CHAPTER – II

REVIEW OF LITERATURE

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2.1. Introduction

The literal meaning of the term 'review' is to view again and the term 'literature' is employed to include anything appropriate to the topic such as theories, letters, documents, historical records, government reports, newspaper, accounts, empirical studies and so forth (Mauch and Birch, 1993). Effective and well planned research can only be done based on a careful review of related literature. In short the review of related literature involves the systematic identification, location, and analysis of documents containing information related to the research problem. It gives knowledge of the present status of research in the area, which can be useful in various ways. It gives a good knowledge of the field of inquiry, what the facts are and which ideas, theories, questions and hypotheses seem most important. Moreover, a literature review at this stage often helps to narrow down a problem. In addition to it an understanding of theory in the field enables researchers to place their question in perspective. Furthermore, the review helps to locate comparative data useful in the interpretation of results.

The chapter deals with the extensive review of literatures on educational development, and the relation between social mobility and education. Literature has been reviewed with a view to have some ideas on the work done by the earlier researchers on the chosen topic for research. Review of various committee-reports, individuals' or group researchers' publications, books, and published documents on educational development and social mobility in the national level as well as abroad was undertaken with a view to identify the research gap if any, to indentify the possible interacting variables and to develop theoretical background that would serve the basic tenet of the study.

2.2. Studies on History of Education

Devi (1966) studied the "Educational system in Northern India: 600-1200 A.D.". Objective of the study was to investigate the educational system existed during the period 600-1200 A.D. in the North India. The major findings of the study were: early education commenced with the performance of *chola-sanskar* only after which the knowledge of alphabet was provided, this *sanskar* became as important for early education as *upanayana* for higher education, higher education began with the upanayana sanskar which was performed at the age of eight, eleven or twelve and only Kshatriyas, Vaisyas and Brahmins were the beneficiaries, and the teachers had a very respectable place in society.

Chakravarti (1971) studied the "History of Education in Assam: 1826-1919", the main objectives of the study was to describe the nature and progress of education in Assam since the establishment of the East India Company's rule in 1826 to the grant of provincial autonomy in 1919. The study revealed that, a complex educational system was developed in the province which is multi-tribal and multi-linguistic; the objective of the government was to provide English education for the elites and of vernacular education for a few among the commons. There was a steady progress in various fields of education, viz., number of institutions, and enrichment of the curriculum. But the decline in the direct and indirect expenditure on education, wastage and stagnation posed series of problem in primary education and there existed disparity in the educational standards of government and private schools.

Devegowda and Parameswararan (1971) conducted a study on "Progress of education in Mysore State from 1956-57 to 1968-69", the primary focus of the study was to present the status of educational progress at all levels in the Mysore State after its reorganization. The major findings of the study were; number of challenges arose in the field of education, after the creation of Mysore state on 01.11.1956, the educational pattern, administration, availability of facilities for education enrollment in the schools and colleges varied in the different regions of the state, the percentages of enrolment and their proportion with potential also varied from area to area, the first state level educational survey was conducted in 1957-58, to overcome the said problems and based on the

findings of the survey efforts were made to improve the educational facilities. The study concluded that the progress in the field of education of the state was very satisfactory.

Desai and Deve (1972) carried a research study of the topic, "History of education in the districts of Dharwar, Belgaum, Bijapur and North Kanara from 1800 to 1956", the main objective of this study was to trace the history of education in the districts of Dharwar, Belgaum, Bijapur and North Kanara from 1800 to 1956. The study was a historical in nature. The study revealed that the modern education began in Karnataka with the establishment of two Marathi vernacular schools at Dharwar and Hubli in 1826, the universal free and compulsory primary education was introduced when the Bombay Primary Education Act of 1947 was put into action in April 1949, in the field of secondary education private organizations were predominant, in the year 1917 the first arts college was established by the government and the private organizations came in to existence only after the World War II. The first University was established at Karnataka in 1950 to improve the higher education in the state.

Krishnayya and Deve (1972) studied the "History of Education in Coorg upto 1-11-1956". The study was intended to find out the history of education in Coorg till the day of its integration with the Mysore State. It was historical study. The study revealed that during the Pre-British period there was no any well organized system of education in Coorg, in the year 1834, a beginning was made when British rule was extended to Coorg. With the establishment of Mysore Educational Department in 1857 the educational progress of Coorg began, the first high school came up in 1879, the girls' education was taken care, and the teacher education began in 1861 in Coorg. Following the establishment of ministerial rule in 1952 a policy of establishing schools in the walking distance of a child was implemented in 1953 due to which new schools began to come up, this was further reaffirmed in 1953-54 when the government declared education up to end of middle school to be free and finally, in November 1956 Coorg became an integral part of Mysore state.

Acharya (1980) studied the "Education in Bengal (1813-59): A Historical Study and Analysis", the objective of the study was to analyze and explain the emergence and growth of a new education system in Bengal (1813-59) and its role in the advent of

modern waves in Bengali society. The study revealed the state of classical Hindu and Islamic education in the first half of the 19th century and official efforts to revive them by adaptation with western culture, the state of vernacular mass education in the early 19th century, the official policy to encourage it and evolution of the higher education in Bengal from Bentinck's Resolution of 1835 to Stanley's Dispatch of 1859 and some special aspects of new education in Bengal like female education, professional education etc.

Bhattacharjee (1986) carried out a research study on the topic entitled "A Study of Educational Development in Sikkim", the major objectives of the study were to study the development of education in Sikkim in a historical perspective and to ascertain the current status of educational development with respect to schools, teachers, pupils, parents and educational administrators. It was a descriptive cum survey type of study, the sample constituted 60 schools from all the four districts, 240 teachers, 100 pupils from five higher secondary schools, selected parents and all district education officers and regional deputy directors. The school information bank, questionnaires and interview schedules were used as tools. It was found out from the study that; there was no formal system of education for the Lepchas who were the original inhabitants of Sikkim, the monastic system of education which was brought by the Tibetans to Sikkim became an organized system of elitist education during the 17th century, the three major factors that led to the introduction of modern education in Sikkim were the advent of the British, leading to multiplication of Nepali settlers, spread of education through Christian missionaries in the neighboring district of Darjeeling and exposure of some members of the ruling family to liberal education of England leading to a positive attitude to modern education, the process of planned educational development in Sikkim was initiated in 1954 and quantitatively the post-merger period saw a massive expansion of education, universalization of primary education undertaken on a priority basis.

Hluna (1986) studied the "Education in Mizoram 1894-1947, A Historical study with special reference to the role of Christian Missions", the main objectives of the study was to provide a comprehensive history of the progress of education in the erstwhile Lushai Hills in the context of the British rule in India. The historical and survey methods were

followed in the study. Official documents, personal contacts and interview with older generation were used to collect data. The major outcomes of the study were; the western education introduced among Mizos during British rule made significant progress. It was so rapid that, in this respect, it surpassed that among not only other hill tribes but also many other people of India, various factors were responsible for this progress; Missionaries played an important role in educational progress, they were also pioneers in many fields, like female education and vocational and practical subjects.

Dewan (1988) carried a study on the research topic "Education in the hill region of Darjeeling, West Bengal: Its development and the present status", the study intended to find out its civilization and the progress reached during its 150 years of existence. The objectives of the study were, to know the ethnic composition of the people as well as to trace the traditional and indigenous form of formal education that were prevalent in the area, to find out the socio-cultural forces behind its educational development and to study the present status of its educational development. It was a historical research in which data were collected through folk culture, folklore and folk tales, and religious rituals, account of educationist, official records and Gazetteers etc. and also the interviews with administrators, teachers, elderly persons etc. it was found out that Darjeeling District has developed tremendously in its educational achievement in all areas of education, especially in the areas of primary and female education.

Henia (1988) studied on the topic entitled "A study of the growth and development of education in Manipur during 1947-68", its main objectives were to examine the state of general education in the state and the functions of education administration during the changing political order, to study the progress of primary, secondary and higher education in Manipur since Independence and to study the state of education in the hill areas. Historical method was used for analyzing and processing data, both primary and secondary data were collected from the study area, Manipur. The major findings were; the modern system of education developed late in Manipur, the arrival of Hindu Vaishnavism along with Bengali language and Bengali script for the Manipuri language brought a turning point in the education of the state. Formal system of education was introduced with the coming of colonial rule, women education was not encouraged in the

tradition bound society, the missionaries provided incentives for girls' education, in the post-Independence era special stipends and free education to girls up to secondary level were provided by the government, the Western Christian missionaries contributed a lot to education in Manipur, Adult education or social education was launched in Manipur to remove illiteracy.

Kaur (1990) carried out a study on "Education in Punjab from A.D. 1707 to 1849: A critical study". The major objectives of the study were to highlight the various systems of education in the Punjab from A.D 1707-A.D 1849 with special reference to the Hindus, Muslims and the Sikhs and to explore the beginning of modern education in Punjab during the early nineteenth century. It was a historical study and the major findings of the study were; the Sikh educational system developed with the birth and growth of Sikhism and the Sikh institutions in the form of the *Sangat* and *Masand* systems, the *Dharamsala* or the *Gurmukhi* schools and the institutions of higher learning established by the *Udasis* and *Nirmalas* in the form of *deras* and *akharas* and likewise, military education and training began with the sixth Guru, Shri Hargobind Singh, in the form of *Miri* and *Piri* till it was perfected under Guru Gobind Singh and Europeanised under Maharaja Ranjit Singh.

Pajankar and Pajankar (2010) conducted a study on "Development of school education status in India". The main focus of the study was to discuss the change and development in the school education in India. The study also focused on the contemporary data on some key parameters of school education in India. The major findings of the study were; the access of primary/upper primary schooling facilities within a walkable distance of one/three km had not been achieved for all rural habitations in India, the expansion in number of rural schools was quite slow and disparities among and within States/UTs were prevailing, the increase in number of primary schools was less than 10 percent in majority of States/UTs, the increase in number of upper primary, secondary and higher secondary schools might have appeared due to the up gradation of existing schools, efforts were required to create the pucca/partly pucca school building infrastructure in the country, during 1993-2002, the gross enrolment ratio (GER) in rural area to total enrolment of Classes I to V and VI to VIII had increased, the PTR in primary schools in

rural area has gone up thereby showing a poor achievement, on the other hand, the Pupil Teacher Ratio (PTR) in upper primary schools in rural area has gone down.

2.3. Study Conducted on Education and Social Mobility

The studies on education and social mobility are further divided in to two sub-heads; 1) studies conducted in India and 2) studies conducted abroad.

2.3.1. Studies Conducted in India

Chauhan (1975) studied the "Special problems regarding education among the Scheduled caste", the study revealed that the role of education is very critical so far as the scheduled castes and their development are concerned. Among the scheduled caste communities, education is supposed to lead to upward social mobility and positive change in a modern technological society and other means like political and economic power have proved to be failure as compared to education.

Singh (1978) studied the "Impact of education on vertical social mobility as measured by income, occupation and social status", the major objectives of the study were, to measure the impact of education on inter-generational vertical mobility through income, occupation and social status as measures of mobility and to make a comparative study of the inter-generational vertical mobility among the people belonging to scheduled castes, backward classes and other castes. The sample of the study consisting of 450 fathers in the age range, 46-65 years and 1,300 sons in the age range, 26-45 years, selected from 450 families in the union territory of Chandigarh and the tool used for collecting data were, Socio-Economic Scale developed by Kulshreshtha, the Occupational Prestige Scale by D'Souza, Job Satisfaction Scale and the Parental Aspiration Scale. For data analysis mean, median, mode, rank order correlation, t-test, coefficient of correlation etc. were used. The key finding of the study were; the educational level of the old and new generations was positively and significantly related to the income, occupational prestige, SES, job satisfaction and parental aspirations and the vertical mobility consistently decreased with the increase in the level of education.

Pandey (1979) studied the "Education and social mobility among Scheduled Castes", the objective of the study was to the analyse the influence of education on social mobility among the Scheduled caste in terms of vertical change in their status ranking along with mobility in their living arrangement, pattern of behavior and the style of lives of an orthogenetic City. Some of the specific objectives of the study were; to examine critically the functional role of education in bringing about social mobility and to analyze the nature, trend and emerging patterns of social mobility. All the 1,160 educated scheduled caste employees in Varanasi city were considered and out of which 30.17 per cent (350) were taken based on stratified quota sampling and as a tool for the study Observation including participant observation and interview schedule were used. The key findings were; the growth of modern education and the changing socio-economic status among the scheduled castes were closely related to each other, among the educated there was strong reluctance to traditional social status and occupational structure, education, protective discrimination and democratic secularism were very helpful, they were more achievement oriented than astrictive-oriented.

Mankidy (1979) in her article "Intergenerational Occupational Mobility among the Scheduled Castes" explains the process of mobility of the Scheduled Caste families after collecting information from 20,000 applicants for a white collar job. The found that the percentage of illiteracy and unskilled labour has decreased in these families over two generations. The proportion of those educated up to school or college has been on the increase and the proportion of the Scheduled Castes in the non-manual occupations like peons, clerks, teachers and officers has been on a gradual increase though at lower levels. The study also reveals that education is partially responsible for a change noticed in the occupational pattern and this occupational mobility has led to the economic betterment of the Scheduled Castes to a limited extent.

Singh (1980) done a research study on, "Social Origins, Educational Attainments and Occupational Mobility among Scheduled castes in Delhi", the major research questions of the study were, (a) the extent of occupational status of son's associated with that of their father (b) the role of age, marital status, educational attainments and caste in inter-generational occupational mobility, and the extent of the mobility of individual in his job/career move from a lower occupational status to a higher occupational status. The

sample of the study constitutes of 209 persons with the minimum qualification of high school belonging to the scheduled caste community out of which 75 Chamaras, 65 Balmikis, 34 Khatiks and 35 Julahas, the selection was made in the basis of purposive sampling. The tool for the study used was the interview schedule. The key finding were; there was a fairly high degree of occupational mobility, those who moved upwards from manual to white-collar jobs were more likely to be persons with higher educational status and were those who had an elder brother with higher level of education, there was a high correlation between educational attainment of the respondents and their current occupational status and there was a strong relationship between the career expectations and the level of educational attainments.

Singh (1982) studied in the "Impact of Education on Social Change among Tribal's of Ranchi", the objective of the study was to study the social change among tribal's at different levels of education namely, primary, secondary and higher secondary. The total of 100 subjects of different levels of education was selected as the sample in which interview was used as the tool and for the data analysis t-test and analysis of the variance were used. The main finding of the study were; significant differences were found in areas like occupation, housing pattern, child rearing practices, family income, health habits, use of dress, luxury, hobbies and recreation, economic planning, participation in political activities, alcoholism and use of physical punishment among various groups with various levels of education and the educated tribal's had changed their way of living, thinking and doing, they had gained consciousness towards modernization and westernization, thus education had proved to be an instrument of social change among the tribal's in Ranchi.

Sabnis and Mahurkar (1985) studied the "Relationship between education and social status of the scheduled caste from Been District" it was found out that economic conditions have improved as a result of education and most of them are employed in government services and felt that their social status has moved upward because of education and is steadily improving further.

Kumar (1986) in his study "social mobility in industrializing society" conducted in four villages around Bhilai steel plant (Madhya Pradesh) reveals that although

industrialization of rural areas uproots the inhabitants initially, but they get reradiated as the large scale industries themselves and through the growth of ancillary (smaller) units have a great employment potential. Moreover the impact it may have on agriculture helps the agricultural workers experience upward vertical and horizontal occupational mobility as opportunities for unskilled, semi-skilled, skilled and professional employment as opened up by the industrial development. In consonance with the 'techno-functionalism' he also found out that the rural agricultural population experienced not only upward occupational mobility but the younger generational experienced upward educational mobility too. The income of both the younger generations and older generations has increased. Furthermore the change in the life style, mobility aspirations, changes in consumption and saving pattern and demand for education has also increased.

Bhattacharya (1986) studied the "Social stratification and system of education: A study of social mobility in three generation in West Bengal", the study was conducted in four different areas of West Bengal. The major findings of the study were; inequality of educational opportunity has been in existence for long time in the region, the lower classes remain immobile while the middle classes, although not experienced long range upward mobility, experienced short-ranged mobility, downward mobility was also observed among them, the members of the upper class could not only protect and maintain their status but, also enhanced their attribute over the years. He suggested that inequality of educational opportunity and inequality of social opportunity can only be reduced by rebuking the economic inequality, in other wards lessening the rigidity of the social stratification. He also suggests that the system of education also should be reformed and made uniform by abolishing the stratified educational system.

Khatun (1986) studied "Education and Modernization (A Comparative Study of Two Village of Bangladesh)", the major objectives of the study were to present the data on the spread and expansion of education in Bangladesh, to explain the role of education as an agent of modernization and to explore the influence of education on the rural social structure, that is, on the institutions, groups, forms of organization, social stratification, social relationships and behavior patterns. In this study descriptive and comparative method was adopted for investigating and comparing the difference between two villages

of Bangladesh and the tools used were the household census schedule, the interview schedule and the attitudinal modernity scale. For the sample of the study educated and uneducated households, heads of the villages and also school-going adolescents were taken into consideration in which 300 households and their heads from one village and 127 households and their heads from another village formed the sample of the study. The main findings of the study were; education affected modernity. The differences were found to be statistically significant in the case of attitudes, beliefs and behavior pattern of the educated people as compared with those of uneducated people, the school-going respondents were found significantly more modern than the non-school going respondents showed no association with modernity in the sample, high association was noticed between the level of education and the family type of the respondents, educated people held a more modern outlook than the uneducated on the fertility and the educational variables were found more powerful for facilitation of modernity.

Awasthi and Rao (1987) conducted a study on the topic entitled, "A study of the interrelationship between the education of Scheduled Tribes and their socio-economic mobility", the study aimed at studying the interrelationship between the education of members of the Kharia, Munda and Oraon tribes of Bihar and their socio-economic mobility. Its objectives were to find out the extent of the educational development of the Scheduled Tribes, to find out the extent of socio-economic mobility among the Scheduled Tribes and to find out the correlation, if any, the exists between education and socio-economic mobility. A common interview schedule was used for the data collection and the sample for the study was taken on the basis of the educational achievement of each tribe in terms of literacy percentage and its population. The study revealed that there was a close interrelationship between education and socio-economic mobility among the tribal people of the area studied; due to education there was a horizontal social and occupation mobility and in other hand there was a vertical economic mobility, the study further find that education up to the school stage was able to bring about both economic and social mobility among the Scheduled Tribes.

Agrawal (1987) in the study, "Social mobility among Chamaras and Bhaginis in Shergarhi", observed that out of three generation the second generation of scheduled

caste women is receiving education and occupation which results in educational and occupational mobility of the whole family. Education of the males also contributing to the modernization of the family and the order modernization are both vertical and horizontal appears to be in education and then in occupation.

Roy and Singh (1987) in their book, "Between Two Worlds: **A** Study of Harijan Elites" point out that the respondents' occupational status is higher than that of their fathers or grandfathers and also the remarkable differentiation has occurred in the occupational structure in the fathers' generation compared to that of the grandfathers. They identified education to be one of the important instruments for the respondents' upward mobility.

Chaudhary (1987) in the study "Social mobility among the scheduled caste in Hordoi", found out that Valmikis and Chamars have improved their status in education and they are adopting new occupations and have entered in white color jobs using social opportunities and becoming politically more conscious and active, they appear to adopt patterns of life and behavior of the higher castes. So, there is a breakthrough from the traditional roles as the new roles and statuses are being achieved.

Jena (1988) took a research entitled "Social and occupational mobility among the artisan castes of a middle town in Orissa". The objectives of the study were to study the changing structure, i.e. size of the family, the family type and decision-making process as it is taking place among the artisan castes and to assess the role of education, general assistance and other significant factors in bringing about social mobility. All the artisan castes of the Kendrapara area were taken into consideration and the respondents were selected on the basis of their sub-caste from among the Vaisya and Sudra caste category, approximately 33% of the households, proportionately from different artisan castes having different occupational, educational and income backgrounds were taken, the heads of the family was taken as a respondent. Interview schedules and informal interview were used as a tool for collecting the data, percentage and means were used for treating the data. The study revealed that education was positively correlated with mobility and the marked degree of change was perceptible in the status, the caste system and the general attitude towards life among the artisan castes of a middle town in Orissa.

Pandey (1988) took up a research study on "Social mobility among women in the transitional city of Raipur in Madhya Pradesh" and the focal point of the study was to find out the trends, directions and consequences of social mobility among women, as well as factors responsible for it. The study was a descriptive in which personal interview was chosen as a tool to collect the data. The major findings of the study were; firstly, the present changes in our society have improved, the social position of women and their rights have grown, women of the upper class, the middle class, and the intermediate castes, and Brahmin, Kashmiri, Sikh and Jain women play a more important role then others in deciding matters regarding education of children and their careers, secondly, education is an important factor for social mobility among women and lastly, the processes of urbanization and modernization are considered as responsible for bringing many changes in the day-to-day life of urban women.

Pandey (1988) studied the "Education and Social Mobility", he found out that the importance to the higher education for the achievement of better and fair jobs is given by the scheduled caste students belonging to the lower educational backgrounds while those belonging to the highly educational and professionally qualified backgrounds gives importance to education in removing the drawbacks of the community and improvement of the socio-economic status in the society.

Fatima (1989) had taken a study on "Education, social mobility and social change among women in Bangalore City". The main objectives of the study were to find out the relation between various levels of education, formal or non formal and social mobility and to study the relation between various levels of education and social change among women in Bangalore City. The sample for the study was drawn using stratified random sampling technique from 21 divisions within Bangalore City and for collecting data from the sample interview and questionnaire were used. The major findings of the study were; secondary education amongst women had a positive effect on their occupational mobility, professional and post graduate education was found to raise the status of women, especially in terms of employment, women with higher education had a favorable attitude towards girls education, adoption of family planning methods and shedding of social malpractice such as dowry.

Sivaram (1989) studied the "Social mobility: A sociological study" and found out that there are many factors responsible for change in society; urbanization, industrialization, modern education, migration and others. In the study it was also found that occupational mobility is high among Padmasalis and least among Chakalis. The study concluded that it is possible for the lower caste people to change their occupation and achieve upward social mobility through various.

Sinha (1992) carried out a research study on "Role of education in social and occupational mobility". The main objectives of the study were to explore the extent of change from their caste-occupation among educated persons and to determine the nature and extent of social mobility among educated persons. A sample of 150 educated persons was drawn randomly from the population and for collecting relevant information from the sample interview schedule was used. The major findings of the study are, more than 80% of educated persons changed their caste-profession and this shift in profession has always been upward.

Mujoo (1992) made a study on "Higher education and social mobility: An interdisciplinary study of the impact of University education on the career and attitudes of graduates in Jammu and Kashmir", the study was conducted on a 17% sample of boy's and girl's who had passed standard XII in 1957 and in 1967. The study was aimed to investigate the major beneficiaries of the expanding educational facilities in Jammu and Kashmir and the role of higher education in social mobility. The study revealed that higher education was dominated by urban upper caste Hindu men and the weaker section had not utilized the facilities of free higher education. The study also found out that mobility had occurred towards non-manual occupations from manual ones. He concluded that education alone does not have a significant bearing on occupational placement.

Viswanath (1993) studied the "Social mobility among the Scheduled Caste women in India- A study of Kerala", the study revealed at the past the Scheduled Caste women in Karela were at low positions educationally and occupationally, but in the resent times with the change in socio-political structure have enabled them to pursue education to the extent they wish, there were also different governmental efforts to uplift and help them to have new choices and opportunities in the occupational field. The study also found that

modernization, education and occupational opportunities results in a greater opportunities for social mobility among the Scheduled caste women.

Karade (2009) studied the "Occupational mobility among the Scheduled caste" here the main focus of the study was on educational mobility and occupational mobility among the scheduled caste in India, the study reveals that the second generations of the scheduled caste are highly mobile as compared to their fathers generation. There was upward educational mobility among the second generations scheduled caste and which resulted in the upward occupational mobility among them.

Ahmed and Mistry (2010) in their work entitled "Modern education and socio-economic change: A case study of Mushlim women in Pune city, India", found out that mobility and change of status depends on the opportunity and access to education. And also socioeconomic background, status of the family and the attitude of parents affects educational opportunity. In their study they observed that though the economic background of the respondents' family is not very satisfactory yet the educational level of the respondents' family members is considerably better. 94% parents favoring higher education for their daughters and 96% respondents aspiring for higher education reflects influence of parents on the thinking of their children and this is an indication of change in the attitude of both parents and the respondents. Personality development, career development and economic independence are on the top of the priority list of both respondents and their parents. They found that 8% parents, the aim of giving higher education to their daughters is, 'getting good husband'. Thus this shows that parents no more consider the role of women as 'housewives' and 'mothers'. Instead their aim is empowerment of women in the field of education. They concluded by saying muslim women are aware of the importance and inevitability of education as a tool of change and development, and that they aspire for higher education and seek freedom to decide in the matters of education, personality development, career development and economic independence with the aim of raising their status and achieving empowerment.

Kumar and Baseria (2012) carried out a study on "Social Mobility among Scheduled Castes of Blocks Modhinagar in Ghaziabad District of Uttar Pradesh, India". The study mainly focused on Java community, the primary data collected from the respondents'

inhabited in the rural areas of Uttar Pradesh block Modinagar districts of Ghaziabad, the blocks selected were randomly sampled, data was collected through interview schedule, the sample included 100 respondents 20 from five villages, were selected using random sampling procedure. This study was based on simple and rapid comparisons of frequency percentages as suggested as an alternative to scoring and scaling methods. The major outcomes of the study were; there increasing education over generation and this showed the great educational mobility and the majority of respondents' generation has been taken place occupational mobility over generation

2.3.1. Studies Conducted Abroad

Glick and Miller (1956) carried a study on "Educational level and potential income", it was found out that majority of people who eventually complete their schooling can justifiably expect to receive considerably higher income on entering the labour market, there was a progressive increase in the average amount of annual income associated with each increase in education in other words each year investment in schooling can be associated with a monetary return.

Lipset and Zetterberg (1959) carried a study on "Social mobility in industrial society", they were the first to stipulate the importance of industrialization for inter-generational mobility. The study focused mainly on structural mobility and it was found out that the economies of industrialized societies constantly evolve, which in turn results in a changing occupational structure that necessitates the movement of individuals across occupations. Their concern was with changes in absolute mobility rates, not relative mobility rates, so, that is, they emphasized how industrialization changes the occupational structure, rather than its impact on equality of opportunity.

Harold (1965) in his book, "India's Ex-untouchables" explained the change in the life of India's ex-untouchables, he found that all changes are due to education and that there is a consistency in the rising number of educated untouchables to higher levels in the Indian society. This results in upward mobility among them. He also examines the impact of upward mobility on the individual concerned, he observed that a person as a result of social mobility becomes a member of another class, isolates himself from other Scheduled Caste members and becomes a victim of the caste system in a different and a new way.

Blau and Duncan (1967) took up a study on "American occupational structure" in it they established the relationship between fathers and sons socio-economic positions mediated by the son's educational attainment. They revealed that education in open societies plays as the primary mechanism by which individuals can transcend the socioeconomic position of their parents or families.

Tyree *et al.* (1979) studied the "Gaps and glissandos: inequality, economic development and social mobility in 24 countries". It was found out that, rates of mobility are affected by the socio-economic distance between social classes and in fact this was the first studies to articulate this argument. They are of the view that, if inequality is high, the consequences of downward mobility for those in high class positions are more severe than if the distances between the classes are small. As a result, those at the top of the class hierarchy are highly motivated to ensure that the status quo is maintained under conditions of high inequality and thus mobilize their resources to this end. On the other hand, elites have less reason to be concerned with securing their privilege when inequality is low, resulting in fewer barriers for social mobility.

Andersen (2001) studied the "Social mobility in Latin America: Links with Adolescent Schooling", the study proposes a new measure of social mobility, it was based on schooling gap regressions, which is defined as the disparity between the years of education that a teenager or young adult would have completed, had she entered school at normal school starting age and advanced one grade each year, on one hand, and the actual years of education, on the other hand. Thus, the schooling gap measures years of missing education. The main data used for the study was a collection of 18 standardized household surveys from the Inter-American Development Bank. The major findings for the study were; Chile, Argentina, Uruguay, and Peru were among the countries with the highest social mobility, and Guatemala and Brazil among the least socially mobile countries, the social mobility is positively correlated with GDP and general educational attainment, but not related to income inequality in any obvious way, social mobility is generally higher in highly urbanized countries, the schooling gap regressions also reveal differences in opportunities within the family, the resources are clearly being diverted away from older siblings (especially sisters) towards younger siblings, in addition, it is an advantage to be born into the household relatively late in the lifecycle of the parents, in

most countries, female teenagers were found to have significantly smaller schooling gaps than male teenagers.

Burns (2001) made a study on, "Inheriting the future: the role of family background and neighborhoods characteristics in child schooling outcomes in South Africa", he found out that education both increases the probability of upward occupational mobility and the possibility of upward income mobility.

Wolf (2002) in his study "Does education matter", revealed that social mobility is not a one-sided process and structural changes can develop in many directions, which do not always fit predictions of the liberal industrialism model. Considerable increase in professional and managerial positions may also occur along with substantial increase in low-grade, low-skilled jobs. In the study he found that in Britain, since 1990 the professional and managerial salaried has continued to expand as a result of deindustrialization, but more slowly than before; in parallel, intermediate-grade jobs often associated with the manufacturing sector have fallen off sharply, but it has also been reported that low-grade jobs have increased, especially in the service sector, with low salary, high insecurity and minimal prospects for advancement.

Bhorat (2003) made a study on "Labour market challenges in the post-Apartheid South Africa" he found out that in South Africa there is a strong relationship between an individual's level of education and his or her standard of living, given that unemployment rates are strongly related to education levels.

Innelli and Paterson (2004) took up a study on "Social mobility in Scotland since the middle of the twentieth century". A large new data source from Scotland was used to investigate how mobility has changed since the mid-twentieth century, whether any changes have been equal for men and women, and whether social inequalities in mobility, the relative chances of being mobile for people from different origin classes have changed or whether, on the contrary, occupational change remains the best explanation of patterns of mobility. The study revealed that most mobility has been upward, and most of that has been explicable by occupational change – by the rise in the proportion of the labour force which works in service-class jobs and the decline in the proportion in manual jobs. This pattern may now be changing, because parents of younger cohorts

(people born since the 1960s) have themselves benefited from upward mobility and so there is less scope for further upward movement by their offspring.

Pisati and Schizzerotto (2004) in their study "The Italian mobility regime: 1785-97" found out that in Italy, although structural changes have signed the transition from an industrial to a postindustrial economy (constant though slow upgrading of the occupational structure), industry still remains the widest productive sector and the working class is currently of the same size as during the 1980s. Despite the expansion of higher education qualifications, no real and stable reduction of class inequality in terms of educational opportunities has occurred. Absolute rates of mobility have remained substantially stable during the period 1985-97, with the exception of men's upward mobility by 7 %. As for relative mobility chances, the picture is more complicated.

Iannelli and Paterson (2005) made a study on the research topic, "Education and social mobility in Scotland", study was intended to investigate the role of education in the process of intergenerational social mobility in Scotland. The data for the study was collected from the 2001 Scottish Household Survey to analyze differences among birth cohorts in the extent to which the association between origin and destination is mediated by education. The study revealed that over the past half century in Scotland there has been a significant increase in participation in education and radical changes in its schooling system, transforming it from a selective system to a comprehensive one. Further it is found that education plays an intermediary role between origin and destination but it does not account for most of their association. Moreover, it was found out that in the youngest cohorts its mediating effect has weakened which means that other ways are emerging through which middle-class parents transmit class advantages to their children.

Blanden *et al.* (2005) studied the "Social mobility in Britain Low and falling", the main focus of this study was to understand whether the extent of social mobility in Britain and its recent decline are mirrored in other developed countries. They found out that Britain had the same level of mobility as United States, but, well below Canada, Germany and the Nordic countries. The study also highlighted how the relationship between family income and children's higher education attainment has grown stronger between cohorts completing their education in 1970s and the last 1990s. They found that the big

expansion in university participation has tended to benefit children from affluent families more.

Labar (2007) chosen a research study entitled "Intergenerational Mobility in China", the study focused on the intergenerational mobility of education and income in China and for this study data were collected from the CHNS database which gave information on parental educational attainment and income level. The study revealed that that there was a relatively high intergenerational mobility in China compared to other developed and developing countries. Even if parent's social characteristics influence the children, the transmission of parents educational and income level remains low.

Breen and Luijkx (2007) had taken up a study entitled "Social mobility and education: A comparative analysis of period and cohort trends in Britain and Germany", it was found out that educational attainment was the important factor mediating intergenerational mobility and there was three dimensions of the mediating role of education have been claimed to drive changes in social fluidity over time, these are changes in the association between social background and educational attainment, changes in the influence of educational attainment on class position, and a compositional effect driven by increase in the proportion of individuals attaining higher education combined with a lower intergenerational association of status among those with higher education.

Wolniak *et al.* (2008) conducted a study on the topic entitled "College majors and social mobility" the main aim of the study was to determine the extent to which the college majors affect placement on and movement along the social ladder. The data for the study consisted of information on the college and labour market experiences of 4435 alumni from 30 colleges and also matched ACT data on alumni background and pre-college characteristics from three cohorts of college graduates up to 25 years after college. The major findings of the study were; college majors affect individuals' earning and which they interpret as a signal of placement on the social ladder, the findings also provide new information about the potential effects of college majors on social mobility, the mediating effects of education on the relationship between individuals' socioeconomic backgrounds and individuals' earnings vary in complex ways that are linked to college majors i.e.

college majors affect the degree to which education enables individuals to socially mobile.

Noah (2009) had carried out a research study on "Impact of education on social mobility among residents in Ilorin metropolis," this study was intended to explain the very important issue i.e. the impact on education on social mobility in the Nigerian Society, in this study the particular emphasis was given to the residents of Ilorin, Kwara State. The study revealed that on the average an individual's educational attainment tends to determine their choice of occupation, income level and life style. The study revealed that the respondents' educational attainment was not associated with their fathers' educational level and on the other hand there was a very close relationship found between respondents' educational level and their income as well as the social status.

Azevedo *et al.* (2009) studied the "Social mobility in Latin America: A review of existing evidence". The researcher reviewed several studies on intergenerational socio-economic information. It was found out that social mobility was low in the region, even when compared with the low social mobility developed countries like the United States and United Kingdom with high levels of immobility at the lower and upper tails of the income distribution. The study also found out that the educational mobility in Latin America has improved in recent decades, the region still presents, except for Chile, lower education mobility than in the developed countries.

Cremer *et al.* (2009) made a study on "Education and social mobility", the aim of the study was to explain the degree of elitism of public education under two different social objectives, it also illustrates a potential conflict between welfare and social mobility; in the absence of private supplementary education, utilitarian welfare increases with the degree of elitism of the public education system, on the other hand, elitism decreases the steady state proportion of heterogonous dynasties (those comprised of a skilled parent and an unskilled child, or vice versa) which is our measure of social mobility. The study provides a numerical example where the ranking between the welfare and mobility-maximizing degrees of elitism is reversed when private education is allowed i.e., where the public education system that maximizes social mobility is more elitist than the one that maximizes welfare. Finally, they found that utilitarian welfare is always (weakly) higher when private supplementary education is available. They in this study concluded

by saying that to maximize social mobility it may be preferable to ban private supplements.

Andrews and Leigh (2009) conducted a study on "More inequality, less social mobility". The study was intended to investigate the relationship between inequality and intergenerational mobility in 16 countries. In the study to measure income inequality, they used the Gini coefficient, a measure of the income gap between two randomly selected individuals in the population, where possible they also utilize the Luxembourg Income, for the four countries in the sample that do not participate in the LIS, they use the highest quality estimate from the Deininger and Squire (1996) database. In this they use the closest estimate to the year 1975 – the likely period when the parents in the sample were making decisions about investments in their children's human capital (the sons in our sample were aged 25–54 in 1999, so they were aged 1–30 in 1975). By using cross-country data, they found that the sons who grew up in more unequal countries in the 1970s were less likely to have experienced social mobility by 1999. Across countries, their estimate suggest that a 10-point rise in the Gini coefficient is associated with a 0.07-0.13 increase in the intergenerational earnings correlation and moving from rags to riches is harder in more unequal countries.

Breen (2009) in his study entitled "Educational expansion and social mobility in the twentieth century" found out that there is marked explosion of education in the advanced economies during this time and education explosion is a mechanism by which inequalities in social mobility chances may be reduced. He also measured the magnitude of such an effect and compared it with the impact of educational equalization on social mobility in Britain, Sweden and Germany during the twentieth century and found that in all three countries educational expansion has had a positive effect in promoting greater social mobility.

Cremer *et al.* (2010) in their paper on "Education and social mobility" states that the design of education policy involves a potential conflict between welfare and social mobility. They consider a setting in which social mobility is maximized under the least elitist public education system, whereas welfare maximization calls for the most elitist system. The study found that when private education is available, the degree of elitism that maximizes social mobility increases, while the welfare-maximizing degree of elitism

decreases. The ranking between the welfare- and mobility-maximizing degrees of elitism may even be reversed. Utilitarian welfare is always higher when private supplementary education is available, but social mobility may be reduced.

Forest *et al.* (2011) conducted a study on the "Influence of childhood IQ and education on social mobility in the Newcastle thousand families birth cohort", the study examined the association of social, educational, cultural and physical factors in childhood and early adulthood factors with intra-generational and inter-generational social mobility within the Newcastle Thousand Families 1947 birth cohort. In this study Multivariable logistic regression was used to examine the potential association of sex, housing conditions at age 5 years, childhood IQ, achieved education level, adult height and adverse events in early childhood with upward and downward social mobility. The major outcomes of the study were; Childhood IQ and achieved education level were significantly and independently associated with upward mobility between the ages of 5 and 49-51 years. Only education was significantly associated (positively) with upward social mobility between 5 and 25 years, and only childhood IQ (again positively) with upward social mobility between 25 and 49-51 years. Childhood IQ was significantly negatively associated with downward social mobility. Adult height, childhood housing conditions, adverse events in childhood and sex were not significant determinants of upward or downward social mobility in this cohort.

Chan and Boliver (2012) taken up a study, "Social Mobility over three Generations in British", the study was intended to examine social mobility patterns over three generations of family members and for this the data was collected from the three British birth cohort studies. The study reported that a quite substantial change in the class structure over generations, and clear evidence of the dependence of absolute mobility rates in the parents to children mobility tables on grandparents' social class. But in particular, respondents with more advantaged grandparents have lower rates of total and upward mobility, in the absolute sense and there are also clear gradients in outflow mobility rates by grandparents' social class.

Lindley and Machin (2012) in the dissertation paper on "The quest for more and more education: Implications for social mobility", documented very rapid educational upgrading in Britain over the last thirty years or so and this rise has featured faster

increases in education acquisition by people from relatively rich family backgrounds. At the same time, wage differentials among the more educated have risen. Putting these two together (more education for people from richer backgrounds and an increase in the payoff to this education) implies increasing within generation inequality and, by reinforcing already existent inequalities from the previous generation, this has in turn hindered social mobility. They also highlight three important aspects that to date have not been well integrated into the social mobility literature: the acquisition of postgraduate qualifications; gender differences; and the poor education performance of men at the lower end of the education distribution.

2.4. The Research Gap

Comprehensive study of educational development and its relationship with social change and mobility has not been conducted so far in the state Sikkim. However, there are many researchers both India and abroad who have conducted studies on social mobility but, most of the Indian researcher focused only on the mobility of the Scheduled Caste or Scheduled Tribes not all the communities as a whole. There are very few research in India conducted research on education and its impact on social mobility. Further, considering educational development in Sikkim there is only one study conducted long back in the year 1986 by D.S. Bhattacharjee, there lies a very long gap in the study of educational development in Sikkim which demands the fresh study. On the other hand there is not a single study found on social mobility in Sikkim, which also demands the study.

India is witnessing rapid changes in the field of since and technology, with the advent of technology there has been an increasing demand for different professional courses of study and this intern affecting the prevalent system of education, education to meet the demand of the people it is also developing simultaneously with the change in the society. So, to meet those changes in society enumerable courses of study has come up in the field of education. No study so far has considered those issues, which creates a big scope of research in the same area. Change in any society is constant, society keeps on changing and this change has an important role to play in the educational development of the region, as it is said that education and social change are two sides of the same coin.

System of education in Sikkim or India has come a long way since the days when the traditional system of education existed, when the focus of education was concentrated only on the preaching of religion. However, despite its importance no significant studies that have closely examined the relationship between educational development, social change and social mobility. Where lays a big research gap, that demands a fresh study.

2.5. Identification of Major Interactive Variables

In order to evaluate the development of education in any region there are many variables that has to be taken into consideration. This demands the identification of the variables that will be helpful for collecting data related to educational development and on this regard review of related literature is very helpful. From the above mentioned studies the variables identified on educational development were; traditional system of education prevalent, introduction of modern education, progress of education in different stages of education (primary, secondary and higher education), progress of women's education, educational development in respect of schools, pupils, teachers, literacy rate, dropout rate, educational administration and the factors responsible for progress in the field of education, etc. And on the other hand, the variables that were taken for studying social mobility were; Income mobility, Social mobility, Occupational mobility, Occupational choices, Migration, Change in attitudes of people towards; girls education, family planning and Dowry, Rise in the status of women in terms of their employment, Change in caste-system, Change in behaviour pattern and beliefs, Change in career expectations, Change in housing patterns, Child rearing, dressing style and hobbies, Health habits, Change in economic planning, Participation in political activities, People consciousness towards modernization and westernization, Industrialization etc. These variables (reasons) have been derived on the basis of studies conducted by earlier researchers such as Lipset and Zetterberg (1959), Devi (1966), Blau and Duncan (1967), Chakravarti (1971), Devegowda and Parameswararan (1971), Krishnayya and Deve (1972), Singh (1978), Tyree *et al.* (1979), Pandey (1979), Mankidy (1979), Acharya (1980), Kumar (1986), Bhattacharya (1986), Hluna (1986), Jena (1988), Dewan (1988), Henia (1988), Fatima (1989), Sivaram (1989), Mujoo (1992), Viswanath (1993), Andersen (2001), Blanden *et al.* (2005), Breen and Luijkx (2007), Karade (2009), Kumar and Baseria

(2012), etc. However, the list of variables as identified based on extensive literature survey may not be exhaustive, but it will support the present area of study chosen for the research.