

Problems and Challenges of Scheduled Caste Community of Dibrugarh Town with Special Reference to Their Educational and Economical Aspects

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I. INTRODUCTION

Socio economic status is the social and economic background which involves education, occupation, cultural possession, participation and interaction with the society. Socio-economic status includes the social life and educational status of the people. It includes demography, family structure, sex ratio, age structure, occupation, income, career, house type, land use pattern, health and hygiene, drinking water, sanitation, village electrification etc. Socio economic status of a person is a term which is based upon social as well as economic evaluations. It is a position that an individual of a family occupies by means of his income, education, occupation, cultural possession, and participation in the group activity of the community (Hatiboruah Dutta, 2007). It is an economic and sociological combined total measures of a person's work experience and of an individual's or family's economic and social position in relation to others based on income, education and occupation (Kumar, 2013).

Caste is an important factor which is associated with socio-economic status of an individual. A caste is a social category to which a person belongs. Caste is a collection of families who came from same ancestors and follow similar type of food habits, social relations, civil and religious privileges, and occupational choice and marriage rituals. Caste is a hereditary social group limited to persons of the same rank, occupation, economic position, etc., which distinguish it from other such groups. Gokulanathan, (1971) conducted a study on achievement related motivation and educational achievement among secondary school pupils. The study revealed that the different socio-economic status groups of urban boys and girls did not show significant differences in their achievement levels. The urban tribal boys from different socio economic background showed no difference in their achievement level. But the non-tribal urban boys from high and middle socio-economic status classes showed significantly higher performance than such boys from low socio-economic status class with respect to their achievement level. The low socio-economic status group of non-tribal urban boys obtained significantly lower mean achievement than middle and low socio-economic status group of urban tribal boys. Chand, (1985) made a comparative study of various Naga Tribal pupils in relation to their self-perception, socio-economic status, vocational and educational aspirations and academic achievement. The study revealed that the Angami pupils in the high socio-economic status group were significantly different from those belonging to the low socio-economic status group. Mishra, (1991) examined the relationship between the education and the social status of scheduled caste students of Cuttack District, Orissa. The study concluded that education had a considerable impact on their economic conditions. Santhamma and Gafoor, (1994) evaluated some socio personal factors of Tribal and non-tribal pupils in relation to achievement in Biology. The study revealed that in most of the cases, the non-tribal pupils possessed significant even slight advantage over the tribal in their socio-economic status. The non-tribal pupils with average socio-economic status and above average socio-economic status had significant advantage over the corresponding categories of tribal pupils. Uma, et. al. (1995) studied the psycho social educational factors of scheduled castes students in Higher Secondary schools. They found that the SC (Scheduled Caste) students differed from NSC (Non-Scheduled Caste) students with respect to socio-economic status. Significant relationship was found between socio-economic status and academic achievement of SC respondents. Kapoor and Choudhary, (2014) analyzed the socio-economic health and psychological aspects, and role of ecological dynamics. The study revealed that the education level was highest in Mina scheduled tribe males and females than the Tadavi, Nolia and Raji scheduled tribes males and females respectively.

After analyzing these reviews, the researcher has decided to study the socio-economic status of SC (Scheduled Caste) community with special reference to Dibrugarh Town.

II. OBJECTIVES OF THE STUDY

The major objectives of this study are:

- 2.1.1. To find out the level of socio-economic conditions of selected respondents from SC community of Dibrugarh town.
- 2.1.2. To compare the present socio-economic conditions of male and female respondents of SC community of Dibrugarh Town.
- 2.1.3. To compare the present socio-economic conditions of urban and rural respondents of SC community of Dibrugarh Town.

III. HYPOTHESES OF THE STUDY

- 3.1.1 There is no significant difference between male and female respondents belonging to SC community as far as their Socio-Economic Condition is concerned.
- 3.1.2 There is no significant difference between urban and rural respondents of SC community as far as their Socio-Economic Conditions is concerned.

IV. METHODS AND PROCEDURES

- 4.1.1 **Methods Used:** The nature of the data collected in order to test the hypotheses demand normative survey method. Hence, Normative Survey method is used in the present study.
- 4.1.2 **Sample:** In the present study, incidental sampling technique was used to select the respondents of Dibrugarh town. Total 250 respondents (138 male and 112 female) respondents are selected from locality. Out of which 189 are those respondents reside in urban areas and 61 respondents reside in rural area.

V. TOOLS USED IN THE PRESENT STUDY

- 5.1.1 **Socio Economic Status Scale:** A Socio Economic Status Scale constructed and standardized by R.L. Bharadwaj was used for the study. The Co-Efficient of reliability of the scale is .76. The content validity of the scale is high and promising as mentioned in the manual of the scale.
- 5.1.2 **Academic Achievement Scores:** The academic achievement scores obtained by these respondents from matriculation to post graduation onwards are verified by the researcher from their certificates and documents.

VI. ANALYSIS OF DATA

6.1.1 Level of Socio-Economic Status of the Respondents:

The scores obtained by the respondents in the Socio Economic Status Scale were used to calculate Mean, Median, Standard Deviation, Skewness and Kurtosis. Table: 1 shows the level of Socio Economic Status of the respondents.

Table –1: Level of Socio-Economic Status of the Respondents

Variable	No. of Respondents	Mean	Median	SD	Skewness (Sk)	Kurtosis (Ku)
Socio Economic Status	250	125.00	117.65	52.35	0.041	-0.325

The Mean, Median and Standard Deviation of the distribution of scores obtained by the respondents are found to be 125.00, 117.65 and 52.35 respectively. The value of Sk =0.041. Thus, the distribution is positively skewed or to the right. Hence, the respondents obtained low scores in the Socio Economic Status Scale. The value of Ku is -0.325. Thus, the distribution is platykurtic in nature, i.e. the peak of the curve is flatter than the normal curve.

6.1.2 Levels of Different Components of Socio- Economic Status of the Respondents (Based on their Education and Monthly Income):

Levels of some components (Education and Monthly Income) of socio-economic status of the respondents has been discussed below-

6.1.2.1 Educational Level of the Respondents as a whole of Dibrugarh Town:

The educational levels of the respondents are categorized arbitrarily into four broad categories. These are High (Post Graduation level Education or above), Medium (Education from Higher Secondary to Bachelor Degree Level), Low (Education up to High School/H.S.L.C level) and Very Low (Illiterate). Table: 2 shows the comparison of educational level of the respondents.

Table – 2: Educational Level of the Respondents (Figures in the Bold Face Indicate Percentage of Respective Totals)

Levels of Education of the Respondents	Male	Female
High	38 (15.2)	12 (4.8)
Medium	54(21.6)	98(39.2)
Low	143(57.2)	111(44.4)
Very Low	15(6.0)	29(11.6)
Total	250	250

It is clear from the Table: 2that only 38 males (15.2 percent) and 12females (4.8 percent) of the respondents fall in the high education level group (Post-Graduation Level Education or above). On the other hand,98females (39.2 percent) and 54males (21.6 percent) fall in the medium educational level group (education from Higher Secondary to Bachelor Degree Level). Again 111 females (44.4 percent) and 143 males(57.2 percent) fall in the Low Educational Level Group (Education up-to High School/H.S.L.C Level) and 15males (6.0 percent) and 29females (11.6 percent) were found to be illiterate.

6.1.2.2 Levels of Monthly Income of the Respondents Studying in Secondary Schools of Dibrugarh District:

Based on Socio Economic Status scale, monthly income of the respondents was divided in the categories viz; Rs. 46000/- and above, Rs. 35000/- to 45000/-, Rs. 24000/- to 34000/-, Rs. 13000/- to 23000/-, Rs. 2000/- to 12000/- and 1000/- and below. Table: 3. shows the distribution of monthly income of the respondents.

Table- 3 Monthly Income Wise Distribution of the Respondents (Figures in Bold Face Indicate Percentage of the Respective Totals)

Monthly Income	Male	Female
Rs. 46000 and above	19 (7.6)	4 (1.6)
Rs. 35000 to 45000	11 (4.4)	12 (4.8)
Rs. 24000 to 34000	16 (6.4)	13 (5.2)
Rs. 13000 to 23000	105 (42)	10 (4.0)
Rs. 2000 to 12000	89 (35.6)	14 (5.6)
Rs. 1000 and below	10 (4)	197 (78.8)
Total	250	250

From the Table: 3 it is clear that only 19 males (7.6 percent) and 4 females (1.6 percent) of the respondents fall in the monthly income group Rs. 46000/- and above. Total 105 males (42 percent) of the respondents fall in the monthly income group of Rs. 13000/- to Rs. 23000/-. And 197females of the respondents (78.8 percent) fall in the monthly income group Rs. 1000/- and below. Majority of the female respondents fall under the monthly income group of Rs. 1000/- and below because most of the female respondents were mostly house wives.

6.1.3 Comparison of the Socio-Economic Status of Male and Female Respondents of SC Community

The ‘t-test’ was used to compare the Socio Economic Status of Male and Female respondents belonging from a scheduled caste community of Dibrugarh District. Table: 4 shows the comparison of socio economic status of Male and Female respondents.

Table – 4 Comparison of the Socio Economic Status of Male and Female Respondents

Categories	N	Mean	SD	T	Df	Significance
Male	138	212.21	25.00	6.29	205	Significant at .01 Level
Female	112	116.23	21.52			

Here, The ‘t’ value is found to be 6.29 which is highly significant at .01 level (Table value=2.58). Hence, the null hypothesis could be rejected at .01 level of significance. Thus, there is a significant difference between male and female respondents of Dibrugarh town as far as their socio-economic status is concerned. The mean socio-economic status score (212.21) obtained by male respondents is greater than the mean socio-economic status score (116.23) obtained by the female respondents belonging from SC community.

6.1.4 Comparison of the Socio Economic Status of Urban and Rural Respondents of SC Community:

The ‘t-test’ was used to compare the Socio Economic Status of urban and rural respondents belonging from a scheduled caste community of Dibrugarh Town. Table: 5shows the comparison of socio economic status of urban and rural respondents.

Table – 5 Comparison of the Socio Economic Status of Urban and Rural Respondents

Categories	N	Mean	SD	t	Df	Significance
Urban	189	208.11	32.00	16.29	205	Significant at .01 Level
Rural	61	112.12	23.52			

The ‘t’ value is found to be 16.29 which is highly significant at .01 level (Table value=2.58). Hence, the null hypothesis could be rejected at .01 level of significance. Thus, there is a significant difference between urban and rural respondents of Dibrugarh Town as far as their socio-economic conditions is concerned. The mean socio-economic status score(208.11) obtained by urban respondents is greater than the mean socio-economic status score (112.12) obtained by the rural respondents belonging from SC community.

VII. MAJOR FINDINGS OF THE STUDY:

The major findings of the study are:

- Majority of the respondents obtained low scores in their socio-economic status scale.
- Only 15.2 percent male and 4.8 percent female respondents fall in the high education level group (Post-Graduation Level Education or above). But majority of the male respondents (57.2 percent) and female respondents (44.4 percent) fall in the Low Educational Level Group (Education up-to High School/H.S.L.C Level). And total 6.0 percent male respondents and 11.6 percent female respondents were found to be illiterate.
- It is further revealed that only 7.6 percent male respondents and 1.6 percent female respondents fall in the monthly income group Rs. 46000/- and above. It was also found that majority of the female respondents (78.8 percent) fall under the monthly income group of Rs. 1000/- and below because most of the female respondents were mostly house wives.
- The above study revealed that there is a significant difference between male and female respondents of Dibrugarh town as far as their socio-economic status is concerned. The mean socio-economic status score (212.21) obtained by male respondents is greater than the mean socio-economic status score (116.23) obtained by the female respondents belonging from SC community.
- A Significant difference was observed between urban and rural respondents as far as their socio-economic status is concerned. The mean socio-economic status score (208.11) obtained by urban respondents is greater than the mean socio-economic status score (112.12) obtained by the rural respondents.

VIII. CONCLUSION

From these above analysis, it is clear that majority of the respondents obtained low scores in their socio-economic status scale. There was a significant difference between male and female respondents as well as urban and rural respondents of scheduled caste community as far as their socio-economic status is concerned. Education is one of the most important criteria for developing socio-economic status of the respondents. So, emphasis should be given on developing the educational scenario. Proper academic environment at home, adequate academic facilities should be enhanced for them so they can develop their socio-economic conditions and can give some contributions for the socio-economic development of the nation.

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