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A SURVEY OF EDUCATIONAL AND ECONOMIC INEQUALITIES OF SOCIALLY WEAK AND DEPRIVED PEOPLE OF MEERUT DISTRICT

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ABSTRACT

Meerut is an educational hub and it is a historical place and comes under NCR belt. Here the disparity in attainment of education has given more opportunities to the privileged ones than the less in a newly globalized environment. Beyond any gender inequality education is equally meant for all. All forms of educational institutions can be found here. One can find lower to higher institutions where everyone can achieve equal knowledge. Opportunity is distributed equally; but all cannot take advantage of it, because education being imparted is a costly affair here. So ultimately what happens is that children of lower sessions in the society is mostly untouched even by the basic education. Even though basic education is free and compulsory all are not fortunate enough to be educated. The ratio of educational equality always varies.

INTRODUCTION

If we go through the official information majority of the people in this area are socially weak and deprived in the matter of education. They are concerned not only about lack of opportunities to earn income but also having access to quality education, health care, drinkable water, public transport system, financial intermediation, transparent bureaucracy and living in a less polluted environment. As a result they go for easy earning like domestic labour, rag picking and pick pocketing, stealing and begging. The lion's share of their earning is spend on unnecessary things or wasted without any useful cause. However the upper middle class people enjoy the privilege of higher social status due to various reasons like ancestral property, higher education and high profile lifestyle, which automatically helps his child to get an opportunity for higher education. This difference in the distribution of economic assets and income within or between the above groups a vast wealth disparity is prevailed in Meerut.

Due to this wealth disparity many slums are formed in and outskirts of the city – for example, Madras colony in Rohada road, Buxur and Diggy on University road. About ninety percent of these people are beggars and rag pickers. The rest are labors in construction sites and brick fields. Once the DM of Meerut commended that eighty percent of people of this locality are illiterate and trapped in poverty. They are illiterate because of their unawareness about education or the impact of education, which prevent them to come to the main stream of life. They are insecure in their life, living standards remains low, insufficient health care, living in unhygienic environment and they are incompetent to cop up with the main stream.

This lack of awareness about the value of education in their life is due to negative motivation and low implication of life values. Their illiteracy, poverty and superstitions lead them to further darkness. However these people are concerned not only about opportunities to earn income but also having access to quality education, affordable health care, drinkable water, public transport system, financial intermediation, transparent bureaucracy and living in a less polluted environment. The civic bodies have come up with a housing and education scheme for these disadvantaged people where they can lead a decent life, education to their wards, health facilities and other better infrastructure. Even then their basic problems remain the same due to their disinterest in education and negligence from the part of authorities. So ultimately what happens is that the living standard of the poor either remains the same or deteriorates day by day. Besides all effort or aid provided by government there are single handed or group effort is taken by some organizations or NGO's who has a strong determination to uplift the poor by providing free education, financial help, job security, and accommodation where safety and security is ensured for each one. District administration is also equally providing basic amenities to these people.

The present survey is a study of economic and educational inequalities of socially weak and deprived people of Meerut district. The study will provide explanation to the points like the educational and economic disparity of socially weak and deprived people in Meerut, the struggles and sufferings of under privileged group, and the economic environment of socially weak and deprived people. The researcher has used a self made tool to complete the survey. It is divided into six parts. The first part is about the structure of the community, the second is about sex and religion wise structure of the community, the third is about sex and religion wise marital status of the community, fourth is about economic status of the community, the fifth is about the occupational status of the community and the sixth is about the level of their education. The following are the findings of the survey.

RELIGION

Majority of the slum population consists of Hindus and Muslims as well as a minor group of Christians are also found. Slum people are always found separated from the rest of the society and is divided accordingly. So they are mostly away from the main stream of life.

COMMUNITY

The people of slum live in the outskirts of the city. Since they are illiterate ,do no dignified job, and have no one to speak for them, they are ostracized by the rest of the society. So the growth of such group is a cause of worry for the country.

MARITAL STATUS

There are two thousand people in Madras colony. Five hundred of them are married. Since they lack family planning and ignorance most of them have extended families. Early marriage is very much in prevalence so the number of married people are increasing day by day.

ECONOMIC STATUS

In spite of being providing lot of employment opportunities by the government the slum people are unable to get any benefit out of it because of their illiteracy. So they are forced to take all kinds of menial jobs to find their livelihood. Ultimately the economic condition of these people are below poverty line.

OCCUPATION

There is ample evidence to show that the slum people are poor and dominated both materially and intellectually by the advanced sections of the society. Most of them are labors in construction sites many are found begging in the streets.

EDUCATIONAL INEQUALITIES

According to Dr.S.Radhakrishnan “Education according to Indian tradition is not merely means to earning neither a living, nor it is only a nursery of thought or a school of citizenship. It is initiation into a life of spirit, trading of human souls in the pursuit of truth and the practice of virtue. It is a second birth, dvitiam janma.”

Educational inequality means education distributed inequally. It's a predominant issue in today's time. Weaker sections of the society are still untouched by education. Since education has become a costly affair every one cannot take the advantage of it. People who are living in slums are the most unfortunate to lead life illiteracy. . According to Ramshackal Pandey ‘Educational inequality is terrible in rural areas than the urban.’

Generations after generations they remain in the same standard or the worse. Most of the people in slum are illiterate or never have been exposed to any sort of education. There may be innumerable reasons for their illiteracy. A negative motivation and lack of life values from the part of the illiterate and disinterest and negligence from the part of authorities. A lot of schemes are implemented for the education of these poor but it never reaches up to them. Even if it does reach many of the intended beneficiaries are not making use of them. Education is also correlated with health status, and in some cases with political participation in the democratic process, so that inequalities in the former may translate into undesirable gaps and gradients in other dimensions as since parental education and income play an important role in shaping resources, access to private schools and tuitions, as well as a home environment that fosters learning, it is important to control for parental education in examining social differences in children's learning outcomes.

ECONOMIC INEQUALITIES AND SOCIAL INEQUALITIES

Until and unless our society achieves economic equality till then unity will not exist in the society. Our society is also divided into three categories rich, poor middle class. Those who are poor are really below the poverty line and somehow they meet their both the ends. It is impossible for them to think about education or perusing higher education. Where as a high class

person send his child to famous schools with all the facilities. Mostly we find slum children are never seen a school. They are forced to-do the child labor and follow the foot prints of their parents. Inequality is decomposed by sub-groups, income sources, causal factors and by other socio-demographic characteristics. Inequality can also be decomposed at different levels of aggregation. We also know that caste continues to play a significant role in economic life in village India, and specifically that persons belonging to the Scheduled Castes (also termed Dalit) face discrimination and are disadvantaged in respect of social and economic attainments. Different reasons of social inequalities are poverty, nutrition and health care, physical and home environments, the socio-cultural system, structural changes in the family, parenting behavior and individual difference of child and family members.

LIVING ENVIRONMENT OF ECONOMIC, SOCIALLY AND EDUCATIONALLY DEPRIVED PEOPLE

An illiterate person is always suppressed in the society. He feels as no one among the educated ones. The situation of the people living in the slum is also not different. They live in a dingy place and isolated from the rest of the society. Since the economic and educational conditions of these people are weak they are deprived of many other opportunities of life. "According to R.K. Nayak and H.Y. Siddiqui "Socially weak are those socially disconnected and unable to ask for help or assert needs." If we can eliminate the scarcity of resources from the poor and downtrodden a lot of difference can be made for the upliftment of the needy people. This is not only the responsibility of the government alone but collective responsibility of each individual in the society to bring educational awareness among the general public. The reasons for social exclusion can be poverty, mental illness; poor education Social deprivation is the reduction or prevention of culturally normal interaction between an individual and the rest of the society". Mostly a socially deprived person leads a miserable life. He always feels excluded or unwanted in and low socio economic status. The outcome of it will be total isolation from a cultured society and become unaware of its norms even. The socially deprived person may experience a deprivation of basic capabilities due to lack of freedom, may include reduced opportunity, political voice or dignity.

According to Bassok and Donelan "the society. A socially excluded person always feels inferior to the rest of the society. Denial of social support can lead to issues like less access to job, exclusion from services and withdrawing from social activities. Deprived people can be categorized in the following way; physically and mentally disabled, socially, economically and culturally deprived. Even though the society provides ample opportunity for each individual to go ahead in life and maintain a standard of life due to disabilities and limited resources some cannot live an independent life; still the nature emphasis on personal responsibility of each individual. If disabled people have positive attitude towards life they can also become full member of the society with the help of political system, self help groups and NGOs the disabled

can lead a meaningful life. When the deprived becomes active in the society, the country marches towards progress automatically.

NEED OF EDUCATION FOR SOCIALLY WEAK AND DEPRIVED

In order to have a healthy and well knit society and to overcome the existing inequalities every member of the family as well as the communities should be educated. An enlightened society leads the country towards progress. Social stability is possible only through an educated society and people with progressive thinking. If women are given more and more opportunities for education the society will automatically march towards development and equality.

CONCLUSION

The living standard of the people of economic and educationally weak and deprived has been a cause of concern for any progressing nation. So is the same with our country and city. It is through education the dream of equality to every is possible. Unless one strive towards the aim its not possible to attain it.

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