1. The Problem

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 recognition 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. Venkatesuarlu 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.

**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.
1.3 Area of Study and Methodology

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 33,14070. 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 Muradnagor- 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 lives of scheduled castes people. Literacy rate of Muradnagar-block is 56.55%. This research work has been completed in 2012.

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.

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.

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.

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.

1.4 Limitation of the Study

The researcher has analyzed the socio-economic position of some selected scheduled castes in the reference of Muradnagar-block in distt. 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.

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.