CHAPTER – 5
SUMMARY AND CONCLUSION

5.1 The Problem

5.1.1 Rationale of the Problem

Society is a web of social relationship and it is always changing society exist only where social being “behave” towards one another in ways determined by their recoganization of one another (Macivar and page, 1974). In the society education as an instrument of socialization is considered as a powerful catalytic agent for social change. This is most effective changing agent for the improvement of the socio-economic condition of the scheduled castes removal of their disabilities and acceleration of the integrated process, (Singh and Praveen, 2006). Education important for achieving economic developments and technical progress besides it is also considered crucial for social transformation towards a better order based on values of freedom, social justices and equal opportunity (Radhakrishana and Kumari, 1989). Education is a social process directed by the community or individual of the community towards the realization of socially accepted values. It is not only improve the skill of people leading to increase the level of productivity but also play a major roles in school change education, particular technical and vocational education help the people (Paswan and Jaideva, 2002) there are many institution in the society but educational institution play a very important role for the better socialization of the people. The social position of scheduled caste is very low than other because their literacy rate is low than others. So, government launched many scheme for increasing the literacy rate of scheduled castes. Education play a very important role in scheduled castes to improve their social and economic condition. They face many problem in getting education such as lack of awareness, poverty and
dropped out the school. Many social researcher focus on their study with different issues like as: B. Kuppuswamy (1972) studied a great change in the position of Harijan

I.P. Desai (1973: 1-265) has examined the untouchable in rural Gujrat. Data collected by the observation. He found that the untouchable in rural, earn their livelihood by the two types of activities, clean activities is cultivation and agricultural labour and unclean activities is removing the dead cattle. They are not employed in house hold construction work as labourer. In schools the untouchable could not sit near the Savarna. In 35 out of 59 village the untouchable students do not have any relationship with Savarna students outside the school. With untouchable teacher's untouchability take place by their professional colleagues and by the village community.

N.J. Usha Rao (1981: 1-331) has examined the social change among the scheduled castes through education in Karnataka. Data has been collected mainly from census report. The study mainly based on secondary sources. He pointed out that the literary rate of scheduled castes in 1961 is 8.95 (male 14.8 and female 3.04%). But in 1971 the literacy rate of scheduled castes increased by reservation of seat in Schools, colleges and relaxation in age limits and lowering of minimum mark for admission in various institutions. He found that the economic condition and social status of scheduled castes improved by education because they employed in Government and Government undertaking departments through reservation and concession in age limit and educational qualification. Majority of the scheduled castes engaged in unskilled and clerical occupation. They gave up the traditional work. Kinjaram Ramaiah (1998: 5-145) studied academic achievement of scheduled caste students hailing from various sub caste-categories in relation to their socio-economic status in telangana region of Andhra Pradesh. He find out that very few castes reach to the level of university education while majority of the sub castes do not reach the education
upto S.S.C. Malas is the most advantaged sub caste categories among scheduled castes. The socio-economic status of scheduled castes boys and girls are same. Education level of urban scheduled castes students is more than rural scheduled castes students with higher level of socio-economic condition to reach the higher level of the education. The scheduled castes students are studying in private school perform better at S.S.C. level than the scheduled castes students are studying in government and Zilla Parished schools. Petrica Jeffery and Roger Jeffery (2005) observed that educated scheduled caste people avoid labouring and agricultural work. Shalini Sharma and Simran Sindhu (2006) observed to measure development of women by exploring the impact of education an their knowledge of household and allied practices and Ravindra H. Dholakia et al. (2008) states the access of poor house holds to primary education in five states of India. D.Venkateswarlu (1990) observed the conflict between Harijan and upper class in six village of Andhra Pradesh.

Thus from the above discussion it can be observed that since independence of India various studies have been done of different castes of scheduled castes on different aims but still all these studies leave some scope for further studies on impact of education among scheduled castes. But D. Venkateswarlu analyzed the conflict between Harijan and upper caste people. Therefor it can be stated that none of the study has analysed the education and development (social development) among scheduled castes in Muradnagar-Block, District Ghaziabad. Hence the researcher has decided to fill this gap. This Muradnagar-Block included in NCR-Region and near this block situated many educational institution. Therefore there is need of more studies.
5.1.2 Statement of the Problem

In the light of the above facts, the following specific issues are studied by empirical research/study:

1. **What are the socio-economic backgrounds of scheduled castes respondents?**

2. **What are the factors which motivating the scheduled castes to gain the education?**

3. **What are conflict that arise between scheduled castes and other castes by gaining education?**

4. **What are the development among scheduled castes as consequence of education in term of sources of income and life pattern?**

The above dimensions of the objectives/questions have been studied in the Muradnagar-Block of Distt. Ghaziabad in U.P.

In the first question, to identify the socio-economic background of scheduled castes respondent in term of age, caste, family type, family size, sex, marital status, education, education of respondent’s father and mother, educational place, main occupation, place of occupation, more occupation except main occupation, Number of room, professional education and technical education.

In the second question to find out the factor which motivate the scheduled castes to gain education such as: scholarship, reservation of seats in educational institution, concession in fee and inspired factor.

In the third question tried to know the conflict between scheduled castes and other castes people in some form such as: discrimination at work place, misbehaviour by the other caste teacher, forced the scheduled castes to cast the vote, checked to take part in politics and misbehaviour by other castes people.
In the forth last question an attempt to find out the development (social development) in term of source of income and life pattern of scheduled castes due to extension of education.

5.1.3 Area of Study and Methodology

5.1.3.1 Area of Study

The present study has been conducted in Muradnagar-Block of Ghaziabad District in U.P., Ghaziabad is one of the most important district of West region of the state of U.P., near Hindon River. This is situated in National Capital Region (NCR - Delhi). Ghaziabad District is about 15 km far from Muradnagar-Block in South direction. Modinagar Tehsil is situated 10 km far from Muradnagar Block in North direction. According to the census of 2001 total population of Ghaziabad District 3314070. Total population of Muradnagar Block is 130187, out of which 70,232 are male and 59955 are female total population of scheduled castes is 25,725, out of which 13919 are male and 11806 are female. Literate people of Muradnagar- Block is 736333, out of which 46539 are male and 27094 are female.

The researcher has selected the Muradnagar-block in Ghaziabad district because near this block, there are many educational institutions and the people of this block are influenced by education. So, the researcher has selected this area to study the impact of education on the livies of scheduled castes people. Literacy rate of Muradnagar-block is 56.55%. This research work has been completed in 2012.

5.1.3.2 Perspective/Approach

To observe the socio-economic background of scheduled castes respondent, historical approach have been used. The researcher has used conflict approach to study the conflict between scheduled castes and other castes people which arise due to extension of education.
5.1.3.3 Universe/Sample

The whole group from which the sample is drawn is technically as universe or population for the study and the group actually selected for the study is called the sample of the study. To know the development among scheduled castes due to spread of education, at the first stage of fieldwork, the researcher have been started with observation and pilot survey and at the second stage, I have selected 200 respondent by purposive sampling in 5 villages out of 54 villages of Muradnagar-block with five category of villages such as:- (i) Near to urban village is Jalalpur Raghunathpur (ii) Highway road connected village is Abupur (iii) Main road connected village is Rawli Kalan (iv) Far away from main road village is Amirpur Garhi and (v) Interior village is Manauli. There are 61 villages in Muradnagar-block but the respondent are selected of four scheduled caste people such as: Jatav, Balmiki, Dhobi and Kori from 54 villages because in 7 villages scheduled castes people are not available.

5.1.3.4 Method of Data Collection

In this research work two type of data are collected, primary data and secondary data. The primary data are collected from 200 scheduled castes respondent through observation and interview-schedule. The secondary data are drawn from published and unpublished material, published material like as:- books, Journals, encyclopedia, dictionaries and census reports. The unpublished materials of government office about scheduled castes people in Muradnagar-block.

5.1.3.5 Method of Data Analysis

Two major methods have been adopted to process and analyze the collected qualitative in quantitative data. The primary data are collected by interview-schedule and observation and analyze by simple statistical methods. The secondary data about locale and review of studies was manually handled.
5.1.4 Limitation of Study

The researcher has analyzed the socio-economic position of some selected scheduled castes in the reference of Muradnagar-block in dist. Ghaziabad U.P. The researcher has given here some important limitation of study such as:-

1. The researcher has considered four castes of SC like Jatav, Balmiki, Dhobi and Kori which are living in majority in entire region.

2. The study covers only socio-economic background of scheduled castes people.

3. The study covers the main factors which motivate the scheduled caste to get education.

4. The study is limited to Muradnagar-block of distt. Ghaziabad, U.P.

5. The information has been collected from the educated heads of the family or main individual of the family.

6. This study is about only development (social development) as consequence of education in term of source of income and life pattern.

5.1.5 Significance of the Study

The significance of this study are following:-

1. The study deals with the socio-economic background of scheduled castes people.

2. This study helps in understanding the decreasing conflict between scheduled castes and other castes people which has become possible only with the arrival of education.

3. This study helps in understanding the development (Social development) of scheduled castes people after gaining education.
4. This study helps to Government and NGOs to launch any development programme for the social development of scheduled castes people.

5. The present study is important to know the contemporary position of scheduled castes people in region.

5.2 Major Findings

Major finding of study are presented in following sub headings

5.2.1 Major Findings on Socio–economic Background of Scheduled Castes Respondents:

1. Larger segment of respondent 74 are related in below 30 age group and small segment of respondent 30 are related in above 50 age group.

2. largest-majority of the respondents 168 (84%) are Jatav while small number of the respondents 4 (2%) belong to Kori caste.

3. Large majority of the respondents 106 (53%) belong to nuclear families and small segment of respondents 35 (17.5) belong to extended family.

4. Largest segment of the respondents 113 (56.5) have 4 to 6 persons family and Small segment of respondents 12 (6%) belong to up to 3 member family.

5. Larger majority of the respondents 164 (82%) are male and small segment of respondents 36 are female.

6. Larger majority of the respondents 178 (89%) are married and small segment of respondents 22 are unmarried.

7. Largest segment of respondent 76 belong to secondary education and small segment of respondent 29 belong to post graduate education.

8. Educational qualification of largest segment 110 (55%) of the respondent’s father’s are illiterate while very small number of the respondent’s father 3 (1.5%) is graduate.
9. Majority of the respondents’ mothers’ education is nil while remaining, 0.5 percent respondent’s mother’s education is Intermediate.

10. Large number of the respondents 88 (44%) went daily in city to education while only 35, (17.5%) respondents get education in city with live there.

11. Large number of respondents 49 (24.5%) are engaged in Govt. service while small number of the respondents 28 (14%) engaged in their own business.

12. Majority of the respondents 106 (53%) do work in village while small number of the respondents 18 (9%) do work for their livelihood in far cities to their home.

13. Largest segment of respondents 81 (40.5%) are live in two rooms house while a least number of respondents 5 (2.5%) live in a one rooms house.

14. Largest segment of respondents 81 (40.5%) are live in two rooms house while a least number of respondents 5 (2.5%) live in a one rooms house.

15. Larger majority of respondents 176 (88%) are not taking professional education. Then it can be concluded that mostly respondents are engaged in traditional courses.

16. Largest majority of respondents 187 (93.5%) are not get taking technical education and remaining 13 (6.5%) respondent are get technical education.
5.2.2 Major Finding on Motivating Factor to Gain Education

1. Large majority of the respondent 140 get scholarship are motivate to gain their education and small segment of respondent 26 are able to get scholarship.

2. Large segment of respondents 53 say that they spend scholarship on purchasing books and small segment of respondent 2 spend in other works.

3. Large segment of respondent 83 are more motivate to gain education due to reservation of seats and small segment of respondent 20 are not motivate to gain education.

4. Majority of respondent 135 say that concession in fee are motivate gain education and small segment of respondent 19 are not get concession in fee.

5. Large segment of the respondent 72 inspired for improve social status to gain education and small segment of respondent 34 inspired for good job.

5.2.3 Major Finding on Conflict Between Scheduled Castes and Other Caste People

1. Large segment of respondent 98 never face discrimination at workplace by other caste people and small segment of respondent 8 are always face discrimination at workplace.

2. Majority of respondent 120 never feel misbehaviour by other cast teacher in educational period and small segment of respondent 80 feel misbehaviour by other cast teacher.

3. Majority of respondent 163 are never forced by other caste people to casting vote in their favour and small segment of respondent 4 are all time/always forced.

4. Majority of respondent 121 not at all checked by other caste people take part in political activity and small segment of respondent 4 are always checked by other caste people.
5. Large segment of respondent 84 are never fell misbehaviour by other caste people and small segment of respondent 37 are all time/always fell misbehaviour by other caste people.

5.2.4 Major findings on Development Among Scheduled Castes as a Consequence of Education in the Term of Source of Income and Life Pattern

Source of Income–Economic Development of Scheduled Castes People

1. Majority of the respondents (110) changed their occupation to increase their family income and remaining 90 have not change their occupation.

2. Majority of respondent 54 changed their occupation to improve their social condition and small segment of respondent 5 changed due to not benefit in their pre-occupation.

3. Larger majority of respondent 157 says that poverty is decrease due to extension of education and small segment of respondent 4 says that the poverty is increased.

4. Majority of respondent 116 says that chance for employment are increase due to spread of education and small segment of respondent 11 think that chance for employment are decrease.

5. Large segment of respondent 99 think that the reservation for scheduled castes people in service sector, the economic condition are more improved and small segment of respondent 7 think that the reservation in service sector are never improved the economic condition.

6. Majority of respondent 106 are take benefit of any development scheme to improve their family income and remaining respondent 94 are not take benefit of any development scheme.
Life Pattern: Social Development of Scheduled Castes People

7. Larger majority of respondent 177 are not feel untouchability by other castes people and small segment of respondent 23 are feel untouchability.

8. Larger majority of respondent 180 are invite to upper castes people in their family ceremony and small segment of respondent 20 are not invite to upper caste people.

9. Large segment of respondent family ceremony (94) uppercaste people are mostly participated and in small segment of respondent family ceremony (13) upper castes people never participated.

10. Majority of respondent 101 are mostly called on in their caste panchayat and small segment of respondent 40 are never called on in their castes panchayat.

11. Large segment of respondent 85 are never called on in meeting of higher castes people and small segment of respondent 41 are mostly called on in meeting of higher caste people.

12. Larger majority of respondent 142 are favoured to provide education to girl and small segment of respondent 13 are not favoured.

13. Majority of respondent 120 says that education is little helpful to stop dowry and small segment of respondent 20 says that educations are never helpful to stop dowry.

14. Majority of respondent family 121 want to get married their children in 21-25 years and small segment respondent family 3 want to get married their children above 30 years. So we can says that it at age of marriage increased this helped in prohibited to child marriage.
15. Large segment of respondent 88 are not believe in inter caste marriage and small segment of respondent 47 are uncertain about inter caste marriage decision.

16. In large segment of respondent family 84, children are free to choose their life partner and in small segment of respondent family 3 children are uncertain to choose their life partner.

17. Larger majority of respondent 149 are invite in higher caste people celebration and remaining 51 respondent are not invited in higher caste people celebration.

18. Larger majority of respondent 169 are support women to choose any occupation and remaining 10 are uncertain support women to choose any occupation.

**Political Development of Scheduled Castes People**

19. Larger segment of respondent 92 are not participate in active politics and small segment of respondent 49 have no interest in active politics.

20. Large segment of respondent 72 are support women to take part in politics and small segment of respondent 59 are uncertain support women to take part in politics.

21. Large segment of respondent 68 are cast the vote on the basis of development work and small segment of respondent 12 are cast the vote on the basis of religion.
5.2.5 Major Findings on Socio-economic Background and Conflict between Scheduled Castes and Other Castes People

1. Most of respondent 42 are never discriminated at work place related to secondary education and small segment of respondent 2 related to secondry education are always discriminated at work place.

2. Most of scheduled castes people 38 are never fell misbehaviour by other caste people related to secondary education and small segment of respondent 2 are always feel misbehaviour related to graduation education. It means secondary education effected the scheduled caste people.

3. Most of respondent 36 are sometimes discriminated at work place are related to below 30 age category and small segment of respondent 3 are all time discriminated at work place related to 31-40 age group.

4. Large segment of respondent 31 belong to below 30 age group are never misbehavioured by other cast people and small segment of respondent 4 belong to 41 to 50 age group are always misbehavioured by the other caste people.

5.2.6 Major Finding on Socio-economic Background and Source of Income and Life Pattern of Scheduled Castes Respondent

Education and Social Development of SCs

1. Large segment of respondents 68 are related to secondary education are not feel untouchability by other caste people and small segment of respondent 2 related to graduation education are feel untouchability by other caste people.

2. In large segment of respondent family ceremony 33, upper caste people are mostly participated related to secondary education and in
small segment of respondent family ceremony 1 belong to graduation education upper caste people are not invite.

3. Large segment of respondent 35 are never called on in meeting of higher caste people related to secondary education and small segment of respondent 6 related to graduation and P.G. education are mostly called on in meeting of higher caste people.

4. Large segment of respondent 48 related to secondary education want to get married their children in 21-25 year and small segment of respondent 1 related to primary and higher education want to get married their children in above 30 year.

5. Large segment of respondent 42 related to secondary education are not believe in inter-caste marriage, and small segment of respondent 4 related to graduation and P.G. education are uncertain about inter-caste marriage.

6. Large segment of respondent 57 are related to secondary education are invite in higher caste programme and small segment of respondent 4 are related to graduation education are not invite in higher caste programme.

7. Large segment of respondent 54 related to secondary education say that education for girl are important then boys and small segment of respondent 1 related to P.G. education say that education for girl are not important than boys.

8. Large segment of respondent 36 related to secondary education say that their children are free to choose life partner and small segment of respondent 1 belong to P.G. education can not say.

9. Large segment of respondent 46 related to secondary education says that education is little helpful to stopped dowry and small segment of
respondent 1 related to P.G. education says that education is very much helpful to stop dowry.

10. Large segment of respondent 63 related to secondary education are support to women choose any occupation and small segment of respondent 1 related to P.G. education are not support to women choose any occupation.

Education and Economic Development of SCs

11. largest segment of respondent 42 related to secondary education say that chance for employment are increased and small segment of respondent 2 related to primary education says that chance for employment are decrease.

12. Large segment of respondent 59 related to secondary education say that poverty are decreased due to extension of education and small segment of respondent 2 belong to primary and secondary education say that poverty is increased.

Education and Political Development of SCs

13. Large segment of respondent 25 are related to secondary education are cast the vote on the basis of development work and small segment of respondent 1 related to graduation education cast the vote on the basis of religion.

Age and Social Development of SCs

14. Large segment of respondent 64 related to below 30 age group are not feel untouchability by other caste people and small segment of respondent 1 related to above 50 age group are fell untouchability by other caste.
15. In large segment of respondent 33 family ceremony other cast people are mostly participated related to below 30 age group and in small segment of respondent 1 family ceremony other caste people are never participates related to above 50 age group.

16. Large segment of respondent 45 belong to below 30 age group are never called on in meeting of higher caste people and small segment of respondent 2 belong to above 50 age group are never called on in meeting of higher caste people.

17. Large segment of respondent 44 belongs to below 30 age group want to get married their children in 21-25 years and small segment of the respondent 1 related to below 30 age group want to get married their children in above 30 years and No body want to get married their children in above 30 year belong to 41 to 50 and above 50 age group.

18. Large segment of respondent 28 belong to below 30 age group are not believe in inter caste marriage and small segment of respondent 6 belongs to 41 to 50 age group are uncertain believe in inter caste marriage.

19. Large segment of respondent 50 belong to below 30 age group are invite in higher caste programme and small segment of respondent 3 related to 41 to 50 age group are not invite in higher caste programme.

20. Large segment of respondent 48 related to below 30 age group say that education for girl are important than boys and small segment of respondent 1 belongs to above 50 age group say that education for girl are not important than boys.

21. Large segment of respondent 35 related to below are 30 age group say that children are free to choose their life partner and the small of
segment of respondent 5 belong to 41 to 50 age group can’t say that children are free to choose their life partner.

22. Large segment of respondent 44 belongs to below 30 age group say that education are little helpful to stopped dowry and small segment of respondent 2 belongs to above 50 age group say that education are very much helpful to stopped dowry.

23. large segment of respondent 61 belongs to below 30 age group are support women to choose any occupation and small segment of respondent 2 belongs to below 30 age group are support women to choose any occupation can’t.

Age and Economic Development of SCs

24. Large segment of respondents 38 related to below 30 age group say that the chance for employment are increased and the small segment of respondent 1 related to above 50 age group say that chance for employment are decrease.

25. Large segment of respondent 55 belong to below 30 age group says that poverty is decrease, and small segment of respondent 2 belong to 41 to 50 age group says that poverty is increased.

Age and Political Development of SCs

26. large segment of respondent 25 belongs to below 30 age group are cast the vote on the basis of development and the small segment of respondent 1 belongs to 41 to 50 age group are cast vote on basis of religion.
5.3 Conclusion

The present study focuses on “Education and development among scheduled castes” in Muradanagar-block, district Ghaziabad in western U.P. The researcher has selected Muradnagar block in Ghaziabad district because there are many educational institutions near it and the people of this block are influenced by education. So, the researcher has selected this area to study the impact of education on the life of scheduled castes people. After analysing the data of the mention region by simple statistical methods we take some findings. Findings from the first objective social economic background of scheduled castes people show that the most of respondents belong to Jatav caste, below of 30 years age group, nuclear family, secondary education, government services, male and married. From the second objective, the researcher has observed that scholarship, fee concession, reservation of seats in educational institution are playing very important role to motivate the scheduled castes to gain education. Finding from the third objective show the extension of education in the condition of scheduled castes people who are improving on large scale but in some stages the conflict between scheduled castes and other caste people are raise on small scale like:- scheduled castes people feel misbehaved by other castes people, sometimes forced by other castes people to cast vote in their favour. But most of respondent never face discrimination at work place by other castes people. In last objective development among scheduled castes due to extension of education in term of economic, social, and political development show that, in economic development-mainly scheduled castes people changed their traditional occupation to increase their income and to improve social condition. Thus their poverty is decreasing and chance for employment are increased. After gaining education, they become aware about development schemes. So they take benefit of many development schemes. It is indicated that due to spread of education the economic condition of scheduled castes people are improving day by day. In
social development, most of scheduled castes people are not feeling untouchability by other castes people and social distance between scheduled caste people and other caste people is decreasing because the people from the other castes are mostly participating in scheduled castes people family ceremonies. The social status of scheduled castes people is improved in society because they are called on in meetings of higher castes people. Most of respondent think that education is little helpful to stop dowry but on the other hand they take dowry as a tool, which fulfills their desires so they demand it to improve in their status. They want to get married their children at the age of 21-25. It is indicated that due to expansion of education the child marriage in society are destroyed. Caste system in society is breaking down because they believe in intercaste marriage. In most of respondent’s family children are free to choose their life partners, it show that they do not interfere in mate selection. The position of women in society is improved because they can choose any occupation to increase their family income and mostly respondent are doing help for girl in getting education.

In political development - they are taking part actively in politics and mostly cast their vote on the basis of development but 24% of the gathering don’t take interest in politics they do not cast the vote due to their disinterest tedness. It has been observed that education has played a significant role in the life of scheduled castes people. As a matter of fact, a majority of rural people are related to secondary education they never feel untouchability by other castes people, as they are called on in some meeting of higher caste people. They want their children to get married at the age of 21-25 year and they also cast their votes on the basis of development.

As a matter of fact, a majority of scheduled castes rural people related to below age group they never feel untouchability by other castes people, as they are called on in some meeting of higher caste people. They want their children to
get married at the age of 21-25 year and they also cast their votes on the basis of development. It means that on larges scale secondary educated rural people and below 30 age group people are most effected.

Therefore, this research work presents the changing condition of scheduled castes people who have been improving in society due to expansion of education. It is also observed that education is playing a significant role in social, economical and political development of scheduled castes people in Muradnagar-block.

5.4 Recommendation

After the summary and conclusion of these study some recommendation are following:-

1. To provide education loan, to facilitate education the people should be given education loan easily.

2. To attract people to the technical education.

3. To add scientific studies at intermediate level because scientific subjects are not taught on sufficient scale in intermediate college.

4. The villages mast be connected with main road, so that girls can be benefited in attaining their education/courses.

5. The villagers should be informed to the development schemes time to time by Govt. agency.

6. To avail opportunities of jobs to the unemployed youth.

7. There is an urgent need of Govt. library to enrich the education in the region because there is no such library.

8. The study centre for girls in different streams and levels like- Inter college and Degree College, should be established.
Others Area of Research

1. Education and conflict between scheduled castes and other castes
2. Education and decision making among scheduled castes.
3. Empowerment of scheduled castes women through education.
4. Impact of education on scheduled castes: A comparative study of urban area and rural setting.
5. Extent of elementary education among scheduled castes students.
6. Impact of higher education on dalit youth.
7. Educational problems among scheduled castes people in interior villages.

5.5 Bearing of the Findings of Empirical Research on Earlier Studies

After framing the above question and arriving at the above findings we may observe the following trends and looks at the similarities and variations with earlier studies.

Richard Pais (1999) find that educated scheduled castes employed in Government department through reservation because they could not have got the job under the normal circumstance of caste discrimination. They gave up the menial job like as clearing the streets. Their economic status more improved than the social status because they have the low position than own colleagues at employed place.

P.C. Jain, Shashi Jain and Sudha Bhatnagar (1997) find that scheduled castes people did not of allow equal freedom to boys and girl. Educated women and men have a more chance for employment in government and public under taking department are being extended from time to time through reservation due to extension of education, it tends to increase the intercaste marriage and tends to
exercise pressure for a higher age of marriage for men and woman, child marriage is widly prevalent among them. Harijans becomes elite in the society and a change are taking place in the interpersonal between scheduled castes people and other castes people.

M. R. Sham Kunwar (1985) states that educational progress reduced the house hold size does not hold good, educational advancement is not on proper line. They gave up the hereditary occupation and have taken up new jobs such as: Textiles, Trades and upper class service. The findings of present research work show the same that they changed their traditional occupation to improve their economic condition and social position in the society. Chance for employment are increased for their in government and government undertaking department because seats are reserved for their. It means reservation in service sector their social and economic condition are improved.

J.K. Pundir (1997) pointed out that the practice of untouchability and social distance are being reduced between scheduled castes and other castes people. They take benefit of development programme and choose any occupation.

T.P. Vetsehera (1999) investigated that mahar women have loose moral and more freedom to go outside their home than upper caste women. They adopted the value and living styles of upper castes women. The dowry depend on the education of girl. Dowry is higher for dark skin girl and low educated girl. Dowry is lower for fair skin and job girl. Educated women is comparatively free than uneducated and choose their life partner. Joint family disintegrated because new couples have two and three children.

D.M. Ravi Parsad (1997) examined the impact of education on the dalit students. Only elite dalit have the opportunity to take the facilities given them. The majority of student are invited by upper castes people in their social functions 82% students feel that intercaste marriage should be encouraged to
improved their social status and to discourse casteism findings are supported to the present research work that the practices of untouchability and social distance are being reduced between scheduled castes and other castes people. Education played a crucial role to stop dowry because dowry is depend on the academic performance and skin colours of girl. The caste system are breakup in society due to believe in intercaste marriage.

Sacchidananda (1988) has examined the emergent scheduled castes elite in Bihar. Educated people take part in politics. So they become more strong than non educated people. Shalini Sharma and Simran Sindhu (2006) observed to measure development of women by exploring the impact of education on their knowledge of households and Allied practices. Educational level of respondents increased, which led to lower fertility rate. Matriculate were having distance of either 1-2 or 2-3 year between their children in the sample.

Thus the findings of Sacchidananda and Shalini Sharma and Simran Sindhu (2006) also reveal the same finding like the present research work, scheduled castes people take part in politics, joint family are breaking up and size of family is decreasing.

Thus, this research work also show that education atleast effects the occupational mobility, social development, economic development and political development among scheduled castes people.

Their before the present study is limited to small sample and only a part of scheduled castes people for bearing of studies. So, these findings are also limited for wider generalization and findings are indication of development, further generalization is required at wider level.