

Study the relationship of child education with the socio-economic status of scheduled caste families in rural areas in south 24 parganas district

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Abstract: The subject of our research is to investigate the relationship of child education with the socio-economic status of scheduled caste families in rural areas in the South 24 Parganas district of the state of West Bengal. The three purposes for which we have studied are - to know the socio-economic status of Scheduled Caste families in rural areas, to know about the education status of the children of Scheduled Caste families in rural areas, to know the relationship between the socio-economic status of the Scheduled Caste family in rural areas and the education of the child. These are the relationships we have encountered in collecting information through the application of interview and observation techniques - The children of Schedule caste families who are lagging in terms of social status are also lagging in terms of education. And the children of Schedule caste families who have improved in terms of social status are also ahead in terms of education. And the children of Schedule caste families who are a little ahead in terms of economic status are getting the opportunity to get a quality education. And for those Schedule caste families who are lagging in terms of economic status, their children are lagging mostly in terms of education. The study has been conducted in the South 24 Parganas district- Gobindapur, Goyanara, Jhaudari, Mathur, Kushberia, New Madhapur, Chandipur, Chaulgola village etc. Both the qualitative research method and quantitative research method have been used for the study. This study reveals that Schedule caste has a direct relationship with the socio-economic status of the family and the education of their children.

Key Words: Schedule Caste, Socio-Economic Status & Educational Status.

1. INTRODUCTION:

In the year 1935, the British Government in India prepared for the first time a list of castes, which are referred to as scheduled castes (S.Cs.). Scheduled castes are commonly known as “Untouchables”, “Chamars”, “Harijans”, “Down Trodden”, “Dalits”, “Bhangis”, “Sudras” etc. The scheduled castes were kept apart from the rest of society due to the prevalent practice of untouchability (Pradip Chouhan, 2013). In the Indian social order, caste is still the most influential factor in determining a person’s dignity in terms of socio-economic indicators (Battula, 2011). Scheduled castes are generally considered as backward caste in society. As a result, their standard of living is lower. Their social acceptability, social opportunities are less than others. Financial deprivation is also observed among them. Thus the social and economic barriers of Schedule caste family create a barrier in the education of the children of their families. And to overcome this barrier to education, the government has provided various facilities in the field of education for the children of Schedule caste families. In Article 46, it is said that “The State shall provide financial and educational assistance to Schedule caste, Schedule tribe and other weaker sections and provide them with social security and facilities”. The present paper is an attempt to dapple light on the questions: What is the socio-economic status of Scheduled Caste families in rural areas? What is the education status of the children of Scheduled Caste families in rural areas? What is the relationship between the socio-economic status of the Scheduled Caste family in rural areas and the education of the child? Using Field Survey data from the South 24 Parganas district of West Bengal, we study the socio-economic status and educational condition of children of the Scheduled Caste families in rural areas to come up with plans for capability formation of them.

2. RESEARCH OBJECTIVES OF THE STUDY:

The study covers the following objectives:

1. To know the socio-economic status of Scheduled Caste families in rural areas.
2. To know about the education status of the children of Scheduled Caste families in rural areas.
3. To know the relationship between the socio-economic status of the Scheduled Caste family in rural areas and the education of the child.

3. OPERATIONAL DEFINITION OF THE STUDY:

Scheduled Caste: Schedule Caste commonly known as Dalits, including those that were previously regarded as “outcaste” in the Hindu social order and were subjected to exclusion and untouchability.

Socio-Economic Status: Socio-economic status refers to the social status and economic status of an individual or group in society. Socio-economic status is defined as the extent to which a person is socially respected and economically well-off.

Educational Status: Educational status refers to the educational condition of an individual or group, or how much a person has qualified in the field of education.

4. SIGNIFICANCE OF THE STUDY:

1. It will be possible to apply this study to know about the socio-economic status of Scheduled Caste families in rural areas.
2. It will be possible to apply this study to know the current education status of children of Scheduled Caste families in rural areas.
3. It will be possible to apply this study to find out the relationship of education of children with the socio-economic status of Scheduled Caste families in rural areas.

5. DELIMITATION OF THE STUDY:

The major delimitation of the study are:

1. This research is delimited within the rural areas in South 24 Parganas District.
2. This research will be conducted with 114 numbers of Schedule Caste Families.
3. This research will be conducted with these variables Socio-economic status, Education and Rural Area.

6. REVIEW OF RELATED LITERATURE:

Pradip Chouhan (2013) conducted a research project entitled as, “A study on literacy and educational attainment of scheduled castes population in Maldah District of West Bengal, India”. To find out the relationship between the social and economic parameters bi-variate regression analysis has been worked out. The study is based on both primary and secondary data. The primary data has been collected through a door-to-door survey and field observation methods, while the secondary data are collected from various government sources.

Chatterjee (2000) in his study entitled “Educational Development of Scheduled Castes Looking Ahead” described the constitutional provisions for educational development for scheduled castes (S.Cs.) literacy, special facilities for the educational advancement of the SCs, the advancement of SCs in higher education, educational inequalities, and reservation for SCs in educational institutions and educational development and social integration. In his book, he highlighted on enrolment ratio, disparities among SCs in the educational attainments, eradication of child labour and the effect of education on the marriage of SCs.

Dana Dunn (1993) conducted a research paper on the topic – “Gender inequality in education and employment in the scheduled castes and tribes of India”. The focus of this study is on the situation of women in scheduled castes and tribes - groups that are referred to as "weaker sections of people" and granted special safeguards and concessions under the Indian constitution. Drawing from both ethnographic and statistical sources, the paper presents a descriptive profile of scheduled caste and tribe women's status in Indian society. Using Indian Census data, the study documents extreme degrees of gender inequality among the scheduled groups. Findings indicate that relative to men, women in these groups have far more limited access to both educational and employment resources. This research also suggests that socioeconomic development serves to reduce the disadvantage of scheduled group women relative to men.

Hoshiar Singh (2013) Studied “A Study on Socio-Economic Status of Scheduled Caste People of Kangra”. This paper addresses the socio-economic status of the schedule caste in the Kangra district of Himachal Pradesh state (India).

For accomplishing the objectives two-fifty cases of scheduled castes men and women were selected. For recording their narratives, Interview, Fuzzy Cognitive Mapping and qualitative analysis & interpretation were prepared. The narratives were recorded, processed, analyzed and tabulated in order to derive major themes and subthemes.

Lalitha Bhagavatheeswarana, Sapna Nairb, Hollie Stonea, Shajy Isacc, Tejaswini Hiremathb, Raghavendra T.b, Kumar Vaddeb, Mahesh Doddamaneb, H.S. Srikantamurthyb, Lori Heisea, Charlotte Wattsa, Michele Schweisfurthd, Parinita Bhattacharjee & Tara S. Beattiea (2016) conducted a research paper on the topic – “The barriers and enablers to education among scheduled caste and scheduled tribe adolescent girls in northern Karnataka, South India: A qualitative study”. This qualitative study explored the barriers and enablers to scheduled caste/scheduled tribe (SC/ST) adolescent girls entering into and completing secondary education in northern Karnataka, South India. The study highlights the importance of involving multiple stakeholders to overcome the barriers to education for SC/ST girls, and of working to change beliefs and expectations around gender norms as well as improving the quality of education in this setting.

7. RESEARCH METHODOLOGY:

A brief description of the methodology of the study has been presented below:

Research design and methodology: Survey Research Method has been used for the Study of the relationship of child education with the socio-economic status of Schedule Caste families in rural areas in South 24 Parganas District.

Tools and Techniques of data collection: All the relevant data used in this research paper has been collected from the Schedule Caste family. Data are collected from respondents by using a Questionnaire, pre-structure interview, participant observation and field survey.

Population: The population of the study is all Schedule Caste Families in rural areas in the South 24 Parganas District.

Sample: The total number of the sample is 114 Schedule Caste Families.

Sampling technique: We have used Non- Probability Sampling- Purposive Sampling technique in this study.

8. DISCUSSION:

The important information that we got after doing this study is mentioned in the following graphical presentation-

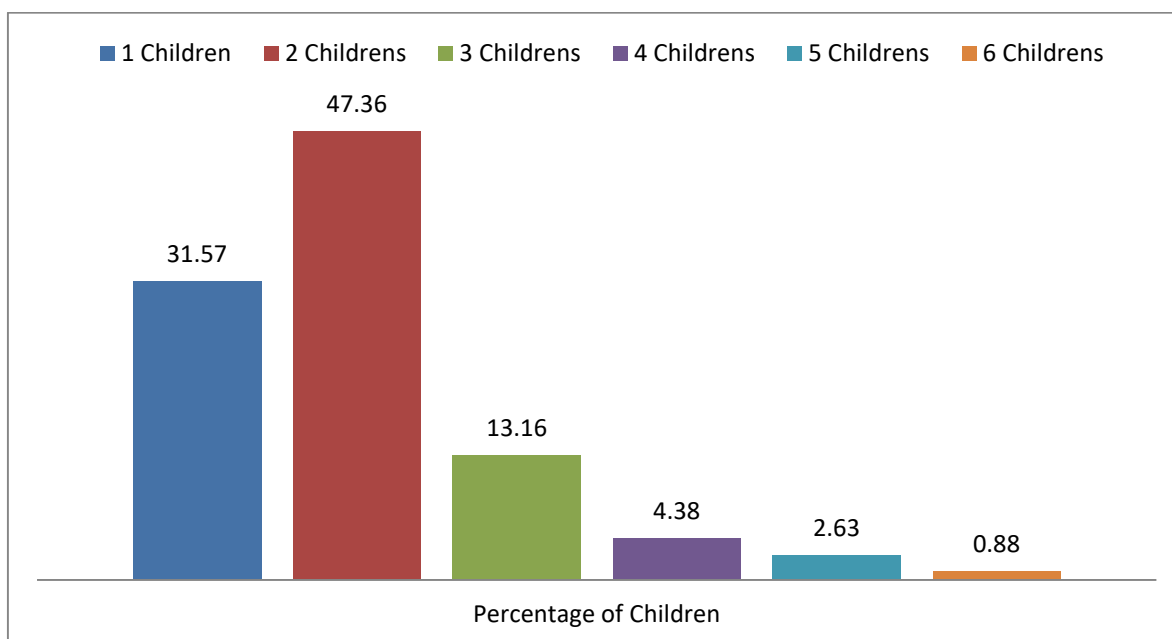


Figure 1: Percentage of number of Child in Schedule Caste Family.

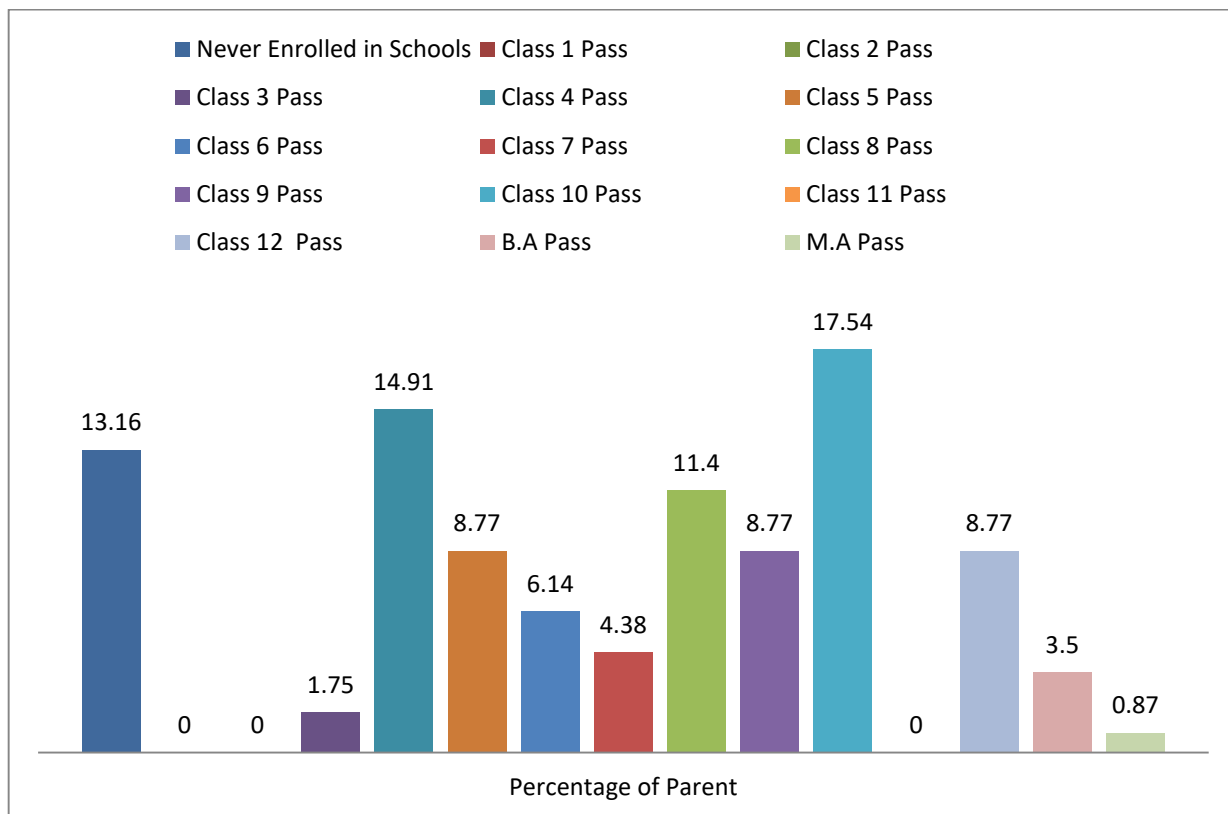


Figure 2: Percentage of Education Level of Parent in Schedule Caste Family.

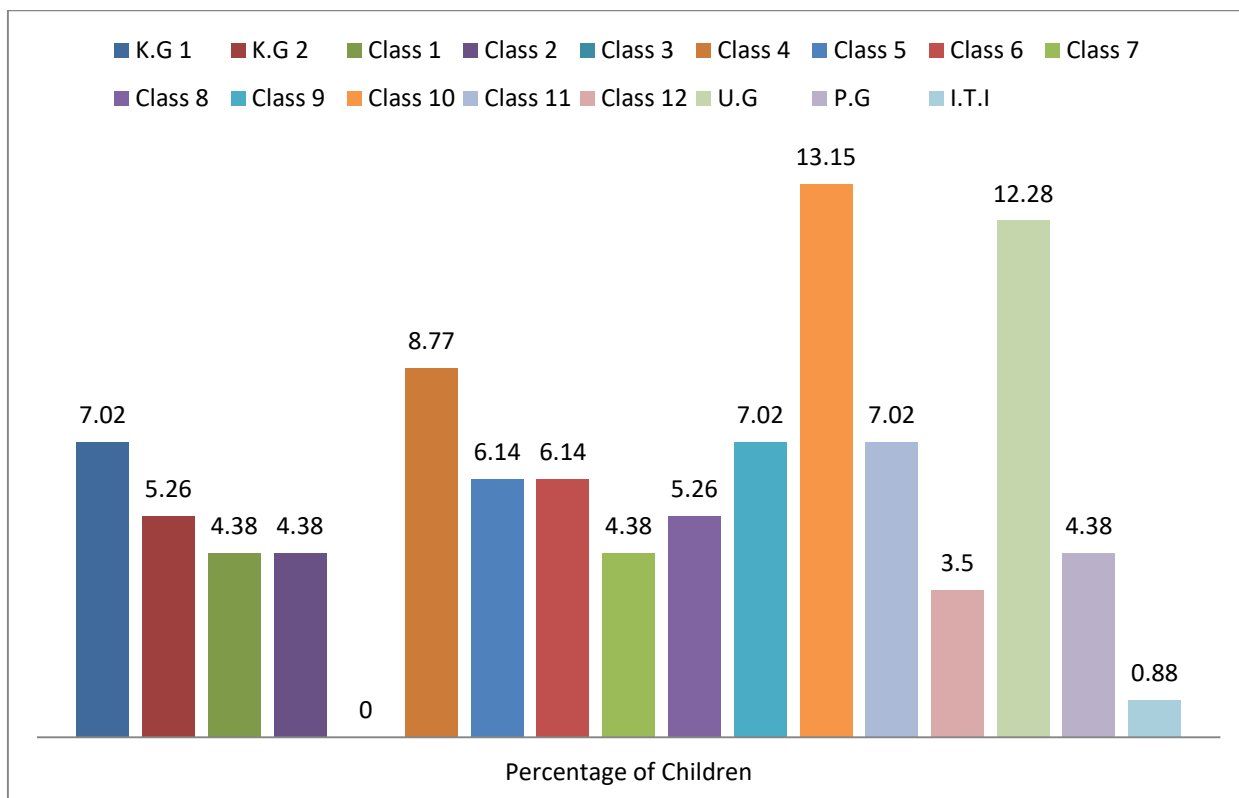


Figure 3: Education Level of Children in Schedule Caste Family.

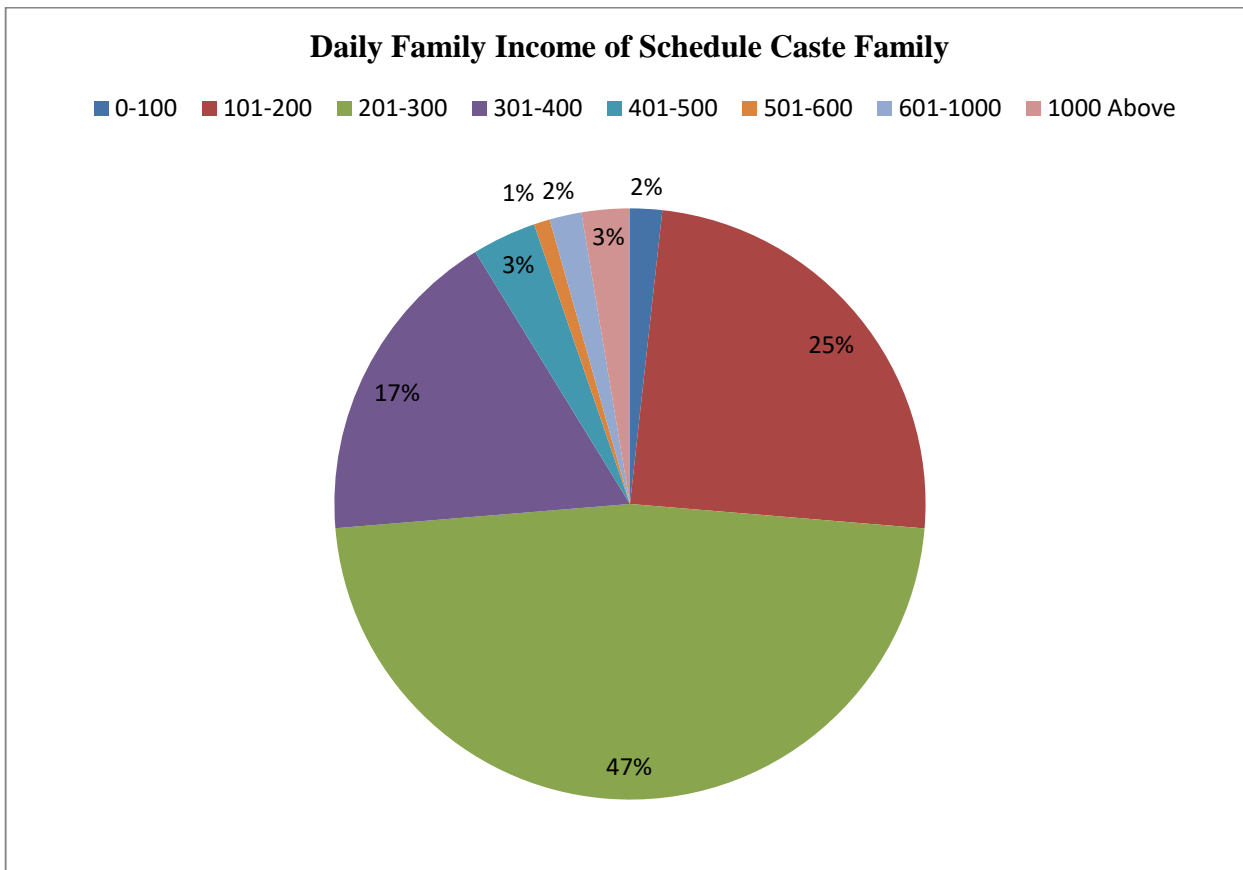


Figure 4: Daily Family Income of Schedule Caste Family.

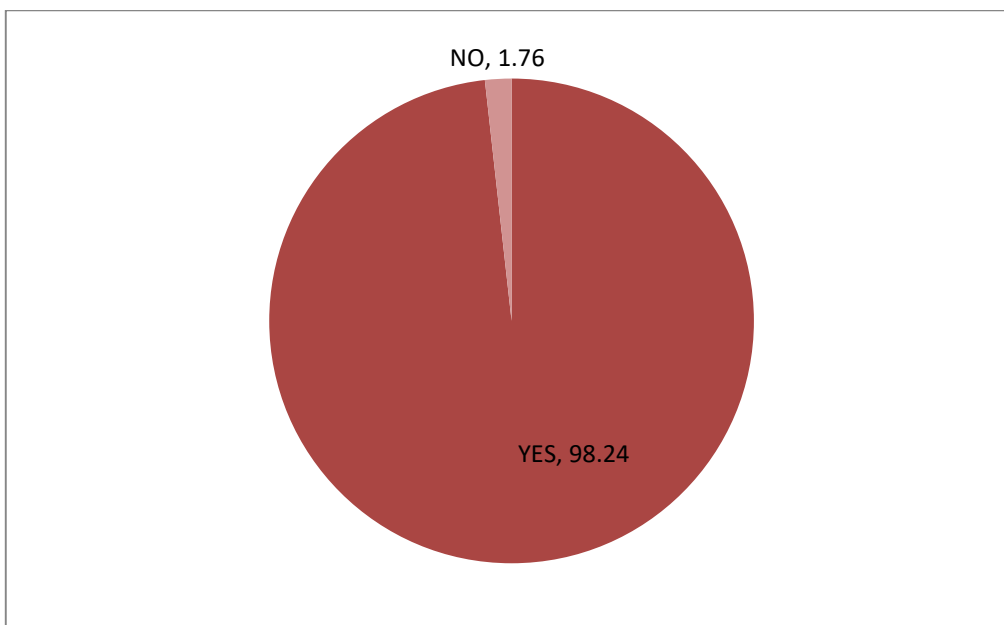


Figure 5: Do the neighbouring children play with your child?

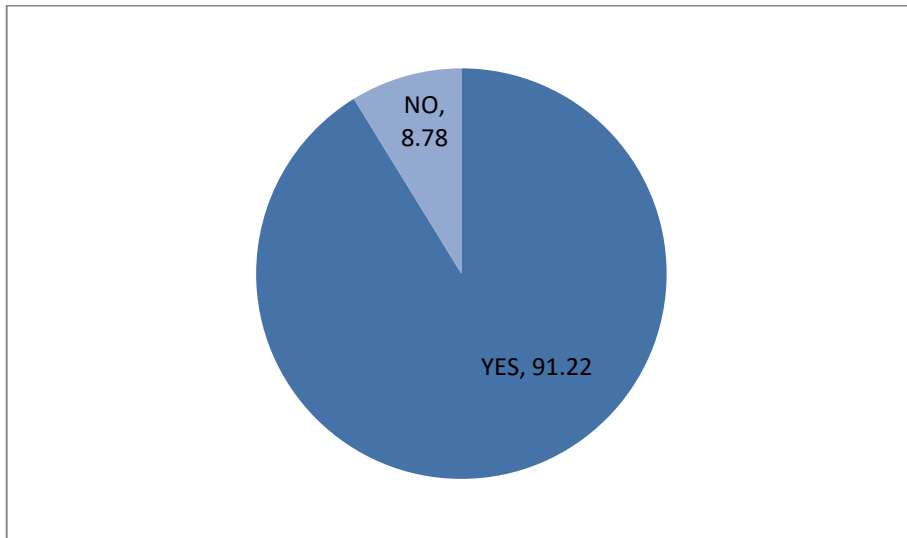


Figure 6: Do you get the right value and status in society?

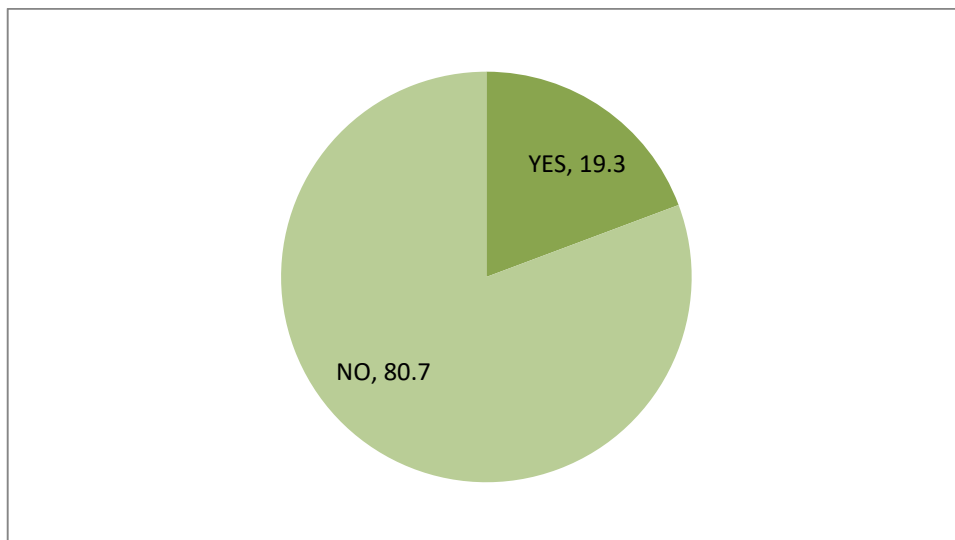


Figure 7: Are you involved in political work?

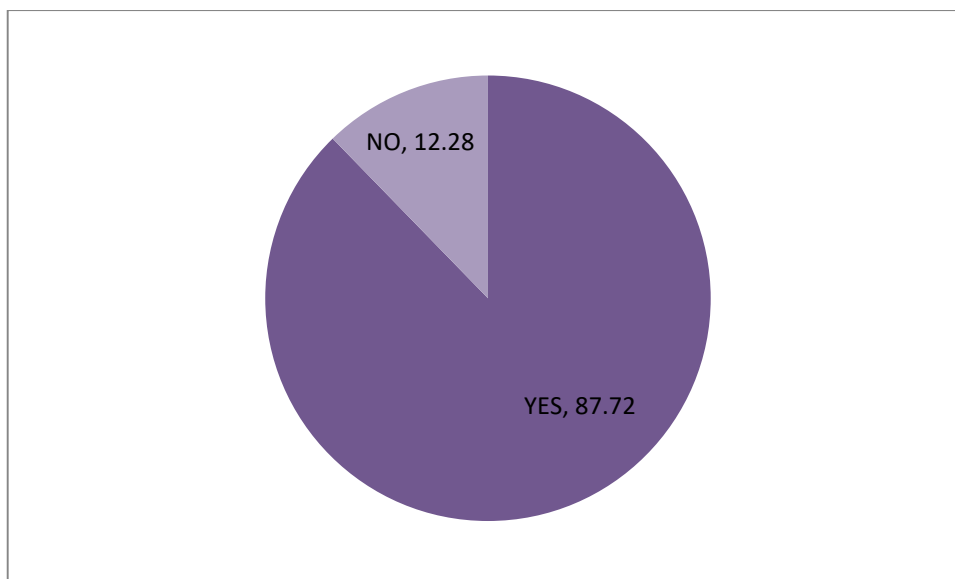


Figure 8: Is your family lagging financially?

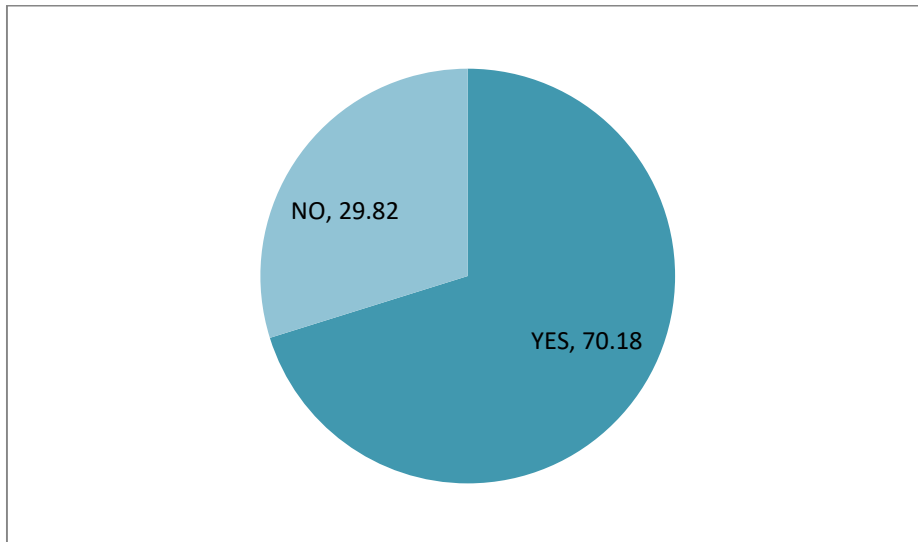


Figure 9: Are financial problems the main obstacle to your child's education?

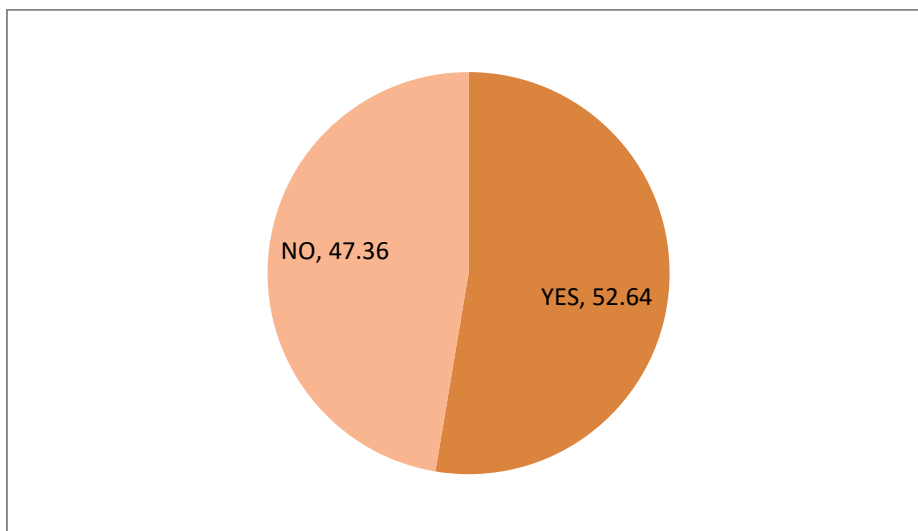


Figure 10: Do you have a suitable room to live in for all?

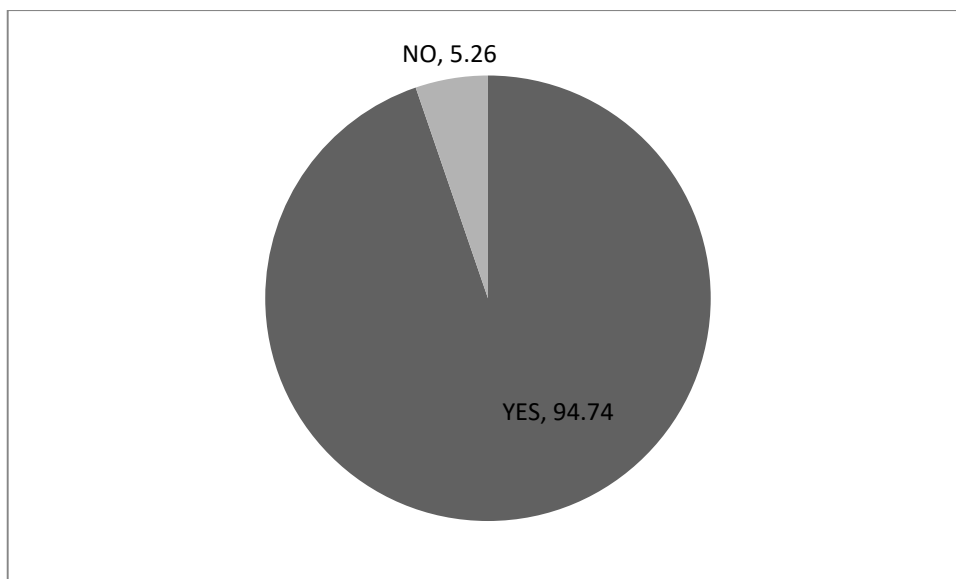


Figure 11: Does your child go to school every day?

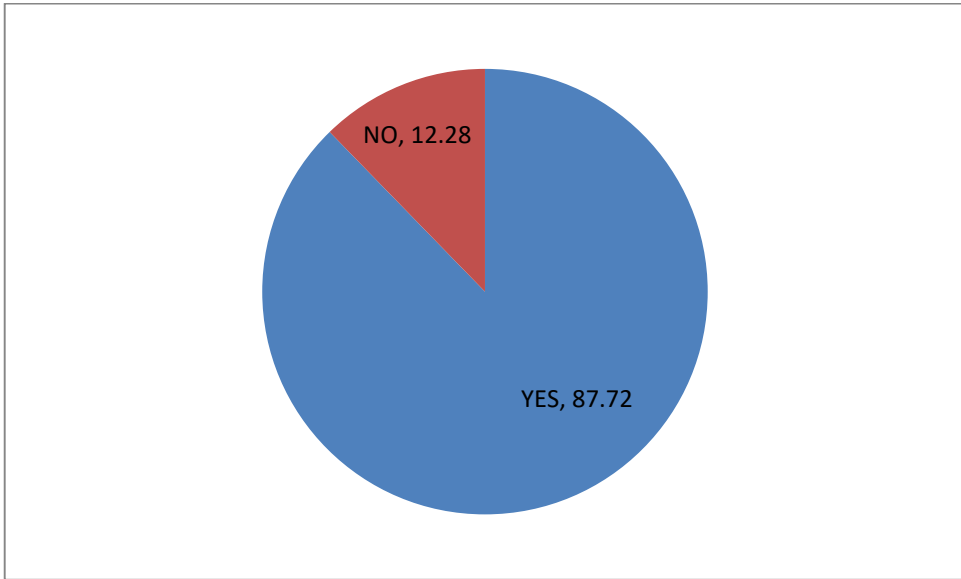


Figure 12: Does your child study regularly every day?

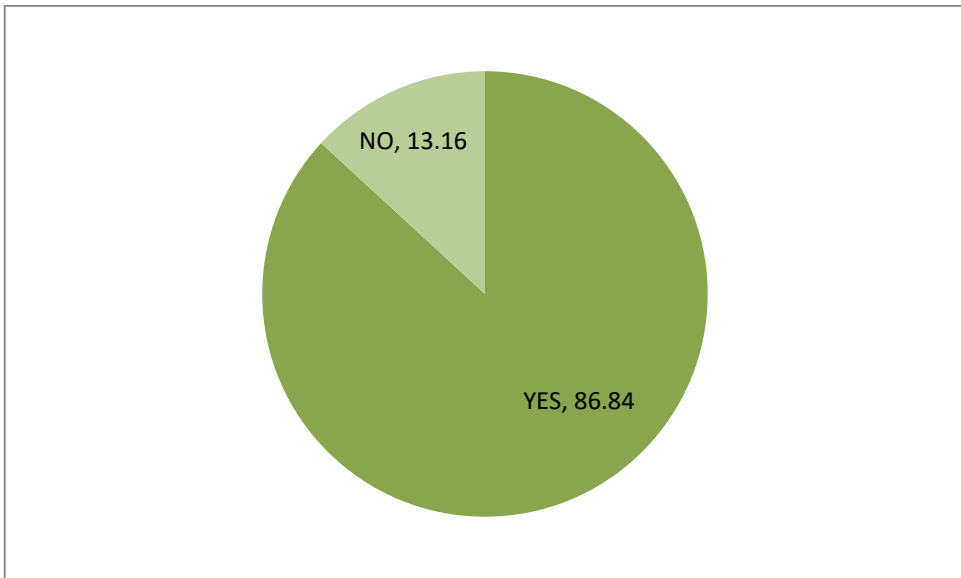


Figure 13: Does your child go to a government school?

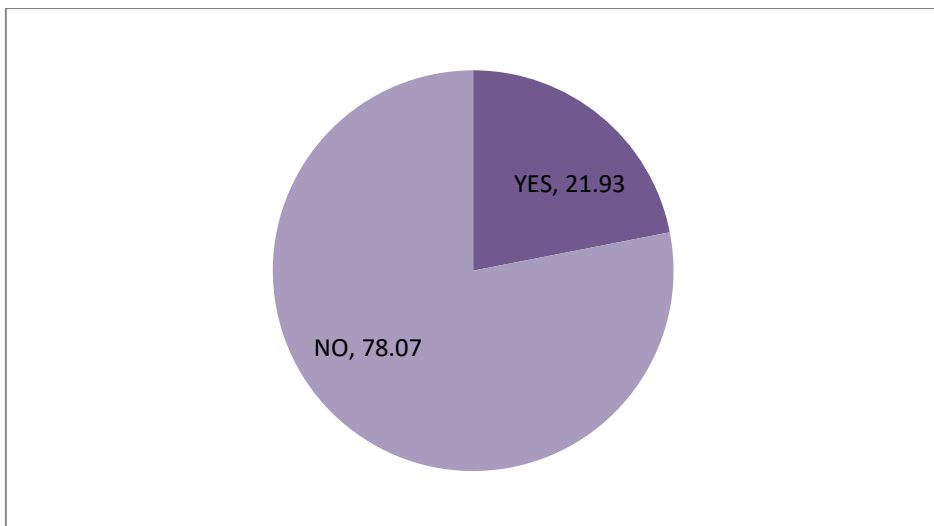


Figure 14: Has your child ever failed in a class?

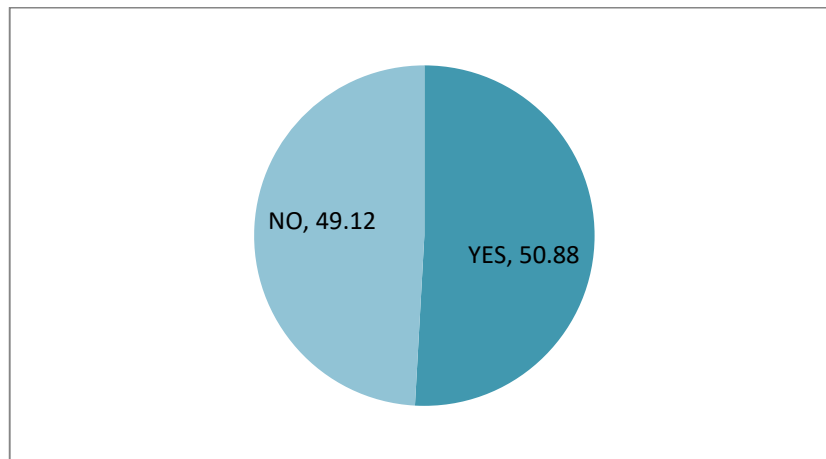


Figure 15: Has your child ever been ranked 1 to 10 in school?

Various Types of Occupation of Parent in Schedule Caste Family in Rural Areas of South 24 Parganas District: Farmer, labour, company job, peddler, small business, car driver, work in the store, teacher, mason, the liquor business, the van driver, carpenter, daily labour, cloth maker, private job, furniture shop, ICDS staff, security guard, politics, fruit business, brick kiln worker, auto driver, electrician, potter, tuition teacher etc.

Source of all data: Field Survey by Researchers.

9. RESULTS & FINDINGS:

SOCIAL STATUS: In rural areas where Schedule caste members live together, their social status and social respect are good, but in rural areas where Schedule caste and other different castes like general caste, obc live together, there, the dignity of Schedule castes is much less, they are neglected.

1. In rural areas, 83.33% of Schedule caste children get an opportunity to participate in all social activities and 16.67% of children of Schedule caste family are deprived of participation.
2. In rural areas, children of 9.65% Schedule caste families are badly heard in the society about their caste
3. In rural areas, 9.65% of Schedule caste family members are not accepted in the workplace
4. In rural areas, 8.77% of Schedule caste family members are not given due respect in the society
5. In rural areas, 14.04% of Schedule caste family members are abused by neighbouring members.
6. 9.65% of Schedule caste family members in rural areas are abused by their colleagues at work.

ECONOMIC STATUS: Although our country has moved forward in terms of development, some sections of the society are still lagging economically; one of them is Schedule caste. Scheduled caste families in rural areas are lagging far behind economically. The following is a picture of the economic status of Schedule caste families in rural areas in this study:

1. In rural areas, 87.72% of Schedule caste families are economically backward.
2. In rural areas, 70.17% of Schedule caste families are not able to provide proper education to their children due to financial problems.
3. In rural areas, the daily income of 24.56% of Schedule caste families is between Rs. 100-200, the daily income of 47.36% of Schedule caste families is between Rs. 201-300 and 17.54% Schedule caste family daily income between Rs. 301-400.
4. In rural areas, the livelihoods of 51.75% of Schedule caste families adversely affect their child's education.
5. In rural areas, 25.44% of Schedule caste families are short of food.
6. In rural areas, 25.44% of Schedule caste families are unable to dress their children properly.
7. 52.63% of Schedule caste households in rural areas lack adequate accommodation.
8. In rural areas, 7.89% of Scheduled Caste children are employed as child labourers.
9. In rural areas, 12.88% of Schedule caste family members are interested in sending their children to work to earn money.

EDUCATIONAL STATUS: Although our country has advanced in terms of education, some sections of society are still lagging in terms of education; one of them is Schedule caste. Scheduled caste families in rural areas are lagging in

terms of education. The following is the picture of the educational status of Schedule caste families in rural areas in this study:

1. In rural areas, 13.16% of parents of Schedule caste families have never attended school education. 1.75% parents have passed class 3, 14.91% parents have passed class 4, 8.77% parents have passed class 5, 6.14% parents have passed class 6, 4.38% parents have passed class 7, 11.40% parents have passed class 8, 8.77% parents have passed class 9, 17.54% parents have passed class 10, 8.77% parents have passed class 12, 3.50% parents have passed class UG, 0.87% parents have passed class PG.
2. 94.73% of the children of Schedule caste families in rural areas go to school every day. And 5.27% of children do not go to school every day.
3. In rural areas, 87.72% of the children of Schedule caste families study regularly at home every day and 12.28% of children do not study regularly at home every day.
4. In rural areas, 86.84% of Scheduled Caste children attend government schools and 13.16% of children of Schedule caste families go to private schools.
5. In rural areas, 80.70% of children of Schedule caste families study in private tuition, but 19.30% of children do not get the opportunity to study in private tuition.
6. In rural areas, 21.93% of children of Schedule caste families have failed at least once in any class.
7. In rural areas, 20.17% of children of Schedule caste families refrain from participating in various school activities.
8. In rural areas, 3.50% of the children of Schedule caste families and other classmates of the school are not interested in playing sports.
9. In school, 5.26% of the children belonging to Schedule caste families hear bad things about caste.
10. 98.24% of parents of Schedule caste families in rural areas are interested in getting higher education for their children.
11. In rural areas, 50.88% of children of Schedule caste families have secured a place in any class from 1 to 10.
12. In rural areas, 41.22% of Scheduled Caste family members have higher education.
13. In rural areas, 23.68% of Scheduled Caste family members have siblings in government service.

The relationship between the socio-economic status of Schedule caste families in rural areas and the education of their children:

The results of this study show the relationship between the socio-economic status of Schedule caste families and their child's education in rural areas. The children of Schedule caste families who are lagging in terms of social status are also lagging in terms of education. And the children of Schedule caste families who have improved in terms of social status are also ahead in terms of education. And the children of Schedule caste families who are a little ahead in terms of economic status are getting the opportunity to get a quality education. And for those Schedule caste families who are lagging in terms of economic status, their children are lagging mostly in terms of education.

So we can say that Schedule caste has a direct relationship with the socio-economic status of the family and the education of their children. If the socio-economic status of Schedule caste families in rural areas can be improved, it is hoped that the quality of education of their children will increase.

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