

SUMMARY AND CONCLUTION

The Scheduled Caste women have long suffered from extreme social and economic backwardness. They had no access to education in the past because of social and religious sanctions imposed on them. Inspite of the legal provisions against discrimination on the basis of caste, the practice of untouch ability and other forms of discrimination and prejudices are still prevailing. The SC women are largely illiterate, backward, poverty stricken and continues to suffer from Socio-economic disabilities. However, for the past few years, there is an improvement in their living conditions. Inspire of constitutional benefits in the field of education provided for the SC woman, their literacy levels continues to be low. The performance of the SC children is not very encouraging. The problem of poor performance by SC students is not limited to school education only, but has been reported at the university level too. The present study explores the different problems of Scheduled Caste Women and how they overcome difficult situation.

Society is a web of social relationship and it is always changing. Society exists only where social being —behavell towards one another in ways determined by their reorganization of one another (Macivar and page, 1974). In the society education as an instrument of socialization and 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 for removal of their disabilities and acceleration of the integrated process, (Singh and Praveen,2006). Education is 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 not only improves the skill of people leading to increase the level of productivity but also plays a major roles in social. Particular technical and vocational education help the people (Paswan andJaideva, 2002). There are many institutions 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 others because their literacy rate is low than others. So, government launched many schemes 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 problems in getting education such as lack of awareness, poverty and drop 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 Scheduled Caste women.

In our country like India emphasis on women education are observed from Vedic period. We are familiar to the famous names like, Apala, Lilabati, Gargi, Maitri, Lopa mudra and others, contribution s of whom had enriched our ancient heritage of woman - education. While going to assess the present situation of women's education in our society at the end of 21th century, it has been observed that though the present education status has progressed a few steps from the previous days, but the picture is not the same in every corner of the society. Some of our social reformers like Rammohan Ray, Iswar Chandra Vidyasagar, Swami Vivekananda had added a new dimension with regard to barriers coming out from the core of our contemporary conservative society.

This is a small Endeavour to understand the actual educational position of the Scheduled Caste women from slums of Calcutta. It has been observed from survey that though the scope and opportunity of Scheduled Caste woman's education have increased considerably, outlook of society in regard to Scheduled Caste woman's education has become more and more liberalized, but still educated Scheduled Caste women are not getting sufficient fields or suitable atmosphere of employment, where they may utilize their education gainfully. Scheduled Caste Women from slums of Calcutta area are gaining education up to some specific stage like Higher Secondary or graduation and after that in major cases; stagnation of education is inevitable due to various reasons which is focused in this work. Here, an attempt has been made to analyze the problems they have to face during student life, reasons that made them opt our of education, scopes available to them to utilize their education, how they have progressed to appoint themselves in self employment, also how they are controlling their household activities utilizing their education.

In the study area, 620 Scheduled Caste women are chose who are referred here as informants on the basis of whose statements survey and analysis are done. It is noted that there are total 2420 members in 620 informant's families out of which 1056 are male and

1364 are female members i.e. 43.6% are male and 56.4% are female members. So ratio between male and female is 1:1.3. The ratio is not at par with the international ratio of male : female equals to 2:1. Where the work is done in the very small community. The percentage of male member for age group (35 - 39) is highest and most concentrated females are In age group (30 - 34) years. It Is the cause behind it that females for the present problem are chosen from two different age, groups one is (30 - 45) years and the other is (46 - 60) years. So in the age group of (30 - 34) years, a few informants belong to this age group and it is also found that the informants who have the age about (55-59) years, their daughters in law or daughters are fallen in the above younger age group and naturally the number of informants in this age group have¹ increased. And beside this their husbands who belong to the (35 - 39) years more or less have also increased. Interview was taken from the informants chosen according to age group.

The marital status as observed from the data that marriage of the female starts from age group (20 -24)and major percentage of married Scheduled Caste women exist in the age group (30 - 34) years . On the other hand, marriage of the males starts from the age 25 years and highest number of married males are found in the age group of (35 - 39) years. There is no widow below 35 years. Maximum number of widows is found in the age group 65 years and above. But there is surprisingly there is only two widower whose age is more than 65 years is noted among the all-male members. It may be such that on death of his spouse the male members have married again or mortality rate of males is higher than that of females, It cannot be said specifically which cause is operative here, as surveys are not done from this angle. In no case it is found that any woman has got married below the age of 18 years and any male has got married below his 21 years, breaking the laws of our country in regard to marriage of age,

In respect to educational status, it has been found that only four completely illiterate persons are revealed out of 2420 members of the informant's families. They are physically handicapped and mentally retarded. So question of their literacy does not arise. It can be stated that cent percent literacy (tentatively except those four) has attained by them. Excluding the children there are only fourteen male members and sixty females members whose education standards are up to primary. All are of age more than 35 years in our society 30 to 35 years ago from now scope of woman's education was

lower than that of males. It is also noted that there are one hundred and eighty female members and eighty two male members whose educational standard is secondary. This data also resembles with the former conclusion. The overall educational records of the population in sample are very poor, possibly because they are from very poor economic condition. The educational level of younger generation is somewhat better which confirms the general impression that educational opportunity for younger generations are improving. But literacy level is very low among the slum dwellers. Thereby implying that even if opportunities for education are improving people from poor families who have to earn can't take advantage of them, from the field experience it appears that male and female both are engaged by their mothers to look after to take care of the baby in absence of their mothers going to their working place in the morning and afternoon

Regarding the family size in this urban area maximum frequency is observed in case of medium family size which consists of 4 to 6 individuals and the high number of small family size is also noticed which is made of 1 to 3 individuals. So in urban area due to small space in house and break down of joint families due to industrialization and urbanization the members in household is small in high percentage. In case of family types all these families are divided into 6 categories which are alone, couple, nuclear, extended, sibling and incomplete. Most widely existence of families are nuclear and joint families.

In North Kolkata area existence of extended family is still remarkably high where disintegration has become very common feature in our society.

In the previous paragraphs demographically features of the area have been stated briefly. Entering specifically into the chapter of woman and education firstly all the informants are divided into category 1) Non working Scheduled Caste woman and 2) Working Scheduled Caste Woman. Each category is further divided into two age group i) (30 - 45) year and ii) (46 - 60) years.

The educational background of informants i.e education of the informant's father, mother, in case of married women, husband, father in law and mother law are also

studied. From this it is clear that the high percentage belong to Below Secondary level of mother and mother in law which represents that woman education a few years ago was very low-. The study is made among two different age groups. The reason for such choice of age group is to find out the progress of education between two age groups. From thirty onwards education is completed and 45 years onwards women are well settled in their profession or life ways with the opportunity provided by education or without it. Data is collected from the year 2010 onwards. Counting of age comes from 1945 onwards. The 30-45 years age group started education in 1970s and 1980s and the higher age group 45-65+ years from 1945 onwards.

In regard to their preference of language medium for education cent percent informants of age group of (30 - 45) years under non working category have taken education through Bengali Medium though 16.9% of them prefer the medium to be in English. On the other side, women of age group 45 to 60 years of the same category have completed their education in Bengali mediums Percentage of preference of English medium among them 35.71%. In case of working Scheduled Caste woman the situation is entirely reverse than that of previous category. 21.5% of age group (30 - 45) have read in English medium and 78.95% has completed in Bengali medium. But 67.54% of this age group prefers English medium as mean of education where as 32.4% prefers Bengali. It is also seen that the working woman of age group 46 to 60 prefers English medium as means of education lesser than their younger counterparts. So, the working Scheduled Caste woman of younger age group is more fascinated towards English Medium education than that of their mother tongue.

The trend of educational expenditure per year has changed radically in 40 to 50 years. The Scheduled Caste women who are under age group of (45 to 60) i.e. who were to go on their studies between the periods 1945 onwards average expenditure per year including school tuition fee purchasing of books etc and for other miscellaneous purpose relating to education were Rs. 200 to Rs. 245 per year. On the contrary educational expenditure of modern periods have been increased remarkably Average yearly expenditure of Scheduled Caste woman under age group (30 - 45) years were to incur Rs 450/- to 500/- per year including private tuition fees of schools and colleges and other

miscellaneous purpose. It is also noted that the increase of expenditure is not only for inflationary trend of money but also for taking more and more helps or coaching from private tutors which were rarely prevalent in 1945s or 1950s.

All the data furnished above in regard to educational expenditure are the expenditures incurred by individuals. But in the field of education there are some specific National Policies on Education (N.P) through which budgetary allocation of resources are made through various five years plans for improvement of educational opportunities. These are woman's education and development, vocationalisation of school education, consolidation of higher education, modernization of technical education etc. As per National Policy on education time to time allocation of money are made. Recent introduction of —Kanyashreel, women education policies, were not available to the scheduled caste women surveyed in this work. However they had the privileges offered to Scheduled Caste women by Quota system in institution.

During childhood inspiration for education is mainly received from parents. It is seen that 148 individuals out of 168 received encouragements from their father, mother or both of them. A very lower percentage of females have got inspiration from their husbands and in laws. All these above data comes from the individuals of (30 - 45) years. The same observation is also similar among the individuals of (46 - 60) years' age groups. Maximum females show the reason that they wanted to get education for employment and self-dependence. From this aspect it is clearly observed that females are now more conscious about their independence and they do not want to be dominated by others.

As lower percentage in higher education is found, so naturally queries come up for the reasons of cessation of education. In this case, higher percentage of female have said marriage was the main cause which played a vital role in case of individuals of (30 - 45) years and on the other hand women of older age group have expressed the reason of poor economic conditions. So it is now clear that marriage sometimes may cause the cessation of education and it is a major constraint that after marriage in the husband's family the girls are faced with lots of diversity, in case of member of (46 - 60) age group the

families' education have been, stopped for lack of money of their parents.

In case of working women both in respect of two age groups, they are received different types of attitudes from their family members or at working place from colleagues and superiors. Sometime they are to face adverse situations. The reason for taking up employment also is studied. The maximum responses are for reasons to utilize knowledge or to raise family income.

The businesswomen have explained their self-satisfaction in their jobs as they provide opportunity for others for employment. Maximum working woman has replied that they face no problem in managing both work place and house hold duties. An analysis is also made about how they spend the weekend.

After analyzing the data acquired from the female individuals through case studies it is seen that due to lack of proper education i.e proper guidance the educated SC woman remains unemployed. Because now in the job market there is high rate of competition, so it is now needed to prepare an individual for getting suitable job and compete with others in the age group of higher the reason behind unemployed remains due to marriage.

The non-working SC woman is taking help from the servants and some time self help is also seen. Though it is thought that they do not contribute any amount in family but their contributions in our daily life is tremendous. By performing different types of household works they save a lots of money. But it is not thought that only non-working SC woman save money but working women also performs household duties and also save money which otherwise is paid to the paid help.

Some of the non-working women have their regrets for not utilizing their educational knowledge. Some of them opine that they are in better condition than working and some of them want to be independent in case of monetary matters.

The studies are made from the angle of spending leisure period. Maximum have no relation between hobby and occupation. Some of them enjoy watching TV programmes'

or drama or movies and some are not. But the opinions about each of the queries are differed much in between two different age groups From this types of study it may be understood that in respect to changing of age the likeness, preferences are also changed.

CONCLUSION

Scheduled Caste women who are in the lowest rung of the Indian society are in need of empowerment and upliftment. The dehumanizing bondages of caste, class and gender have to be eliminated and their rights to live with human dignity have to be restored. In this struggle for justice and liberation, these women have to be conscientized through constant participatory efforts. The different welfare institution can pave way for the emancipation of SC women. A new dawn of equality in the lives of SC women is the true dawn of freedom in India. So far the observations of the present problems are discussed in brief.

In our educational system, education means cramming few- books, practice of few typical numerical problems and getting degrees. Education has been linked to employment and it is thought to be futile if it does not help to secure a job. As our country is an agro-dominated country, effective vocational training and practical education will definitely help enhance the quality of products and efficiency of these sector's. It will add to the wealth of the family and strengthen the national economy. We should have enough resources to spend on education with wider perspective. Korea, Japan and Vietnam have strengthened their economy and education sustains on this pattern. Sc Women have skills and expertise relating to small-scale industries. Beside formal education they also get extensive training in these fields.

Once women are able to identify their role and responsibility towards their families, the latter will be uplifted undoubtedly. Only fighting for rights cannot better a family and society. That family is more prosperous in which women are more active and which fulfils the educational duties towards girl child.

Most of the women get frustrated when they do not get a job. Getting education, imparting education and utilizing it for individual upliftment can help a family. To

achieve the feat a high development, patterns of social and cultural development and role of women should be studied properly.

Needless to say that girl's education stimulates educational consciousness and civic sense among the family members thereby educating the family. Development can be accelerated if girls get right education in right direction. Swami Vivekananda has aptly said, —Educate your women first and leave them to themselves, then they will tell you what reforms are needed.¶

Women of the SC woman communities are multi-exploited for being born as women in the Hindu culture and as the low caste group. They are oppressed as women in their own society and are also marginalized in all aspects of individual development - social, economic and educational. To provide justice to all citizens the state should take necessary actions to uproot the system of being called as ‘Scheduled Caste Women’.