

The Impact of Education on Economy and Society of Rural Kumirajore Village, Purbamedinipur, West Bengal: A Case Study

Pijush Kanti Dandapath¹, Sumitra Rani Jana²

¹Assistant Professor of Geography, Bajkul Milani Mahavidyalaya, West Bengal, India

²Post Graduate Student, Vidyasagar University, West Bengal, India

Abstract: *“Education is a key sector for emerging economies. Parents put education first in most countries and are willing to put a good chunk of their disposable income into education”- AfricInvest. Education and economy is the two main developmental pillar of a country as macro level and also as micro level like small village among the all developmental components. So, I intend to study the linkage between education and economy in respect of the impact of education on economy and society: a case study on kumirajore village. Last twenty years back, the economy of kumirajore village was mainly agriculture based with poor economic structure due to extreme remote rural area with traditional and conservative outlook in the light of poor education of that village condition. But with the ravage of time, the education have shown a rising trend which is able to create skilled and qualified agricultural labour, serviceman, employment opportunities as also grew the economy of the village.*

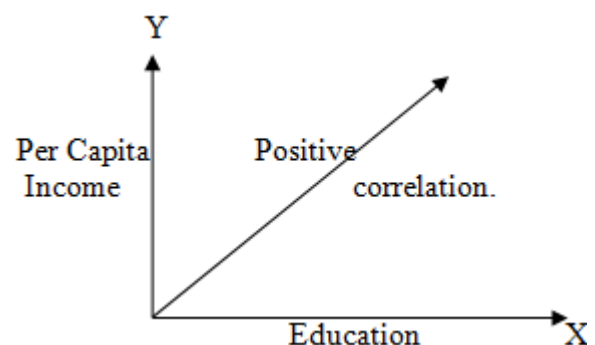
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1. Introduction

Empirical results show that economic growth of any economy not only depends on physical capital but also on the human capital. So, Education is the most important variable, which plays an important role in the development of human capitals and it is also most important and valuable factor on overall environment of society.

Developed human capital has a positive effect on the economic growth, political stability and social environment. Among all stages of education may also improve living standard, develop industrial projects, which gives high financial rates of return. It is argued that different school years impart different skills, therefore, we extend our analysis to level of education, *i.e.* How much increase in earnings takes place with an extra year of schooling at different levels, such as, primary, upper primary, secondary, intermediate, graduation and masters.

Education is the most important investment and input. This is also considered long term investment of any macro or micro level places. It has been also seen that the countries or a place which invested more on education were able to create skilled and qualified human resources which in-turn transformed national economy. And it also improves social awareness, women's education, lowers fertility rate and improve child care which are the direct and indirect factors for grownup the economy of a village and country also. According to World Bank estimate a positive correlation exists between the rate of literacy (Educational Improvement) and per capita income.



In this context, it is seen that last twenty years back, the economy of kumirajore village was mainly agricultural based with poor economic structure due to extreme remote rural area with traditional and conservative outlook in the light of poor education of that village situation. But with the ravage of time, the education have shown a rising trend which is able to create skilled and qualified agricultural labour, serviceman, employment opportunities as also grew the economy of the village.

2. Conceptual Framework

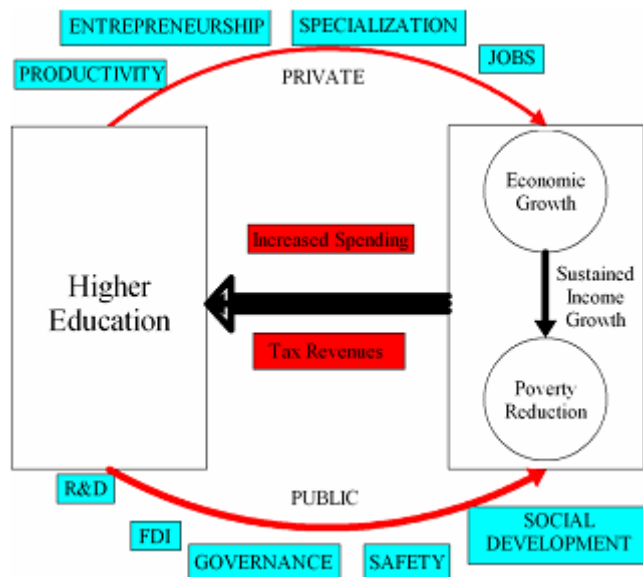


Figure 1: Conceptual Framework showing by the following diagramme.

Source: Higher Education and Economic development in Africa, David Bloom, David Canning, and Kevin Chan, Harvard University, February 2006

3. Objectives

The main objectives of this field are;

1. Tries to study the educational structure as a developmental parameters of that field,
2. Tries to study the economic structure as a developmental parameters of that field,
3. Intend to study the linkage between education and economy and also
4. Tries to study the impact of education on economy of that field and also to know their standard of living.

4. Methodology

This work done by field survey as a primary data source and with the help of different books as secondary data source like census book, journal and books.

Study Area

My study area is **kumirajore village**, which situated under Bhupatinagar police station on Contai Sub-division at Purba Medinipur district in West Bengal, India. It is a remote traditional village which is under extended part of Bengal coastal plain.

Educational and Economic Information of the village

a) Educational Structure

There is only one primary school (Class I-IV) in middle part of the kumirajore village. There is a one recognized High School (Upto Class X) and one Higher Secondary School which caters the need for several villages, situated about 5-6 km away from the village and nearest college and university situated from the village about 10km and 153 km away respectively. The school is a symbol of culture and education of the village. Due to above situation it is found that educational history of the village was not so good. Only 28 percent of the total population was educated (Below Class X) in 1980-91 decades. But it is very alarming to note that after declaration of successful literacy by Midnapur (Undivided) administration, the village has increased their literacy rate today about 70 percent as against 38 percent in 1990 to 1995.

At present situation, I surveyed 79 houses out of 127 houses and total population of the visited houses is 309 out of 480 population. Out of the surveyed of 309, the numbers of literate persons is 280 and the rest 29 are illiterate, where total literacy 374 (male199 and female 175) out of 480 population and illiterate population is 106(male 48 and female58). The rate of the literate population is 70 percent. Today it is increased nearly double from last 18 years in-respect of 1990-95 decades.

b) Economic Scenario

Like all villages of India the occupational structure at Kumirajore village is mainly influenced by physical environment and communication system. As a remote village, the topography is almost flat and micro variation in relief where only one motorable road is passing adjacent to the village. On the basis of above situation, primary activities like Paddy agriculture, fishing are the main economic base of the area. The following table shows the changing pattern of occupational structure in-respect of different decades.

Table 1: Changing Pattern of Occupational Structure

Decades	Percentage of population engaged in different occupational structure out of total workable						
	Paddy	Fishing	Labour	Administrative service	Teaching	Business	Others
1980-1991	85	3	4	nil	nil	1	2
1991-2001	83.5	5	3	nil	nil	2	3
2001-2011	82.5	5.5	3	1	1	3	2
Present period of time	81	5.5	2.5	2	2	3.5	2.5

Source: census of India (Different year) and Computed by the author on the basis of the results obtained in the survey (Door to Door Survey Data).

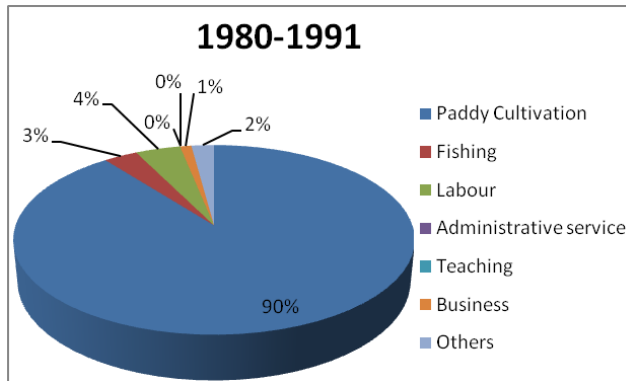


Figure 1: Occupational Structure (1980-1991 Period)

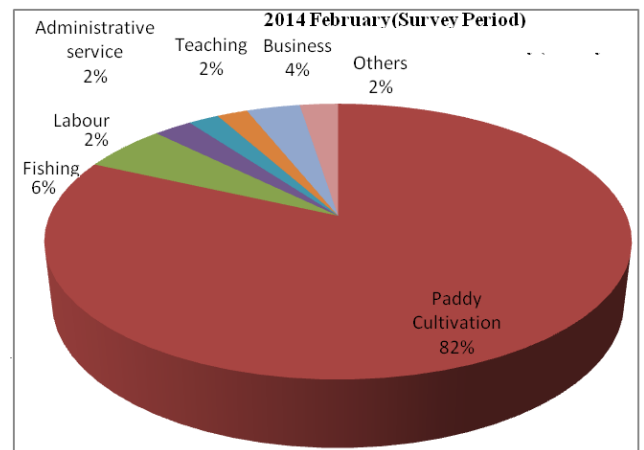


Figure 2: Occupational Structure (Present Period)

Correlation between Education and Economy in the village Situation:

To discuss the relation between education and economy of the village are given by the following table (Table No- 2) and diagram.

Table 2: Changing Pattern of Occupational Structure in relation with Literacy (Educational Level) Rate.

Decades	Occupational structure and literacy rate in percent.					
	Engaged in agriculture (percent)	Literacy rate (Percent)	Engaged in Fishing (percent)	Literacy rate (Percent)	Engaged in Labour	Literacy rate (Percent)
1980-91	85	28	3	28	4	28
1991-2001	83.5	40	5	40	3	40
2001-2011	82.5	68	5.5	68	3	68
Present period of time	81	70	5.5	70	2.5	70
Decades	Occupational structure and literacy rate in percent.					
	Engaged in administrative service	Literacy rate (Percent)	Engaged in teaching	Literacy rate (Percent)	Engaged in Business	Literacy rate (Percent)
1980-91	nil	28	2	28	1	28
1991-2001	nil	40	3	40	2	40
2001-2011	1	68	2	68	3	68
Present period of time	2	70	2.5	70	3.5	70
Decades	Occupational structure and literacy rate in percent.					
	Others	Literacy rate (Percent)				
1980-91	2	28				
1991-2001	3	40				
2001-2011	2	68				
Present period of time	2.5	70				

Source: census of India (Different year) and Computed by the author on the basis of the results obtained in the survey (Door to Door Survey Data).

From the above discussion, it have been seen that the positive sign exists between the rising educational status and economy (Standard of Living) of that villagers.

Table 3: Relation with per-capita income (monthly) and educational status

Education Level	Average Respondent's Monthly Income (Rs.)	Average Family Monthly Income (Rs.)	Average family members	Average Per Capita Income (Rs.)/ month
No Schooling	Rs. 3500/-	Rs. 3500/-	7	Rs. 500/-
Primary	Rs. 3500/-	Rs. 3500/-	7	Rs. 500/-
Upper Primary (V to IX)	Rs. 8000/-	Rs. 10000/-	7	Rs. 1420/-
Secondary (Madhyamik)	Rs. 8000/-	Rs. 10000/-	6	Rs. 1660/-
Higher Secondary (H.S. / intermediate)	Rs. 10,000/-	Rs. 14000/-	5	Rs. 2800
Graduation	Rs. 15000/-	Rs. 18000/-	5	Rs. 3600
Post Graduate	Rs. 20000/-	Rs. 25000/-	4	Rs. 6250

Source: Computed by the author on the basis of the results obtained in the survey (Door to Door Survey Data).

Table 4: Distribution of Income (in Rupees) according to educational level (in Percent) of that village

	Per-capita income in Rs. (yearly) and educational status			
	1980-91	1991-2001	2001-2011	Present
Yearly per capita income in Rs (Average)	15,875	16,970	31,750	35,100
Educational status (Literacy rate in Percent)	28	40	68	70

Source: Computed by the author on the basis of the results obtained in the survey (Door to Door Survey Data).

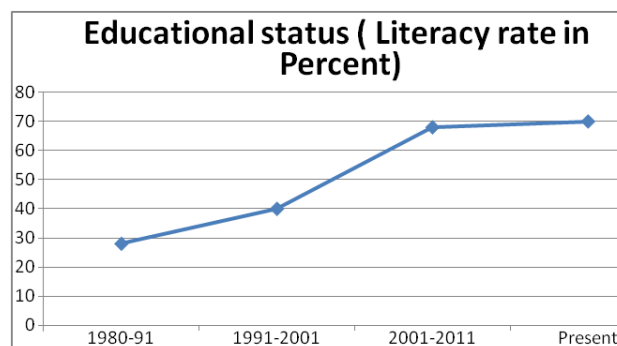


Figure 4: Changing Pattern of Educational Status from 1980 to 2014 February (Survey Period).

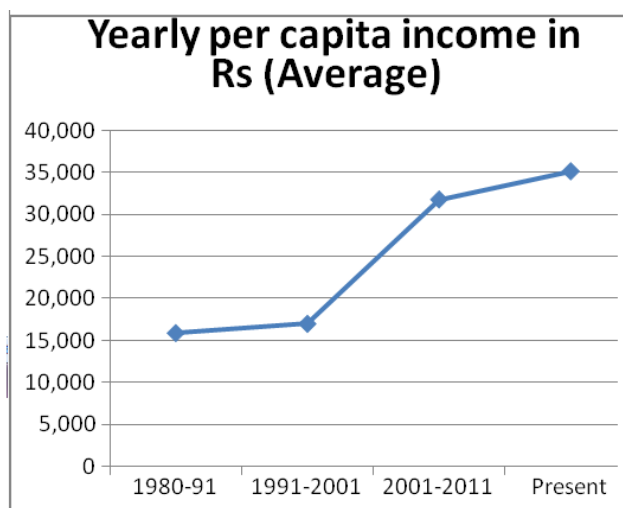


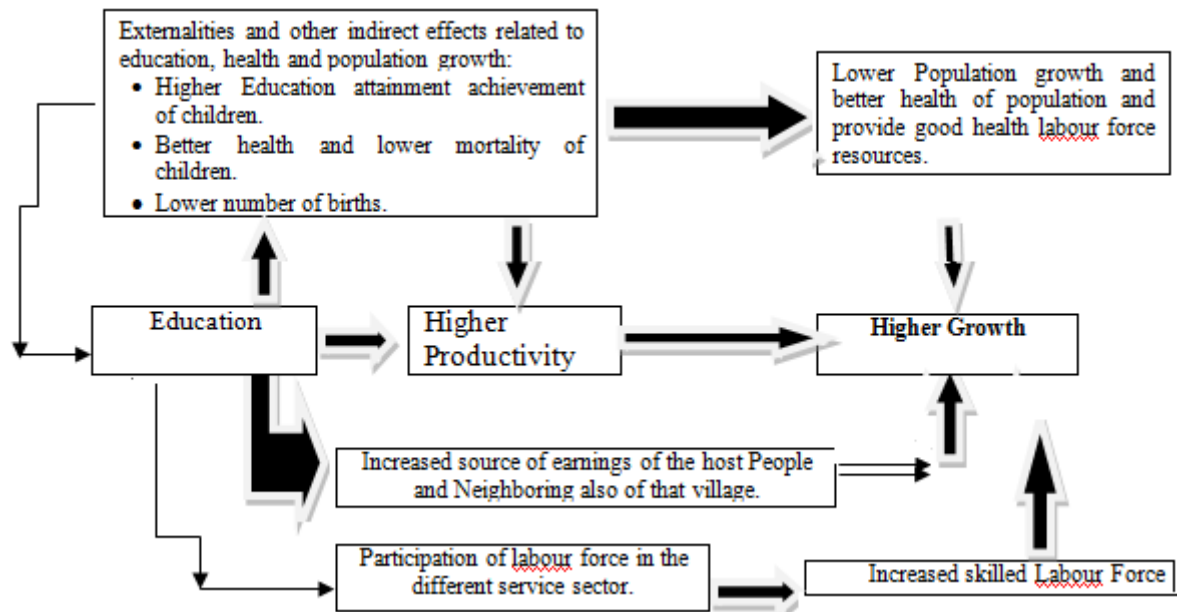
Figure 3: Changing Pattern of Per Capita Income from 1980 to 2014 February (Survey Period)

The above tables describe the relation of education level and the monthly income and also per capita income. There is positive relationship between education level and average income of respondents. The average income increases as the educational level increases except in the case of matriculated people. This table also shows a relationship that the average family income increases with the increase in the education level. Per capita income also shows a positive relationship with the education level.

Diagram: 2

A diagrammatic Representation about the Impact of Education on Economy and Society in the Village:

Impact of Education On Economy And Society (Socio-Economic Outcomes)	
Micro Levels	Macro Levels



Source: On the basis of data evaluation and Field observation (Door to Door Survey Source).

5. Problematic Scenario of that Village

From the above all discussion it is found that the last 10 years has witnessed major changes in the village economy and educational structure. Agricultural Employment has fallen where as in relative term the different governmental service, Industrial job, private sector and different type of labour opportunity have increased. But it is actually seen that the features of educational and economic structure is not so good; because:

1. The literate people are maximum in class VIII (Eight) to X (Ten/ Madhyamik) pass,
2. Male people are taking their college level (graduation) education more than female,
3. Level of education gradually decreases in higher education level,
4. Class drop out students are maximum in both primary and secondary level,
5. Class drop out in case of female students are maximum in secondary level due to maintained their traditional social status like below age at marriage and traditional outlook of the aged persons of that village and also neighboring,
6. Drop out male students are leaved their house towards Surat in Gujrat, Mumbai in Maharastra, Kolkata in West Bengal and different places of India for better job opportunity and they engaged in the different job like industrial labour, hotel boy, labour in different service sector etc. So, although there have been increased different source of earning but educational standard not to show good sign.
7. Beside these, in my study, economically about 35 % of the total house hold are under poor condition. The yearly income is less than 30 thousand. About 40 % house hold of the total house hold belong in middle class family and rest of the total house hold are economically well equipped with their annual income which are about one lakh or more or less of it.

6. Measures and Conclusion

Education is widely accepted as a leading instrument for promoting economic growth. In respect of economic status, the village is rich in agricultural resources but for the better agricultural production which providing by the use of fertilizers, pesticide, HYV Seeds are not properly implemented due to traditional look out and improper communication. Discuss from the above all situation it is found that educational and economic (Occupational) structure of the village is not so good. So, the following steps should be taken to develop the area:

1. application of modernized agricultural techniques like use of Tractor, Bio-fertilizers, Crop Rotation System,
2. development of agro-based industry like food processing, Biri (Tobacco) industry,
3. attempts should be made to develop transport and communication,
4. attempts to be made for marketing facility of food grains,
5. attempts to be made for proper education to the backward classes,
6. attempts should be made to develop educational infrastructure,
7. attempts should be made to stop drop out students,
8. for the welfare of the people both economically and educationally purposes, the public utility services should be introduced like health services, better electricity services and also Gramin Bank Service (to providing the educational loan for higher study),
9. need for proper government planning to increase their rate of education and also for economic development like rural development programme, gramian rojgar yoyona,
10. Lastly, it should be done that in the villagers to grown up the social awareness and exit their traditional outlook and superstitious thinking from their society,

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Field study:

- a) Door to Door Survey,
- b) Panchayet and B. D. O. (Office).
- c) Opinion taken from different personalities.

Author Profile



Pijush Kanti Dandapath received educational degree in and outside of West Bengal (B.A. Honours in Geography from Trivenidevi Bhalotia College, under Burdwan University, Ranigaunj, West Bengal, M. A. in geography from C.S.J.M. University, Kanpur, U.P., India, and M. Phil from Calcutta University, Kolkata, West Bengal, India). **He has now an assistant Professor of Geography at Bajkul Milani Mahavidyalaya, P.O.-Kismat Bajkul, Dist.-Purba Medinipur, West Bengal and Research Scholar under Department of Geography, of Ranchi University, Ranchi, Jharkhand, India and also had done different project works under West Bengal Biodiversity Board at Saltlake, West Bengal, India, and under UGC financial grant, India.**



Sumitra Rani Jana is a good quality student of Geography and passed the B.A. exam from Bajkul Milani Mahavidyalaya. Now she read in M.A. under Department of Geography, Vidyasagar University, Medinipur (Paschim), West Bengal, India.