewari (6)	1184.89	3607
Total	-	-	-	9563.75	28680

Table 2. Caste Composition of Selected Villages (Households)

	Castes	Ahrawan	Talwara Khurd	Bharawas	Kardhan	Bhuna	Ramgarh	Total
General castes	Jat / jat-sikh	197	204	-	70	40	2	513
	Khatri	19	223	1	50	30	10	333
	Bania	9	7	2	80	5	40	143
	Brahmins	1	16	27	100	135	25	304
	Rajput	-	-	-	10	65	10	85
	Masih	30	-	-	-	-	-	30
	Gosai	-	24	-	-	-	-	24
	Chamar	29	105	108	100	70	35	447
	Odd	53	13	-	-	-	-	66
	Sahnsi	4	-	-	-	-	-	4
Schedule Castes	Bajigar	126	80	-	-	140	-	346
	Majbi sikh	102	7	59	90	50	27	335
	Dhanak	-	4	18	-	-	-	22
	Nayak (heri)	5	12	-	-	-	-	17
	Babri	-	140	-	-	-	-	140
	Bhichar	-	4	-	-	-	-	4
	Khatik	-	-	-	40	-	-	40
	Mahasya	-	-	-	-	12	-	12
	Aryamegh	-	-	-	-	10	-	10
	Kuchbane	58	-	-	-	-	-	58
Backward Castes	Ahir	-	-	427 (56)	29 (4)	-	-	456 (60)
	Gujjar	-	-	-	-	76 (10)	68(9)	144 (19)
	Saini	-	-	37 (5)	61 (8)	-	199(26)	297 (39)
	Sunar	-	-	12 (2)	55 (7)	11 (1)	9 (1)	87 (11)
	Varagi	-	-	21 (3)	31 (4)	28 (4)	-	80 (11)
	Darzi	-	-	9 (1)	24 (3)	-	9 (1)	42 (5)
	Teli	-	-	-	7 (1)	8 (1)	34 (4)	49 (6)
	Pal-gadria	-	-	-	10 (1)	7 (1)	25 (3)	42 (5)
	Labana	-	-	-	9 (1)	102(13)	-	111 (14)
	Zimer	24 (3)	11 (1)	-	44 (6)	121 (16)	11 (1)	211 (27)

Lohar	11 (1)	-	-	9 (1)	22 (3)	14 (2)	56 (7)
Khathi	8 (1)	17 (2)	31 (4)	24 (3)	7 (1)	16 (2)	103 (13)
Kamboj	134 (17)	37 (5)	-	11 (1)	14 (2)	-	196 (25)
Kumhar	11 (1)	36 (5)	37 (5)	12 (2)	22 (3)	8 (1)	126 (17)
Rai-sikh	18 (2)	91 (12)	-	-	-	-	109 (14)
Nai	-	27 (4)	23 (3)	34 (5)	19 (2)	29 (4)	132 (18)
Garhwali	-	-	31 (4)	71 (9)	-	4 (1)	106 (14)
Total	-	839	843	971	994	575	5280

(Figure given in brackets represents sample size)

### METHODOLOGY, SAMPLE PROCEDURE AND TECHNIQUES OF DATA COLLECTION

In the present study 305 respondents were selected by employing multistage stratified random sampling and got information through interview schedule regarding reservation policy, scholarships, fee exemption and age relaxation in job & education fields, free coaching facilities, loan schemes and knowledge about BCEWSKN etc. In the secondary sources-Village Panchayat record, village health worker survey register, report of Backward Classes Commissions, census report and other concerned literature have been used in the present study. The present study is descriptive and exploratory in nature and data was analyzed by applying Chi-square(x<sup>2</sup>).

### AWARENESS REGARDING WELFARE SCHEMES AMONG BACKWARD CLASSES

The list of questions asked is not comprehensive but researchers try to include the most of relevant questions regarding the welfare schemes. The education, occupation and income are some important determinants of the social status of a person in society. Among these education has accounted the most important variable in the modern times which is directly associated with the levels of awareness. An educated person is assumed to have better access to the different channels of knowledge.

Table 3. Education and Knowledge of Reservation Policy

Education	Knowledge of reservation policy.		Total
	Yes	No	
Illiterate	39 (E65) (48.8%)	41(E15) (51.3%)	80 (100%)
up to middle	89(E83.8) (86.4%)	14(E19.2) (13.6%)	103(100%)
up to Sr. Sec.	85(E70.7) (97.7%)	2(E16.3) (2.3%)	87(100%)
Graduate & others	35(E28.5) (100%)	0(E6.5) (.0%)	35(100%)
Total	248(E248) (81.3%)	57(E57) (18.7%)	305(100%)
Calculated value	df	Asymp. Sig. (2-sided)	At 0.05
81.002	3	.0001	7.82
			Null hypo.
			Rejected

It is to be expected that the higher the education the greater the awareness, as awareness and education, in the present context, seem to be positively correlated. The chi-square value ( $\chi^2 = 81.002$ ,  $df=3$ ,  $p < .05$ ) is

significant, so different educational categories differ significantly in terms of awareness regarding the welfare schemes. The data showed that as the educational qualifications of the respondents increased, their awareness regarding the welfare schemes also increased. Therefore, it was noted that except illiterate respondents, the rest were significant for having awareness of reservation policy in govt. jobs and in the field of education for Backward Classes.

Table 4. Education and Knowledge about Scholarships

Education	Knowledge about Scholarships		Total	
	Yes	No		
Illiterate	4(E14.2) (5%)	76(E65.8) (95%)	80 (100%)	
up to middle	13(E18.2) (12.6%)	90(E84.8) (87.4%)	103(100%)	
up to Sr. Sec.	19(E15.4) (21.8%)	68(E71.6) (78.2%)	87(100%)	
Graduate & others	18(E6.2) (51.4%)	17(E28.8) (48.6%)	35(100%)	
Total	54(E54) (17.7%)	251(E251) (82.3%)	305(100%)	
Calculated value	df	Asymp. Sig. (2-sided)	At 0.05	Null hypo.
39.029	3	.0001	7.82	Rejected

Again, in relation with the knowledge about scholarships, the calculated value, i.e. 39.029 is greater than the table value, i.e. 7.82 for df-3, at .05 levels. Thus, our null hypothesis rejected. It means there is significant difference in relation with the knowledge about scholarships and their educational attainments. Therefore, it can be concluded that those respondents who possessed up to Sr. Sec. and above standard of education, were more aware about scholarships.

Table 5. Education and Knowledge about Fee-Exemption

Education	Knowledge about Fee-exemption		Total	
	Yes	No		
Illiterate	O 6(E32.5) (7.5%)	74(E47.5) (92.5%)	80 (100%)	
up to middle	O 31(E41.9) (30.1%)	72(E61.1) (69.9%)	103(100%)	
up to Sr. Sec.	O 55(E35.4) (63.2%)	32(E51.6) (36.8%)	87(100%)	
Graduate & others	O 32(E14.2) (91.4%)	3(E20.8) (8.6%)	35(100%)	
Total	O 124(E124) (40.7%)	181(E181) (59.3%)	305(100%)	
Calculated value	df	Asymp. Sig. (2-sided)	At 0.05	Null hypo.
96.964	3	.0001	7.82	Rejected

Again, in relation with the knowledge about Fee-exemption in jobs & education for Backward Castes, the calculated value, i.e. 96.964 is greater than the table value, i.e. 7.82 for df 3, at .05 level. It means there is significant difference in relation with the knowledge about Fee-exemption in jobs & education and their educational attainments. Therefore, it can be summarized that those have educated up to Sr. Sec. and above, are more aware of the knowledge about Fee-exemption in jobs & educational field.

Table 6. Education and Knowledge about Age-relaxation in jobs

Education	Knowledge about Age-relaxation in jobs.			Total
		Yes	No	
Illiterate	O	20(E52.5) (25%)	60(E27.5) (75%)	80 (100%)
up to middle	O	66(E67.5) (64.1%)	37(E35.5) (35.9%)	103(100%)
up to Sr. Sec.	O	79(E57) (90.8%)	8(E30) (9.2%)	87(100%)
Graduate & others	O	35(E23) (100%)	0(E12) (0%)	35(100%)
Total	O	200(E200) (65.6%)	105(E105) (34.4%)	305(100%)
Calculated value	df	Asymp. Sig. (2-sided)	At 0.05	Null hypo.
101.350	3	.0001	7.82	Rejected

The result of various values shown in the above table rejects our null hypothesis and upon which basis it can be summarized that those have educated up to Sr. Sec. and above, are more aware of the knowledge about age-relaxation in jobs.

Table 7: Education and Knowledge about free coaching

Education	Knowledge about free coaching			Total
		Yes	No	
Illiterate	O	5(E13.6) (6.3%)	75(E66.4) (93.8%)	80 (100%)
up to middle	O	8(E17.6) (7.8%)	95(E85.4) (92.2%)	103(100%)
up to Sr. Sec.	O	18(E14.8) (20.7%)	69(E72.2) (79.3%)	87(100%)
Graduate & others	O	21(E6) (60%)	14(E29) (40%)	35(100%)
Total	O	52(E52) (17%)	253(E253) (83%)	305(100%)
Calculated value	df	Asymp. Sig. (2-sided)	At 0.05	Null hypo.
59.342	3	.0001	7.82	Rejected

Since the chi-square value ( $\chi^2 = 59.342$ ,  $df=3$ ,  $P < .05$ ) is significant, our null hypothesis is rejected. It means there is significant difference in relation with the knowledge about the provision of imparting free coaching for competitive examinations for Backward Castes and their educational attainments. Therefore, it can be summarized that higher the level of education, higher will be the level of awareness regarding the provisions of imparting free coaching for competitive examinations for Backward Castes.

Table 8. Education and Awareness of Loan Scheme for BCs

Education	Awareness of loan scheme for BCs.			Total
		Yes	No	
Illiterate	O	5(E6.6) (6.3%)	<b>75</b> (E73.4) (93.8%)	80 (100%)
up to middle	O	4(E8.4) (3.9%)	<b>99</b> (E94.6) (96.1%)	103(100%)
up to Sr. Sec.	O	7(E7.1) (8%)	<b>80</b> (E79.9) (92%)	87(100%)
Graduate & others	O	<b>9</b> (E2.9) (25.7%)	26(E32.1) (74.3%)	35(100%)
Total	O	25(E25) (8.2%)	280(E280) (91.8%)	305(100%)
Calculated value	df	Asymp. Sig. (2-sided)	At 0.05	Null hypo.
17.225	3	.001	7.82	Rejected

An examination of chi square statistics shows that the table value of chi-square for df 3, at 0.05 level of significance is 7.82. The calculated value of chi-square, i.e. 17.225, is greater than the table value. Thus, it rejected the null hypothesis and difference between education of the respondents and their knowledge about loan schemes in which a loan on low interest is provided by the government is significant. Thus, only graduate and others qualified respondents are significant for having knowledge of loan schemes on low interest rate provided by the govt. for Backward Castes.

Table 9. Education and Awareness about Subsidy Facilities for OBCs

Education	Awareness about subsidy facilities for OBCs			Total
		Yes	No	
Illiterate	O	25(E17.6) (31.3%)	55(E62.4) (68.8%)	80 (100%)
up to middle	O	14(E22.6) (13.6%)	89(E80.4) (86.4%)	103(100%)
up to Sr. Sec.	O	23(E19.1) (26.4%)	64(E67.9) (73.6%)	87(100%)
Graduate & others	O	5(E7.7) (14.3%)	30(E27.3) (85.7%)	35(100%)
Total	O	67(E67) (22%)	238(E238) (78%)	305(100%)
Calculated value	df	Asymp. Sig. (2-sided)	At 0.05	Null hypo.
10.455	3	.015	7.82	Rejected

The chi-square table shows that the table value of chi-square for df 3, at 0.05 level of significance is 7.82. The calculated value of chi-square, i.e. 10.455, is greater than the table value. Hence, there is significant variation in relation with the knowledge of subsidy facility, which is provided by the government for Backward Classes and the educational attainments of the respondents. Thus, only illiterates and Sr. Sec. qualified respondents are significant for having knowledge of such facilities.

Table 10. Education and Knowledge about the Limitation of Reservation

Education	Knowledge about the limitation of reservation.			Total
		Yes	No	
Illiterate	O	6(E28.1) (7.5%)	<b>74</b> (E51.9) (92.5%)	80 (100%)
up to middle	O	19(E36.1) (18.4%)	<b>84</b> (E66.9) (81.6%)	103(100%)
up to Sr. Sec.	O	<b>51</b> (E30.5) (58.6%)	36(E56.5) (41.4%)	87(100%)
Graduate & others	O	<b>31</b> (E12.3) (88.6%)	4(E22.7) (11.4%)	35(100%)
Total	O	107(E107) (35.1%)	198(E198) (64.9%)	305(100%)
Calculated value	df	Asymp. Sig. (2-sided)	At 0.05	Null hypo.
104.375	3	.0001	7.82	Rejected

The chi-square table shows that the table value of chi-square for df 3 at .05 level of significance is 7.82. The calculated value of chi-square, i.e., 104.375 is greater than the table value. Therefore, the null hypothesis rejected and difference between education of the respondents and their knowledge about the reservation quota limit is significant. Thus, only Sr. Sec and above qualified respondents are significant for having knowledge about reservation quota limit, i.e. 50 %. Therefore, it can be concluded that those have educated up to Sr. Sec and above, are aware of the knowledge about reservation quota limit, i.e. 50 %.

Table 11. Education and Creamy Layer's persons are not eligible for reservation benefit

Education	Creamy Layer's persons are not eligible for reservation benefit.			Total
		Yes	No	
Illiterate	O	1(E17.8) (1.3%)	79(E62.2) (98.8%)	80 (100%)
up to middle	O	12(E23) (11.7%)	91(E80) (88.3%)	103(100%)
up to Sr. Sec.	O	27(E19.4) (31%)	60(E67.6) (69%)	87(100%)
Graduate & others	O	28(E7.8) (80%)	7(E27.2) (20%)	35(100%)
Total	O	68(E68) (22.3%)	237(E237) (77.7%)	305(100%)
Calculated value	df	Asymp. Sig. (2-sided)	At 0.05	Null hypo.
98.296	3	.0001	7.82	Rejected

Again, chi-square table shows that the obtained chi-square value, i.e. 98.296 is greater than the table value for df 3, i.e. 7.82 at .05 level. It means there is significant difference about the knowledge of the respondents about the fact that the peoples, who fall in the creamy layer, are not eligible for reservation benefit. Thus, our null hypothesis is rejected. Thus, only Sr. Sec and above qualified respondents are significant for having knowledge about above statements.



Table 12. Education and Knowledge about BCEWSKN

Education	Knowledge about BCEWSKN.			Total
	Yes	No		
Illiterate	O	2(E15.5) (2.5%)	78(E64.5) (97.5%)	80 (100%)
up to middle	O	15(E19.9) (14.6%)	88(E83.1) (85.4%)	103(100%)
up to Sr. Sec.	O	21(E16.8) (24.1%)	66(E70.2) (75.9%)	87(100%)
Graduate & others	O	21(E6.8) (60%)	14(E28.2) (40%)	35(100%)
Total	O	59(E59) (19.3%)	246(E246) (80.7%)	305(100%)
Calculated value	df	Asymp. Sig. (2-sided)	At 0.05	Null hypo.
54.417	3	.0001	7.82	Rejected

Again, chi-square table shows that the obtained chi-square value, i.e. 54.417 is greater than the table value for df 3, i.e. 7.82 at .05 level of significance. Thus the null hypothesis is rejected and difference between education of the respondents and their knowledge about the Backward Classes & Economically Weaker Section Kalyan Nigam is significant. Therefore, it can be concluded that those have educated up to Sr. Sec and above, are aware of the Backward Classes & Economically Weaker Section Kalyan Nigam.

## CONCLUSION

Conceptually education is a process of imparting knowledge i.e. knowing the unknown. It can be divided into three types- Social Education, Spiritual Education and Vocational Education. When it teaches concerns of a society then it is called social education. The education which facilitates the development of personality and self inside the individual is called Spiritual Education. Vocational education imparts the specialized information which enable a person to develop expert and specialized capacities and skills to render services in the specialized field to the humanity. (*tms.bd.org*). It was originated in study that all graduate and other qualified respondents were aware of the reservation policy in govt. jobs and in the field of education. It was concluded that those who acquired Sr. Sec. and above educational standard of education were more aware of the scholarships, Fee exemption in jobs and educational field, Age-relaxation in jobs and provision of imparting free coaching for competitive examinations than their counterparts. It is noted in the study that graduate and others qualified' persons are aware of the loan schemes. It was concluded that those who acquired Sr. Sec. and above educational standard of education were more aware of the subsidy facility, knowledge about the Backward Classes & Economically Weaker Section Kalyan Nigam than their counterparts. Thus, it is concluded that Sr. Sec. and above level of educational standard acquainted with statutory privileges significantly.

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