View on Government Policy: Caste, Sex and Education Effect

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Abstract
This research paper aims to explore the influence of caste, sex, and education on individuals' ideological views of government policies. It delves into the complex relationship between these socio-demographic factors and the formation of ideological perspectives. By analyzing existing literature, conducting surveys, and employing statistical techniques, this study investigates the extent to which caste, sex, and education shape individuals' perceptions and attitudes toward government policies. The findings provide valuable insights into the role of these factors in shaping political ideologies, which can inform policymakers and contribute to a more inclusive and equitable policy-making process.
Keywords
Caste, Sex, Education, Ideological perspective, Government policies, Policy making

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I.   Introduction

Ever since the COVID-19 pandemic have been contemplating whether the government should or should not intervene in the welfare of its citizens and economic policy. Government of India introduced the various schemes during that time because of the catastrophic emergency crisis. However, with more research, economists have come to understand the economic cycle of capitalism, which is an ongoing up and down fluctuation of capital.

Even more so, according to a report of 2021 by NITI Aayog, Madhya Pradesh has one of the highest poverty rates in the country. 36.65% people in Madhya Pradesh were reported impoverished according to the Multi-Dimensional Poverty Index Report of NITI Aayog. This data is based on Alkire-Foster method.

In addition, Madhya Pradesh has issues with education due to poverty rates and unsatisfactory welfare reforms. In 2014 and 2022, authors: Ghanshyam Prasad Jhariya1, Dr. C.K.Jain and Dr. Meenakshi Rathi respectively propose research that states, "Madhya Pradesh ranks one of the worst among the twenty-eight states in adult illiteracy. An NGO named Pratham conducted a study called the *Annual Status of Education Report* (ASER)". With federal aid playing a heavily part on the funding of the Madhya Pradesh residents, how much of the symptoms on education are a direct result of poverty and sex? Do these variables dictate or predict how a person views the government and the policies they choose to enforce?

Some skeptics such as Neil Gross a reporter from the *New York Times* in the article "The Indoctrination Myth", say that education has little effect on college graduates swaying left or right in government policies (March 2012). I disagree, with more than the majority of men and women in Madhya Pradesh not graduating, and women have high mortality rate, I believe that these variables shape your reality.

Therefore, the purpose of this paper is to study whether or not demographics such as caste, sex, and education influence whether or not a person is more likely to sway conservative or liberal. In addition, is this liberal view correlated with the tendency of Madhya Pradesh to vote in congruence with government policies that increase the living standards for all?

In order to study this subject further, I have proposed five hypotheses. Based on my cultural experiences residing in Madhya Pradesh and based on my knowledge I predict that SCs, STs, and OBCs are more likely to support government policy compared to Other Castes. Even in caste the poorer ones are more in support of government policies in comparison to richer section of same caste. I predict that sex also has an influence on ideology as well as post-secondary education.

II.   MODEL AND HYPOTHESES

Assume that caste and sex are the earliest outside independent variables. Education is the intervening variable. Attitude toward government policy on living standards is the dependent variable.
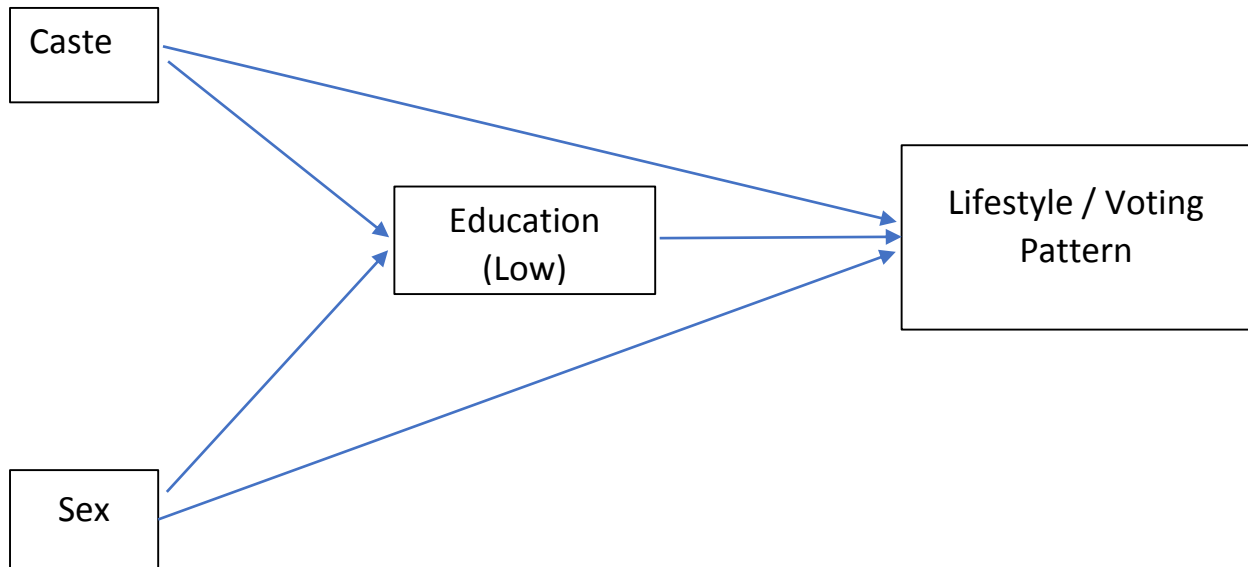
The Hypotheses Are:

I.   SCs, STs and OBCs are more likely to support government policy to increase living standards for all than upper castes

II.   SCs, STs and OBCs are more likely to have a higher dropout rate compared to upper castes.

III.   Womens are more likely to have a higher dropout rate than Men.

III.   Literature Review

I.   SCs, STs and OBCs are more likely to support government policy to increase living standards for all than upper castes

The paper *Role of Caste in Politics: A Study on Indian Perspectives* describes the scope and magnitude of the contemporary caste-based divide in opinion. They presented caste-based differences on policies that bear directly and plainly on caste, and for, comparison, on social welfare policy, participation in political activities including voting behaviour where caste is much less obviously relevant. They justified their ideas over how caste can play an important role from a pressure group to political parties to forming a government leading to a policy articulation. *National Family Health Survey, 2015–16* (NFHS-4) is a source of rich information on 579,698 households' well-being for this analysis. *Alkire- Foster technique* was applied to decompose the Multidimensional Poverty Index (M_0) across its dimensions and indicators for all the social groups. Three broad dimensions of deprivation–Health, Education and Standard of Living–include 12 indicators, guided by the poverty literature, data availability and the country's sustainable Development Goals (SDGs). There were three main findings in this study: (1) Scheduled Tribes (STs) are the most disadvantaged subgroup in India with remarkably high values of headcount (H = 0.444;), intensity (A = 0.486), and M_0 (0.216), followed by Scheduled Castes (SCs) (H = 0.292; A = 0.473; M_0 = 0.138), and Other Backward Classes (OBCs) (H = 0.245; A = 0.465; M_0 = 0.114); and Others category is the most privileged with very low values of H = 0.149, A = 0.463, and M_0 = 0.069; (2) STs contribute nearly twice their population share for both H and M_0, and the SCs contribution is also noticeably higher than their population share; (3) States located in the central and eastern regions of India have the higher H, A and M_0 for all the social groups. This suggests that there is a need for a thorough assessment of poverty at specific levels to uncover the poverty situation in society, improve the effectiveness of evidence-based planning and effective policymaking. Lower castes and upper castes differ substantially over government aid to education, the obligation of the government of India as well as Madhya Pradesh to guarantee citizens an adequate standard of living, and education and more.

Among upper castes, education is associated with conservative opinions on social welfare issues, a reversal of the finding in the domain of caste. Upper castes are no longer pushed in the opposite directions by different aspects of their class position. Among Lower castes, social class is now a consistent predictor of opinion. However, there is little divide among Upper castes and Lower castes on equal opportunity based on affirmative actions and continuous engagement with government welfare policies.

The study reveals that although there is a caste-based divide between upper and lower castes on ideas such as equal opportunity and affirmative actions-based government policies, the divide is small. Even more so, the divide on social welfare is greater than but not as wide of a gap as one would imagine.

The article, *"Attitudes about castes'* Generally, people belonging to lower castes share the perception that there isn't widespread caste discrimination in India. For instance, just 13% of those who identify with OBCs

say there is a lot of discrimination against Backward Classes. Members of Scheduled Castes and Tribes are slightly more likely than members of other castes to say there is a lot of caste discrimination against their groups – but, still, only about a quarter take this position (PRC, 2021). Showing that welfare policy preferences based on economics, individualism and views about different castes and poor in general.

The Government of India and Madhya Pradesh contains a wide array of programs that supply a variety of benefits to diverse groups. In this article the term welfare is used in this narrow sense, to refer to means-tested transfer programs that provide benefits directly to individuals. They set out to demonstrate the importance of whites' racial attitudes in shaping opposition to welfare.

This study reveals that because Lower Cates are deemed as "lazy" in the public eye, it influences the way in which upper caste view social welfare based on reservation and targeted. Because of this, various social welfare policies like reservation for upliftment of lower castes is seen negatively because the public assumes that a majority of the "poor Indians" are lower castes. This is why there is a caste based divide on social welfare policy between upper caste and lower caste.

The first study suggests that there is not enough of a gap between castes based attitudes to accept or reject my first hypothesis, but it does reveal that the gap may be heavily influenced due to education and income gaps between upper caste and lower caste. However, the second study presumes that the gap between these attitudes is due to the negative association of lower castes and their income level.

II.   SCs and STs are more likely to have a higher dropout rate compared to upper castes.

In the article, *Educational Inequality in India in 2022: How to End Disparity in Education,* stated that Education disparity has been further exacerbated by the unequal allocation of opportunities based on social class and caste. One of the main causes of educational inequality in India is the caste system. India is a diverse nation with many different social groupings, each with its own set of ideals and principles. They operate in accordance with their values, and anything that goes against their values is unacceptable to them.

The rigidity of different sociocultural subgroups is causing issues in our country's educational system. The importance of social concepts and the role of caste in every Indian person's life have a significant impact on the prospects for education for the youth of this country. The choices made regarding a child's education are significantly influenced by caste. In India, Dalit children frequently have to travel further to attend the village's main school, which may be caste-segregated because they prefer to attend institutions with a higher proportion of single teachers and subpar facilities.

The study is supported by empirical findings based on the analysis of secondary data retrieved from the official website of the Ministry of Human Resource Development, Government of India, for the period 2001-02 to 2010-11. The enrolment and dropout percentage of SC/ST children have been studied separately for the boys and the girl at three stages viz., primary, upper primary and secondary level. SC and ST are the two largest socially disadvantaged sections of Indian society. During the period of study, the overall enrolment percentage of SC and ST children have increased by 37.49 per cent and 37.92 per cent and their average annual dropout percentage has declined by 3.27 per cent and 2.23 per cent respectively. Among SC children, compared to 51.41 per cent boys, 52.16 per cent girls dropped out annually, while as among ST children, compared to 59.87 per cent boys, 61.32 per cent girls dropped out annually. Nearly 68.21 per cent ST and 62.57 per cent SC children drop out by the time they reach upper primary level and 88.17 per cent ST children and 83.62 per cent SC children dropped out by the time they reach secondary level. There is a need to observe caution while generalising the findings, especially while co-relating them to other sections of the Indian society

Table 1
Literacy rate of Scheduled Caste (SC) and Scheduled Tribe (ST) – 1961-2011

Sl.No	Year	SC			ST			Total (All Castes)		
		Male	*Female*	*Total*	*Male*	*Female*	*Total*	*Male*	*Female*	*Total*
1	1961	16.96	3.29	10.27	13.83	3.16	8.53	40.40	15.34	28.31
2	1971	22.36	6.44	14.67	17.63	4.85	11.30	45.95	21.97	34.45
3	1981	31.12	10.93	21.38	24.52	8.04	16.35	56.37	29.75	43.56
4	1991	49.91	23.76	37.41	40.65	18.19	29.60	64.13	39.29	52.21
5	2001	66.60	41.90	54.70	59.20	34.80	47.10	75.30	53.70	64.80
6	2011	75.20	56.50	66.10	68.50	49.40	59.00	80.90	64.60	73.00

Source: National Commission for SCs and STs, Fifth Report and Census of India, 2011
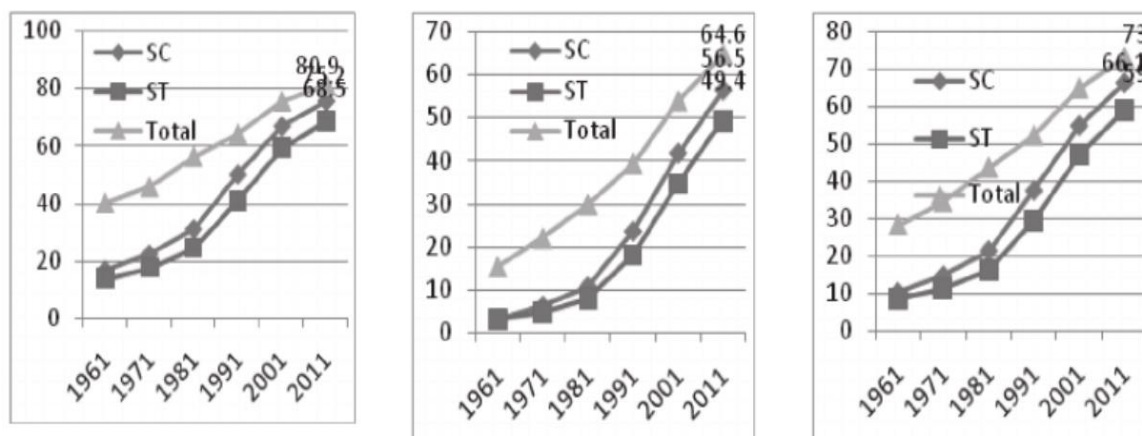
Fig. 1: Literacy levels of SC and STs in India

Percentage at most of the places has been drawn up to two decimal places and has not been rounded off to 100 per cent figure, as such while computing data Dropout Percentage of Scheduled Caste and Scheduled... for 100 percent figure may reflect slight variations. Annual Corresponding Growth and Annual Corresponding Decline percentage has been computed by using the following formula.

ACG- Annual Corresponding Growth,

ACD-Annual Corresponding Decline

$$ACG = \frac{End\ Value - First\ Value}{First\ Value} \times 100$$

$$ACD = \frac{First\ Value - First\ Value}{First\ Value} \times 100$$

The overall enrolment of SC children has increased from 31.95 million in 2001-02 to 43.93 million in 2010-11, which constitutes an enrolment growth of 37.49 per cent during the decade. Accordingly, the enrolment percentage up to primary level has increased by 25.25 per cent, for upper primary level 50.66 per cent and for secondary level 93.22 per cent, which is quite encouraging given the 0.4 percent SC population growth during the same period. The overall annual corresponding growth in enrolment remained positive, except for the year 2002-03, when it dropped by -0.18 per cent. However, the encouraging part is that the overall enrolment percentage of all SC children during the period of study grew on average by 3.27 per cent annually. In terms of dropout, on average, 24.85 million students each year are

Overall enrolment and dropout of Scheduled Caste children

Year	Enrolment figures in millions of Classes				ACG%	Dropout percentage figures of Classes				ACD%
	I-V	VI-VIII	IX-X	Total		I-V	VI-VIII	IX-X	Avg.	
2001-02	21.50	7.50	2.95	31.95	-	45.2	60.7	72.7	59.53	-
2002-03	21.67	7.49	2.73	31.89	-0.18	41.5	59.9	71.9	57.76	-2.97
2003-04	23.13	8.08	3.23	34.44	7.99	36.6	59.4	73.1	56.36	-2.42
2004-05	24.76	8.70	3.54	37.00	7.43	34.2	57.3	71.3	54.26	-3.72
2005-06	25.31	9.15	3.76	38.22	3.29	32.9	55.2	70.6	52.90	-2.50
2006-07	26.27	9.45	4.09	39.81	4.16	35.9	53.1	69.0	52.66	-0.45
2007-08	26.29	9.93	4.22	40.44	1.58	30.1	52.5	68.4	50.33	-4.42
2008-09	26.71	10.54	5.04	42.29	4.57	26.6	47.3	59.8	44.56	-11.46
2009-10	26.01	10.87	5.44	42.32	0.07	30.0	51.2	59.0	46.73	4.86
2010-11	26.93	11.30	5.70	43.93	3.80	27.1	43.4	56.1	42.20	-9.69
Avg.	24.85	9.3	4.07	38.22	3.27	34.01	54.00	67.19	51.72	-3.27

ACG% - Annual Corresponding Growth Percentage, ACD%- Annual Corresponding Decline Percentage
Source: Ministry of Human Resource Development, Government of India, accessible at http://mhrd.gov.in/statist?field_statistics_category_tid=33

enrolled at primary level, while as on average 9.3 million stand enrolled at upper primary level, which also means that 62.57 per cent SC children dropped out before reaching upper primary level and accordingly 83.62 per cent SC children dropped out by the time they reached secondary level. The average dropout percentage of SC children up to primary level during the decade remained at 34.01 per cent, for upper primary level at 54 per cent and for secondary level at 67.19 per cent. Although, a constant and continuous corresponding decline was observed in the overall dropout percentage, but still, on average, 51.72 per cent SC children dropped out annually. Except for the year 2009-10, corresponding decline was recorded in the dropout percentage of SC children, which on average declined by -3.27 per cent annually during the period of study, which is quite noteworthy.

The overall enrolment of ST children during the period of study has grown from 16.27 million in 2001-02 to 22.44 million in 2010-11, which constitutes the growth of 37.92 per cent. It is equally noteworthy that the ST population during the same period has grown by 0.4 per cent. The enrolment percentage at primary level among ST students grew from 11.73 million in 2001-02 to 14.85 million in 2010-11, thereby recording a growth of 26.59 per cent.

Enrolment and dropout of Scheduled Tribe children

Year	Enrolment (in Millions)				ACG%	Dropout Percentage				ACD%
	I-V	VI-VIII	IX-X	Total		I-V	VI-VIII	IX-X	Avg	
2001-02	11.73	3.36	1.18	16.27	-	52.3	69.5	81.2	67.66	-
2002-03	11.83	3.25	1.21	16.29	0.12	51.4	68.7	80.3	66.80	-1.27
2003-04	12.52	3.66	1.35	17.53	7.61	48.9	70.1	79.3	66.10	-1.04
2004-05	13.74	4.17	1.47	19.38	10.55	42.3	65.9	79.0	62.40	-5.59
2005-06	14.11	4.47	1.56	20.14	3.92	39.8	62.9	78.5	60.40	-3.20
2006-07	14.43	4.66	1.67	20.76	3.04	33.1	62.5	78.1	57.90	-4.13
2007-08	14.68	4.72	1.74	21.14	1.83	31.3	62.5	76.9	56.90	-1.72
2008-09	15.01	4.98	1.89	21.88	3.50	35.6	59.2	76.0	56.93	0.05
2009-10	14.92	5.16	2.07	22.15	1.23	36.8	56.8	74.9	56.16	-1.35
2010-11	14.85	5.42	2.17	22.44	1.30	35.6	55.0	70.9	53.83	-4.14
Avg	13.78	4.38	1.63	19.79	3.31	40.71	63.31	77.51	60.51	-2.23

ACG%- Annual Corresponding Growth Percentage, ACD%- Annual Corresponding Decline Percentage
Source: Ministry of Human Resource Development, Government of India, accessible at http://mhrd.gov.in/statist?field_statistics_category_tid=33

Accordingly, the enrolment percentage during the decade for upper primary level has increased by 61.30 per cent and for secondary level is 83.89 per cent. It is equally noteworthy, that on average at 13.78 million ST students are enrolled up to primary level, while as only 4.38 million stands enrolled at upper primary level, which also somewhere means that nearly 68.21 per cent ST children dropped out by the time they reach upper primary level. Accordingly, 88.17 per cent children dropped out by the time they reached the secondary stage. The overall average corresponding growth in enrolment of ST children during the decade was 3.31 per cent annually.

The average annual dropout percentage among ST children up to primary level remained at 40.71 per cent, for upper primary level at 63.31 per cent and for secondary level at 77.51 per cent with an overall dropout percentage of 60.51 per cent annually. This also indicates the fact that more than 60 per cent ST children enrolled in school drop out annually. Except for the year 2008-09, a constant corresponding decline was observed in the dropout percentage of ST children, which on average declined by 2.23 per cent annually.

Compared to 45.13 per cent gross average national dropout percentage, the overall average annual dropout percentage of SC and ST children in the same period remained at 51.72 per cent and 60.51 per cent, respectively, which is higher when compared to the overall dropout percentage of the country. The reason for the higher national dropout percentage can be owed to the fact that majority portion of such percentage comes from SC/ ST groups. While as, the dropout percentage of general and other category of children during the period remained 23.18 per cent.

III.   Boys are more likely to have a higher dropout rate than Girls.

As per the data provided in Unified District Information System for Education Plus (UDISE+) 2021-22 of Ministry of Education which used following conception to come up to Dropout Rate: Proportion of pupil from a cohort enrolled in a given level at a given school year who are no longer enrolled at any grade in the following school year. The following identity is maintained while preparing the estimates of promotion rate, repetition rate and dropout rate: Each of Promotion Rate, repetition Rate and Dropout Rate is non negative and Promotion Rate + Repetition Rate + Dropout Rate = 100

Before moving toward dropout rate first have to see The Gender Parity Index (GPI) of GER
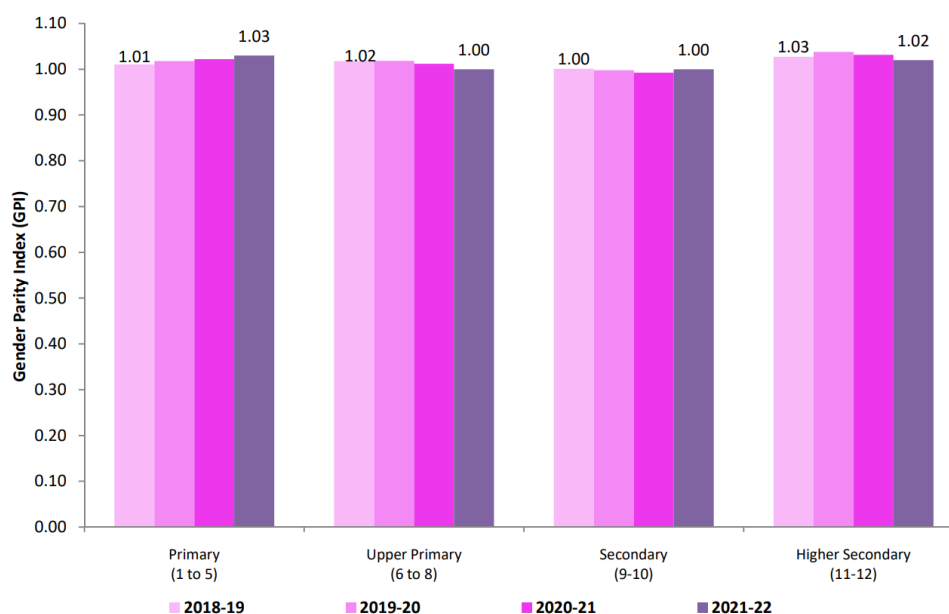
Which shows whether the representation of females in school education is in line with representation of girls in population of corresponding age group. GPI value 1 or more shows that the GPI is favorable to the girls, while GPI of less than 1 shows relative under representation of girls in that specific level of school education.

It is heartening to note that at present, the GPI is 1 or more at all levels of school education. While Chart 12 shows that the GPI at primary and higher secondary was more than 1 for all the years 2018-19 to 2021-22.

According to a recent survey by National Statistical Office (NSO), around **12.6%** of students drop out of school in India. The dropout rate is higher at the secondary level with **19.8%** of students discontinuing education at that level [1]. The state of Meghalaya has recorded the highest percentage of school dropouts at the secondary level in 2021-22 with **21.7%**.

In 2021-22, the dropout rate at the secondary level was higher than the national average in **7 states.** Madhya Pradesh has seen a decline in the dropout rate at the secondary level from 23.8% in 2020-21 to 10.1% in 2021-22.

As per an article in The Wire named, *More Boys Dropped Out of School Than Girls at Secondary Level in India in 2019-20: Report* More boys dropped out of school at the secondary level as well as in primary classes (1 to 5), while the number of girls dropping out of school in the upper primary classes (6-8) was higher than that of the boys in 2019-20, according to a Unified District Information System for Education Plus (UDISE+) report.

The report noted that the overall dropout rate at the secondary level in the country is over 17%, while in the upper primary classes (6 to 8) and the primary level it is 1.8% and 1.5% respectively.

The dropout rate for boys in primary classes was 1.7% as against the girls' 1.2%. Similarly, the dropout rate for boys was higher in secondary classes (18.3%) than girls (16.3%).

In upper primary classes, the dropout rate for boys (1.4%) was less than that for girls (2.2%).

According to the report, nearly 30% students in the country do not transition from the secondary to the senior secondary level

UDISE+ has also provided the relevant data related to Dropout rate which also justifies the hypothesis on the basis for example in Madhya Pradesh boys drop rate is higher than girls in primary and secondary level which is 3.2 for boys, 2.9 for girls and 10.6 for boys, 9.7 for girls respectively

Still the literacy rate among women is lower than men shows that either girls are not enrolled in primary level to the extent that they will outnumber the boys and secondly the difference between dropout rate is very minimal which led to such result.

India/ State /UT	Dropout Rate								
	Primary (1 to 5)			Upper Primary (6-8)			Secondary (9-10)		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
India	1.6	1.4	1.5	2.7	3.3	3	13	12.3	12.6
Andaman and Nicobar Islands	0.2	0.7	0.4	0.9	1	1	6	3.9	5
Andhra Pradesh	0	0	0	1.7	1.5	1.6	17.5	15	16.3
Arunachal Pradesh	9.3	9.2	9.3	4.8	8.4	6.7	11.2	12.3	11.7
Assam	6.8	5.2	6	10.1	7.6	8.8	19.8	20.7	20.3
Bihar	0	0	0	4	5.2	4.6	19.5	21.4	20.5
Chandigarh	0	0	0	0	0	0	0	0	0
Chhattisgarh	1	0.6	0.8	4.8	3.3	4.1	11.5	8.1	9.7
Dadra and Nagar Haveli and Daman and Diu	0	0	0	0	0	0	10.5	8.4	9.5
Delhi	0	0	0	0	0	0	5.9	3.7	4.8
Goa	0	0	0	0	0	0	12.1	5.5	9
Gujarat	0	0	0	4.2	5.8	5	19.4	15.9	17.9
Haryana	0	0	0	0.3	0.2	0.2	6.7	4.9	5.9
Himachal Pradesh	0	0	0	0.6	0.5	0.6	2	0.9	1.5
Jammu and Kashmir	3.9	4.1	4	2.8	3.2	3	5.6	6.3	6
Jharkhand	2.4	1.1	1.8	3.7	4	3.9	9.7	8.9	9.3
Karnataka	0	0	0	1.1	1.1	1.1	16.2	13	14.7
Kerala	0	0	0	0	0	0	6.9	4.1	5.5
Ladakh	7.5	5.5	6.5	2.2	0	1.1	4	5.7	4.9
Lakshadweep	0.5	0.4	0.5	3.2	1.9	2.6	0.4	0	0
Madhya Pradesh	3.2	2.9	3.1	8.6	9	8.8	10.6	9.7	10.1
Maharashtra	0	0	0	1.5	1.6	1.5	10.8	10.6	10.7
Manipur	13.5	13	13.3	6	5.2	5.6	1.4	1.2	1.3
Meghalaya	11.1	8.6	9.8	12	9.4	10.6	23.3	20.4	21.7
Mizoram	7.1	5.6	6.4	3.8	1.6	2.7	13.1	10.8	11.9
Nagaland	5.6	4.5	5	4.6	3.4	4	18.9	16.2	17.5
Odisha	0	0	0	8	6.5	7.3	29.2	25.2	27.3
Puducherry	3.7	3.6	3.7	2.8	2.1	2.4	8.4	4.1	6.3
Punjab	1.6	1	1.3	8.7	7.1	8	18.3	16	17.2
Rajasthan	3.8	3.3	3.6	4.4	4.2	4.3	7.8	7.5	7.7
Sikkim	2.9	0.5	1.8	0	0	0	14.6	9.5	11.9
Tamil Nadu	0	0	0	0	0	0	6.3	2.5	4.5
Telangana	0	0	0	3.4	2.9	3.1	14.5	12.9	13.7
Tripura	1.2	1	1.1	4.8	4.3	4.5	8.5	8.2	8.3
Uttar Pradesh	2.4	3	2.7	1.3	4.7	2.9	9.5	10	9.7
Uttarakhand	1	0.5	0.8	3	2.4	2.7	5.4	4.6	5
West Bengal	9.1	8.2	8.6	0	0	0	18.4	17.7	18

Source: UDISE+ 2021-22

IV.   Conclusion

Caste, Sex and Education three major aspects which plays a crucial role in determining government policies and schemes to realise article 39 towards becoming a welfare state but the ideology behind these government policies is majorly dependent upon above mentioned factors. Government of India through schemes like National fellowship for OBCs, SCs and STs specifically, various other scholarship schemes and skill development schemes providing education specifies that education in an important aspect which could lead to a better lifestyle and welfare schemes over education justifies the ideological aspect where schemes are specific for either caste based or gender based. The above factors gives further importance to democratic decentralisation in the society where the studies can be enhanced at grassroot level.

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