Case Study Available online www.ijsrr.org ISSN: 2279–0543

International Journal of Scientific Research and Reviews

Respondent's Perception on Double Discrimination in Education: A Case study on Scheduled Caste Females of Mekhliganj Block of Koch Bihar District, West Bengal

Barman Bikash[1*] and Chouhan Pradip[2]

Dept. of Geography, University of Gour Banga, Malda, West Bengal
Email – barmanbikash2013@gmail.com, pradipchouhanmalda@gmail.com

ABSTRACT:

This paper attempt to show the Scheduled Caste (SC) female respondents (Rajbanshi, Namasudra, Chamar, Dhoba, and Jalia Koibarta) perception on double discrimination in education of Mekhliganj block of Koch Bihar district. Double discrimination is referred when a person or a group is targeted for more than one form of discrimination. One hand Scheduled Caste is regionally backward in education, social aspect, and political participation and in the sector of employment opportunities than the other castes on the other hand among the Scheduled Caste people female population are also discriminated in terms of education, employment, decision making behaviour and social mobility which lead to the way of Double Discrimination in the present study. Education is one of the most struggling instruments to survive in the competitive world of them. The entire paper has been done on the basis of both primary and secondary data. Secondary data has been collected from District Census Hand Book (DCHB) of Koch Bihar, 2011 and primary data has been collected from 200 SC female respondents (Rajbanshi, Namasudra, Chamar, Dhoba, and Jalia Koibarta) with the help of a structured questionnaire. For the fulfilment of the objective, different parametric measures and statistical techniques have been done i.e. Garrett Ranking Technique, Chi-Square test and Factor Analysis (PCA).

KEY WORDS: Scheduled Caste, Education, Double Discrimination, Struggling Instrument, Garrett Ranking, Factor Analysis.

***Corresponding author**

Barman Bikash

Dept. of Geography, University of Gour Banga, Malda,
West Bengal Email – barmanbikash2013@gmail.com

1. INTRODUCTION:

Discrimination is one of the un-segregated parts of the human society which may be defined as biased or different behaviour toward a person or a group based on certain real or apparent characteristics such as age, sex, religion, gender, ethnicity, etc. It is usually used legally or within a legal conversation that seeks to correct the differential behaviour toward a group[1]. This legal form of fight works to correct frequently negative, but sometimes even preferential, behaviour through passing legislation, pressing legal charges or pointing out how the law is unjust. Double discrimination is when a person or a group is targeted for more than one form of discrimination[2]. In Indian Caste system Scheduled Caste are recognized as backward, untouchables, impure and fifth caste[3]. One hand Scheduled Caste is regionally backward in education, social aspect, and political participation and in the sector of employment opportunities than the other castes[4], on the other hand among the Scheduled Caste people female population are also discriminated in terms of education, employment, decision making behaviour and social mobility which lead to the way of Double Discrimination in the present study. Women are the inevitable part of any society mostly Scheduled Caste women who are very much backward in terms of education, employment and social mobility[5]. Any society or country cannot be developed without developing the women's education, employment as well as over all development of women. Their every working role influences the society by any means. Education is one of the vital qualitative factors for the improvement of a person as well as socio-economic development of human society[6] that ensure to acquire a higher social status and quality of life through the process of social mobility as it is directly proportional to overall skill development[7]**.** Education is mentioned as the main key factor in overcoming the barriers and obstacles that women face and the basic tool for empowering women through take her decision and bringing them into the mainstream of development[8]. Education not only offers the knowledge and skills to improve health and livelihoods, but it gives the power of fight to acquire her own place in society and the development process[9]. Education gives higher social as well as political, economic and legal status and confidence in decision making[10]. In India, the definition and method of consideration of 'literacy' varies across various sources, such as the Census of India, National Literacy Mission (NLM), National Sample Survey Organisation (NSSO) and National Family Health Survey (NFHS). However, the decennial census definition is the most widely suitable and habitually quoted estimates of literacy in our country. According to the census enumeration, 'a person, who can read and write with understanding in any language, is considered to be 'literate'. The person may or may not have received any formal education' [11.] Literacy and education are like oxygen for human beings in contemporary technology-driven world and knowledge economy[12]. A Higher level of

literacy brings social change, cultural advancement and economic development. Despite the commitment in the constitution, a number of children dropping out of school are alarmingly large[13]. India has registered phenomenal growth in the sphere of education since independence. But the benefits of educational development have not percolated down to the poorest of the poor[14]. Growing inter-group educational disparity is one of the challenging problems[15]. Being one of the most important key factors of socio-economic change, study of literacy pattern and its differential on gender of an area is very valuable[16]. In British rule the narrow growth in literacy was the result of faulty and neglected educational policy where the deprived sections such as scheduled caste and scheduled tribes were far distance from the educational opportunities[17]. Though after that Indian Government take many progressive strategies and policies for the development of literacy and educational status among Scheduled Caste and Scheduled Tribes[18]. As a result the growth of literacy and educational status has been increased since 20th century[19]. Without education any human being as well as human society cannot be developed. For the proper development of the society both male and female have to educate. Due to low degree of urbanization, low status of economic condition and political background, low development of transport and communication, lack of educational facilities[20], very few number of educational institutions, low status of women in society and standard of living are the factors which influence directly on the rate of difference in literacy among male and female in rural and urban areas[21]. The developing countries of the world, of which India is a part, are characterized not only by low literacy rates but also by a great disparity in the literacy rates found in between urban and rural areas, between males and females and between young and the aged people[22]. Female literacy is one of the most prerequisite factors in one hand for reducing gender gap in all aspect and other hand it leads to women empowerment[23-25]. But the status of female literacy and education of the districts in West Bengal is not impressive and having a wide gender disparity which leads to spatial difference in literacy over the state[25-28].

OBJECTIVES:

i) To show the double discrimination of Scheduled Caste females in terms of education.

ii) To examine the respondent's perception about education among the Scheduled Caste females in the study area.

STUDY AREA:

Mekhliganj (Community Development Block) is an administrative division of Koch Bihar (Cooch Behar) in the Indian state of West Bengal (see figure-1). Mekhliganj and Kuchlibari police stations serve this block. Headquarters of this block is at Changrabandha. The geographical

extension of this block is $26^0 10'$ N to $26^0 30'$N and $88^0 50'$E to $89^0 10'$E having the total geographical area of 288.64 sq. km. The total literacy rate of this block is 69.65% where male and female literacy is 76.98% and 61.87% respectively which is very lower compare to other blocks of Koch Bihar district. This block comprises 71.32% of Scheduled Caste population who are comparatively backward in terms of education, economic condition and social aspect than the other castes.

2. DATA SOURCE AND METHODOLOGY:

The entire paper has been done on the basis of both primary and secondary data. Secondary data has been collected from District Census Hand Book (DCHB) of Koch Bihar, 2011 and primary data has been collected from 200 SC female respondents (Rajbanshi, Namasudra, Chamar, Dhoba, and Jalia Koibarta) with the help of a structured questionnaire.. For the fulfilment of the existing objectives some methods have been applied-

i) Gender Disparity Index: Sopher's Disparity Index (1974) is well accepted technique to measure the gender disparity in literacy between male and female.

$$\mathbf{DI_s = \log \frac{X2}{X1} + log \frac{(100-X1)}{(100-X2)}}$$

Where, X1= Value of Deprived Group (Female)

X2= Value of Dominant Group (Male)

The index measures disparity between two groups in their possession of a particular property in terms of the logarithm of the odds ratio. The objective of taking log is to reduce the levelling off effect i.e. regions with higher literacy rate may show a lower level of disparity than the regions having a lower level[29] of literacy rate even though the gender gap remains same for both region[30]. But this index fails to satisfy the additive monotony axiom[31].

The additive monotony axiom specifies that if a constant is added in all observations in a non-negative series, the inequality index must show the declining trend. The modified disparity index proposed by Kundu & Rao (1986) is-

$$\mathbf{DI_{KR} = \log \frac{X2}{X1} + log \frac{(200-X1)}{(200-X2)}}$$

This (Disparity Index by Kundu & Rao) method is most suitable to measure the inequality between two variables. The value of DI 0 means the perfect equality between two variables. Greater the value indicates higher gender inequality.

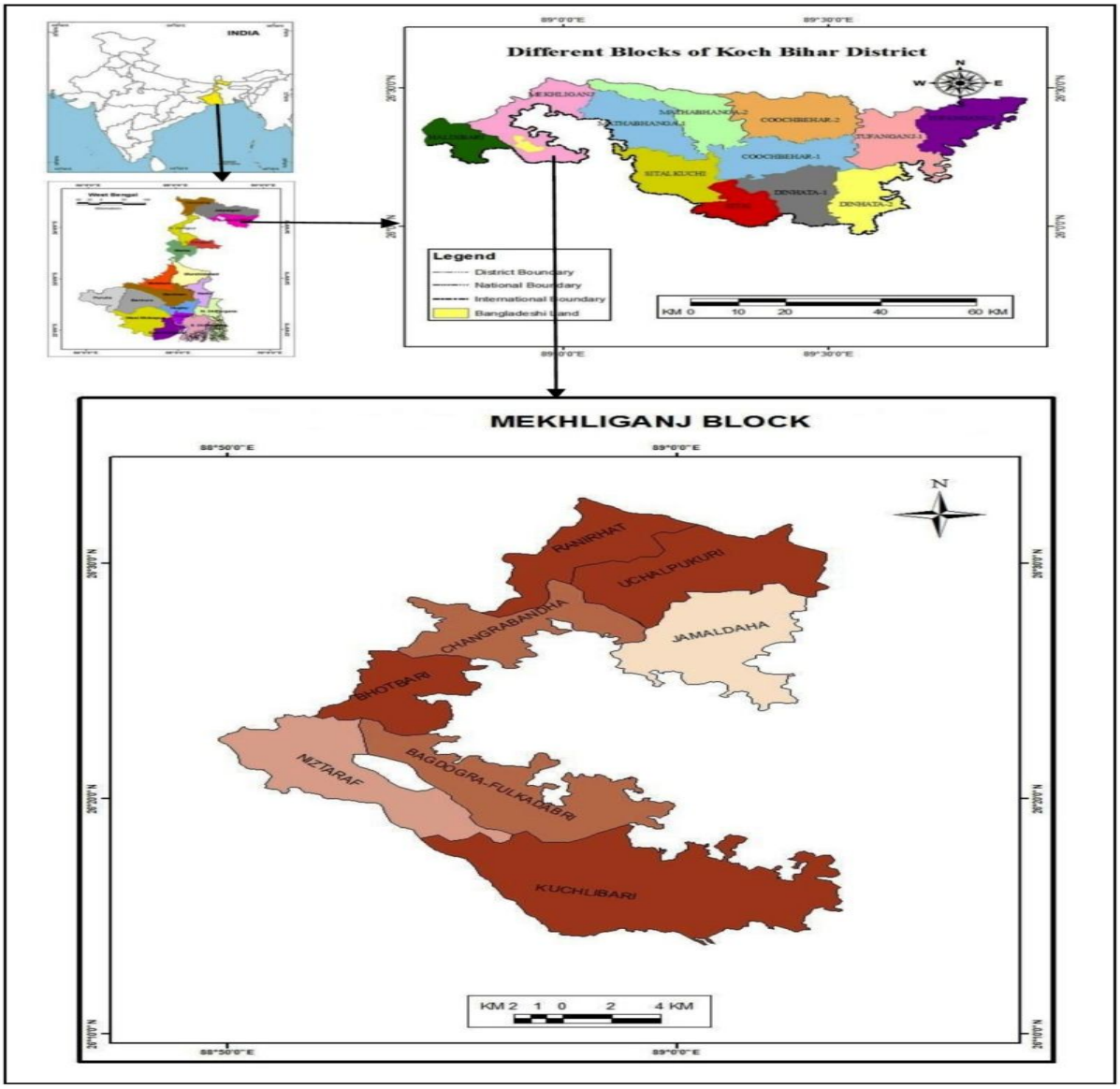

Figure-1 Location of the Study Area

ii) Garrett's Ranking Technique: To find out the most significant problem in education which influences the respondent, Garrett's ranking technique was used. As per this method, respondents have been asked to assign the rank for all factors and the outcomes of such ranking have been converted into score value with the help of the following formula:

$$\text{Percent position} = \frac{100\ (Rij - 0.5)}{Nj}$$

Where

R_{ij} = Rank given for the i^{th} variable by j^{th} respondents

N_j = Number of variables ranked by j^{th} respondents

The percent position of rank obtained is converted into a score by referring table given by Henry E. Garrett and R.S. Wood Worth. The score by all respondents for each factor was then added together and divided by the number of respondents experiencing that particular factor. The mean score was arrange d in descending order and the corresponding rank was allotted.

iii) Chi-Square Analysis: The study applied Chi-square analysis to find out the association between educational attainment with the attitude towards education and background characteristics of the respondents family. The following formula has been used-

$$\mathbf{X^2 = €\frac{(Oij - Eij)^2}{Eij}}$$

Where, Oij = Observed frequency and

Eij = Expected frequency

$$Eij = \frac{Ri \times Ci}{N}$$ where, R_i= Row total

C_i= Column Total

N= Total no of observation

The degrees of freedom are given by (c-1) (r-1), where "r" denotes the number of rows and "c" denotes the number of columns. If the calculated value of the chi-square is less than table value at 5 percent level of degrees of freedom the null hypothesis is accepted and if the calculated value is greater than the table value the null hypothesis is rejected.

iv) Factor Analysis (PCA Method): Factor analysis is by far the most often used multivariate technique of research studies, especially pertaining to social and behavioural sciences. It is a technique applicable when there is a systematic interdependence among a set of observed or manifest variables and the researcher is interested in findings more fundamental or latent which creates this communality. This technique allows the researcher to group variables into factors and the factors so derived may be treated as new variables and their value derived by summing the values of the original variables which have been grouped into the factor. In the present study Principal Component Analysis (PCA) is one of the most popularly used for factor analysis have been considered.

The aim of the principal component analysis is the construction out of a given set of variables X_j' s (j=1, 2, ……k) of new variables (p_i), called principal components which are linear combinations of the X_s

$$P_1 = a_{11}X_1 + a_{12}X_2 + \ldots\ldots + a_{1k}X_k$$

$$P2 = a_{21}X_1 + a_{22}X_2 + \ldots\ldots + a_{2k}X_k$$

. . .

. . .

$$P_k = a_{11}X_1 + a_{12}X_2 + \ldots\ldots + a_{1k}X_k$$

The method is being applied mostly by using standardized variables, i.e., $z_j = (X_j - X_j)^2 / \sigma_j$

The a_{ij} are called loadings and are worked out in such a way that the extracted principal components satisfy two conditions: (i) principal components are uncorrelated (orthogonal) and (ii) the first principal component (p_1) has the maximum variance, the second principal component (p_2) has the next maximum variance and so on.

Following steps are usually involved in principal components method-

i) Estimates of a_{ij}'s are obtained with which X's are transformed into orthogonal variables i.e., the principal components. A decision is also taken with regard to the question: how many of the components to retain into the analysis?

ii) We then proceed with the regression of Y on these principal components i.e.,

i. $Y = y_1p_1 + y_2p_2 + \ldots\ldots + y_mp_m (m<k)$

iii) From the a_{ij} and y_{ij}, we may find bij of the original model, transferring back from the p's into the standardized X's.

3. DISCUSSION:

3.1. Comparative Analysis between SC and Non-SC Female Literacy:

Table 1 represents the backwardness in SC female literacy compare to Non-SC female literacy. Generally Scheduled Caste people are comparatively backward in terms of education, economic condition and social mobility which influence the educational achievement among them. Here Non-SC was considered as the other than SC population i.e. General, Scheduled Tribes and Other Backward Classes in assemble because of lack of caste wise data. This table stated that there is a great difference in female literacy between Non-SC and SC population in all the blocks of Koch Bihar district. The highest difference was found in Mathabhanga-I block (8.20) followed by Cooch Behar-I (7.79) and Cooch Behar-II (5.94), on the other hand it was very stench that only one block has the high SC female literacy than the Non-SC female literacy in Sitai (-0.52) which was the indicator of the progressive trend of SC female education or better achievement among them.

Table-1 Backwardness in female literacy of Scheduled Caste population compare to Non-Scheduled Caste of Koch Bihar district, 2011

Block	Non-SC Female Literacy (%)	SC Female Literacy (%)	Gap
Cooch Behar-I	77.15	69.36	7.79
Coochbehar-II	78.54	72.6	5.94
Dinhata-I	71.57	67.35	4.22

Dinhata-II	66.04	64.71	1.33
Haldibari	66.75	63.34	3.41
Mathabhanga-I	71.39	63.19	8.20
Mathabhanga-II	68.47	63.99	4.48
Mekhliganj	64.55	61.57	2.98
Sitai	55.86	56.38	-0.52
Sitalkuchi	65.32	62.11	3.21
Tufanganj-I	68.67	66.2	2.47
Tufanganj-II	70.31	67.79	2.52
Koch Bihar	**66.66**	**65.01**	1.65

Source: DCHB, Koch Bihar, 2011

3.2. Gender Disparity in Literacy:

Gender Disparity is simply meant the inequality in different social aspect such as education, employment, politics as well as society which is found in India from earlier to till now. Gender Disparity also equal to the Gender Bias where males are act as the supervisor and females are neglected. This problemis found in all areas but major found in rural areas where male children's are known as the future security for the parents; not female child. This attitude creates the gender disparity in literacy and educational attainment which is not favourable for the proper development. Table 2 reveals that the gender disparity value is high in rural areas both the district (0.107) and Mekhliganj (0.161) block compare to urban areas. It is also stated there is slight difference in male literacy between rural and urban areas compare to female literacy which directly represents the backwardness's of the female education among the Scheduled Caste population in the study area.

Table-2 Gender disparity in literacy of Mekhliganj block with compare to district average

Block/District		Male	Female	Disparity Index
Koch Bihar	Rural	80.37	65.45	0.107
	Urban	87.04	77.31	0.07
	Total	80.67	66.01	0.105
Mekhliganj	Rural	78.29	61.45	0.161
	Urban	77.45	64.08	0.127
	Total	78.25	61.57	0.159

Source: DCHB, Koch Bihar, 2011.

3.3. Educational Attainment of the Respondents:

Table 3 presents educational attainment of the respondents from Mekhliganj block. It is evident from Table 3 that all the respondents from the block are literate in both the rural and urban area. In case of bellow primary 7 respondents were from rural area and 9 from urban area whereas in primary 17 and 15 were from rural and urban area respectively.

Table-3 Educational attainment of the respondents

Level of Education	Mekhliganj		Total
	Rural	Urban	
Illiterate (ILLT)	0	0	**0**
Below Primary (BP)	7	9	**16**
Primary (PRI)	17	15	**32**
Secondary(v to x) (SEC)	25	22	**47**
Higher Secondary (HS)	34	46	**80**
Graduate and above (GRAB)	8	17	**25**
Total	**50**	**50**	**200**

Source: Field Survey Data, 2017-2018

In case of secondary level also the case is very similar to primary education. Respondents from rural (25) area have more number of literates with secondary education level compared to urban (22) area. In case of higher education i.e. higher secondary and graduation and above the level the picture is quite opposite. Here urban area showing a relatively better status than rural area.

3.4. Educational Attainment of the Major Sub-Castes:

Rajbanshi people presenting its dominant share in higher secondary, primary and secondary education level respectively (Table 4). The community has also a considerable graduate and above education level. A mere percent of respondents are from below primary education and illiterate is absent among the surveyed respondents from the same community. In case of Namasudra people also the case is very similar to Rajbanshi people thoughthe here higher secondary level is followed by primary education in terms of percent of respondents. Chamar sub-caste has the highest share in below primary and primary education. This community showing a relatively less developed status in higher education compared to other sub-castes (Table 4). Again for Dhoba and Jalia Koibarta community education level is quite developed that a considerable section belongs from secondary, higher secondary and graduation and above level.

Table-4 Educational attainment of SCs by major sub-castes

Name of the Sub-Castes	Educational Attainment of the Respondent						Total
	ILLT	BP	PRI	SEC	HS	GRAB	
Rajbanshi	0	2	18	16	33	9	**78**
Namasudra	0	3	10	13	20	6	**52**
Chamar	0	5	3	2	6	1	**17**
Dhoba	0	4	1	9	13	5	**32**
Jalia Koibarta	0	2	0	7	8	4	**21**
Total	**0**	**16**	**32**	**47**	**80**	**25**	**200**

Source: Field Survey Data, 2017-2018

3.5. Educational Attainment of the Husband of the Respondents:

Education of the husbands of the respondents representing a quite developed picture (Table 5). Dominant percent (59.38%) of the husbands have the education of higher secondary level. It is

followed by graduation and above level (30%). A small section of 6.88 and 3.75 % of husbands have secondary and primary education respectively. Thus it can be said from Table 5 that husbands have comparatively higher education level compared to the targeted female respondents.

Table-5 Educational attainment of the husband of the respondents

Educational Attainment	Frequency	Percentage
Illiterate	0	0
Below Primary	0	0
Primary	6	3.75
Secondary	11	6.88
Higher Secondary	95	59.38
Graduate and Above	48	30
Total	**160**	**100**

Source: Field Survey Data, 2017-2018

3.6. The Literacy Level of the SC Population in the Study Area:

Literacy is one of the most important elements of population quality; by this element quality of the human being of any geographical area has been understanding. It also helps to increase the human attitude or behaviour, the responsibility of the society and so on. In the study area, 5 sub-castes have been surveyed and their level of effective literacy rate has been computed on the basis of primary data which had been shown by the table 6.

Table-6 Literacy level of the SC population

Sub-castes		Number of people above 6 years	Number of literates	Literacy rate in %
Rajbanshi	Male	208	157	75.48
	Female	140	97	69.29
	Total	348	254	72.99
Namasudra	Male	146	103	70.55
	Female	110	73	66.36
	Total	256	176	68.75
Dhoba	Male	95	66	69.47
	Female	71	46	64.78
	Total	166	112	67.47
Jalia Koibarta	Male	69	47	68.11
	Female	42	26	61.90
	Total	111	73	65.77
Chamar	Male	49	33	67.35
	Female	36	21	58.33
	Total	85	54	633
Overall SC	**Male**	**567**	**406**	**71.60**
	Female	**399**	**263**	**65.91**
	Total	**966**	**669**	**69.25**

Source: Field Survey Data, 2017-2018

Among the 5 sub-castes, the level of literacy was found high among the Rajbanshi people i.e. 72.99 per cent (male 75.48% and female 69.29%) followed by Namasudra(68.75%) and least literacy was found among the Chamar (total 633%, male 67.35% & female 58.33%) people. The data

depicts that the literacy rate among male population in all the sub-castes is high compare to female population (table 6).

3.7. Distance to school/college:

Distance to school/college is an important supply-side variable affecting the education of the Scheduled Caste children. Increase in distance to school/college adds to the expenditure on education and thereby affects the educational status. As such, the current study tried to analyse the distance to school/college for the surveyed households. Table 7 brings out the information on frequency distribution of the households of distance to school/college. On an average, the distance to school/college was found to be higher for Chamar (3.84 kilometres) and lower for Rajbanshi (2.80 kilometres).

Table-7 Average distance to school/college

Sub-castes/ Distance (in KM)	Rajbanshi	Namasudra	Dhoba	Jalia Koibarta	Chamar	Over all SC group
Below 2	14	11	3	2	3	**33**
2 to 4	21	16	11	9	8	**65**
4 to 6	29	19	14	8	4	**74**
Above 6	14	6	4	2	2	**28**
Total	**78**	**52**	**32**	**21**	**17**	**200**

Source: Field Survey Data, 2017-2018

3.8. Respondents Attitude Towards Education:

Respondents' attitude towards education has been computed with the help of factor analysis (PCA Method). For this study, there were 11 question and attitudinal scale i.e. strongly agree=5, agree=4, undecided=3, disagree=2 and strongly disagree=1.

Table-8 Factor loading of the different component

Total Variance Explained			
Component	**Initial Eigen values**		
	Total	**% of Variance**	**Cumulative %**
1	8.012	72.836	72.836
2	.998	9.077	81.913
3	.840	7.637	89.550
4	.362	189	92.839
5	.303	2.759	95.597
6	.200	1.818	97.416
7	.115	1.048	98.464
8	.098	.894	99.357
9	.050	.452	99.810
10	.021	.190	100.000
11	1.277E-17	1.161E-16	100.000

Extraction Method: Principal Component Analysis.

Source: Calculation based on Field Survey.

After the collecting primary data, factor analysis has been done with the help of SPSS-21 software and result depicts that the 1st component individually explained 81% of variance that's why only 1st component has been considered. In the 1st component most important loading was in the attitude of Education is the main tool for SC women empowerment (0.979), Scheduled Caste people are backward so education is a must for their improvement (0.951), The aim of education is the all-round development of a person (0.919), Govt. should provide scholarship to Scheduled Caste students for their education (0.915) and Education helps in the development of the society (0.901).

Table-9 Component matrix of the 1st component

Component Matrix	
Variables	**Component**
	1
Learning helps one getting a job	.892
Education is the main tool for SC women empowerment	.979
the meaning of education is merely earning money	.878
The aim of education is the all-round development of a person	.919
Scheduled Caste people are backward so education is a must for their improvement	.951
Education helps in the development of the society	.901
Education increase self-confidence of a person	.892
Education is meant for only the rich, not the poor	.781
Scheduled Caste students go to school only for scholarship	.705
Govt. should provide a scholarship to Scheduled Caste students for their education	.915
There is no need of education for the improvement of SC people	-.431

Extraction Method: Principal Component Analysis.

a. 1 components extracted.

Source: Calculation based on Field Survey.

3.9. Parental Attitude Towards Children's Education:

Table 10 presents the attitude of the respondents towards the education of Boys and girls which indicates that 75 percent of the respondents had a favourable attitude towards the education of boys, while 62.5 percent favoured girls' education. There exist intertribal variations in the attitude towards male/female education. Majority of Rajbanshi (85.46percent), Namasudra (75 percent), and Dhoba (65.63 percent) were in favour of male education. However, 73.08 percent of Rajbanshi favoured female education.

Table-10 Parental attitude towards children's education

Attitude/ Sub-castes	Favourable	Unfavourable

	Boys Education	Girls Education	Boys Education	Girls Education
Rajbanshi	69	57	9	21
Namasudra	39	36	13	16
Dhoba	21	19	11	13
Jalia Koibarta	11	8	10	13
Chamar	10	5	7	12
Over all SC	**150**	**125**	**50**	**75**

Source: Field Survey Data, 2017-2018

3.10. Association between SC Children's Education and Selected Variables:

The current study tried to find out the association between attitude towards tribal education and age of the head of the households, educational status of the head of the family, family income and type of family by using chi-square analysis. The formulated hypothesis is:

H_o: There is no association between attitude towards SC children's education and age of the head of the family, educational status of the head of the family, family income and type of family.

H_a: There is an association between attitude towards SC children's education and age of the head of the family, educational status of the head of the family, family income and type of family.

Table-11 Estimated chi-square values of association between attitudes towards SC children's education and selected variables

Sub-castes	Age of the head of the family			Educational Status of the head of the family			Family Income			Type of family		
	Chi-Square	Inference	Significant Value	Chi-Square	Inference	Significant Value	Chi-Square	Inference	Significant Value	Chi-Square	Inference	Significant Value
Rajbanshi	8.82	Reject H_0	0.032	39.3	Reject H_0	0.000	15.2	Reject H_0	0.002	0.341	Accept H_0	0.385
Namasudra	11.13	Reject H_0	0.004	35.16	Reject H_0	0.000	5.02	Accept H_0	0.17	4.13	Reject H_0	0.042
Dhoba	9.96	Reject H_0	0.007	32.00	Reject H_0	0.000	2.21	Reject H_0	0.53	1.94	Accept H_0	0.153
Jalia Koibarta	12.53	Reject H_0	0.002	38.00	Reject H_0	0.000	4.09	Accept H_0	0.252	1.1	Accept H_0	0.242
Chamar	1.15	Accept H_0	0.766	11.00	Accept H_0	0.14	17.00	Reject H_0	0.001	129	Reject H_0	0.000
Over all SC	**30.88**	**Reject H_0**	**0.000**	**74.46**	**Reject H_0**	**0.000**	**16.24**	**Reject H_0**	**0.001**	**12.74**	**Reject H_0**	**0.000**

Significant at the level= 0.05 **Source: Calculation based on Field Survey, 2017-2018**

Table 11 presents the estimated chi-square values of association between attitude towards SC children's education and selected variables. This table indicates that for the overall Scheduled Caste population there was a significant association of the attitude towards SC children's education with age of the head of the family, educational status of the head of the family, income of the family and type of the family. There exists inter caste variation in the association of the attitude towards children's education and the selected variables. For Rajbanshi people the age of the head of the family, educational status of the head of the family and family income have a more significant association with the attitude towards children's education while the type of family has no significant association which picture also found among the Dhoba people (Table 11). Whereas for Namasudra significant variables were found to be the age of the head of the family, educational status of the head of the family and type of family if the family size is lager then it should be difficult to educate all the children's as same educational attainment. The attitude to the children's education of the Chamar was found to be significantly associated with the family income and type of family for Jalia Koibarta; the significant factors were the age of the head of the family and educational status of the head of the family.

3.11. Expected Benefits of Education:

Expected benefits of the education as viewed by the respondents had been shown by the table 12 which stated about the gender wise difference in benefits of education. Of the 200 female respondents, 111(55.5%) respondents have stated that the main education helps to gain knowledge in case of boys for future survival whereas remaining 89(44.5%) respondents have said that not only boys but education helps also girls to gaining knowledge.

Table-12 Respondent's view on expected benefits of education

Benefits of education	**Percentage**	
	Boys	**Girls**
Gaining knowledge	55.5	44.5
Help in skill formation	61.5	38.5
Develop leadership qualities	69.0	31.0
Prestige in the society	43.0	57.0
Good employment	76.0	24.0
Better living	59.5	40.5
Helps in good bride groom	29.5	70.5

Source: Field Survey Data, 2017-2018

Most of the respondents have said that education helps to get a better employment, help in skill formation, develop leadership quality and better living for boys while for girls education only helps to prestige in the society (114) and helps to get a good bride groom (141).

3.12. Problems of Education:

Table 13 brings out the problems in Scheduled Caste children's education in the study area

Table-13 Problems faced by the Scheduled Caste children's

Problems	Rank									
	1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
Non-availability of school	28	14	32	16	10	24	48	22	6	0
Long Distance	0	14	52	32	56	14	10	14	4	4
Harsh Attitude of Teacher	18	8	8	10	20	18	24	40	44	10
Inadequate educational facilities in schools	14	38	22	20	32	46	12	4	4	8
Complex syllabus	20	54	6	6	22	10	14	38	30	0
Inconvenient timings	8	8	4	12	4	28	24	40	52	20
Inadequate teachers	16	24	24	70	24	18	14	4	4	2
Difficult language	26	22	14	20	26	26	22	20	14	10
Problems of money	70	18	36	14	6	16	24	4	6	2
Any other	0	0	2	0	0	0	4	14	36	144

Source: Field Survey Data, 2017-18

By using Garrett's formula, total scores for each item were calculated and the ranks were given according to the total value. The results are presented in Table 14. This implies that problems of money were the major problem faced by the Scheduled Caste children's. The second important constraint faced by them was inadequate teacher followed by the inadequate educational facilities (rank 3) and non availability of schools (rank 4) also poses difficulty to the SC children's.

Table-14 Garrett's ranking for the constraints faced in children education

Factors	Total	Average Score	Rank
Non-availability of school	10874/200	54.37	4
Long Distance from residence	10808/200	54.04	5
Harsh Attitude of Teachers	8928/200	44.64	8
Inadequate educational facilities in schools	11134/200	55.67	3
Complex syllabus	10596/200	52.98	6
Inconvenient timings	8032/200	40.16	9
Inadequate teachers	11560/200	57.80	2
Difficult language	10544/200	52.72	7
Financial Problem	12522/200	62.61	1
Any other	4434/200	22.17	10

Source: Calculated from the Field Survey Data, 2017-2018

3.13. Reasons for drop out:

Table 15 brings out the reasons for drop out among the Scheduled Caste children's in the study area.

Table-15 Reasons for drop out

Factors	Rank 1	Rank 2	Rank 3	Rank 4	Rank 5	Rank 6
Attending domestic work	0	0	0	8	59	133
Participation in household economic activities	14	62	53	41	17	13
Participation in paid economic activities	40	52	38	32	22	13
Parents did not feel important	32	20	35	50	63	0
Married off	71	38	26	25	17	24
Failed in examination and lost interest	43	28	47	43	22	17

Source: Field Survey Data, 2017-18

By using Garrett's formula, total scores for each item were calculated and the ranks were given according to the total value. The results are presented in table 16. This implies that married off was the main reason which caused drop out among the Scheduled Caste people. The second important reason for drop out was participation in paid economic activities followed by failed in the examination and lost interest (rank 3) and participation in household economic activities (rank 4) also poses to drop out.

Table-16 Garretts ranking for the reasons for drop out

Factors	Total	Average Score	Rank
Attending domestic work	9916/200	49.58	6
Participation in household economic activities	12713/200	637	4
Participation in paid economic activities	12938/200	64.69	2
Parents did not feel the importance of education	12405/200	62.03	5
Married off	13606/200	68.03	1
Failed in the examination and lost interest	12901/200	64.51	3

Source: Calculated from the Field Survey Data, 2017-2018

3.14. Measures to improve the Education of Scheduled Caste Population:

Having the different problems in SC education, there is a different way to solve the problems which were tabulated by table 17. Among the 200 respondents, 61 respondents gave the emphasis on the main measure was governmental effort to solve the money problem followed by appointment of an adequate number of the teacher (54) and improving infrastructural and physical facilities (38).

There were also inter difference in the measures to improve the SC education among the sub-castes; 6 Chamar respondents gave rank 1 on the appointment of an adequate number of a teacher than the other sub-castes.

Table-17 Measures to improve the quality of education of SC population

Measures/ Sub-castes	Rajbanshi	Namasudra	Dhoba	Jalia Koibarta	Chamar	Over all SC group
Increase in the number of secondary and higher secondary school	9	5	5	4	4	**27**
Need adequate transport facilities	6	5	4	3	2	**20**
Improving infrastructural facilities	14	10	6	5	3	**38**
Appointment of adequate number of teachers	21	14	8	5	6	**54**
Governmental effort to solve the money problem	28	18	9	4	2	**61**

Source: Field Survey Data, 2017-18

4. CONCLUSION:

Mekhliganj block having near about 53% of Scheduled Caste people whose literacy rate is very near to general literacy rate but in case of female literacy there is a great variation between Scheduled Caste and general castes and it also found that the gender disparity is very high among the Scheduled Caste people than the general castes because of prevailing greater importance on son children than the girl children. Many cases found that the most of the girls were dropped out after the complete of matriculation, the parents felt that the girls would be a part of another family after their marriage whereas son will take a job and would be very care about their parents at the time of old age of the parents which attitudes leads the low attainment of Scheduled Caste females in the study area. But the completion of the study it was found that the Scheduled Caste females are more interested about the importance of education, about the better future of their children and also know about the importance of education. Though the educational attainments of them are low but the increasing rate of female literacy rate indicates the progressive development of them which leads to the overall development of the Mekhliganj block.

REFERENCES:

1. Grant, L., Yeandle, S. and Buckner, L. Working below Potential: Women and part-time work. Sheffield: Centre for Social Inclusion, Sheffield Hallam University. 2005.
2. Barron, S., Phillips, R. and Stalker, K. Barriers to training for disabled social work students. Disability and Society.1996; 11(3): 361-377.
3. Sachchidananda, S. Research on scheduled caste with special to change. First Survey of Research in Sociology and Social Anthropology. 1974; 2(6): 276-310.
4. Ghosh, Arunkumar. The gender gap in literacy and education among the scheduled caste in Jharkhand and West Bengal. Sociological Bulletin.2007; 56(1): 109-125.
5. Banu, N. and Rawal, S.K. Regional disparities in determinants of educational status in West Bengal, India: a spatial descriptive approach. IOSR Journal of Humanities and Social Science.2015; 210(4): 32-39.
6. Benjamin, J. Social Mobility among the scheduled castes in Bihar: a case study of Barh block. Social Action.1991; 41(4): 442-453.
7. Coulombe, S., Tremblay, J. F., & Marchand, S. Literacy scores, human capital and growth across fourteen OECD countries, Ottawa: Statistics Canada.2004; 89-552.
8. Sundaram, S., Sekar, S. & Subburaj, A. Women empowerment: role of education. International Journal in Management and Social Science. 2014; 2 (12).
9. Rafiqul, Islam Mohammed, Women's Empowerment for Sustainable Development in Bangladesh. OIDA International Journal of Sustainable Development. 2010; 1(8): 77-83.
10. Yogendrarajah, Rathiranee. Women empowerment through decision making. The International Journal of Economics and Business Management. 2013; 3(1), December 2013 EAST Publications, ISSN 2250 – 2750.
11. Govinda, R. and Biswal, K. Mapping literacy in India: who are the illiterates and where do we find them? in paper commissioned for the Education for All Global Monitoring Report, 2006, Literacy for Life", UNESCO, 2005; 4-5.
12. Showed, M. Education and Mobility among Harijans. Vohra Publishers, Varansi. 1986.
13. Checchi, D., A. Ichino, and A. Rustichini. More Equal but Less Mobile? Education Financing and Intergenerational Mobility in Italy and in the US. Journal of Public Economics.1999; 74(3): 351–393.
14. Di Paolo, A., J. L. Raymond, and J. Calero. Exploring educational mobility in Europe. Documents de treball IEB 10. Working paper.2010.

15. Ray, J., & Majumder, R. Educational and occupational mobility across generations in India: Social and regional dimensions. Indian Journal of Labour Economics. 2010; 53(4).
16. Agarwal, B. Environmental action, gender equity and women's participation. Development and change.1997; 28(1): 1- 44.
17. Dreze, J., & Murthi, M. Fertility, education, and development: evidence from India. Population and development review.2001; 27(1): 33-63.
18. Kusum, K. Educational opportunities for the scheduled castes: role of protective discrimination in equalisation. Economic and Political Weekly. 1974; 9(45/46):1902-1905.
19. Pandey, B. Educational development among scheduled castes. Social Scientist. 1986; 14(2-3): 59-68.
20. Ghosh, B.N. Problems of education of scheduled tribes and scheduled castes: a case study in Calcutta and surroundings area. Vanyajati. 2009; 7(3): 28-35.
21. Saha, S, & Debnath, G. Gender gap in literacy and composite index of literacy development in West Bengal: a district wise analysis. International Multidisciplinary Research Journal. 2016; 6 (2): 1-13.
22. Basak, P & Roy Mukherjee, S. District level variation in literacy rate in West Bengal. International Journal of Social Science & Interdisciplinary Research.2012; 1(7): 66-82.
23. Chatterjee, S.K. Educational Development of Scheduled Caste- Looking Ahead. Gyan Publishing House, New Delhi; 2010; 1-256.
24. Checchi, D., and L. Flabbi Impact of Secondary School Tracks. (IZA Discussion Papers, 2876, Institute for the. Intergenerational mobility and schooling decisions in Germany and Italy: The Study of Labor (IZA).2007.
25. Checchi, D., Fiorio, C.V., & Leonardi, M. Intergenerational persistence in educational attainment in Italy, IZA Discussion Paper, No. 3622.2008.
26. De Oliveira, M. K., & Valsiner, J. Literacy in human development. London: Greenwood Publishing Group.1998.
27. Francis, K. Education and Development. Discovery Publishing House, New Delhi; 1993.
28. Khatoon, F. A regional analysis of literacy and educational levels of Scheduled Caste in Uttar Pradesh. IOSR Journal of Humanities and Social Science (JHSS). 2013; 6(4): 08-19.
29. Sopher, D. E. Sex disparity in Indian literacy. In D. E. Sopher (Ed.), An exploration of India: Geographical perspectives on society and culture. New York: Cornell Press. 1980; 130-188.
30. Sopher, D. E. Sex disparity in Indian literacy. In D. E. Sopher (Ed.), An exploration of India: Geographical perspectives on society and culture. New York: Cornell Press. 1980; 130-188.

31. Kundu, A., & Rao, J. M. (1986). Inequity in educational development: Issues in measurement, changing structure and its socio-economic correlated with special reference to India. Educational Planning: A long term perspective, 435-466.