Chapter VI

Suggestions and Conclusion

6.1 Summary of the Present Study

Complete development of a person as well as a society is possible only through education, social contact, and relationships. It is not only desirable but also essential to train the individual to be able to subordinate his own needs and individuality to the social requirements. Man is a social being. He cannot live alone. He will mould himself according to the will of the society. That is why education should enable a child, a man to cultivate such qualities in him as to benefit the society through his own activities. Education is considered the most powerful instrument of social change and development. It is only through education that people can bring desirable changes and development by developing their personal, social and economic conditions. Those countries are socially and economically advance which are also educationally advance. At present, no nation can think of social or economic development without ensuring an abundant supply of highly educated and skilled people. Only the educated can be productive and can be the part of the process of development of a society and uneducated are economic liabilities. To build a sound economy and a developed society, concerted efforts of the people of all calibres are required. People belonging to different
castes and creed, different jobs and professions, different ranks, all make their own contribution to the growth of economy. A skilled labourer and a trained farmer’s contribution to the economy of a nation cannot be undermined. So, the stimulations to mass education as well as to higher education are necessary for the socio-economic development of a country. Economic growth is identical with prosperity and better life. Faster economic growth helps the people of a country to enjoy higher standards of living. It leads to higher social development.

It is education through which the socio-economic status of a person is determined, because education helps a person to possess a good earning capability and leading a good social as well as economic life. That is why, it can be said that socio-economic development of a country depends on education. Socio-economic prosperity of the country is directly proportional to the educational development of the people.

Therefore, the present study has been undertaken with a view to highlighting the role of education in the socio-economic conditions of the Scheduled Caste people and the title of the study is ‘Role of Education on the Development of the Socio-economic Conditions of the Scheduled Caste People, with Special Reference to Kamrup District (Rural)’.

The Scheduled Castes include several castes in the Hindu society. As per Scheduled Caste and Scheduled Tribes Order Act 1976, Assam has sixteen castes categorized as Scheduled Castes. Initially, they were known as depressed class of the society. But according to the constitutional provision, from the year 1950, sixteen castes
have been known as Scheduled Castes in Assam. They are *Bansphor, Bhuinmali* or *Mali, Brittal-Bonia, Dhubi, Dugala, Hira, Jhalo-Malo, Jalkeot, Kaibarta, Lalbegi, Mahara, Mehtar* or *Bhangi, Muchi, Namasudra, Patnis, and Sutradhar*. The socio-economic problems of the backward communities, the Scheduled Caste in particular, are characterised by a lack of education and its facilities, an absence of ownership of productive resources, extreme dependence for livelihood on agriculture, uneconomic indebtedness and poor participation in the secondary and tertiary sector.

The whole work which studies the role of education in the socio-economic development of the scheduled caste population of Kamrup district (Rural) of Assam is divided into six chapters.

Chapter I includes the introduction of the study. In the introduction the investigator has given more importance to the need of education to develop the standard of living. Here the investigator tries to analyse that education is a prerequisite for socio-economic development of any underprivileged group. In absence of education, development of any sort fails to touch them in a desired way forcing them to lead a traditional life. Without education they cannot realize their strength and opportunities to develop themselves. As Scheduled Caste population is the subject of the study, this chapter includes a short discussion on the meaning of caste and a brief introduction to the caste system in India. Again she discusses the Scheduled Castes in Assam, their district wise population pattern and occupational pattern, and their socio-economic development in Kamrup district.
This chapter also includes the problems faced by the Scheduled Caste people and analyses the meaning of socioeconomic condition of a society. The Scheduled Castes, throughout the country, occupy the lowest rank in the caste hierarchy. The political and economic safeguards provided by the constitution makers granting justice in economic, political and social fields to the Scheduled Castes in the Preamble of the Constitution have not been properly implemented in Assam. Efforts made by governments and other institutions for their upliftment have failed to deliver the desired result. Observing the causes of underdevelopment and backwardness of these people, the investigator felt the need of the study to find the role of education in the development of the socio-economic condition of the Scheduled Caste people. The investigator included the constitutional provisions for disadvantageous sections, recommendations of Education Commissions, recommendations of National Policy of Education on the education of Scheduled Castes; Dr. Ambedkar’s recommendations on the untouchables and his five principles for the progress of the Dalits. Some causes of backwardness of the Scheduled Caste communities have also been included.

This chapter contains the title of the study which is ‘Role of Education on the Development of the Socio-economic Conditions of the Scheduled Caste People, with Special Reference to Kamrup District (Rural)’. Keeping in view the title, the following objectives have been taken up for the present study:

1. To study the social status of the literate Scheduled Caste families.
2. To study the social status of the illiterate Scheduled Caste families.
3. To study the economic status of the literate Scheduled Caste families.
4. To study the economic status of the illiterate Scheduled Caste families.

5. To compare the social and economic status between literate and illiterate Scheduled Caste families.

The chapter also contains the following hypotheses prepared for the study:

**H$_1$** - There is significant relationship between education and the social status of Scheduled Caste families.

**H$_2$** - There is significant relationship between education and economic condition of the Scheduled Caste families.

**H$_3$** - There is significant difference of social status between literate and illiterate Scheduled Caste families.

**H$_4$** - There is significant difference of economic condition between literate and illiterate Scheduled Caste families.

Meaning of caste, meaning of the terms, meaning of the literate and illiterate, abbreviations used in the study and the delimitations of the study are also included.

In Chapter II, the review of related studies is included. Through this chapter, the investigator has tried to have a look at the studies conducted by various researchers in the field and their findings as well as existing theories and concepts. The review of related studies collected by the investigator has been divided into two parts as Indian and Regional. It contains reviews of various research works from 1970 to 2011.

Chapter III contains the methods and procedures used by the investigator for the study. Here, research method, research design, methods used in the study, tools used
for data collection, meaning of samples, sampling design, universe of the study or population of the study, etc., are dealt with. The list of development blocks along with the sample villages of Kamrup district (Rural) which constitute the geographical area of the present study, number of respondent literate and illiterate family heads are shown table wise. Procedure for data collection, data gathering techniques, techniques used for data collection in the present study, tools for data collection and administration of the tools are enclosed in this chapter. Finally, treatment of the data and the statistical methods used for analysing the data such as ANOVA, $t$-test are $\chi^2$-test (chi square) are included in this chapter.

Here in Chapter IV, the investigator has included the analysis and interpretation of the data. To count social and economic status of scheduled caste families with literate and illiterate family heads, certain indicators were selected and shown in tabular form in the chapter and analysis and interpretation has been done according to the indicators as shown in the tables. Again, in this chapter F-test (ANOVA), $t$-test and $\chi^2$-test (chi square) were used by the investigator to test the hypotheses separately. Bar diagrams and pie diagrams were drawn by the researcher to give a clear visual idea.

The summary of the major findings has been enumerated in Chapter V. The investigator has come up with as many as eleven findings on the basis of the analysis and interpretation of the gathered data.
In the Final chapter, i.e., Chapter VI, the investigator has touched upon the suggestions and conclusion derived from the whole study. The chapter also incorporates the recommendations and the scope for further study in the field.

6.2 Review of the Preset Study

The present study reveals that

1 The Scheduled Caste community is one of the most deprived and backward communities on the socio-economic considerations. Especially the illiterates and the poorer sections of the community are socially and economically backward and have been suffering from time immemorial. They are socially and economically backward because they are educationally backward. Again, the cause of educational backwardness can be traced to illiteracy of the parents. Educational backwardness always leads them to feel socially and economically inferior to other higher caste people of the society.

2 Despite various measures, development programmes and schemes taken up by the governments under different plans for the upliftment of the poor and backward communities including Scheduled Castes and Scheduled Tribes, the improvement in the standard of living of these communities has not been achieved so far. Many villages inhabited by the Scheduled Caste people in the study area of Kamrup district (Rural) have distinct names of their own, but out of the caste contempt and hatred, the
high caste people prefer to call such villages by such names like *Hira Para* (*Hira village*), *Kaibarta Para* (*Kaibarta village*), *Malitola* (*Mali village*). The higher caste people call the fishermen as *doms* and their village *Dom Para* (*Dom village*). These hateful and derogatory treatments have still been continuing to wound the feelings of the innocent and ignorant people. Actually the word "backward" which is used for the community keeps them backward and cannot help them to uplift their living standard.

3 Various depressed castes in Assam such as fishing caste, garland makers, net makers, earthen pot makers, and to a certain extent agricultural labourers suffer from a number of social disabilities.

4 Highly educated and economically rich members of the Scheduled Caste communities of the study area maintain a high standard of living and enjoy a higher social and economic status. They have the idea of family planning and they are very much aware of education of the children. But the illiterate samples of the study enjoy a very low status in social and economic front in the society. The family heads, the women, and the sons catch fishes, weave flower garlands, make earthen pots, make fishing nets and sell them in the market. Despite their various age old occupations, they are economically poor and socially backward. The cause of backwardness is illiteracy or lack of education. They never try to make their children highly educated or else they would leave their age old
profession. They teach them the traditional works and use them for earning their livelihood. Despite many earning hands and many sources of income, they have no idea of saving money, or of using money for the improvement of their life style or living standard.

5 The traditional occupation with age old techniques and unfavourable market conditions, does not bring large scale benefits to the Scheduled Caste people. Again, from the socio-economic point of view, one of the most important causes of poverty and backwardness of Scheduled Caste population is landlessness, because which this poor and labourer (agricultural) section of the community cannot take any kind of financial assistance like loans offered by the government. Due to landlessness, they cannot offer sufficient security for obtaining such loans.

6 The poor and illiterate Scheduled Caste peoples are educationally, economically, socially and culturally backward. Because of economic backwardness they always stay at the backstage in the society and they feel inferior to others. But the rich members of Scheduled Castes population never feel inferior to others. They always feel forward in all fronts because of their education and high economic status, and they always improve their living standard.

7 The life style of the village people, particularly the SC people, is simple and they are a set of very contented people. Their possessions are few. They have the same careless attitude towards disease, polluted
environment and the household facilities. Their furnishings are of low standard. The females, by tradition assist the family not only with household chores but also with other subsidiary sources of earning such as net making, pottery, drying fishes, weaving, selling fishes, garland making and selling them and also in agriculture.

8 Low productivity, low real income, low savings, deficient of capital make the Scheduled Caste people backward and underprivileged.

6.3 Suggestions

Measures for solutions to the problems and for improvement of the socio-economic conditions of the Scheduled Caste people can be suggested as follows,

1. For proper development of socio economic condition of the Scheduled Caste population of Assam, a cognate mapping of all the communities living in the state, and an up-to-date statistics is essential. In order to fill in such gaps and fulfil the needs of the people, a corporate effort of individuals, scholars, universities, research and development agencies and voluntary organisations may prove fruitful.

2. It is the universal truth that education is the backbone of a society to develop its socio-economic condition. The main problem of the Scheduled Caste people is the absence of sufficient education in the real sense to enable them to understand their own problems. The spread of
modern education is very important to make people understand the inherent problems.

3. The traditional occupation still practiced by the Scheduled Caste communities with age old techniques does not bring large scale benefits to them. The traditional occupation has to be regenerated with modern techniques. A coordinated effort is essential to evolve scientific means to develop it and also to make it economically viable. Along with traditional occupation of fishing, making earthen pots and fishing nets, there should be sufficient provision of other occupations to send off these people to other trades. In educational institutions, vocational courses should be opened in such occupations.

4. Another problem of the Scheduled Caste people is landlessness. As a solution, the landless people and the people having no means of earning should be shifted from their present disadvantageous place to high fertile grazing lands and are rehabilitated by distributing cultivable land among them. In this manner, the problems may be solved to some extent.

5. Another problem is that the government assistances are not availed by the Scheduled Caste people for whom the provisions are made. Therefore, the field work and govt. survey should be done properly and special arrangements should be made for wide publicity among the illiterate Scheduled Cast people about different schemes of development and the
ways and means to improve their status by availing themselves of the schemes and participating in such schemes.

6. There is a separate directorate for the welfare of the Scheduled Castes. It should be properly oriented and organized in such a manner so that under the leadership of the Director, a group of social workers can study and can make spot enquiries to remove grievances of the Scheduled Caste people.

7. A number of small scale industries should be established in SC populated areas with financial help and technical guidance to enable the young generation to engage in self employment. For example, they must be provided with land to set up sericulture, horticulture and agriculture firms and other small scale industries, plant nursery, dairy firms etc. Distribution of land to the Scheduled Caste people in the government grant reserves and other land reform measures will solve the socio-economic problems and will discourage infiltration of foreigners to those reserved lands where illegal settlements by the strangers are increasing.

8. The government must take effective measure to protect them from social injustice and all forms of exploitation.

9. Unemployment always leads to poverty and dissatisfaction. Because of poverty they have not been able to improve their standard of living and social environment. So the government should take special care for the
educational and economic interest and needs of the Scheduled Castes and Scheduled Tribes.

10. Every problem must be studied in the present day situation with reference to changes. Mere reservation cannot solve the problems if the people are not educated and trained properly to get the benefit of the reservation. So the educational development of the Scheduled Caste community should be achieved first to benefit the reservation system.

11. The social and physical environment in which the Scheduled Caste population has been living has to be changed and improved.

12. Roads and communications in the Scheduled Caste areas must be improved. Emphasis must be laid on establishment of health centres, schools etc., on providing loans for purchase of lands and construction of buildings.

13. The life style of the SC people is simple and they have a careless attitude towards their problems. Therefore, to overcome the problems, accurate information regarding the provisions made in the Constitution for the upliftment of the Scheduled Caste people to be given wide publicity through mass media like radio, television, newspapers, bulletins and wall posters. Otherwise, the Scheduled Caste community will always remain the same as it was yesterday. There will be no better tomorrows waiting for them.
14. The word backward cannot help any community to uplift their social and economic status. As a matter of fact, in case of SC communities, the word has an indelible psychological impact on them. It has actually been pushing them to the backstage and has forced them to feel inferior to other castes. So the use of the word should be prohibited from the society.

15. Decent and noncorrupt officers should be appointed for proper implementation of the government welfare plans and subsequent economic development of the Scheduled Caste. For that regular monitoring must be done.

16. There should be proper provisions for change and development of the culture of the scheduled caste people.

6.4 Scope for Future Research

Scientific research not only contributes a drop to the sea of knowledge, but also opens up new avenues for further exploration. After making a humble attempt in the present study to inquire into the role of education in the socio-economic condition of the Scheduled Caste people of Kamrup district (Rural), the investigator felt that there were other areas in the related field which could be the subject matter for further investigation. Some of such areas are suggested below for future research.

a) The present study was confined to Kamrup district (Rural). However, Scheduled Caste population is scattered in all the districts of Assam. So,
similar study on the role of education can be done on other parts of Assam.

b) In the present study, only 1080 samples were taken up for investigation. So, an extensive study on the role of education in socio-economic condition can be undertaken taking a large sample.

c) The study covered the three SC communities inhabiting the study area. There are sixteen recognised SC communities in Assam. Role of education in the socio-economic development of each of these communities can be studied separately.

d) A comparative study on the socio-economic status of two different SC communities engaged in two different traditional occupations may also be conducted.

e) Statistics reveal that among the SC communities of Assam, Brittial Bania community has the highest literacy rate (81%, Census 2001) and the Muchi community has the lowest (47.9% Census 2001). This big gap in literacy can be another area for further investigation.

f) A comparative study on the socio-economic conditions of Brittial Bania community (with the highest literacy rate) and Muchi community (with lowest literacy rate) will highlight the role of education.
g) A comparative study on socio-economic development of Scheduled Caste and Scheduled Tribe population of Assam and the role of education may be conducted.

h) A comparative study may be conducted on socio-economic development of Scheduled Castes and Other Backward Classes of Assam and the role of education.

i) SC people always feel inferior to the higher ranked classes in a society. The feeling of inferiority leads them to neglect, subjugation, exploitation and humiliation. An extensive socio-psychological study can be conducted on the mindset of the SC people to identify the root of such a feeling and to eradicate it.

j) Measures taken up by governments (both central and state) for the upliftment of the SC people and the outcome of such measures can form an area for further research.

k) Efforts of non-govt. organisations and social welfare organisations for their upliftment and the impact of it on them can also be studied.

l) Impact of the use of technologies on the traditional occupations of some of the SC communities, such as, fishing, pottery making, etc., and the resultant socio-economic condition of those communities can be studied extensively.
m) SC population in the whole country is concentrated in the rural areas. They live in colonies in villages. However, some of them are scattered in urban areas too. This urban SC population, obviously have a different set of problems which may be the subject for further investigation.

6.5 Conclusion

Education may generally be defined as a process which covers the entire domain of human self and causes the development of integrated personality of the individual in the desired direction, so that he can contribute his best to the society. In a broader sense, education, formal or informal, is a means to one’s awareness to some information, knowledge or facts, which broadens one’s mental outlook, influences one’s belief, structures and modifies one’s attitude towards an issue, object or class of people. By this virtue, education enables a person to think in terms of right and wrong, true or false, reasonable or unreasonable which are the very basis of value conception. Through education one can acquire the power of judgment between 'good and bad', what should be done and what should not. According to the thinkers of India, education is the third eye of a person. It teaches one how to act justly and rightly. It removes darkness and shatters illusions. Education always carries a set of rules, conduct and goals which are based on society's value pattern and try to inculcate values among the learners.

It is a common knowledge that the Scheduled Castes suffer for no fault of their own. The problems faced by them have aggravated the situation over the years and pushed the unfortunate Scheduled Castes to total subjugation and exploitation. One thing
is certain that in the caste ridden society like ours, social and economic standard are the necessary pre requisites for any individual to progress. Throughout the country, in hierarchy of unequal relationships, the Scheduled Castes are at the bottom and hence socially inferior to all other communities. Again, among the SCs also there is further stratification and ranking. The safeguards provided to the Scheduled Castes of Assam by the Constitution of India granting justice in economic, political and social field have not been properly implemented. There are different types of schemes undertaken by the Government of India for the upliftment of the Scheduled Castes people, but still they are not in a position to compete with the rest of the society. This is mainly because the opportunities provided by the government for them are not reaching the hands of the real needy for which their economic conditions are still in a shattered state.

Only through education, the socio-economic status of a person is determined, because education helps a man in possessing a good earning capacity and leading a good economic life which upgrades his social status. That is why, it can be concluded that socio-economic development of a society, a community, a nation, country depends on education. Economic prosperity of the countrymen is directly proportional to the educational development of the people.