5.1 Introduction

The study on the role of education in the development of the socio-economic conditions of the Scheduled Caste people was done on six community development blocks of Kamrup district (Rural), Assam, viz., Hajo, Kamalpur, Bezara, Chamaria, Chayani Barduar and Rani. Total 1080 samples were selected from the six blocks by using stratified random sampling method. The respondents were the family heads of the Scheduled Caste families. They were divided into two groups—literate heads and illiterate heads. Among 1080 samples, 720 were literate heads and 360 were illiterate heads. Again the literate heads were divided into two groups: literate upto H.S.L.C. and above H.S.L.C. From the North-East middle side of Kamrup district, Kamalpur block was selected and from Kamalpur block, the selected villages were Athgaon, Dorakahara, Chepti-Hathiana and Borgaon. From each village 30 literate (15 upto HSLC and 15 above HSLC) and 15 illiterate samples (Total: 45) were selected. From the North-West side, Hajo block and villages namely Malitola, Koibartatola, Panipara were selected. From each village 60 samples, 40 literate (20 upto HSLC and 20 above HSLC) and 20 illiterate were selected. From the North-East side, Bezera block and the villages namely, Kalipahar and North Guwahati were selected. From
each village 60 literate (30 upto HSLC and 30 above HSLC) and 30 illiterate samples were selected. Rani block was selected from the South-East side and the selected villages were Kahikuchi, Azara, Khanapara and Dhupguri. From each village 30 literate (15 upto HSLC and 15 above HSLC) and 15 illiterate samples (Total: 45) were selected. From the North-West middle, Chayani Barduar block was selected and the villages were Lochane, Hudumpur, Gokhaihat. Again, from each village 60 samples, 40 literate (20 upto HSLC and 20 above HSLC) and 20 illiterate were selected. From the South West, Chomoria block and the villages namely Puthimari, Kahimari, and 1 No. Jogipara were selected. From each village 60 samples, 40 literate (20 upto HSLC and 20 above HSLC) and 20 illiterate were selected. Collected sample can be better perceived in Table No.6 (Ch.III).

5.2 Major Findings

The analysis and interpretation of the data in the preceding chapter (Chapter IV) brought to light a number of findings which have been summarised and presented in this chapter below in accordance with the objectives of the study.

5.2.1 Social Status of both Literate and Illiterate Scheduled Caste Family Heads

5.2.1.1 Literate heads of the Scheduled Caste families enjoy a higher status in the family than their illiterate counterparts when judged on the basis of the family heads’ participation in decision making in matters of managing daily routine, child birth and number of children, education of children, adopting family planning measures, construction work, purchasing property and hygienic condition of living.
(i) 569 out of 720 i.e., 79.03% (279, i.e., 77.5% upto HSLC and 290, i.e., 80.55% above HSLC) of the literate heads takes decisions on the management of daily routine, whereas the number of illiterate family heads is only 124 out of 360, i.e., 34.44% that takes decisions on family matters.

(ii) Matters relating to child birth and deciding the number of children it has been found that 576 out of 720 or 80% (285, i.e., 79.17% upto HSLC and 291, i.e., 80.83% above HSLC) of the literate heads take decisions regarding such matters, but the percentage of illiterate is only 34.44%.

(iii) Taking decision regarding the education of children also shows the same situation. Against 74.17% (200, i.e., 55.55% upto HSLC and 334, i.e., 92.78% above HSLC) of the literate heads (total 534), the percentage of illiterate heads is only 36.37% (132).

(iv) In matters of adopting family planning measures, the situation is not different and the numbers are 444 (61.67%) (205, i.e., 56.94% upto HSLC and 239, i.e., 66.39% above HSLC) and 200 (55.55%) for literate and illiterate heads respectively.

(v) In case of construction work, whereas 586 (81.39%) of the 720 literate heads (292, i.e., 81.11% upto HSLC and 294, i.e., 81.67% above HSLC) have a say, only 208 (57.78%) illiterate heads can take decisions in such matters.

(vi) Decisions regarding purchasing of property show a similar trend. It has been found that out of 720, 637 literate heads, i.e., 88.47% (295, i.e., 81.95% upto HSLC and 342, i.e., 95% above HSLC) and 203 illiterate heads out of 360, i.e., 56.39% can take decisions.
(vii) Again, it has been found that 80.29% (578) literate heads (285, i.e., 79.17% upto HSLC and 293, i.e., 81.39% above HSLC) and 55.83% (201) illiterate heads take decision in matters of hygienic condition of living.

5.2.1.2 The social status of the literate heads of the Scheduled Caste families is higher than the illiterate heads. This has been found by considering the family head’s association with the society in terms of his/her position hold in any social organisation, recognition received by him/her in society, his/her political awareness and his/her involvement in different social activities.

(i) Only 93 out of 360 i.e., 25.83% of the illiterate family heads have position hold in any social organization. On the other hand, 548 out of 720, i.e., 76.11% of the literate heads have such position hold.

(ii) When recognition received in society is considered, it has been found that 77.08% literate heads have received recognition. However, the percentage for the illiterate heads is 24.17% only.

(iii) The political awareness of the illiterate heads is very low. Only 31.11% i.e., 112 out of 360 illiterate heads are politically aware. However, 90.83% literate heads (i.e., 654 out of 720) are politically aware.

(iv) When involvement of these samples in different social activities was observed, the investigator found that as against 81.67% literate heads, only 25.83% illiterate heads have involvement in different social activities.
5.2.1.3 When household infrastructure facilities such as, electricity, sanitation, *pucca* house, water resources, etc., are considered as parameters of social status, it has been found here also the families of illiterate heads are behind the families of literate heads.

(i) All the families with literate heads have electricity connection in their house. However, in case of families with illiterate heads the number is slightly low which is 294 out of 360 (i.e., 81.67%). However, the reason behind such a figure is various government schemes of rural electrification.

(ii) While 100 percent literate heads in both the levels of education have provisions of sanitation, only 15% of the illiterate heads have such provision.

(iii) Whereas only 34.44% of the illiterate heads have *pucca* houses, 100 percent of the literate heads in both the levels of education possess it.

(iv) However, in respect to water resources, against the encouraging figure of 100 percent literate heads, the percentage of the illiterate heads is only 34.17%.

5.2.1.4 In the study of social status among the literate and illiterate family heads, the consolidated conclusion prepared considering the three parameters- Family heads participation in decision making process of the family, Family heads social link and Infra-structure facilities (Table No.12, Ch. IV) reveals that the social development is higher in the families whose heads are literate than the illiterate families whose heads are illiterate.
Except infra-structure facilities, in case of other indicators, above HSLC group shows more of social development than the upto HSLC group.

5.2.1.5 ANOVA and $t$-Test used to examine whether there is significant difference of social status between the literate and illiterate groups, established that there is no significant difference of social status between the two literate groups, upto HSLC and above HSLC. But the illiterate group’s social status is significantly different from both the literate groups at 5% level of significance.

5.2.1.6 The illiterate family heads are generally unaware of small family norms. For them more children mean more earning hands. They are unaware of population explosion and the problems, both social and economic, arising out of it.

(i) 720 families with literate heads have 2470 children (1319 males and 1151 females). But the 360 families whose heads are illiterate have 1453 children among whom 820 are males and 633 are females.

(ii) The average children in the literate group are $2470/720=3.43$. Again the average children in the illiterate group are $1453/360=4.04$.

(iii) This difference between the number of children in both literate and illiterate families shows that the illiterate heads are not much conscious of family planning measures and enjoy lower social status than the families whose heads are literate.

(iv) When levels of education (divided into three in this study, such as, primary, upto HSLC, above HSLC) of these children and number of them who continued and discontinued education at any level are considered, it
has been found that the number of children who discontinued further education is higher in case of families with illiterate heads. From the group of illiterate family heads, 74.94%, 80.45% and 57.17% of the children discontinued at primary, upto HSLC and above HSLC level respectively, the percentages from the literate group in the respective levels are 33.22%, 27.81% and 43.64%. On the other hand, children who continued further education are higher in number in case of literate families. 66.77%, 72.17% and 56.35% from the literate group continued further education at the three levels respectively, whereas from the illiterate group, the percentages are 25.05%, 19.54% and 42.82% respectively (Table No: 18, Ch. IV). So it is clear that the educational opportunity and social status are enjoyed more by the children whose heads of the family are literate than the illiterate groups.

5.2.2 Economic Status of both Literate and Illiterate SC Family Heads

5.2.1.1 Literate heads of the scheduled caste families enjoy a higher economic stability and status than their illiterate counterparts. It has been found that 105, i.e., 29.17% of the 360 literate (up to HSLC) family heads are service holders. 157, i.e., 43.61% of the 360 literate (above HSLC) family heads are service holders. No service holder is found by the investigator among the illiterate heads.

5.2.1.2 Impact of education on economic status could be seen when different sources of income and number of family members from each group engaged in earning for the family according to their level of education was considered. (Table No. 20A-20G, Ch. IV)
(i) It has been found that family members of the respondent families have to choose different earning sources according to their level of education. For instance, from the literate group, 6.18% members from up to HSLC level and 14.88% from above HSLC level of education are service holders. From the illiterate group the percentages are 2.49% and 7.83% respectively for the levels. No service holder is found from primary level from any of the groups. In both the levels of education of the children, i.e., up to and above HSLC, the percentage is higher when the heads of the families are literate and vice versa. (Table No. 20A, Ch. IV) Again, the percentage of service holder is higher in the category above HSLC irrespective of the level of education of the family heads.

(ii) The data of daily wage earning as a source of income and livelihood among the members of the respondent families show that the percentage of daily wage earner children belonging to the primary level from both the groups is the highest, i.e., 11.73% and 15.5% respectively. Whereas none is a daily wage earner from above HSLC category of literate family heads group, the percentage is lowest (4.78%) in the same category of illiterate family heads. Again the percentage is the highest in the level primary i.e., 11.73% and 15.5% respectively for literate and illiterate family heads.

(iii) Though pottery making is a traditional profession among some SC communities, it has been found that no male member is engaged in this profession in all the three level of education from the group of literate family heads. Female members are found in all the levels. Their number
is the highest, i.e., 39 in the primary level. However, in the group of illiterate family heads, both male and female members are found in all the levels of education, 12.26% of them are from upto HSLC level, 7.61% are from above HSLC level and 11.89% are from primary level.

(iv) In respect to other sources of income such as, business, agriculture, fishing and floriculture, a similar trend could be discerned.

5.2.2.3 On considering the yearly income of the respondent families, it has been found that among literate families, in the level of education up to HSLC, 222 families, i.e., 61.66% come under up to Rs. 25000 yearly income group and 138 families, i.e., 38.33% come under above Rs. 25000 income group. Again, in case of the same samples, in the level of education above HSLC, 131 families, i.e., 36.39% fall under up to Rs.25000 income group and 229 families, i.e., 63.61% fall under above Rs.25000 income group. But in case of illiterate samples 229 families, i.e., 63.61% fall under up to 25000 income group and 131 families, i.e., 36.39% fall above 25000 income group. The statistics reveals that in case of literate families, number of families in the higher income group (i.e., above 25000) increases with the increase in the level of education. Of course, in case of illiterate families it shows a reverse trend.

5.2.2.4 From the $\chi^2$ -test (chi-square) done to examine the statistical dependency of the yearly income of the families on their household heads’ education, it is found that the calculated value of $\chi^2$ is greater than the critical value of that statistic at 5% significance level with 1df. The $\chi^2$-test proves that the annual income of the sample families depends on
the education level of their household heads. Thus there is significant
difference of economic condition between literate and illiterate
household heads.

5.2.3 Comparison of Social and Economic Status between Literate and Illiterate
SC Families

5.2.3.1 Social Status

(i) In respect to the first set of indicators counting social status, i.e., family
head’s participation in decision making in the family affairs, the level
upto HSLC shows a percentage of 73.05% and above HSLC level shows
82.67%. On the other hand, the percentage of the illiterate family heads is
47.29%. Here the percentage shows a descending trend in accordance
with the descending level of education. That is, when the level of
education is higher, the respondents enjoy a higher social status.

(ii) The same phenomenon can be seen when the second set of indicators i.e.,
family heads’ link with the society is taken into account. The percentages
are 93.89% for above HSLC level, 68.96% for upto HSLC level and
26.73% for illiterate level. The descending order of the per cents suggests
that the social status of the literate families is higher than the illiterate
families.

(iii) Though in matters of household infrastructure facilities, literate heads in
both the levels of education (upto HSLC and above HSLC) show the
same per cent, which is 100%, the per cent of the illiterate is only
41.32%. This big gap in percentage obviously reveals the big difference
in social status among the literate and illiterate SC people.
(iv) Now, to test whether the difference is significant or not, ANOVA technique was applied, the result of which was shown in Table No. 13, Ch. IV. The result shows that there is significant difference among the groups at both the levels, 5% and 1% level of significance. Further, $t$ test was done to see where the difference lies. From the $t$ test value (Table No. 14, Ch. IV) it becomes clear that there is no significant difference of social status between the two literate groups i.e., above and upto HSLC. But the illiterate group’s social status is significantly different from both the literate groups beyond 1% level of significance.

(v) The average children in the literate group are 3.43. On the other hand, the average children of the illiterate group are 4.04 (Table No. 15, Ch. IV). The difference between the number of children of both literate and illiterate families shows that the illiterate heads are not much conscious of family planning and enjoy lower social status than the families whose heads are literate.

(vi) The number and the percentages of the children from the two groups (literate and illiterate) who discontinued and continued further education at the three levels of education, i.e., primary, upto HSLC and above HSLC were considered (Table Nos. 16, 17 and 18, and Figure No.7, Ch. IV), it was found that the number of children who discontinued further education is higher in case of illiterate families. On the other hand, children who continued further education are higher in number in case of literate families. So it is clear that the educational opportunity and social status are enjoyed more by the children whose heads of the family are literate than the illiterate groups.
5.2.3.2 Economic Status

(i) 29.17% of the 360 literate (up to HSLC) and 43.61% of the 360 literate (above HSLC) family heads are service holders. No service holder was found among the illiterate samples. This clearly indicates that the families of literate heads enjoy a higher economic status than their illiterate counterparts.

(ii) Number of family members from each group (literate and illiterate) engaged in earning for the family from different sources according to their level of education (computed in Table Nos. 20A -20G, Ch. IV) gives a better idea of the impact of education on the nature of the source of income one has to choose and the consequent low or high economic and social status.

(iii) When distribution of yearly income of the families was taken up, it was found that, families whose heads are literate above HSLC level, 63.61% families have yearly income above 25000. Again, from the upto HSLC literate heads, 38.33% families’ yearly income is above 25000. On the other hand, from the illiterate groups only 36.39% families’ yearly income is above 25000. Again 61.67% families from upto HSLC group have yearly income upto 25000 and 36.39% families yearly income is upto 25000 whose heads are literate above HSLC level. On the other hand, 63.61% illiterate heads’ yearly income is upto 25000. It is interesting to note that in case of literate families, number of families in the high income group (i.e., above 25000) increases with the increase in the level of education. Of course, in case of illiterate families it shows a
reverse trend. Now to examine the statistical dependency of the yearly income of the families on their household heads education, the $\chi^2$-test (chi-square) was considered. The $\chi^2$-test proves that the annual income of the sample families depends on the education level of their household heads. Thus, the economic status is higher in case of literate household heads than the illiterate.

5.3 Discussion on the Findings

On the basis of the analysis and interpretation of the data in Chapter IV, a discussion on the findings has been incorporated below in relation to the theoretical background presented in Ch.I (Introduction) and Ch.II (Review of Related Studies).

5.3.1 In the present study, the first two objectives were to study the social status of the literate Scheduled Caste families and to study the social status of the illiterate Scheduled Caste families. First, they were studied according to three indicators of social status, viz., Family heads participation in decision making process of the family, Family heads social link and Infra-structure facilities. The consolidated conclusion prepared considering the three parameters reveals that the social development is higher in the families whose heads are literate than the illiterate families whose heads are illiterate.

- In relation to the first set of indicators grouped as Family heads participation in decision making process of the family, the percentage shows a descending trend in accordance with the descending level of education. That is, above HSLC level shows 82.67%, upto HSLC level shows 73.05% and illiterate shows 47.29%.
• When the second set of indicators i.e., family heads’ social link is taken into account, the same trend can be seen and the percentages are 93.89%, 68.96% and 26.73% for above HSLC level, upto HSLC level and illiterate level respectively.

• However, in matters of household infrastructure facilities, families of literate heads in both levels of education show the same percentage (100%) whereas the percentage of the illiterate group is only 41.32%.

ANOVA and $t$-Test were used to examine whether the difference is significant between the literate and illiterate groups. They established that there is no significant difference of social status between the two literate groups, upto HSLC and above HSLC. But the illiterate group’s social status is significantly different from both the literate groups at 5% level of significance.

Secondly, the two objectives were studied according to the following indicators of social status,

(i) Number of children and their level of education at the time of data collection

(ii) Number of children discontinued further education

(iii) Number of children continued their education

The analysis reveals that,

• The average children in the literate group are $2470/720=3.43$. Again the average children in the illiterate group are $1453/360=4.04$. This difference shows that the illiterate heads are not much conscious of family planning measures and enjoy lower social status than the literate heads.
• The number of children who discontinued further education is higher in case of families with illiterate heads. From the group of illiterate family heads, 74.94%, 80.45% and 57.17% of the children discontinued at primary, upto HSLC and above HSLC level respectively, the percentages from the literate group in the respective levels are 33.22%, 27.81% and 43.64%. On the other hand, children who continued further education are higher in number in case of literate families. 66.77%, 72.17% and 56.35% from the literate group continued further education at the three levels respectively, whereas from the illiterate group, the percentages are 25.05%, 19.54% and 42.82% respectively. So it is clear that the educational opportunity and social status are enjoyed more by the children whose heads of the family are literate than the illiterate groups.

Jacob Aikara (1980) in his study, *Scheduled Caste and Higher Education*, revealed that in comparison with the non Scheduled Caste students the Scheduled Caste students were found to be inferior in economic, educational, occupational, and academic background. The rates of stagnation and dropout were conspicuously higher among the Scheduled Caste than among the non Scheduled Caste students.

One of the findings of A.K. Vakil’s (1985) work, *Reservation Policy and Scheduled Caste in India* was that the educational and economic conditions of the SCs have been far from satisfactory.

R.N. Bhattacharjee’s (1983) major findings in his work *Socio-economic Strategies of Education in Nagaland: A Historical Study* were parental illiteracy is one of the major factors which stood in the way of education in Nagaland during the
period 1930-50; parental occupational status determined the education of the children at all periods; parental economic status determined the level of education of their children.

Again, R. P. Athparia (2004) in his *Role of Education for Economic Development: A Case Study of the Karbies of Assam* found that education has brought changes in various ways in their attitudes like towards world view, socio-economic and political changes and in their life style as well.

The above studies made it clear that socio-economic condition of the Scheduled Caste population is not upto the level of expectation despite the efforts made by the governments and other welfare agencies. They also asserted the role of education in bringing about a change in the socio-economic condition of the SC people. Parental occupational status and parental economic status determine the level of education of the children. The SC children, who would be future parents, were inferior in educational front. So, in future, they would enjoy low occupational and economic status which would affect the status of the children. This chain would continue. The present study also reveals that literate heads of SC families enjoy higher social status than their illiterate counterparts. In other words, education plays a major role in the social development of the SC people. As such, the findings of the present study can be generalised with the findings of the related studies. At the same time, it can be said that the findings of the first two objectives support the hypotheses $H_1$ and $H_3$.

Prof. C. Parvathamma (1984) made an objective study of the socio-economic conditions of the Scheduled Caste and Scheduled Tribes in Karnataka in the work *Scheduled Caste, Scheduled Tribes – A Socio-Economic Survey*. While examining
the main problem, the author opines that the Scheduled Caste and Scheduled Tribes in the state and the country as a whole continue to be the most poor. Some of the major findings of the study are SCs and STs are predominantly residing in rural areas and early 40 (Forty) percent are living in huts, an equal percentage in houses. More than 80 (eighty) percent of SCs and STs are landless agriculture labourers working in others land in the village. Modern conveniences like electricity, radio, watch, car, and motor cycle are not found with them.

In connection with the household infrastructure facilities, the present study reveals that the families of illiterate heads are behind the families of literate heads. Here also, the role of education on the standard of living of the households becomes conspicuous and the findings support the hypotheses $H_1$ and $H_3$.

5.3.2 The third and the fourth objectives of the present study were to study the economic status of the literate Scheduled Caste families and to study the economic status of the illiterate Scheduled Caste families respectively. After the analysis of the data, it has been found that 29.17% of the 360 literate (up to HSLC) and 43.61% of the 360 literate (above HSLC) family heads are service holders. No service holder was found among the illiterate samples. This clearly indicates that the families of literate heads enjoy a higher economic status than their illiterate counterparts. When number of family members from each group (literate and illiterate) engaged in earning for the family from different sources according to their level of education was considered, it was found that uneducated members from both the groups have to choose the traditional occupation with age old techniques and the consequent low economic and social status. When distribution of yearly income of the family were taken up and it was found that, in case of literate families, number of families in the
high income group (i.e., above 25000) increases with the increase in the level of education. Of course, in case of illiterate families it shows a reverse trend. To examine the statistical dependency of the yearly income of the families on their household heads education, the $\chi^2$-test (chi-square) was considered. The $\chi^2$-test proves that the annual income of the sample families depends on the education level of their household heads. Thus, the economic status is higher in case of literate household heads than the illiterate.

R. Santa Kumari (1980) in her work *Scheduled Castes and Welfare Measures* examines the impact of Government programmes on the Scheduled Castes and opines that there has not been any lack of awareness of different programmes of educational welfare of the Government among the Scheduled Castes. Majority of them have, therefore, availed themselves of these programmes in varying quantities. But, the fact is that inspite of these programmes, the Scheduled Castes have not been able to gain the intended benefit out of these concessions. Also modern training on traditional crafts and occupation has not made any impact in providing occupational mobility or even employment.

C. Parvathamma, (1989) in the book *Scheduled Castes at the Cross Road* says that the social stigma and ritual pollution are so great that the untouchables cannot engage themselves in many gainful employments and they are caught in the traditional occupation.

V.B. Krishnaiah Chetty, (1991) in *Scheduled Castes and Development Programmes in India*, has attempted to examine the impact of development programmes designed for the improvement of socio-economic conditions of Scheduled Caste families in India in general and Andhra Pradesh in particular. The
author has found that majority of the Scheduled Castes in rural areas are still engaged in traditional low status occupations.

I.D. Atle (1992) in his study entitled *Rural Employment of Scheduled Castes* shows that the socio-economic life of the Scheduled Castes is very much governed by their caste factor even today. They mainly live in rural areas and dependent on wage employment as agriculture labourers, scavengers and bone collectors.

The Seminar on Socio-economic Development of the Scheduled Castes of Assam held in Guwahati in Sept.1990 under the auspices of AIRTSC, Guwahati resolved, besides other things, that traditional skills of various Scheduled Caste communities are facing serious competitions. The state government is urged to revitalise the traditional cottage industries of the Scheduled Castes providing modern equipments and training

P. Das (2002) in his study of the problems of the fishing community in Dhubri district of Assam in his *The Traditional Fishing Community of Dhubri District of Assam, A Socio-Economic Study* observes that in spite of having large number of fishery resources and also the demand for fish in the state, the fisher folks are encountering so many hindrances in the profession. Due to lack of proper employment and insufficient income generation, nearly 73% of fisherman households of the study sample are victims of indebtedness. They had to pay the interest from their disposable income to the tune of 120 percent per annum.

R. P. Athparia (2004) in his study of three Karbi villages of Assam in *Role of Education for Economic Development: A Case Study of the Karbies of Assam* has shown that the village Korkak, which had higher literacy rate in comparison to the
other two villages, Dan Kumar and Phonlongpet was also economically more advanced than the rest. Education has brought changes in various ways in their attitudes towards world view, towards socio-economic and political changes and in their life style as well. In search of higher education and employment a tendency of migration to the urban areas among them has become tangible, and has instilled a sense in them about the utility of education for economic development.

The studies above testify to the close link between education and economic development. Majority of the SC population is living in the rural areas where many social stigmas and taboos prevail due to lack of education. Stigmas and taboos prevent them from getting any other employment and they have to stick to the traditional low status occupation. On the one hand, traditional skills of the SC people are under serious threat due to the development of science and technology, on the other hand, their indebtedness has increased gradually. Due to lack of education, different government programmes have failed to deliver the desired result. Modern training on traditional occupation has failed to make any impact on unemployment. Of course, among the educated SC population, a tendency to migrate to the urban area can be seen.

In the present study also, the same situation prevails. Illiterate masses of the study area are caught in the traditional occupations. Even the illiterate members of the families with literate heads have to stick to occupations like fishing or pottery making. The result is that though almost all the members of a family are engaged in earning for the family, the total annual income is very low. Even the percentage of service holder educated members of illiterate families is lower than service holder educated members of literate families. In short, the findings of the present study in
relation to the third and fourth objectives can be generalised with the findings of the reviewed studies and can be said that economic status is higher in case of literate families than the illiterate families. Thus, the findings support the hypotheses $H_2$ and $H_4$.

**5.4 Implications of the Present Study**

The present study was undertaken to investigate into the role of education in the socio-economic condition of the SC people delimiting the study only to 1080 samples of six community development blocks of Kamrup district (Rural). As such, the findings of the present study have some implications for the policy makers, bureaucrats, social workers, leaders of SC communities, researchers, and the people who are concerned with the cause of the SC people.

The findings implicate that despite so many constitutional provisions and concessions, and Acts for the upliftment of the Scheduled Caste people, nothing has changed much in their socio-economic condition since independence. Concerned authorities and the people at the helm of affairs of the SC people must have a relook at the provisions and the implementation of such provisions. Particularly, the socio-economic condition of the illiterate SC population should be a matter of concern for them.

The findings reveal the close link between education and socio-economic condition of the SC people. The higher is the education level, the better is the socio-economic condition and vice versa. So, education should be at the top of the priority list. The study implicates that mere enactment of laws or incorporation of special provisions in the reports of different Education Commissions providing educational opportunities to the backward classes would not make them educated. Concerted
efforts from all sections are required to make them reap the benefits of education and to enjoy a higher social and economic status.

Modern training on traditional occupation of the Scheduled Caste people fails to make any impact because of lack of education. Another implication of the study is that modern techniques of production should be amalgamated with the traditional craft of the SCs in such a manner as to absorb them into the traditional occupation instead of ousting them from it. For this also education is the precondition. Only the illiterate and unskilled masses are engaged to it without optimum productivity or sufficient income. Herein lies the need of re-examination and reorientation of the affairs of the backward classes in general and Scheduled Castes in particular.

Above all, the present study implicate that something is rotten in the state of Denmark, there is something wrong in the whole state of affairs. Things should be begun anew to heal this defective limb in order to have a healthy body.