

Review of Related Literature – Survey of Other Backward Class Women’s Education

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Abstract— In 1971, the Indian council of social science research (ICSSR) embarked on a nationwide study of the problems of Social Castes, Scheduled Tribes & Other Backward Class both of school and college level. In almost all the villages, the backward castes continue to live in isolated areas, cut off from the main stream of village social life. It was found that most of the respondents were aware of the pitiable, social & educational conditions of these categories and of attempts at improving their lot.

Keywords— component, formatting, style, styling.

1. Introduction

The inclusion of a chapter on review of the related literature aims at helping the researcher in acquainting with the background and current knowledge in the area of research. An intensive study of related research leads the researcher to define the research problem, frame research questions and delimit the scope with a view that the research study serves as a means for updating the work in the concerned research area. Another purpose of the study of related literature is to identify the secondary sources and such primary sources, which have now become secondary. This helps to make a beginning to trace as bibliographical reference and educational indexes and one can look at those with a searching eye. This leads the researcher in locating, selecting and utilizing the sources for one's own research.

Definition

The term review of related literature has been defined by Charter V. Good. "The key to the vast store house of published literature may open doors to sources of significant problems and explanatory hypothesis and provide helpful orientation for definition of problem, background for selection of procedure and comparative data for interpretation of result. In order to be creative and original one must read extensively and critically as a stimulus to thinking."^{5]}

According to John W. Best, "Practically all human knowledge can be found in books and libraries unlike other animals that must start a new with each generation man builds upon the accumulated and recorded knowledge of the past. His constant adding to the vast store of knowledge makes possible progress in all Areas of human endeavor.

2. Determining meaning and relationship among variables

A careful review of the literature enables the researcher in discovering important variables relevant to the area of the present research. The relationship among significant

variables is identified. The relationship between the different variables must be explained by reviewing the literature so that a good context may be built for subsequent investigation. The present research study, the researcher critically examined some of the earlier researcher in the field of backward caste education and women education as well as women empowerment with a view to know that how education has played an important role in empowering the backward class women.

3. Studies related to the education of Other Backward Caste

Studies related to Education of Other Backward Castes. It is only after independence that studies in the field of education of Other Backward Castes at all levels were under taken. In 1971, the Indian Council of Social Science Research (ICSSR) embarked on a nationwide study of the problems of Scheduled Castes, Scheduled Tribes, and Other Backward Class both at school and college level. The main results of the study were presented by Suma Chitnis under the title, 'A long way to go'. This study did not take into account problems and issues connected with education of backward castes at the Primary level.

Naik, J.P. (1971) examined the development of education and its effects among the Backward Castes. The issues examined were enrolment trend from 1960-61 to 1965-66; percentage for Backward Castes in all educational institutions state wise percentage enrolment ratios were also worked out.

Goyal, B.R. (1973) analyzed the important events and trends that contributed to the spread of education among the Backward Castes during the British period. In this research, the various educational records, proceedings of the Department of Home and Education, reports on the progress of education for different quinquennial periods, reports of various committees and commissions, references, books, journals and other research records for the period upto 1965 were reviewed. It was found that during the pre-British period, the SCs/STs/OBCs were deprived of equality of opportunity in social, political, economic and educational matters.

Chauhan & Narayans. (1976) conducted a study on problems of education among backward castes in Uttar Pradesh. They found that occupation was not a major hindrance for sending children to schools, since very small

proportions of the mother was employed and the occupation was mostly agriculture. Their other findings are that due to the Ineffectiveness of ineffectiveness of the legal in effectiveness of the legal restrictions with regard to the age at marriage, child marriages take place hindering their education, and that number of scholarships available and the channels of distribution are of little help to the students who want to overcome their financial deficit.

Motiram (2006) studied reserved Castes Education in India : Issues and Challenges the major-findings of the study (i) There is a need of major shift of attention to make education as a priority sector in respect to reserved caste people (ii) Education development among reserved castes in India urgently requires a shift in focus to bring out intensive educational programmes to achieve higher level of education. (iii) There is a quick need of implementation of strong and effective education policies in the country. (iv) Higher proportion of the country's budget need to be spent towards reserved Castes related educational programme (v) There is a need of mass campaign and creating awareness providing full financial support and scholarships counseling and guidance to parents (vi) Integrated education policy initiative with main thrust on primary and vocational education is the need of the hour before disparities and inequality of education get further enmeshed in quagmire (vii) To create a congenial atmosphere in the country. For this government and people's participation is equally required. ^[6]

4. Studies related to the Empowerment of Women

The government of India has declared 2001 as the year of women's Empowerment.

Singharoy K Debal, (2002) studied empowerment of the marginalized through open learning quest for an alternative body of knowledge. The study emphasis on the new connotation of concept of empowerment of the marginalized people among the social scientist, policy planners, development activists, and also among the educationists. The researcher explained that concept has got an especial coinage in the vocabulary of the Non-Governmental Organizations (NGOs) activism, and has got patronage of various international bodies and donor agencies as catchword of emergent social development paradigm. In the Open and Distance Learning establishments this concept is also frequently used especially in the context of the Open University's commitment for the educational well-being of the marginalized people. However, the full meaning and ramifications of acceptance of this empowerment oriented educational strategy at the ODL, in the backdrop of stagnation of a vast mass of people in the abject poverty, illiteracy, ill-health, ignorance, unemployment, uncertainty, powerlessness, social segregation and resurgence of the culture of resistance of the marginalized people, have yet to be thoroughly examined. ^[8]

Bhosle, Smriti (2009) wrote article on education for empowerment and development of women. The article emphasized that education can certainly play a positive role

in the improvement of women's status. It helps to create an environment in order to make informed choices and create circumstances in which women can learn at their own pace. As women become more aware of the complex web of factor which have deprived and marginalized them they begin to identify the ability to read and write as a skill which can contribute to the process of their empowerment.

The writer emphasized that education plays a decisive role in empowerment, opening up opportunity, wider horizons of thoughts and perceptions, and new areas of advancement.. If education is for empowerment, it most teaches where the key to power lies. What systems has the society put in place for exercise of authority? Are these systems are gender sensitive. How can these systems be activated and used for promoting gender equality. These are some basic questions that one must find answer to it. The writer concludes that unless the women are empowered our society is not going to progress. Given the opportunity women will be able to play pivotal role as equal partners in the development process in the 21 century. ^[9]

5. International Studies related to Women Education

Edeer, Elena Garees De (2002) studied the construction of radical feminist knowledge: Women in Colombia as an example. The purpose of the study is to expose the roots of the oppression suffered by Colombian women, and to analyze how Colombian patriarchal ideology-underwritten by yet another masculine ideology, Machismo-concentrates power in male domains. The study explores the cultural and social issues that perpetuate the female oppression in Colombia and demonstrate how social institutions in that country participate in this oppression, both implicitly and explicitly. The main goal of study is to empower women through description in their own voices of female reality in Colombia and to help them to raise their consciousness and that of others for a better future. The researcher focus on socio-economic perspectives, trace female socialization through the stages of life in Colombia. ^[3]

Adler, Eliyana R. (2003) has done on private schools for Jewish girls in Tsarist Russia. The introductory chapter's serves to contextualize the new schools by analyzing attitudes towards women education and educational options open to Jewish girls. Amongst the wide variety of formal and informal educational options open to Jewish girls, private Jewish schools flourished in the second half of the nineteenth century. The study examines the evaluation of the schools by contemporaries as well as the forces that led to the end of this first period of formal education for Jewish girls in Russia. By the end of the nineteenth century the gradual pace of reform in these schools no longer suited the mood of the Jewish community. Russian Jewry was in a state of flux and seeking increasing radical political and educational solutions. ^[1]

6. Book Review

A. Freire, Paulo (1975) *Pedagogy of Oppressed*

The book is deviation from the contemporary literature on educational philosophy and methodology. Paulo Freire, the author, is a widely known revolutionary educationist. This

book is addressed to the 'educators' of the oppressed world, whose responsibility is to liquidate the 'new culture of silence' in which the oppressed remain submerged. This book is the result of study and reflection. It presents a new unit of theory and practice. Those who participate in the new educational experience get what Paulo Freire, calls a 'critical awareness of reality'.

The methodology the author developed was widely used in the literacy campaigns in Brazil, and because of its critical content the ruling class in Brazil jailed the author. In course of time, his educational work came to be recognized as a new factor in social change and development. He presents his thesis in four chapters. The first chapter deals with inherent contradiction between the oppressors and oppressed. Here he has emphasized on the process of dehumanization. It is the direct result of injustice, exploitation, oppression and the violence of the oppressors. The second chapter is exclusively devoted to the banking concept of education. Here the teacher acts as a depositor of knowledge and the students as depositories. Students receive deposits, memorize and repeat. They are expected to receive only. This phenomenon leads to the less development of critical thinking in students. Third chapter, he analysis the theory of cultural action and finally in fourth chapter he winds up with the analysis by presenting a theory of dialogical action.^[4]

B. Nadiyadu, (2008) Backward Class in Contemporary India: Discrimination and Discontent (Voll) is collection of eleven scholarly articles. In the introduction to the volume, the editor traces the journey of deprivation and discontent among the backward class in contemporary India. He explains who are the backward and what are the different connotations given by scholars, the state, and activists to the term backward. An attempt is made to analyse the situation of backward class in socio-historical context.

The volume has three parts. In part I Nadiyadu focuses on backward class assertion in socio historical perspective it also focuses on backward class movement and offers a review of perspectives from below without rejecting and perspective from above, if one exists. He outlines the ideology of backward class movement and what it intends to achieve. Part II of the volume comprised of paper written by J.K. Pundir which gives the description of backward castes identity past and present which deals with question of backward identity. The paper describes how backward has undergone change and the how backward class movements in different regions have played important role in shaping the new backward class identity. In Part III 'Caste Prejudice and Conflict in Rural areas', the article titled 'Locating Caste Conflicts in Punjab. A study of Jat Conflict in a Village by Pramajit S. Judge, attempts to explain the cause of conflict between the upper caste Jat Sikh and backward sikh in Punjab. The last article titled "Changing Scenario of Backward Assertion in V.P. by Manish Kumar discusses that backward castes in V.P. are not homogenous but they are divided into 76 castes. He notes that structural changes

have brought about socio political consciousness among the backwards in different parts of country, there has been shift in orientation of backwards assertion from social reform to capture of political form. It is a welcome addition to our understanding of contemporary situation of backward castes.^[7]

7. Conclusion

The researcher reviewed the literature which indicated that access of education supported the caste hierarchy and it is still a big problem among Backward Class community. This is where Backward became the victims of all restriction from economic activities, social/cultural, education and so on so far from the centuries. Researcher also knew that constitutionally, discrimination is eliminated but it has not been implemented effectively. The empirical studies related to the study have also concluded that Other Backward Class community is excluded from schooling due to Hindu caste hierarchy. The studies on empowerment revealed that a lot has been done for the empowerment of women but regarding empowerment of backward women it is still an unexplored area which needs an attention. While some of the books reviewed on the backward has lead to conceptualize the phenomenon of oppression faced by the backward people as well as how backward castes assert their identity in the public. Well overall review of literature on backward and other reserved categories however helped the researcher in conceptualizing the study and designing of the study.

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