

A Study on Educational Status of Rajbanshi Students at Upper Primary and Secondary Level in Uttar and Dakshin Dinajpur District of West Bengal

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1. Introduction

From ages Sudras were treated as untouchables and they were the bottom dwellers of India's caste hierarchy. They were also bottom rankers economically, as they did not have the right to own land property. Sudras did not have the right to education and learn Vedas. These handicaps have kept them down socially and economically. After independence, in Indian constitution these deprived group of people specially mentioned as Scheduled Caste. Many constitutional measures are taken to support them socially and economically.

The Rajbanshis are one of the major Scheduled Caste of West Bengal. We find them at the northern districts of West Bengal. They are the aboriginal inhabitant of this region. Rajbanshis are totally dependent on agriculture from ages and their reluctance to change to another occupation is also a cause for their backwardness. Twentieth century's land reform and migration of other communities in their ancestral land added woes to their pain. Rajbanshis become a socially, economically and politically backward caste.

In the present day scenario we all know education is the most important factor of social mobility. But due to their inherent nature and lack of interest to getting educated, social mobility among Rajbanshis was unusually slow. Drop out after initial education is another problem due to their negative attitude towards education. Half educated person could neither work in the fields of cultivation nor could get white color job to live respectable life in the learned society.

2. Literature Review

Here are some studies which are somehow related to the present study –

Krishnaiah Chetty, V.B. (1991) in his book 'Scheduled Caste and Development Programmes in India' attempted to assess the impact of different development programmes upon socioeconomic status of Scheduled Caste families of Andhra Pradesh.

Sunderaj (2000) in his book 'Scheduled Caste of Rural India: Problems and Prospect' expressed his view upon various issues like – socioeconomic condition, political condition, inter caste relationship and reservation for scheduled Caste of India.

Goswami (2003) in his book 'Constitutional Safeguards for Scheduled Caste and Scheduled Tribe' mainly pointed out the various laws and acts made for Scheduled Caste and tribe.

Chatterjee, S. K. (2011) through his book 'Educational Development of Scheduled Caste' tried to enlighten on the

status of Scheduled Caste in school and higher education in India. He also focused on the constitutional provision and current reservation policy for the Scheduled Caste in India.

Chouhan, P. (2013) in his research paper 'A Study on the Literacy and Educational Attainment of Scheduled Caste Population in Maldah District of West Bengal, India' described about problems of Scheduled Caste females for Attainment of education and its cause in Maldah district. He also suggested for educational development of Scheduled Caste of Maldah in specific, India in general.

Biswas, N.B. and Roy, N.R. (2014) in their book 'Education of Scheduled Caste People; Namasudras of West Bengal' assessed the educational status of Scheduled Caste in India with through relevant data. In this study the problems of Scheduled caste in India also reported in details.

Deka, N. (2016) in her study 'A Study on the Education and status of Scheduled Caste People in Udalguri District with Special Reference to Rowta Development Block' focused on detailed survey of Socio-economic and educational status of Assam's Afore said region. Her findings showed the poor condition of Scheduled Caste education and lower social mobility among them in this region.

Dhende, L.D (2017) in her study 'A Study of Scheduled Caste and Higher Education Scenario in India' reflected proper picture of present day situation of higher education among Scheduled Caste of India. In his view, enrollment rate in primary education though increased but the picture in higher education remained bleak.

3. Knowledge Gap

From the several related literature, it is observed that some research studies attempting to find the cause of economical and social backwardness of Scheduled caste population of India have already done. But no such study up on problems of Rajbanshi adolescent school going students have done yet. So there is a knowledge gap existing in this area. Keeping this view in mind, the researcher wants to conduct the study on socioeconomic background, attitude towards education and problems faced by Rajbanshi students in present day scenario.

Hence this study will not be replication of earlier studies. It differs from earlier studies in respect of purpose, target group, region and condition in which it will be conducted.

4. Significance of the study

In many ways this study will have significance of its own. Firstly, we will have a clear picture of present day situation of

Rajbanshi school education. Secondly, we will have the important knowledge about present attitude of Rajbanshis towards education. This will in turn help us in future to successfully implement different social development program

5. Research Questions

After going through various research reviews the following questions come across the researcher's mind –

- 1) What are the current status of Rajbanshi students in respect of enrollment rate, drop-out rate, gender disparity at upper primary and secondary level?
- 2) What are the attitude towards education, problems faced by them and socio economic background of Rajbanshi students at upper primary and secondary level?

6. Statement of the Problem

To answer the above mentioned research questions the researcher has designed the present study as – **“A Study on Educational Status of Rajbanshi Students at Upper Primary and Secondary level in Uttar and Dakshin Dinajpur District of West Bengal.”**

7. Objectives

The main objectives of my study will be the following –

- To study the socio-economic background of the Rajbanshi students.
- Find out the attitude towards education of Rajbanshi students and their parents.
- To study the enrollment rate and drop-out rate of Rajbanshi children.
- To find out the gender disparity in education among them.
- To find out the problems of education among them.
- To suggest suitable measures to improve the educational status of Rajbanshi population in this area.

References

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8. Methodology

- a) a) Method : Descriptive survey method will be used for the study.
- b) Population : In this study all the Rajbanshi students studying in the upper primary and secondary level in Uttar and Dakshin Dinajpur will be considered as the population of the study.
- c) c) Sample and Sample Size : Sample of the present study will be comprises of 600 randomly selected Rajbanshi students (300 from each district) .
- d) Tools : To collect the data for the study researcher will develop –
 - Standard questionnaire for socioeconomic background study and educational problem will be developed.
 - Likert scale will be developed for attitude towards education of Rajbanshi students and parents.
 - Information about enrollment rate, drop out rate and gender disparity will be collected through documentary analysis from documents collected from different schools .
- e) Data Analysis :
The data collected through different tools will be organised as follows –
 - 1) Socioeconomic background of Rajbanshi students will be tabulated by their family income.
 - 2) The attitude of Rajbanshi students and their parents will be analysed from the result of Likert attitude scale.
 - 3) Information obtained from documentary analysis about enrollment, drop out rate and gender disparity will be tabulated district wise.
 - 4) Educational problems of Rajbanshi students will be presented through suitable bar diagram.