

INTERGENERATIONAL EDUCATIONAL MOBILITY AMONG ORAON COMMUNITY IN KUMARGRAM BLOCK OF ALIPURDUAR DISTRICT, WEST BENGAL

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Abstract:

Intergenerational mobility is a technique for evaluating the connection between an individual's socioeconomic situation and that of their children's. The term 'Educational Mobility' refers to the transmission of parent's educational achievements to their children. A weak correlation would lead to higher mobility, whilst a strong correlation would lead to reduced mobility, between the educational levels of parents and their offspring. According to the 2011 Census of India, there are a total of 18369 people in Kumargram block and 46660 people in Alipurduar district. The majority of Oraons were illiterate in earlier generations, although significant changes in education have been observed. The current study intends to investigate structural changes in the Oraon community's educational system. A total of 390 samples were taken into account for the study, which is based on a primary survey. Three generations were selected to explore the educational mobility: the first generation, which may be either a grandfather or grandmother, the second generation, which can be either a father or mother, and the third generation, which can be either a grandson or a granddaughter. There is a significant generational disparity in the educational status of the Oraon community of the study area. The majority of the first generation of the Oraon population is illiterate, and dropout rates are high among the second and third generation.

Key Words: Intergenerational mobility, educational mobility, parental education, children's education

Introduction:

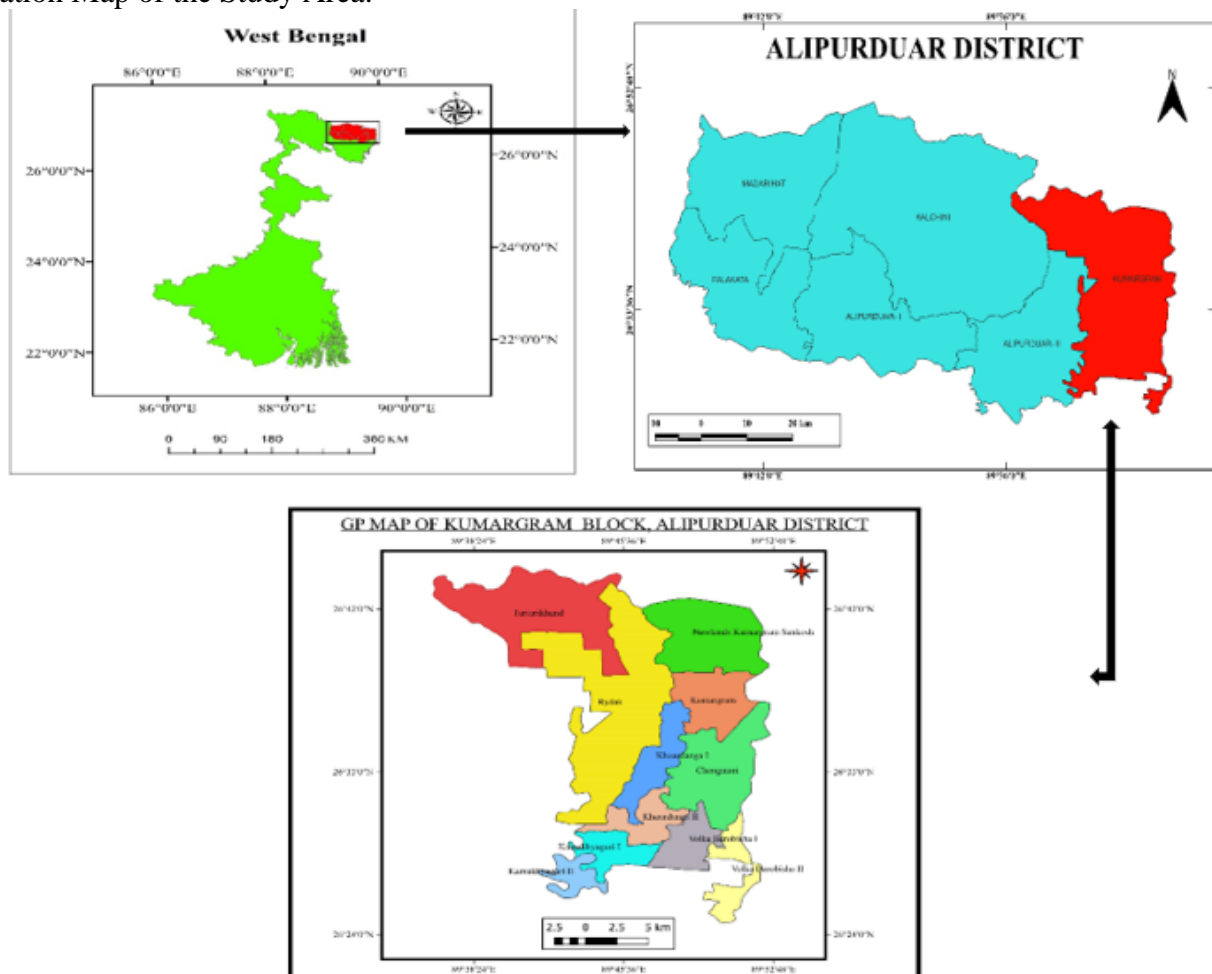
One of the most important elements that affects how an individual and, eventually, a nation, evolve is education. More importantly, education has an all-inclusive influence that helps in social, economic and political inclusion and integration of people, particularly for those who are 'excluded', from the mainstream of society (Dreze & Sen, 2003). According to Wamboye et al., (2015), education provides essential knowledge, techniques, skills and information for everyone to define their role toward family and society. Subsequently, higher education is a necessary criterion for innovations, inventions, efficiency in production-consumption-investment, enhanced productivity etc. and is considered as one of the basic elements for growth and sustainable development and welfare of any country (Psacharopoulos, 2009; Tilak, 2003). Since it develops potential and improves quality of life, education is generally regarded as an essential component of human development. It is the main source of improvement for disadvantaged group in society and encourages them to take an active part in social and political discourse. In the 2011 Census of India the tribal population of West Bengal comprised 5.8% of the state's total population, while tribal population in Alipurduar district was 25.62% of the district total population. In West Bengal there are about 40 different tribes. The Alipurduar district is home to the Toto, Bodo, Oraon, Munda, Mech, Santhal, Asur, Malpharia, Dukpa, Sherpa, Rabha tribes with Oraon

being the largest tribal group there. According to the 2011 Census of India, there are 18369 oraon people living in Kumargram block, representing 30.67% of the total block tribal population. The district as a whole has 46660 oraon people living in it, making up 12.23% of the district total tribal population. The first generation, which can be either a grandfather or grandmother and the third generation, which can be either a father or mother and the third generation, which can be either a grandson or granddaughter, were chosen to examine the educational mobility. The oraon community in the study area has a considerable educational gap across generations. The majority of the first generation of the Oraon population is illiterate, and dropout rates are high among the second and third generation. The study, which is based on primary survey considered a total of 390 samples. The present study investigates at the structural changes in the oraon community educational system over the course of generation.

Study Area:

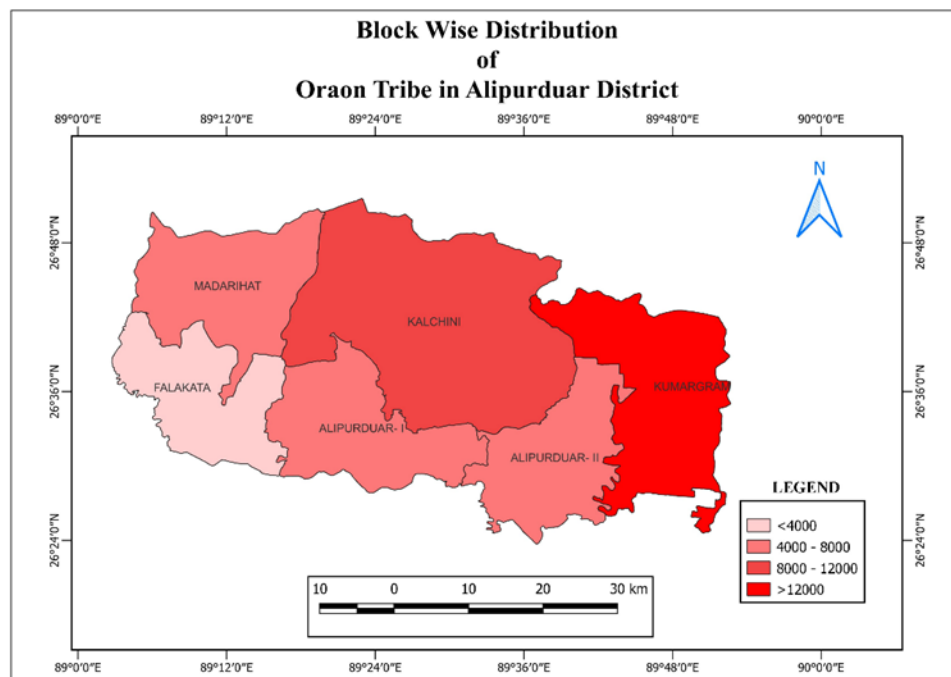
Alipurduar district has consist with six blocks, Madarihat-Birpara, Alipurduar-I, Alipurduar-II, Falakata, Kalchini and Kumargram. Kumargram is a community development block (CD block) lies in the eastern part of the district and is located at $26^{\circ}39'54''\text{N}$ and $89^{\circ}49'30''\text{E}$. kumargram block is bounded by the Chukha district in Bhutan on the north, Kokrajhar district in Assam on the east, Tufanganj II block in Cooch Behar district on the south and Alipurduar II and Kalchini block on the west. The total area of the block is 517.68 sq./km. and the block has consisted with 12 Gram Panchayat: Kamakhyaguri I, Kamakhyaguri II, Chengmari, Khoardanga I, Khoardanga II, Kumargram, Newland, Kumargram Sankosh, Rydak, Turturikhand, Valka Barobisha I and Volka Barobisha II.

Location Map of the Study Area:



Background of oraon community:

Oraon is an important branch of Dravidian race in South India. The oraons mainly migrated from Chhotanagpur to North Bengal (Darjeeling, Jalpaiguri and Alipurduar district) as tea garden workers. Kurukh is the primary language of oraon people but they also speak in Bengali and Hindi. The majority of the oraon people in the study area are Christian. Festivals including Fagu, Sharna, Tushu, Karam are observed by the oraon in the study area. Oraon society is dominated by men and the leader of society is called Mandal.



Objectives:

The study objectives are-

1. To show the present educational status of the oraon community across generation.
2. To measure the educational mobility among oraon community across generation.
3. To ascertain the causes of dropout from school in the Oraon community.

Hypotheses:

The study hypotheses are-

1. There is a significance variation in educational status among oraon community across generation.
2. There is a significance positive relation between parental education and children's education.

Methodology:

Both primary and secondary sources were used to perform the study. For primary data, a field survey was carried out in the kumargram block. The primary data was collected through purposive sampling method. A total of 390 samples from each generation, 243 men and 147 females were taken for the study. secondary data was gathered from the district census handbook, pertinent journals, newspapers, magazines, and publications, among other sources. The collected data was evaluated and presented through bar charts, radar charts, pie charts and various cartographic technique using MS-Excel. The importance of all the information was evaluated by Chi square test, Pearson correlation test and Binary logistic regression.

In case of close correspondence between two variables, the Chi-square statistic (χ^2) is a good fit test measure (Mahmood, 1998).

$$\chi^2 = \sum (O - E)^2 / E \quad \text{where, } E = \text{Expected value}$$

O = Observed value

Pearson correlation coefficient is a statistical test that estimates the strength between the different variables and their relationship.

$$r = \frac{n(\sum xy) - (\sum x)(\sum y)}{\sqrt{[n\sum x^2 - (\sum x)^2][n\sum y^2 - (\sum y)^2]}}$$

where, n = Number of pairs of scores, $\sum x$ = sum of x score, $\sum y$ = sum of y score, $\sum x^2$ = sum of the squared x score, $\sum y^2$ = sum of the squared y score, $\sum xy$ = sum of the products of paired scores.

Binary logistic regression determines the impact of multiple independent variables presented simultaneously to predict membership of one or other of the two dependent variable categories.

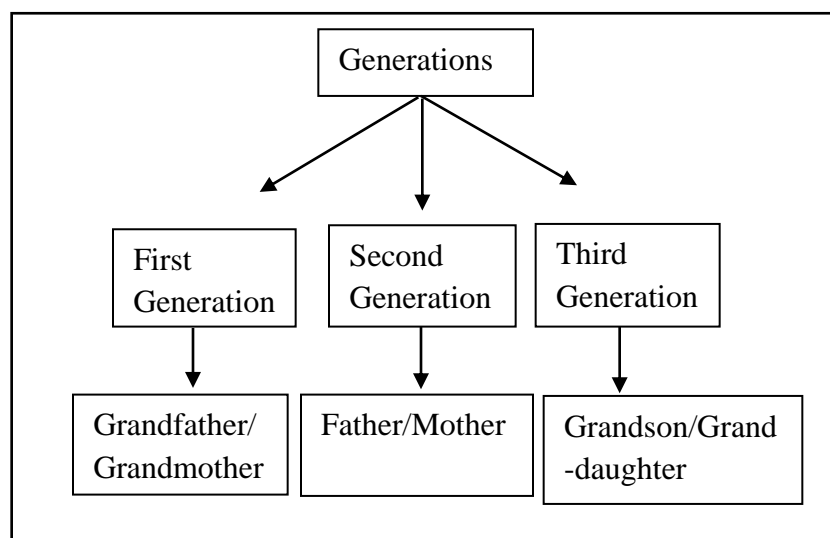
For calculating the literacy rate among oraon community, below simple formulas are used:

$$\text{Literacy among male} = \frac{\text{Literate Male}}{\text{Total Male}} \times 100$$

$$\text{Literacy among female} = \frac{\text{Literate Female}}{\text{Total Female}} \times 100$$

Study Design and Sample Size:

According to Cochran's formula, a sample size of 390 people was chosen from a total of 130 households. Three generations were chosen from each household. Grandparents and grandmother of the first generation, parents and mothers of the second generation, and one grandson or granddaughter of the third generation from each family made up the sample for the study. It includes 77 grandfather and 53 grandmothers from 1st generation, 96 father and 34 mother from 2nd generation, 70 grandson and 60 granddaughters from 3rd generation.



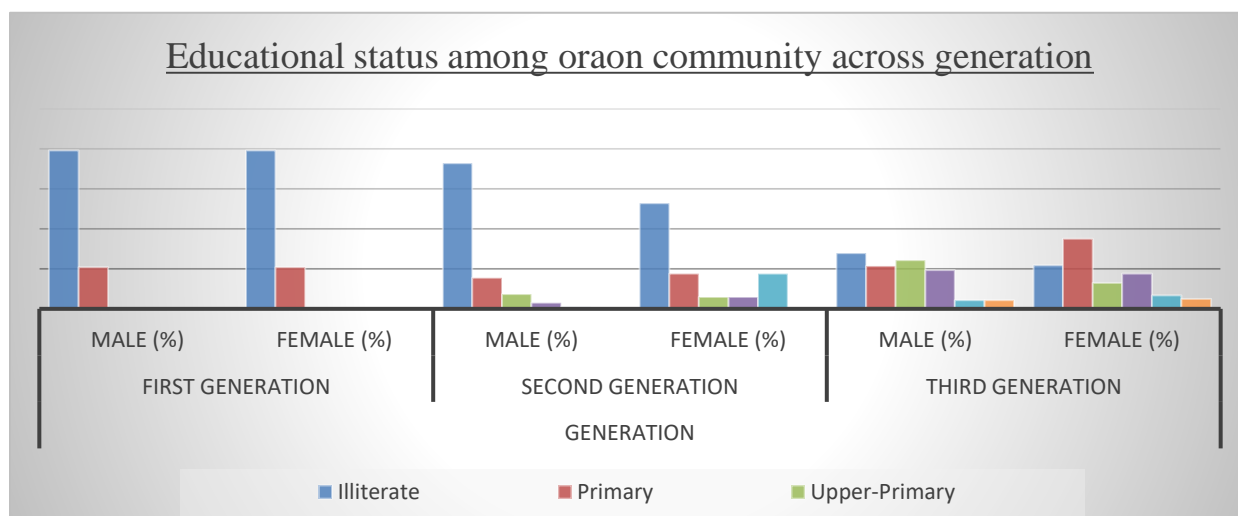
Results and Discussions:

Present educational status across generation:

The current educational status of oraon people shows a clear generational divide as well as educational mobility from older to younger oraon people. Most of the first generation oraons are illiterate. 61 out of 77 males and 42 out of 53 females of the first generation oraon people are illiterate. And only 16 out of 77 males and 11 out of 53 females had a primary level of education. The majority of the second generation of oraon are also illiterate, despite the fact that the number of illiterates is declining from the previous generation. 70 out of 96 males and 18 out of 34 females of the second generation oraon people are illiterate. 15 out of 96 males and 6 out of 34 females had a primary level of education, 7 out of 96

males and 2 out of 34 females had an upper-primary level of education. 4 out of 70 males and 3 out of 60 females of the third generation of oraon had a graduate level of education, 3 out of 70 males and 3 out of 60 females had a master's level of education. It is clear that the younger generation of oraon are more involved in higher education and has a marginally higher level of education.

Educational Status	Generation					
	First Generation		Second Generation		Third Generation	
	Male(%)	Female(%)	Male(%)	Female(%)	Male(%)	Female(%)
Illiterate	79.2	79.2	72.9	52.9	27.9	21.7
Primary	20.8	20.8	15.6	17.6	21.4	35
Upper-Primary	0	0	7.3	5.9	24.3	13
Madhyamik	0	0	3.1	5.9	19.3	17.6
Higher Secondary	0	0	1	17.6	4.3	6.7
Graduation and above	0	0	0	0	4.3	5



Source: Field Survey

Test Result:

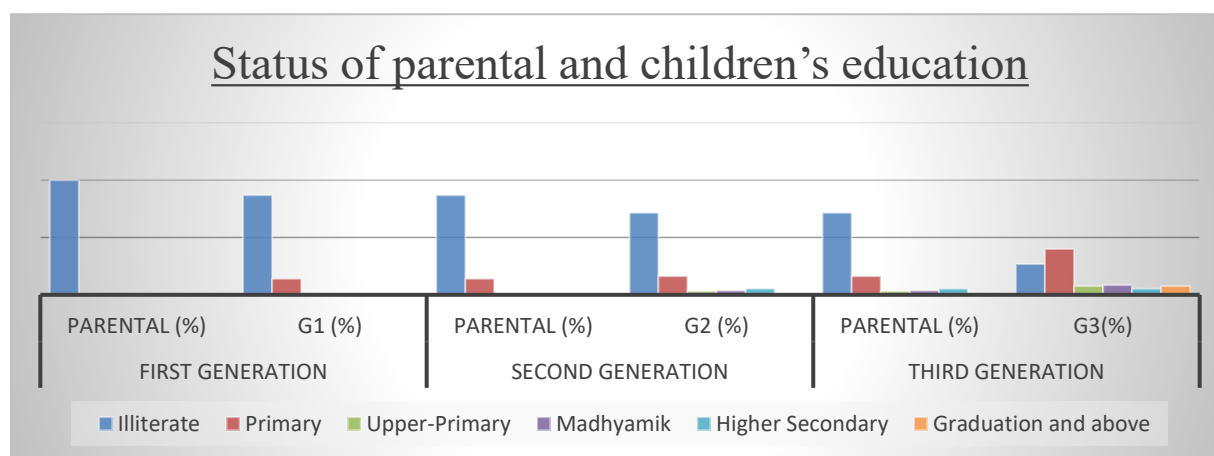
The Chi square test is a non-parametric test to examine statistical significance of the observed relationship with respect to the expected relationship. For the purpose of the test two categorical value are selected. A chi-square test for independence with $\alpha=.05$ was used to assess a significance variation in educational status among oraon community across generation. The chi-square test statistically significant, $\chi^2 (N=390) = 121.32$, $p=.001$, with Cramer's v coefficient of .394, indicating a medium to large relationship. Above mentioned bar charts also shows that there is a significance variation in educational status among oraon community across generation.

Status of parental education and children's education:

Educational mobility refers to the transmission of parent's educational achievements to their children. The educational standing of the parents has an impact on the schooling of the children. The majority of the second-generation parents lack literacy, yet this is not the same for first generation parents. 114 out

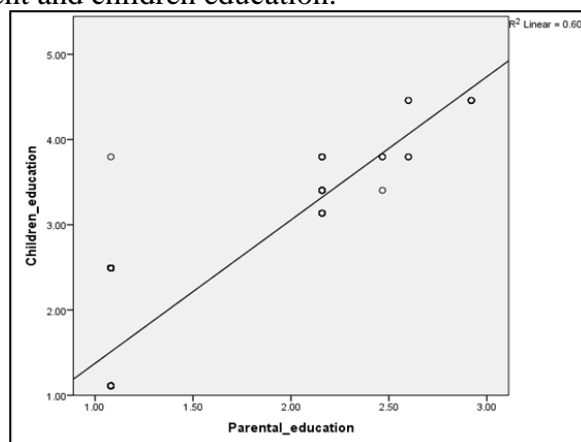
of 130 of the parents of second generation are illiterate and 88 out of 130 of the parents of first generation are illiterate.

Educational Status	First Generation		Second Generation		Third Generation	
	Parental(%)	G1 (%)	Parental(%)	G2 (%)	Parental(%)	G3(%)
Illiterate	100	86.9	86.9	71.5	71.5	26.9
Primary	0	13.9	13.9	16.2	16.2	40
Upper-Primary	0	0	0	3.1	3.1	7.7
Madhyamik	0	0	0	3.8	3.8	8.5
Higher Secondary	0	0	0	5.4	5.4	5.4
Graduation and above	0	0	0	0	0	7.7



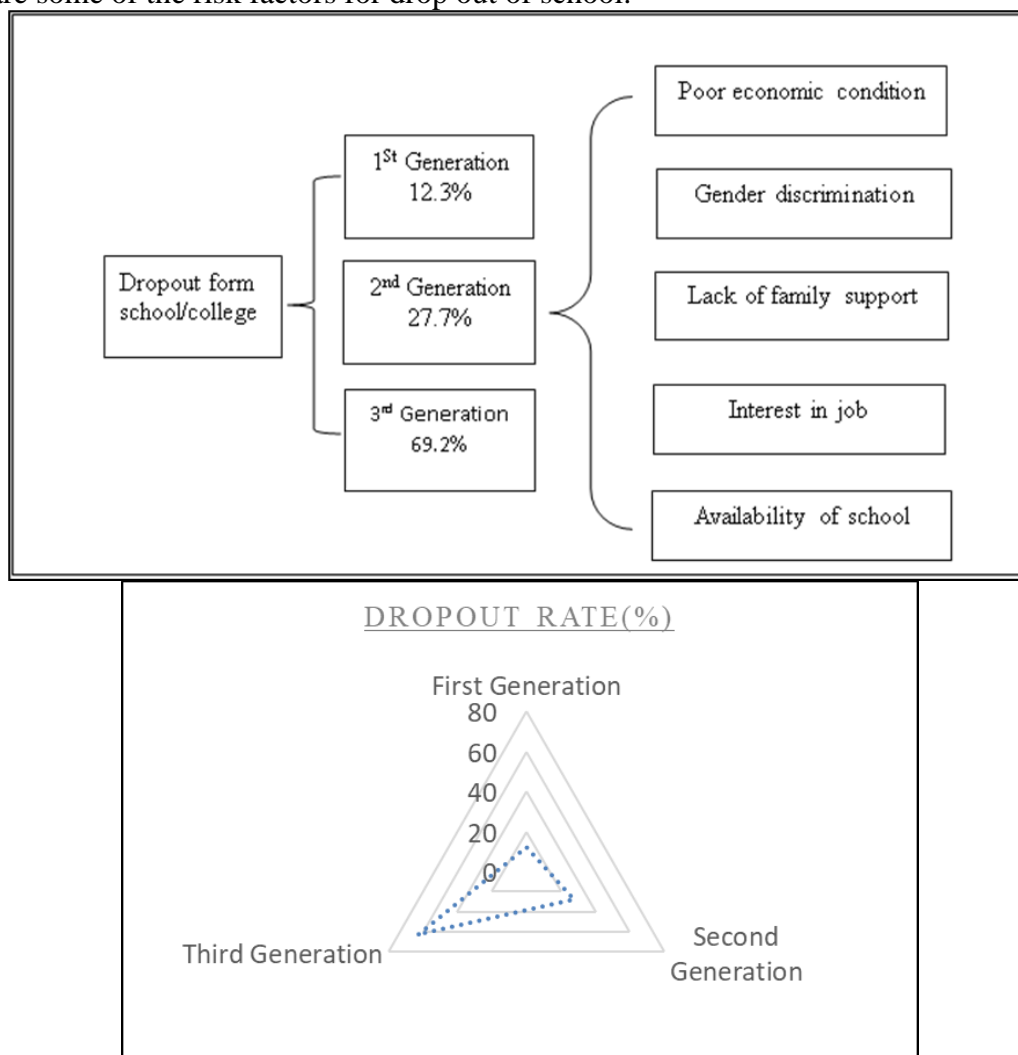
Test Result:

To assess the size and direction of the linear relationship between the scores of parental education and children education, a bivariate Pearson product moment correlation coefficient (r) was calculated. The bivariate correlation between these two variables was positive and strong, $r(390) = .85$, $p = .001$. visual inspection of the scatterplot of parental education and children education confirmed that the relationship between these variables was linear. Thus, it says that there is a significant positive relation between parental educational attainment and children education.



Dropout rate among oraon:

The majority of the first generation of the Oraon population is illiterate, and dropout rates are high among the second and third generation. Out of 130 people of the first generation of oraons, 16 dropped out from schooling. 36 out of 130 of the second generation of oraons dropped out from education and 90 out of 130 of the third generation of oraons dropped out from education. Poor economic conditions, gender discrimination, a lack of family support, a desire for employment, and the accessibility of schools in the area are some of the risk factors for drop out of school.



Source: Field Survey

Test Result:

Binary logistic regression was performed to assess the impact of several factors on the dropout that respondents would state that they have dropout from school. The model contained with five independent variables (sex, economic condition, family support, interest in job and availability of school). The full model containing all predictors was statistically significant, $\chi^2 (5, N=390) = 362.591, p = .001$. The model as whole explained between 60.5% (Cox and Snell R square) and 82.9% (Nagelkerke R square) of the variance in dropout status and correctly classified 93.8% of cases. Equation table represent that only two independent variables made statistically significant contribution to the model (Lack of family support and Poor economic condition).

Major Findings: some findings of the study are-

1. Most of the first-generation people of the oraon community are illiterate.
2. The second and third generation of oraon community have high dropout rates.
3. The literacy rate of oraons younger generation is slowly increasing, but the percentage is still quite low in that of their parents and grandparents.
4. A generational difference exists in the present educational status of the oraon community.
5. The majority of oraon community's third generation lacks parental support to finish their schooling.
6. Most of the oraons are economically weak, they are unable to pay more money for their education.

Suggestions:

The development of the oraons educational level of the study area may require the consideration of the following suggestions-

1. There are incredibly few educational institutes. Up to the Madhyamika level, higher secondary school facilities must be established.
2. It is essential to develop more transport facility like buses or small vehicles from Kumar gram block to the closest town, so they can easily move for educational purposes or any purposes.
3. For the growth of the oraons people's minimum level of education, the Government should make it possible for them to participate in the Saksharta mission.
4. Finally, many organisations and the Government should motivate oraon people to participate in education more and more.

Conclusion:

With the assistance of education, which provides the fundamental knowledge, skills, techniques, and information, everyone can define their responsibility towards their family and society. It is imperative to raise the population's literacy rates since education can aid people in overcoming their social, economic, and personal backwardness. Oraon community has a notable variance in schooling over generations. Most Oraon still lack access to literacy. The government should use a variety of measures to address issues; in addition, social awareness and the support of different social organisations are essential for addressing issues.

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