



IMPACT OF ECONOMIC CONDITION ON EDUCATION OF THE BACKWARD WOMEN IN THE DISTRICT OF PURBA BARDHAMAN

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ABSTRACT:

The present study is related to the impact of economic condition on education of the backward community in Purba Bardhaman. Like India, a developing country, citizens are guaranteed the fundamental rights regardless of their origin, gender, caste or religion under the constitution. But in many districts in West Bengal, the scenario shows that backward women face a huge difficulties and severe problems in their day-to-day life. The objectives of the study are to calculate the literacy rate of OBC, SC and ST women, to find out the enrollment, retention and dropout rate of OBC, SC and ST children, to estimate the educational progress rate of OBC, SC and ST women, to measure the rate of economic condition of self-dependent groups of women due to education and to define the opportunities of higher education for employment benefits of educated backward women. This work done by field survey method as a primary data source and with the help of different secondary data source like census report, journal etc. The study found that only OBC women reach the National Literacy Rate in some blocks. But Both OBC, SC and ST women did not place more emphasis on any one aspect of awareness in education.



KEY WORDS: *Economic Condition, Education, Backward Community, Women.*

I. INTRODUCTION:

India has been developed as the most complicated and one of the largest democratic societies in the world in a rapidly changing context. However, in our society, the position of women outside the family has never been acknowledged in the same way as it is for males. There were a few exceptions in the Indian women's participation in socio-political decision making before the last two decades, but they were few and far between.

Citizens of India are guaranteed the same rights regardless of their origin, gender, caste or religion under the constitution. India's electorate is also among the world's biggest as a result of its universal franchise. In the same way that many nations throughout the world have accepted the Western model of democracy, India has done so without the necessary socioeconomic and cultural circumstances. The preamble of India's constitution outlines the country's political objectives: justice, equality, liberty, and fraternity.

The function of backward-class women outside of the household has never been accepted adequately with easy as it did in the case of their male counterparts. In addition, strict traditional beliefs restricted women to the perimeter of the home. The result was that the burden of making yourself

stand out in society fell on the shoulders of women. Studies on women show that the overwhelming majority of them, if not the majority, are not adequately conscious of their place in society and want to remain outside of social and political authority. India's Constitution mandates that all women be the source of sovereign sovereignty and law-making ability. However, no segment of her female population has the power to sway the process of legislating or exercising authority.

Democracy has no value to them if a significant number of women are deprived of their rights because of societal oppression. Since independence, the Indian government has made it a priority to raise up the country's most vulnerable citizens, and as a result, a variety of welfare programs and policies have been implemented to help women in particular. After the country's independence, the government and non-governmental groups are correct in focusing on education as a major aspect in the growth of women.

Developed human capital has a positive effect on the economic growth. Among all stages of education may also improve living standard, develop industrial projects, which gives high financial rates of return. Women's employment and political engagement in India's metropolitan regions may not be at an all-time low, but in rural areas, nothing has changed. Equal rights for men and women were included in the constitution of the newly independent India. The framers of India's constitution recognized the importance of promoting rural self-government by stating in Article number Forty [40] of the Constitution of India, "the state shall be taken actions to organize village under Panchayats with such powers and autonomy as may be compulsory to enable them to work as units of self-government."

It was also advised by the Indian Women's Commission (1974) to set up village-level women Panchayats with its own authority and resources to oversee and administer programs for women and children's well-being and to educate them on the need of education. However, in terms of economic advancement, rural backward village women remain behind and mostly unimportant. As a result of the recommendations of several committees, the Indian government has begun to take steps to enhance the position of women. In India, women make about 40% of the workforce, according to recent figures. 70% to 80% of the labor force participates in agriculture, manufacturing, and the creation of consumer products and handicrafts. Empowerment dynamics are drastically altered when economic ties are restructured.

The only way out of this vicious cycle of poverty, helplessness, and gender discrimination is via education and economic growth of backward village women. Women's leadership potential may be enhanced via education in the truest sense. Purba Bardhaman, West Bengal, was chosen as the location for research on the educational and economic status of the women of the backward community. As a result of this consideration, the researcher was conducted the study on the economic status and education of women from Purba Bardhaman, West Bengal.

II. REVIEW OF RELATED LITERATURE:

Bhargava, S.M. (1989) conducted a survey on the educational facilities for the weaker sections of the society, namely Scheduled Tribes, in Orissa. The objectives are to study the availability of education facilities in the rural institutions of a predominantly tribal district vis-a-vis those available in a predominantly non-tribal district, to study the various incentive schemes in operation in these two districts and the total number of pupils and Scheduled Tribes pupils benefiting from these schemes, and to study the extent of stagnation and drop-out rate in the two districts and also to study the causes of stagnation and drop-out with a view to suggest measures for better enrolment and for higher retention rates of school-going children in general and of Scheduled Tribes children in particular. The study found that educational facilities in the non-tribal district were better than those in the tribal district. This was true for the primary stage too, educational facilities in the Scheduled Tribes habitations were found to be poor in comparison to those in other habitations in the district, educational facilities for the middle stage were better in the non-tribal district, Anandpur, than in the tribal district. Keonjhar sadar.

Chander, P. (1990) studied on the educational and vocational interest patterns of tribal high school students and their relationship with intelligence, socio-economic status and educational achievement. The objectives of the studies are to construct and standardize an educational and

vocational interest inventory for measuring the vocational interest of tribal high school students, to study the relationship educational of the and vocational interest patterns of tribal high school students with their intelligence, to study the relationship of the educational and vocational interest patterns of tribal high school students with their socioeconomic status. The study reported that the tribal high school boys were found to be higher in commerce and medical and lower in the home science and fine arts educational interest patterns as compared to the girls, high-intelligent students were found high in the home science and low in the commerce educational interest patterns as compared to low intelligent students, students belonging to the high socio-economic status scored high in the mechanical and low in the humanities and arts educational interest patterns as compared to the low socio-economic status students.

Gautam, R. (1990) conducted a study on creativity values, educational achievement and attitude towards education among Scheduled Castes and other castes students. The objectives are to study the differences in creativity among Scheduled Castes and other castes students, to study the differences in values among Scheduled Castes and other castes students, to study the differences in the achievement among Scheduled Castes and other castes students, to study the differences in teaching attitude among Scheduled Castes and other castes students. The study concluded that there is no significant difference was found in creativity on the basis of caste, sex and subject selection, a significant difference was found in personal values among the students of different castes and sex, a significant difference was found in teaching attitude among the different castes. different castes, sex and subject group differed significantly in their achievement scores.

Kamble, P.R. (1992) studied on the effect of facilities given by the government to the backward classes' pupils in primary school in Maharashtra. The objectives are to explore the facilities given by the government to backward classes pupils of the primary school of Davgad Taluka, to study the effect of the facilities given by the government on the educational development of the backward classes' pupils of the primary school, to study the effect of the facilities given by the government on the percentage of passing of backward classes pupils of the primary schools in the said area. The study reported that the facilities given included mainly textbooks, uniform, writing materials, and nutritious lunch, seventy percent of the headmasters opined that more than 74% students took advantage of the facilities. The reasons for not taking advantage of the available facilities were found to be ignorance of parents, lack of guidance, lack of educational climate and environment, and attitude towards education, eighty-four percent of the students who availed of the facilities were regular in attendance, seventy-two per cent of the headmasters opined that the government facilities were useful in arresting wastage in education but were not useful in increasing the pass percentage.

Das, D.G. (1991) conducted a study on the education and vocational aspiration level of tribal and non-tribal youths of the south Gujarat region: A cultural study. The objectives are to find out whether there is any significant difference in the educational and vocational aspirations of the youth with respect to the variables of caste, sex, locality and socioeconomic status, to study the difference in educational and vocational aspirations of Scheduled Tribes and non-Scheduled Tribe's students, and to compare the educational and vocational aspirations of urban and rural students. The study found that there was a significant difference between the Educational Aspiration Scale (EAS) and the Vocational Aspiration Scale (VAS) of non-Scheduled Tribal and Scheduled Tribal students at .01 level, the difference between the means on Educational Aspiration Scale and Vocational Aspiration Scale for girls was also found to be significant, there was a significant difference between urban and rural students in terms of Educational Aspiration. Scale and Vocational Aspiration Scale at .01 level, the non-Scheduled Tribes boys differed significantly at .01 level from Scheduled Tribes boys on the Educational Aspiration Scale and the Vocational Aspiration Scale, the non-Scheduled Tribes girls differed significantly from the Scheduled Tribes girls on the Educational Aspiration Scale and the Vocational Aspiration Scale at .05 level. Non-scheduled Tribes students were very high with respect to Educational Aspiration level and Vocational Aspiration level as compared to Scheduled Tribes students. The male students had a higher aspiration level (EAS and VAS) than the female students. There was no significant difference of socio-economic status with respect to locality on Educational and Vocational Aspiration levels.

III. STATEMENT OF THE PROBLEM:

India's economic system is shaped by the country's caste structure. While discussing the economic foundation of democracy, it has become an integral aspect of Indian politics. In the same way that many nations throughout the world have accepted the Western model of democracy, India has done so without the necessary socioeconomic and cultural circumstances. The preamble of India's constitution outlines the country's political objectives: justice, equality, freedom, and fraternity. Indian democracy has clearly taken a heavy toll on more than twenty-five million women from the officially designated "backward group." In terms of social, economic, political, and educational advancement, the women of this backward society are lagging behind the rest of India's population. Women of the Scheduled Castes, Scheduled Tribes, and other backward communities continue to fall behind, notwithstanding the Government of India's new policy on education and the actions done in compliance with it.

In this regard, the present study would be stated as, **"AN ANALYTICAL IMPACT OF ECONOMIC CONDITION ON EDUCATION OF THE BACKWARD WOMEN IN PURBA BARDHAMAN"**.

IV. OBJECTIVES:

- To calculate the literacy rate of OBC, SC and ST women.
- To find out the enrollment, retention and dropout rate of OBC, SC and ST children.
- To estimate the educational progress rate of OBC, SC and ST women.
- To measure the rate of economic condition of self-dependent groups of women due to education.
- To define the opportunities of higher education for employment benefits of educated backward women.

V. RESEARCH QUESTIONS:

- How to calculate the literacy rate of SC, OBC and ST women?
- What is the enrollment, retention and dropout rate of OBC, SC and ST children?
- What is the educational progress rate of SC, OBC and ST women?
- How to measure the rate of economic condition of self-dependent groups of women due to education?
- What are the opportunities of higher education for employment benefits of educated backward women?

VI. METHODOLOGY:

This work done by field survey method as a primary data source and with the help of different secondary data source like census report, journal etc.

Population and Sample:

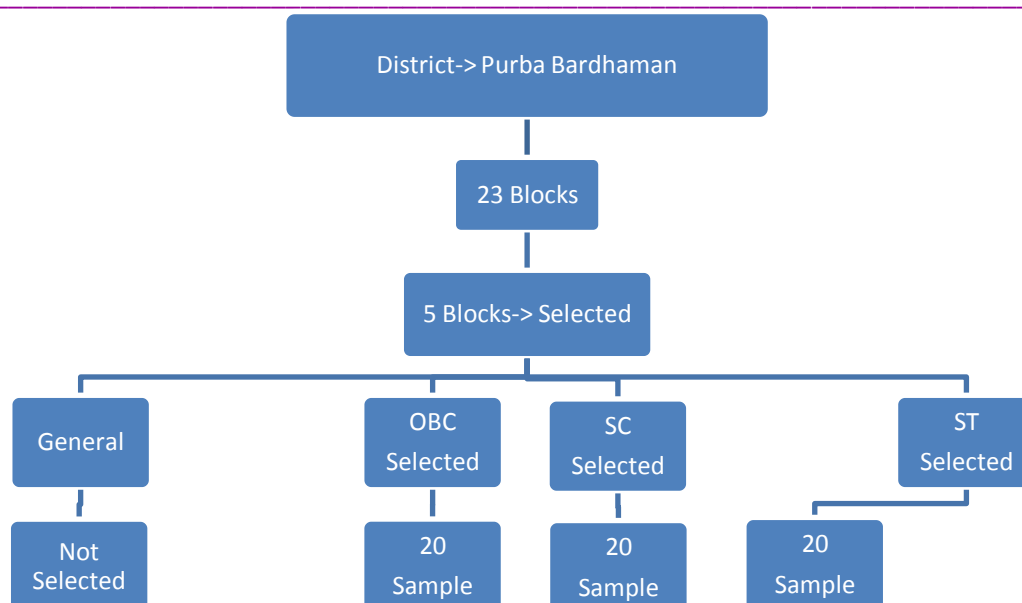
The research included all of the women of the SC, ST, and OBC ethnic groups who were above the age of 18 and lived in the Purba Bardhaman area. However, doing study with the entire population was not an option. Hence, a representative sample was required for the research. A significant number of SC, ST, and OBC women were chosen by multi stage sampling technique for conducting the study. There were 20 women from OBC, 20 women from the SC, and 20 women were selected as Sample.

Tools used in this Study:

The following tools were used -

- (i) Socio-economic strata scale
- (ii) An educational stratum scales

Flow chart:



Construction of Tools:

Experts, resource individuals, and readily available variables were used to develop all of the instruments. The building of tools was done in accordance with a set of guidelines.

Scoring Principle:

A rating scale was used to turn the condition of Economy into a quantifiable score for the scoring concept. This was done based on the opinions of respected specialists. Based on the it, a variety of different alternatives were included in each statement. Finally, there were twenty statements in the questionnaire.

Awareness Scale in relation to Education; showing sub-domain with each item numbers

Sub-domain	Item number	Total item
self-respect, self-dependence, Self-confidence,	1,5,6,7,13,19	6
Economic independence	4,10,11,14,15,16,18,20	8
Higher education as for employment opportunities	2,3,8,9,12, 17	6

Scoring of Response Sheet:

There are used two types of various tools for conducting the study- (1) Tools for qualitative analytical data and (2) Tools for quantitative analytical data. Qualitative analytical data was scored into quantitative analytical data by helping of scoring keys recommended by the expert. Rules follows as the time scoring - (1) Scrutiny was done for the purpose of various types of response sheet (2) Each and every response sheet was carefully verified (3) Number was provided according to scoring patterns. (4) Number was included to get the scores for all sample (5) Enigmatic responses were cancelled (6) summated rating technique was used for awareness scale (7) Status score of Socio-Economic condition was included for every sample.

Collection of Data:

Respondents were asked to fill out answer forms in various settings. A door-to-door examination was conducted in the case of village records. As for data on Awareness, response sheets were gathered and assessed using pre-determined criteria to ensure that the data was accurate. It was used to convert qualitative data into quantitative ratings using a three-point rating scale as soon as the data was received, it was tallied in accordance with the study's goals. OBC, SC, and ST students' enrollment, retention, and dropout rates were gathered through a school survey.

This data was gathered by utilizing the Socio-economic Status scale. Each family was given their own set of tools. It was necessary to conduct an interview with those who were illiterate in order to get relevant information.

VII. ANALYSIS AND INTERPRETATION:

Data Analysis on the basis of Objective -1

[Rate of Literacy of backward women-(As per census report 2011)]

Block, State and District level OBC Women Literacy rate

Blocks	Block level %			State level %			District level %		
	Female	Male	Total	Female	Male	Total	Female	Male	Total
Memari- I	69.75	74.25	72.50	72.77	78.33	76.26	71.22	72.78	72.00
Memari- II	68.90	73.10	71.35						
Kalna- I	73.20	75.25	74.05						
Kalna- II	72.20	72.75	72.15						
Purbasthali- I	74.10	73.08	73.55						

Source: Census of India 2011, W.B, Distribution of OBC, SC and ST population.

Above chart represents that the sum of literacy rate of Purba Bardhaman district of OBC category is below the literacy rate of OBC in the state (W.B.) (W.B.). Three out of the 5 blocks examined had literacy rates that above the state's norm for OBC women, while the other blocks had literacy rates that were below the state's norm. In relation to literacy rate of OBC women at National level (74.04), it has been concluded that only in one block literacy rates fell below the national level rate.

Block, State and District level SC Women literacy rate

Blocks	Block level %			State level %			District level %		
	Female	Male	Total	Female	Male	Total	Female	Male	Total
Memari- I	68.75	72.25	71.50	71.77	75.33	77.26	73.22	71.78	70.00
Memari- II	67.90	71.10	70.35						
Kalna- I	71.20	73.25	72.05						
Kalna- II	70.20	71.75	70.15						
Purbasthali- I	72.10	70.08	71.55						

Source: Census of India 2011, W.B, Distribution of Scheduled Castes population.

Purba Bardhaman's SC literacy rate is lower than the state's general SC literacy rate, according to the above data (W.B.). In terms of literacy rates at the block level, the table shows that three of the five chosen blocks had literacy rates that surpass the state norm for SC women, while literacy rates in other blocks fall below the state norm. It has been revealed that just four blocks in the state of South Carolina had literacy rates lower than the national average (74.04).

Block, State and District level ST Women literacy rate

Blocks	Block level %			State level %			District level %		
	Female	Male	Total	Female	Male	Total	Female	Male	Total
Memari- I	63.75	50.25	64.50	54.77	59.33	60.26	63.22	61.78	65.00
Memari- II	60.90	68.10	61.35						
Kalna- I	63.20	63.25	60.05						
Kalna- II	62.20	69.75	56.15						
Purbasthali- I	55.10	62.08	69.55						

Source: Census of India 2011, W.B, Distribution of Scheduled Tribes population.

Above data shows that ST categories' total literacy rate in the district is below the literacy rate. In the block-level literacy rates, it also mentions that only in one block did the literacy rates exceed the state-level literacy rate of ST women, while the literacy rates in other blocks fell below the state-level literacy rate. When compared with the literacy rate of ST women at the national level (38.41), the literacy rate was found to be only three blocks higher than the national level literacy rate.

Data Analysis on the basis of Objective -2

[Rate of enrolment, retention and drop out of the OBC, SC and ST children]

Enrolment rate of the OBC, SC and ST pupil

Academic Year	OBC		SC		ST	
	enrolment	%	Enrolment	%	enrolment	%
2021-22	4963	85.34%	11142	84.50%	15099	92.30%

Children from the SC and ST communities are shown here. Children from both the SC and ST communities are enrolling at a constant rate, according to the data. Both groups of children saw a rise in enrollment each year, but it's important to note that enrollment in upper courses fell off dramatically.

Showing the rate of Retention and drop out of OBC, SC and ST children

Class & Year Category	Class I-V (2017-18) -(2021-22)			Class V-VIII (2017-18) -(2021-22)		
	OBC	SC	ST	OBC	SC	ST
No. of retention		11042	1198		4953	383
Rate of retention		57.13%	46.98%		51.78%	37.70%
No. of drop out		8286	1352		4613	633
Rate of drop out		42.87%	53.02%		48.22%	62.30%

Within a few years of enrolling in class I, the majority of OBC, SC, and ST students drop out. ST children continue to have a greater rate of dropout and retention than OBC and SC children. As many as 62.30% of tribal students dropped out of school between grades V and VIII in 2004-05, compared to only 48.22% of SC youngsters, according to the National Center for Education Statistics. Between grades I and V, about 53,02 percent of indigenous children and 42,87 percent of SC students drop out of school.

Data Analysis on the basis of Objective -3

[Rate of Educational progress of OBC, SC and ST women]

Showing The Educational Progress from Enrolment

Academic Year	Rate of enrolment		
	OBC	SC	ST
2017-18	75.25%	70.00%	53.34%
2021-22	95.20%	91.30%	70.56%
Progress in years	20.05%	21.30%	17.22%

Within a year of enrolling in class I, the majority of OBC, SC, and ST students drop out. ST children continue to have a greater rate of dropout and retention than OBC and SC children. As many as 62.30% of tribal students dropped out of school between grades V and VIII in 2004-05, compared to only 48.22% of SC youngsters, according to the National Center for Education Statistics. Between grades I and V, about 53,02 percent of indigenous children and 42,87 percent of SC students drop out of school.

Data Analysis on the basis of Objective - 4 and 5

Weightage % distribution of OBC group

Blocks name	$\sigma - 1$ [%]	$\sigma - 2$ [%]	$\sigma - 3$ [%]	$\sigma - 4$ [%]	Total [%]
Memari- I	24.82	27.85	26.53	20.80	100
Memari- II	22.54	26.78	25.94	24.83	100
Kalna- I	25.91	25.66	24.72	23.71	100
Kalna- II	24.65	25.73	25.35	24.27	100
Purbasthali- I	25.44	25.18	25.20	24.18	100
Average	24.61%	25.90%	25.16%	24.35%	100

Average weightage % are shown in this table. Different subdimensions of educational awareness showed a generally comparable trend in weightages. Perhaps it is fair to say that the OBC women did not place more emphasis on any one aspect of awareness in education.

Graphical Representation of Table

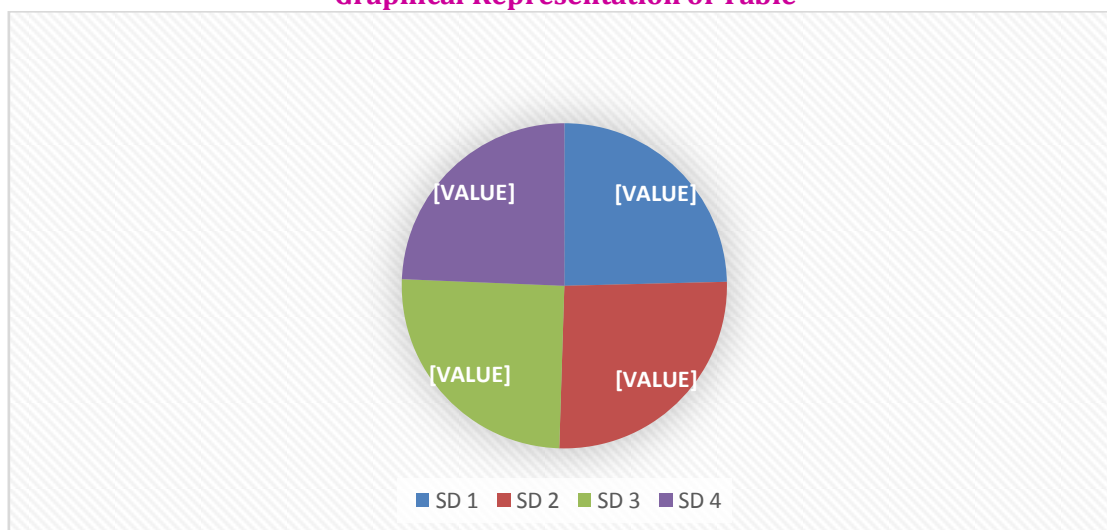


Fig: WEIGHTAGE % of OBC Group

The educational awareness of OBC women is given a corresponding weighting. It can be seen from the image that OBC women place no emphasis on any of the sub-dimensions of educational awareness.

Weightage % distribution of SC group

Blocks name	$\sigma - 1$ [%]	$\sigma - 2$ [%]	$\sigma - 3$ [%]	$\sigma - 4$ [%]	Total %
Memari- I	24.81	27.86	26.49	20.84	100
Memari- II	24.55	24.67	25.91	24.87	100
Kalna- I	25.85	25.72	24.69	23.74	100
Kalna- II	24.70	25.71	25.40	24.19	100
Purbasthali- I	25.47	25.15	25.16	24.22	100
Average	24.82%	25.68%	25.17%	24.33%	100

Average weightage % for four educational awareness aspects are shown in this table. Different subdimensions of educational awareness showed a generally comparable trend in weightages. Perhaps it is fair to say that the SC women did not place more emphasis on any one aspect of awareness in Education.

Graphical Representation of Table

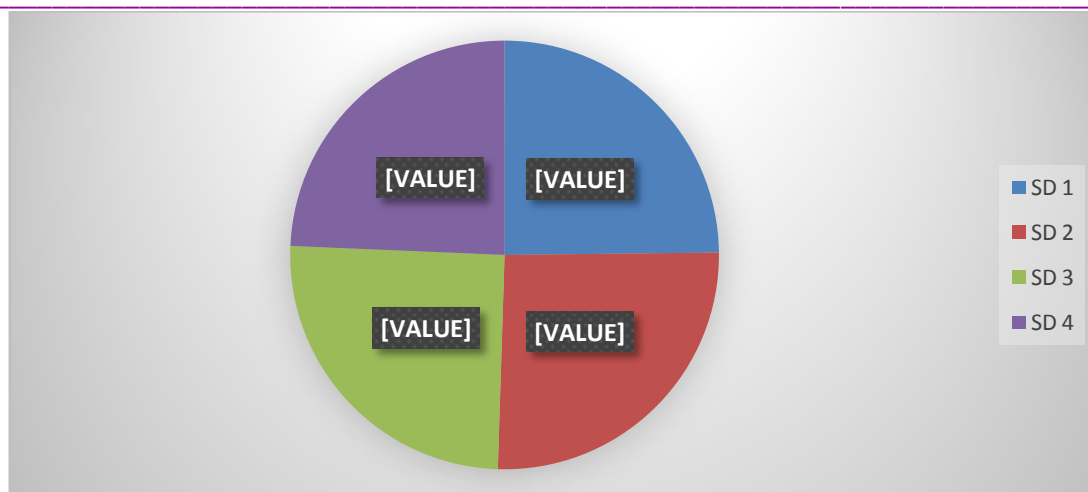


Fig: Weightage % of SC Group

The educational awareness of SC women is given a corresponding weighting. It can be seen from the image that SC women place no emphasis on any of the sub-dimensions of educational awareness.

Weightage % distribution of ST group

Blocks name	$\sigma - 1$ [%]	$\sigma - 2$ [%]	$\sigma - 3$ [%]	$\sigma - 4$ [%]	Total %
Memari- I	24.77	24.17	27.06	24.00	100
Memari- II	24.00	24.17	25.15	25.68	100
Kalna- I	24.28	28.00	23.44	24.28	100
Kalna- II	23.52	28.00	24.24	24.24	100
Purbasthali- I	25.56	24.44	26.00	24.00	100
Average	24.77%	25.59%	25.12%	24.42%	100

Each EDA sub-dimension is given a different weighting based on the ST group awareness scores.

Graphical Representation of Table

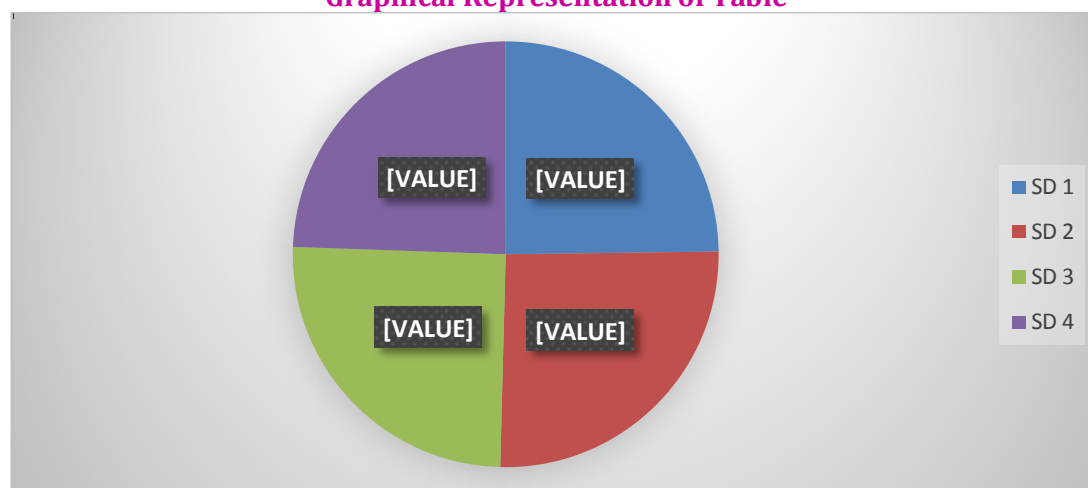


Fig: Weightage % distribution of ST group

ST women's educational awareness is vividly depicted in the figure by its four sub-dimensions. It can be seen from the image that ST women place no emphasis on any of the sub-dimensions of awareness in education.

VIII.CONCLUSION:

After analyzing the primary and secondary data, the researcher has concluded that in relation to literacy rate of OBC women at National level (74.04) reach its goal, but only in one block literacy rates fell below the national level rate. In case of SC, just four blocks in the state of South Carolina had literacy rates lower than the national average (74.04). When compared with the literacy rate of ST women at the national level (38.41), the literacy rate was found to be only three blocks higher than the national level literacy rate. Children from both the SC and ST communities are enrolling at a constant rate, according to the data. Both groups of children saw a rise in enrollment each year, but it's important to note that enrolment in upper courses fell off dramatically. ST children continue to have a greater rate of dropout and retention than OBC and SC children. Both OBC, SC and ST women did not place more emphasis on any one aspect of awareness in education.

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