

## **HISTORICAL EVALUATION ON INTER RELATIONSHIP BETWEEN EDUCATION AND SOCIO ECONOMIC DEVELOPMENT WITH SPECIAL REFERENCE TO BURDWAN OF WEST BENGAL (1977- 2017)**

**KARTIK MUKHERJEE**

**Research Scholar**

**AR19BPHDHI006**

**Enrollment No.**

**HISTORY**

**Dr. DHARAM RAJ PAWAR**

**Supervisor**

**SARDAR PATEL UNIVERSITY, BALAGHAT**

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### **Abstract:**

Burdwan is one of the district in West Bengal with the highest levels of educational achievement, notably in terms of literacy rate. The fact that full literacy has not yet been realized, however, is evident, and this has important social implications. School enrollment has grown dramatically in recent years, partly due to the widespread acceptance of SSM, but the retention rate is low, and few enrolled students complete even the introductory courses. The completion rates for middle and secondary levels are still lower. A key source of concern is the pervasive gender bias in educational access and completion. There is a lot of geographic variability, even among this basic education system's poor performance. Social economic development incorporates public concerns in developing social policy and economic initiatives. The pathway to sustainable and inclusive socioeconomic development entails initiatives that promote early recovery and community resilience. The main aim of the study was to explore the historical evaluation on inter relationship between education and socio economic development with special reference to Burdwan of West Bengal (1977-2017).

**Keywords:** Inter Relationship, Education, Socio Economic, Burdwan.

## **INTRODUCTION:**

Flooding is a characteristic of the environment in which we live and is regarded as a threat when it negatively impacts people and property. According to the situation, the severity of this risk may correspond to the frequency of catastrophes (Chakraborty, 1985: 59). In this context, it is important to keep in mind that the study area, or the state of West Bengal as a whole, is not the only place in India and the entire world where flooding has a history of being disastrous. When comparing the experiences of natural disasters around the world, we discover that when a disaster occurs, there is a certain amount of uncertainty about it, especially for those communities that lack a proper social system to serve as a mediator between man and nature. The society that is thus affected views the disasters' causes as being beyond calculation. After losing control over the systems that regulate how humans and nature interact, it freely casts doubt on every other group within the community, only to reveal its own reservations about the ability of the current social structure to cope with a natural disaster like a flood. Every time floods come to this area in different years, this happens (Chakraborty, 1985: 59–70).

Before beginning to analyze the effects of flood hazards separately as a geographer, it is important to understand that people's perceptions of floods can vary depending on their professions or lines of work. We should place special emphasis on those aspects of our concept frameworks that are necessary to understand the particular situation of the study area in terms of flooding. In this sense, the concern of the scholar must be to apply the geography perspective as the pertinent trade in practice. Moreover, it is important to take into account the opinions of both those in charge of controlling the flood and its effects, as well as the residents of the area in question. The rationale of the research was to explore the historical evaluation on inter relationship between education and socio economic development with special reference to Burdwan of West Bengal (1977-2017).

## **RESEARCH METHODOLOGY:**

The research work's methodology and approaches were generated directly from its objectives. The goals of the current study make it clear that the work is dedicated to engaging in exercises involving identification and examination of the types, processes, and extent of hazards like flood, riverbank erosion, and arsenic contamination active in the area, as well as to identify the

impacts of those hazards on the people's social and economic well-being and to develop plans for environmentally friendly management. The main focus of this particular investigation was empirical research. The key data for the studied period was used by the investigator. The primary data was gathered from rural Burdwan district, West Bengal, households. To shed some light on the general impact of training on the SED of the rural residents of West Bengal, a sample of 710 rural households comprising one person from each home, regardless of sex, was going to be selected. It was planned to use a multistage purposive sampling technique to collect data from Burdwan district in West Bengal's five subdivisions. Field visits to diverse locations have produced data for a range of reasons. Attempts to quantify several significant situations have finally benefited from such quantitative information. These facts include the flood's positive and negative effects, people's opinions and levels of satisfaction with rescue efforts and risk management, the disparity between the supply and demand for money and supplies during and after the flood, the state of the unfortunate people who lost even their homes due to riverbank erosion that occurred over night, and the health of those affected by flood and arsenic pollution. Therefore, field research has supplied the fundamental information needed to calculate the monetary loss experienced by residents in the area under consideration. Primary and secondary data sources were also used for this study.

## **HISTORICAL EVALUATION:**

### **Impacts on Economic Environment:**

In the tropics, flood-repair agriculture—where food crops are planted on the majority of soil still available following a flood—is practiced extensively. For instance, the yearly flooding of the flood plains of semi-arid West Africa is significant for both the environment and the economy (Adams, 1993:209–18), and it contributes to a higher agricultural yield than do formal, heavily financed irrigation schemes (Smith, 2001: 261). Regular floods of modest size, in addition to having a positive economic impact on agriculture, nourish water bodies in plain areas, which over time become enriched with fish populations and provide a source of income for fishing communities in both large and small water bodies. Regular water presence brought on by minor floods even aids ferry services. In their less developed nations, where the flood plain is wide, the emergence of fresh grasses during the flood retreat supports livestock raising. According to the respondents, the absence of the yearly flood results in a loss of fishing income that can be calculated based on the household income of the fisherman, meaning that the

absence of a harvest of 1 kg results in a loss of Rs. 150, which can be multiplied by the number of days in a season. Similar to this, farmers have low yields when there is no flood. In a typical year, an acre of land produces 20 quintals of paddy; in years without an annual flood, this yield is practically half. If the price is Rs. 1000, then the loss for a single crop equals Rs. 10,000 per acre, plus the expense of irrigation.

### **Impacts on Socio-Cultural Environment:**

Hydraulic societies are those that have their roots in low-lying floodplains and use water not only for economic development but also for cultural and social activities that are based on the availability and presence of water. Some religious and cultural organizations focus their ceremonies around water features. Flooding, before it becomes a calamity, enhances the bodies of water that support social groups' cultural activities. For example, many rivers have connections to mythology and religion.

### **Positive Impacts:**

More than any other environmental risk, flooding has advantages when it occurs frequently and is tolerable. The annual flow regime helps maintain a variety of wetland habitats, and the seasonal "flood pulse" (Smith 2001:260) is an essential component of most river ecosystems. After the first ecological upheaval brought on by severe floods, there is frequently a boom of "biological productivity" (Allen, 1993:732-737). Floods keep soils fertile by flashing salts from surface layers and depositing fresh layers of silt. In the instance of Bangladesh, the additional alluvium increased the soil's phosphorus and potash content, despite the fact that silt-filled flood water only frequently affects a small area. Additionally, floods supply water for fisheries, which are a major source of protein in many Southeast Asian nations, and for natural irrigation, which is a key factor in agricultural output. Many agricultural sectors still rely on water and agricultural goods as their primary raw materials, and the supply of both of these resources is reliant on the regular occurrence of floods. All of these advantages, it is important to highlight, are viewed as beneficial effects of floods, which pose little danger and are not calamitous.

### **Flood -Wetland Relationship:**

Regular, small-scale flooding in alluvial flood plains has long been shown to be advantageous to the local wetland environment because it keeps wetlands alive. The nutrient budget of wetland ecosystems is therefore periodically refilled to support the biodiversity that has evolved there. Flood waters carry nutrients along with sediments that are deposited in wetlands. The wetland, on the other hand, serves as a "natural reservoir" by holding significant amounts of surplus floodwater, which later protects crops and other resources with controlled flow and lowers the amount of subsurface water resource extraction. If the area of wetlands is not diminished and flood waters are permitted to fill the wetlands to their maximum capacity, the flood in the area may not prove to be destructive. The chosen location generally floods, replenishing huge marshes.

### **Impact on Agriculture:**

More than 76 percent of the population relies on agriculture as their primary source of income. The main crop farmed in the study region is rice, which is planted in three different types and harvested in three different seasons, with Aman rice having the most need for direct rainwater. The other two types of rice, as well as the winter crops and vegetables, are mostly irrigated, with the majority of this irrigation coming from surface water sources. The soil's fertility is swiftly reduced by intensive, double, and triple cropping systems, which are made up for by the addition of additional fertilizers. In this region, in the flood plains, the nutrients are refilled yearly by sporadic floods, which are also responsible for the rich deposition of fresh silts. Therefore, the flood has a direct positive impact on the local crops. The table in the appendix illustrates the susceptibility of the population and area in hectares of the several blocks of the Kalna Sub-Division, but it also foreshadows the potential loss of a sizable portion of agricultural land.

### **Impact on Pisciculture:**

Similar to other tropical nations, fish are the primary source of protein in the country's waterways, both flowing and still. There are several sizable bodies of water in the region, including rivers and bile, which are utilized for fishing. Fish of many different species grow very quickly with the annual flood that refills these wetlands because of the many phyto and zoo-plankton that are carried in by the flood water. The paddy fields are used to develop a variety of small swimmers and catfish, which are the main source of nutrition for the local poor

and cultivators, even during the rainy season when the surface is submerged under water for at least three months. Several pisciculture programs have recently been introduced by the government in the great bodies of water. Local women often use little nets to catch small fish in the flowing waters of rivers and streams.

**Negative Impact:**

When the flood is large, difficult to control, requires an integrated management system for relief and rescue, and occasionally requires temporal restoration, the impacts of the flood in this region are unfavourable. This severe flood may be viewed as a disaster because it had a lot of detrimental effects on the local natural and socioeconomic environment. Thus, it should be emphasized that the impact is favourable when the periodic flood's magnitude is modest and that it is disastrous and has a negative influence when the flood's magnitude is high, but this does not happen every year.

**Loss of Crops:**

With a reduction in the amount of land planted in crops, extensive and large-scale floods have degraded some of the most productive flood plains adjacent to the channels. They have also buried some crops and washed out others, which further reduces the net-shown area. Crops and the surrounding surroundings are damaged by large floods. As a result, the area experiences a decline in the total number of crops during years with significant floods.

**Impact of Erosion-Victims on Economy:**

Small farmers with divided agricultural holdings typically live along rivers. A very small percentage of them also pursue farming and occasionally go river fishing. When the river engulfs their agricultural plots, they are rendered helpless, and the damage this does to their economy is significant. He becomes homeless due to the erosion of his dwelling allotment, and his family becomes impoverished due to the erosion of their agricultural plots. They occasionally actually start begging.

**Impact on Lifestyle:**

The people who live beside the river in Purbasthali I and II and Katoya II Block on the right bank of the river Bhagirathi worry constantly that erosion could one day force them to move.

A considerable number of people in Ketugram Block II had to be relocated to the west, which is located on comparatively high land, as a result of the erosion of the rivers Ajay and Babla. However, no matter where they are relocated, they eventually lose their positions or are forced to work at jobs they are not accustomed to, turning them into low-wage, unskilled laborers. The victims of bank erosion are no longer able to live the way they previously did because they are poor and live in isolation.

### **Impact on Society:**

A well-known old Bengali folk song goes, "The river erodes the bank on one side and forms the other; this is the game of the river; one who was king in the morning becomes a beggar in the evening; this is the game of the river."

When a family loses their home as a result of bank erosion, everything that was lost is also lost. Erosion causes a family to lose its social standing regardless of caste, creed, or religion because the family's primary source of income is agriculture done on land. They lose their homes and are forced to find shelter elsewhere, such as on the streets and in train stations, where they lead a life of abject poverty. They become marginalized by society over time since locals, vendors, and business owners don't trust them. Even if they have wealthy relatives, the rest of society does not interact with them. The only option left to the women and elderly victims is to stoop to begging around locals' homes, bus stops, and train stations. They occasionally receive very little financial compensation from the government.

### ***Conflict over Recently Created Lands:***

This area's bank erosion is a result of the rivers' altered paths. The process of alluvion in nearby downstream areas, where a sizeable area of land is generated by the deposition of the sediments carried from the nearby upstream, is directly related to deluvion in the river channel. These recently formed areas are extremely productive and offer excellent river irrigation opportunities. The local government accepts responsibility for distributing these lands to the area's landless residents. Recipients are chosen by the local administration under the direction of political leaders with strong knowledge of the political and economic policies in the area. After India was divided, the people who came from Bangladesh were given access to the land through this procedure. They are referred to as refugees who receive special preference when applying for land. However, the locals who have lost their land to erosion do not have these

amenities since they lack strength in the areas of the economy, politics, and even physical strength. As a result, there is perpetual conflict and friction between those who lose their land and those who obtain it.

### ***Erosion Politics:***

The victims of erosion have never benefited from erosion politics, whether at the municipal or regional level. The politics of erosion have two dimensions: one is focused on protecting banks from erosion, where millions of rupees are exchanged for the purchase of stone slabs from distant states and the hiring of locals to set the stones. Both of these are controlled by contractors who are directly favoured by local and regional political leaders, who in fact siphon the money by altering the actual work plan and the number of recruits. The allocation of recently developed char lands by the local interest group, often in exchange for bribes, is the focus of the second one.

### ***Marginalization:***

The victims of river bank erosion, like the victims of floods, are gradually pushed to the margins of society and the economy. These communities gradually disperse into remote areas and become disconnected from the socio-religious ties of the surrounding population.

### ***Arsenic Pollution's Impact:***

The local population has just recently begun to encounter arsenic poisoning, which led to a change in the area's modest irrigation system in the early 1980s. Due to the fact that Boro rice is primarily a summer crop and requires more water than any other crop in the region, the demand for large amounts of water during the summer increased with the advent of the Green Revolution in the eastern section of the Bardhaman district. For the purpose of extracting ground water to irrigate the Boro rice fields, a sizable number of shallow tube wells that are powered by electricity and fuel have been built. People who used to drink this water were affected by arsenic toxicity because arsenates that were dissolved in ground water rose to the surface through pumped water. People who used this water have felt the effects on their health. The effects of arsenic are most prominent in the Pubasthali I and II Blocks of the Kalna Sub-Division, but they have since been noted in other areas of the research region.



### **Impacts on Human Health:**

Arsenic's effects are entirely negative. The consumption of drinking water with an arsenic concentration beyond the safe level of 0.05 mg per liter has harmful consequences for human health, and Purbasthali Blocks I and II's underground water has an excessive amount of arsenic. The main issues caused by arsenic pollution include cardiovascular issues that result in heart failure, gastrointestinal issues that include burning lips, painful swallowing, thirst, nausea, and severe abdominal cramps, hematological issues, hepatic issues, renal issues that include headache, lethargy, mental confusion, seizures, dermal issues including skin disorders, hyperkeratosis, and carcinogenic effects that result in lung cancer, among others (Elangovan and Chalach, 2010: 1–9).

### **Level of Educational Development:**

Both personal and social development are greatly influenced by education. Since the time of Plato, the importance of education for social development has been acknowledged. Because education transforms citizens into "reasonable men," according to Plato, education is essential for the economic well-being of a structured society. Plato suggested that a sizeable portion of the community's wealth should be allocated to education since it has a high economic value. Adam Smith was the first economist to make a significant contribution to the study of the connection between education and economic growth. Thereafter, a long and honourable tradition of classical and neo-classical economists prevailed until Alfred Marshall (1890), who emphasized that the most valuable of all capital is that invested in human beings. However, in line with the biased postwar approach, it was largely forgotten, and until Schultz's (1961) Presidential Address to the American Economic Association in 1960, which sparked what is later aptly described as the human investment revolution in economic thought, no systematic study on the relationship between education and economic growth could be found in the literature. Schultz's ground-breaking research was followed by an enormous expansion of research in the field of the economics of education, and the never-ending research has conclusively shown that education is, for the most part, an investment rather than solely a consuming activity. It results in the development of human capital, which is similar to physical capital and contributes significantly to economic progress.

Many nations around the world, and in particular the newly independent developing countries, extended their educational institutions and made significant investments in education in line with the human investment revolution in economic philosophy. In many nations, educational system growth rates are higher than economic growth rates. This is not surprising because human capital is increasing at a faster rate than repeatable physical capital during the development of economic modernization. India is a shining example of how third-world nations may expand their educational institutions dramatically. An "educational miracle" has occurred in post-independent India, especially since the start of the plan era (since 1951), which has resulted in an explosion of education. The 'miracle' is especially significant when considered in light of the colonial heritage.

Even though India adopted a number of strategies and policies after gaining its independence to eradicate illiteracy entirely, there are still gaps and differences in many areas. India's progress in ensuring that its children and young have access to high-quality and relevant education is a tale of uneven outcomes, with some great successes and others nonstarters. While India can take pride in adding a significant number of human resources to the pool of those with the highest levels of education, scientific, and technological training, it is equally horrifying that the same nation is home to more than a third of the world's illiterates. The difference in educational progress between regions is the fundamental concern of this variance.

### ***Education:***

In the years following independence, India's elementary education system has grown astronomically. From 22.3 million students enrolled in elementary school in 1950–1951 to 170 million in 2002–2003, enrollment has climbed by a factor of seven. Official estimates of gross enrollment ratios show a rise from 1950–1951 levels of 42.6% for primary and 12.9% for upper primary education to 96.6% for primary and 56.6% for upper primary education by 2002–2003, which together represent the constitutionally mandated goal of universal elementary education. In 2002–03, the gross enrollment percentage for elementary education as a whole was 81 percent. A little less than this is predicted for the net enrollment ratio. All of this might signify a big improvement in primary education. However, primary education is also linked to some extremely important issues like high dropout rates, low student success levels, excessive pupil-

teacher ratios, and poor quality of instruction. In conclusion, universalizing elementary education, a goal set by the Constitution to be accomplished within a ten-year time frame, has yet to be accomplished.

Enrolments in secondary (including senior secondary) education surged from 1.5 million in 1950–51 to 33 million in 2002–03. Higher education likewise saw great quantitative expansion. In 2002–2003, there were 137 000 secondary and senior secondary schools, employing around 1.8 million teachers. However, despite what appears to be an outstanding increase in enrollment, the magnitude of enrollment does not match the size of the population. According to official estimates, just 35% of children between the ages of 14 and 17 were enrolled in secondary education in 2002–2003, compared to over 90% in affluent nations and between 40 and 50 percent in a number of developing nations. Gender, caste, and economic group disparities are all significant. Rarely is secondary education used as a concluding, relevant level of education. It is a major concern that India is still below the global and developing country average in terms of literacy rates, gross enrolment ratio, gender disparity, and infrastructure development, even though it has made significant progress in raising its literacy rates and has higher rates than other countries in South Asia (except Sri Lanka) and Sub-Saharan Africa.

### ***Development of Education in Burdwan District:***

In West Bengal, Burdwan is one of the most advanced district in terms of educational attainment, particularly in terms of literacy rate. However, it is clear that full literacy has not been attained, and this has significant socioeconomic repercussions. School enrolments have increased significantly in recent years, largely as a result of the extensive adoption of SSM, but the retention rate is low, and only a small percentage of registered pupils finish even the first programs. Middle- and secondary-level completion rates remain lower. Significant gender bias in educational access and completion is a major source of worry. Even within this subpar performance of the basic education system, there is significant geographical diversity.

### **CONCLUSION:**

After all, precise planning and implementation are required to get over the challenges facing education, such as better SSM implementation, particularly when it comes to infrastructure achievement. In addition, additional financial support is required for the blocks with subpar

infrastructure configurations. A number of encouraging plans and policies, including mid-day meals, different kinds of scholarships, recreational facilities, etc., should be put into place with better management in order to lower the dropout rate, particularly in the western blocks. The best part of schooling at every level is the chance for employment. In order to encourage pupils to enroll in school, many job possibilities should be introduced following the upper primary level, especially through the development of diverse vocational courses. More importantly, for the development of education as well as the process of overall development, there is a need for socio-economic changes and improved public awareness. Any culture that wants to improve its educational system must undergo some type of transformation as well as broader sociocultural changes. The majority of Western Burdwan's blocks have developed infrastructure but low educational attainment because of a lack of awareness. To make a significant shift in school education, the social motto must be modified with some supportive and uplifting actions. Infrastructure improvement is a quick step toward enhancing better and more balanced school instruction in several eastern blocks.

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**Dr. DHARAM RAJ PAWAR**

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