

# DISTRICT-WISE DISPARITIES IN EDUCATION LEVEL OF SCHEDULED CASTES IN HARYANA

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## Abstract:

The level of educational status of schedule caste in Haryana at districts level is obtained with help of composite index based on optimum combinations of five educational performance indicators. The study utilizes very recent time point for measurement of educational status for schedule caste in twenty one districts of Haryana. It is found that Punchkula scores first rank in the schedule caste educational level whereas Fatehabad stands on the last position. Wide disparities have been observed in the level of scheduled caste educational status among the districts of Haryana. It is a well-known fact that members of the scheduled castes have suffered from severe discrimination- social exclusion, since historical times. Haryana, over the last three decades, has witnessed a remarkable economic growth. The economic growth in Haryana has been highly concentrated. Districts surrounding the national capital have grown at a very high rate, while the western districts, despite their low base, have grown at a much lower rate. The present paper will mainly focus on caste inequalities in Haryana with respect to scheduled castes. The educational status of scheduled castes varies from one district to another district due to various socio-economic and political reasons.

Key-words: - composite index, educational status, Scheduled caste, districts.

## Introduction:

Haryana became a separate state on 1st November 1966, since then it has been enjoying an all-round development. Because, Haryana surrounds Delhi from three sides and a large area of Haryana is at advantage as almost 13 districts are included in the national capital region and 40 per cent of the total area of the National Capital Region (NCR) is that of Haryana State. At present it enjoys one of the most developed states in India. From 1990s, Haryana sustained at an average annual rate of 6.71 per cent while as all-India's growth rate of 6.03 per cent per annum. It is observing from the overall period from 1980-81 to 1990-2000; Haryana touched the highest growth rate of 7.80 per cent per annum in the country as against all-India's growth rate of 5.66 per cent per annum. It is now a leading contributor to the country's production of food grains and milk. It is one of the wealthiest states of India and has third highest per capita income in the country. It is also one of the most economically developed regions in South Asia and its agricultural and manufactured industry has experienced sustained growth since 1970s. The state has emerged as the largest recipient of investment per capita in India. One of the advantages of Haryana lies in its

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closeness to Delhi which works on extended market for Haryana along with other advantages in the form of exchange and trade. A significant proportion of Haryana falls in the NCR. However, 65.2% of total population of Haryana resides in the villages of Haryana. The percentage of rural population has come down by about 6% since 2001; total population in Haryana in 2011 increased by about 20% as compared with 2001 and experienced a massive growth in physical infrastructure in the form of roads, health, education etc. There is hardly any village in Haryana which is not electrified connected to melted road or drinking water fluently. For better and the balanced development administration of the state the total region of territory is divided into 22 districts which increase from 07 in 1966. Haryana is a small state and has an area of just 0.44 lakh sq. kms. According to 2011 census; it has total population of about 2.53 crore. The State has literacy rate of 76.6 percent. It has sex ratio of 877 females per 1000 males. The economic growth of Haryana has been exemplary since its creation as a separate State. The State economy grew at a growth rate higher than the Indian economy during most of the period. Now the question is all the districts of the Haryana state benefited equally in the scheduled caste educational status. The present study is intended to investigate the regional development of Haryana in terms of educational indicators.

### Literature Review

In the existing literature, no. of studies tried to measure the regional disparities by the socio-economic, health and educational indicator. The prominent work by Narain (1991, 92, 94, 2003 & 2005) studied for estimating the level of development at district level had so far been made for the states of Orissa, Andhra Pradesh, Kerala, Uttar Pradesh, Maharashtra. He was found that disparities among different regions were prominent, but the underdeveloped region did not mean all its indicators were underdeveloped. Singh (2004) examined inter-state disparities in rural infrastructure in India and its impact on agricultural development and rural poverty through a cross sectional study of 16 major states. Composite indices of rural economic and social infrastructure had prepared for the selected states for 1980-81, 1990-91 and 2000-01 covering 16 indicators of economic infrastructure and 7 indicators of social infrastructure. The technique of Principal Component Analysis (PCA) was used to prepare the composite index of infrastructure development. The analysis revealed that extreme disparities continue to persist with respect to the availability of economic and social indicators in rural areas at the state level. Economic and social infrastructure was found to have a strong positive effect on agricultural productivity and a strong negative effect on rural poverty. Dubey (2009) examined the intra-state disparities in five states in India; Gujarat, Haryana, Kerala, Orissa and Punjab were used three indicators, consumption, inequality and the incidence of poverty, to examine this issue. These indicators taken together reflected overall well-being of the population as they were the outcome of the interplay of a large set of economic and policy variables. The states chosen for the analysis of intra-state disparities had a relatively homogeneous initial level of poverty in 1973-74, the coefficient of variation (counting the headcount ratio (HCR) being about 20% in 15 major states). Thaker (2009)

identified the levels of socio-economic development of the districts of Gujarat. The development was measured with the help of 57 indicators in the fields of agriculture, industry, human resources and infrastructure. The data considered for the study pertain to the two period's viz. the pre-reform period i.e. 1991 and post-reform period i.e. 2001, using factor analysis technique. Ramphul (2012) investigated pattern of regional disparities in socio-economic development in India at district level in northern and central region of India on the basis of 43 indicators of agriculture, industrial and infrastructural sector. The study is an effort for evaluating the status of development at state level separately for health sector and educational sector for Indian states. It would be of interest to estimate the status of development at state level, since there has been growing consensus about the need of state level planning in the country.

### Objective

- To identify the district-wise scheduled caste educational status.

### Research Methodology

Current study is based on the secondary data derived from the statistical abstract of Haryana, haryanastat.com, economic survey reports of the state and official websites of the states. The secondary data has been collected for a year 2016-17. The composite index for scheduled caste educational development performance of the different districts of Haryana state has been calculated on the basis of Wroclow Taxonomic method which has been explained in detail.

As educational development level is a multi-dimensional process so its impact cannot be fully captured by any single indicator. A number of educational indicators when analyzed individually do not provide an integrated picture of reality. Hence, there is a need for building up of a composite index of scheduled caste educational development level based on optimum combination of various educational development indicators. Composite indices of educational development have been obtained for different districts by using the data on the following development indicators:-

### Scheduled caste educational development indicators

- (i) Scheduled caste Literacy rate (%).
- (ii) Scheduled caste persons of Graduate and above in percent.
- (iii) Scheduled caste persons of matric and secondary pass percentage.
- (iv) Percent of higher education attained by scheduled caste persons.
- (v) Percentage scheduled caste person in technical diploma.

Total five scheduled caste educational performance indicators have been taken for the analysis. These indicators may not form an all-inclusive list but these are the major interacting components of educational development level which affect educational status of scheduled caste persons.

### Data Analysis

The composite index of educational development is constructed by applying Wroclaw Taxonomic Method developed by Florek et al. (1952) and Narain et al. (1991) have also used this statistical method for calculating the Composite index which can include any number of indicators. Let  $[X_{ij}]$  be the data matrix,  $i = 1, 2, \dots, n$  (Number of unit) and  $j = 1, 2, \dots, k$  (number of indicators).  $[X_{ij}]$  are transformed to  $[Z_{ij}]$  as follows:

$$[Z_{ij}] = \frac{(X_{ij} - \bar{X}_j)}{S_j}$$

$\bar{X}_j$  = mean of the  $j$ th indicator,  $S_j$  = standard deviation of the  $j$ th indicator and  $[Z_{ij}]$  is the matrix of standardized indicators. From  $[Z_{ij}]$ , identify the best value of each indicator, maximum value or minimum value depending upon the direction of the impact of indicator on the educational development level.

$$P_{ij} = (Z_{ij} - Z_{oj})^2 \text{ and } (C_i) = \sqrt{\sum_{j=1}^k \frac{P_{ij}}{cv_j}}$$

Where  $P_{ij}$  = pattern of development,  $Z_{oj}$  = Best value for indicator, and  $(C.V.)_j$  is the coefficient of variation of the  $j$ th indicator in  $X_{ij}$ .

$$D_i \text{ (Composite Index)} = \frac{C_i}{C}$$

Where  $C = (\text{Mean Value of } C_i + 3 * (\text{Standard deviation of } C_i))$

### Results and discussion

The composite indices of scheduled caste educational status level have been worked out for twenty one districts in Haryana. The districts have been ranked on the basis of composite of scheduled caste educational performance indices (SCEPI). Rank shows the level of education and educational facilities available in a particular district. The values of composite indices along with the rank of districts are given in table 1. It may be seen from table 1 that in case of scheduled caste education level and educational facilities, the Punchkula district is ranked first and Fatehbad is ranked lowest. The composite indices varied from 0.15 to 0.98.

**Table1. Composite index and ranks for scheduled caste educational status**

Districts	SCEPI	RANK
Punchkula	0.1538	1
Rewari	0.2866	2
Mahandergarh	0.3245	3
Gurugaon	0.413	4
Yamunanagar	0.4877	5
Panipat	0.5249	6
Jhajjar	0.5267	7
Rohtak	0.5342	8
Sonipat	0.5658	9
Kurukshetra	0.5735	10
Palwal	0.5757	11
Karnal	0.5767	12
Hisar	0.5783	13
Ambala	0.6032	14
Jind	0.6289	15
Bhiwani	0.7223	16
Faridabad	0.7639	17
Kaithal	0.8031	18
Mewat	0.9029	19
Sirsa	0.9261	20
Fatehabad	0.985	21

Author's calculation

### Conclusion and Policy Implications

It can be observed from the above table that Mewat/ Nuh, Fatehabad and Sirsa are scheduled caste educationally backward districts of Haryana which would degrade the level of equitable educational development in that region. Thus, effective policies and initiatives need to be taken, with its effective implementation for the improvement in the scheduled caste educational facilities of such districts as the literacy level of the people of these districts is also very poor.

With respect to scheduled caste education development, the districts such as Punchkula, Rewari, Mahandergarh and Gurugaon are found to be in a better and developed position in comparison to other districts of the state. The districts of Mewat/Nuh, Sirsa and Fatehabad are less developed. Special care should be taken for implementing of scheduled caste educational developmental programmes in these districts. Focus should not only be on policy framing but should be on its effective implementation and regulation as well. The development and improvement in the educational facilities would directly affect the sustainable development level or sustainability of a particular region. Thus for attaining a position of

improved level of scheduled caste educational facilities it is very much essential to improve the educational facilities for balanced development could never be ensured.

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