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ROLE OF EDUCATION IN SOCIO-ECONOMIC DEVELOPMENT OF RURAL LIFE: A STUDY OF MORILA VILLAGE, SUB-DIVISION SALUMBAR, DISTRICT UDAIPUR

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Abstract: *This research paper examines the role of education in the socio-economic status of the lives of Morila villagers of the Salumbar sub-division of Udaipur district. It is evident from the results of observation and research that the socio-economic expansion of any economy depends not only on the physical resources, but also on human resources that reside in that particular area. The data collection for this study is done by a field survey. To do this; an open and closed side questionnaire was designed. About one-third of the families of the total families of the village were interviewed. This study used both qualitative and quantitative approaches. Qualitative approach included in-depth interviews of adult men and women for their life histories focusing on food consumption pattern, medical or health care, and livelihood pattern was taken and analyzed. Though education is the most important and valuable factor in the overall development of society, but the study of the village selected by me founds that primary education has less effect on the living conditions of rural residents. With higher levels of education reached impact up to a level on socio-economic status and behavior can be seen. It can be concluded that in the tribal region of Southern Rajasthan, education that gives some understanding about life is of matriculation level.*

Key words: Education Level, Family, Resource, Development, Relationship, People

Introduction

Economic development of any country depends not only on material resources but also on human resources. Developed human capital positively impacts on economic growth, political perseverance and social environment. Education is the most important variable, which plays an important role in the development of human capital. Many empirical studies have shown that the pace of economic development of developed countries could not be achieved without the stock of human resources. In all stages of education, there is a central place for primary education. In spite of this, primary school education provides basic principles to society. It can improve the quality of life, can develop industrial projects, which gives high financial rates of returns. Regarding measures to increase and improve elementary school education and expenditure on the poorest population groups, in recent years, the Government of India has conducted a nationwide survey-DLHS-4; To overcome the imbalance in the social sector, India District Level Home and Facility Survey -4, 2011 (DLHS-4). This survey provides rich information on the basic questions which were missing in the previous home surveys conducted earlier. This study uses the figures of DLHS-4 to re-examine the education level using the Milcer-earning functional questions. And this is due lack of appropriate data in Indian studies with intent to fill the vacant space.

In this study, the first schools (class level) will estimate the work done according to the given years and proceed from there to estimate the earnings. Thus there will be a perception of the rate of return for all school level. It is argued that different school years provide different skills; therefore, we expand our analysis at the level of education, i.e. primary, upper primary, secondary, senior secondary, graduate and PG to determine increase in earnings with the additional year of schooling at different levels. The total literacy rate in India's census 2011 was 72.98 percent; Males literacy 80.88 percent and female literacy was 64.63 percent; in urban areas 84.11 percent and rural areas 66.77 percent. In the village under study**,** literacy rate is 31.6 percent and of female it is 8.2 percent. According to the report, "Between 1990 and 2015, the life expectancy of India increased by 10.4 years,

the average of schooling increased by 3.3 years and school education increased by 4.1 years," . India's Gross National Income or GNI per capita increased 223.4 percent during this period. This was mainly due to the adoption of India's market reforms, attracting investment and dedicated more resources for social development in areas of health and education (United Nations Human Development Report 2016). Due to the low level of academic achievement and the lack of technical and vocational education, there is the dominance of less educated and inefficient labor in the Indian labor market. After 1990, there has been a significant increase in the number of educational institutions and enrollments, but has not been reflected fully in the Indian labor market so far. This can happen because most graduates and master degree programs insist on academic education only without developing specific skills.

Review of Literature

Goodwin et al. 1984: viewed the primary factors affecting settlement patterns in rural areas of the United States using factor analysis of survey responses from 1,156 households in Oklahoma. Their results indicate that quality of services, age of home and availability of services; rural atmosphere and job and family considerations impact are most important factors. Von et al. 1992: studied that gender differences in education in Muslim developing countries are related to the prevalence of Islam, but this decomposition model says otherwise. Bhuyan et al. 1996: examined that the differential fertility in 16 contiguous villages of both Savar and Dhamrai Upazila in Dhaka district, Bangladesh and find fertility between working and nonworking women did not differ significantly. Deccache et al. 1997: reported health promotion and health education have limited to evaluation of the effectiveness of actions and programmes. Rath et al. 1998: reported that the impact of educational status, income, indicate that a combination of these factors are associated with reduced fertility, longer birth intervals, and lower levels of infant mortality. Dubois et al. 2003: described the source and the scope of social inequalities in infant feeding practices. They examine the extent to which different recommendations are followed in different social groups and highlight the main factors influencing the total adherence to these recommendations at the population level.

Study Village Morila

This village is surrounded by forests and hills. About 200 years old, this village is located 9 km away from Salumbar tehsil, sub-division office and block administration and Community Health Center (CHC) city, Salumbar. But the people here moved out of the village and started living for pastoral and livelihood in the vicinity. The spread of the Morilla village is on the banks of the Sarani River and the flow of the river is annual. However, due to being situated at higher level than the lower elevation of the river, Morila village is not able to benefit from the river for agricultural purpose. River water is used for self and animal drinking and other domestic purposes. The total population in the village is 1554 and the number of houses is 314. The female population is 49.6 percent. The village literacy rate is 31.6 percent, and female literacy rate is 8.2 percent (Table 1).

Table 01: Literacy Rate of Morila Village

Census Parameter	Data	Census Parameter	Data
Total Population	1554	Scheduled Tribes Population %	99.5 (1546)
Total No of Houses	314	Scheduled Caste Population %	0.1 (1)
Female Population %	49.6 (771)	Working Population %	58.9
Total Literacy rate %	31.6 (491)	Child(0-6) Population	343
Female Literacy rate	8.2 (127)	Girl Child(0-6) Population %	48.7 (167)
Male Literacy rate	23.4 (364)	Geographical Area (in Hectare)	501.7

Theoretical Model and Methodology

Human capital model developed by Becker (1964) and Minor (1974) is used to find relationship between the socio-economic status of the people of Morila village at different levels of school education for this study. In the mathematical version, the equation can be expressed as:

$$\text{In } SES_t = ß_0 + ß_1 Edu_t + €_t \quad (1)$$

In SES represents socio economic status. The nomenclature of SES is given under:

F_S = Size of family, F_I = Family income, H_S = Structure of the house (1 for pakka and 0 for otherwise), R_N = Number of rooms, E_W = Women education (1 if they like it,0 otherwise), H_W = Women health facility (1 if they visit the doctor, 0 otherwise), F_P = Family planning (1 if they use contraceptives, 0 otherwise), V = Vaccination (1 if yes, 0 otherwise),P_A = Production per acre, N_D = Diet (1 if they take egg, meat or milk daily, 0 otherwise), and Edu= Education level represents of like: Primary, Middle, Secondary, Senior Secondary and above and $€_t$ error term.

In order to find the returns to education at different level of education, we estimate equation:

$$\text{In } SES_t = ß_0 + ß_1 E_1 + ß_2 E_2 + ß_3 E_3 + ß_4 E_4 + ß_5 E_5 + €_t \quad (2)$$

Where E_1 = Primary education, where $ß_1$ = 1 if 0 < Education≤ 5

E_2 = Primary education, where $ß_2$ = 1 if 5 < Education≤ 8

E_3 = Primary education, where $ß_3$ = 1 if 8 < Education≤ 10

E_4 = Primary education, where $ß_4$ = 1 if 10 < Education≤ 12

E_5 = Primary education, where $ß_5$ = 1 if 12 < Education≤ higher education

The coefficients associated with E_1, E_2, E_3, E_4 and E_5 in equation (2) show an increase in socio-economic status of people of Morila village with one year increase in education at particular levels. The returns to education can be computed at each level as:

Return to Primary = $5ß_5E_1 + ß_2E_2 + ß_3E_3 + ß_4E_4 + ß_5E_5$

Returns to Middle = $5ß_1 + 3ß_2$, Returns to Secondary = $5ß_5 + 3ß_2 + 2ß_3$

Returns to Senior Secondary = $5ß_1 + 3ß_2 + 2ß_3 + 2ß_4$

Returns to higher education = $5ß_1 + 3ß_2 + 2ß_3 + 2ß_4 + 2ß_5$

The data used in this study has been collected from Morila village of Salumbar Sub-Division, District Udaipur. The data collection for this study is done by a field survey. To do this, an open and closed side questionnaire was designed. In this study, about one-third of the families (95 households) of the total families of the village were interviewed. To measure differences and inequalities, a dummy variable question has been used, which takes value 1 for yes and 0 for no. The main source of gathering information about the change in lifestyle with the level of education is an interview, for which about 24 short questions were set in the questionnaire. This questionnaire was based on two parts, one part measures educational levels and in the last section some practical questions were asked for qualitative measurements, including decision power, type of communication, and assessment of women education, family planning and the most important child care and include10 different related questions. In case of respondents, their activities like diet, immunization and medicines have been included. Out of 63 families living in kachcha houses, 23 live in one-room houses and 14 live in 2 room houses. They do not have toilets, kitchens, stores and cattle shed for livestock. Approximately 24 percent of the village's population lives in one room, 8 percent live in two-room houses and 3 percent live in three-room houses. The source of drinking water is the hand pump and river channels.

Results

Two types of quantitative and qualitative results were found in the study. Of the total 95 respondents, 53 were men and 42 were women. Of them, 82 were married and 13 were single. 67 respondents were associated with the unorganized sector, 15 were working in formal sector and 13 were not having any jobs. Table 2 shows that the age of 34 respondents is between 18-30 years and the age of 19 respondents is between the age of 31-40 years and the age of 17 respondents is between the age of 41-50 and the age of 13 respondents, between the age of 51-60 years, while only 8 respondents are over 60 years of age. Table shows that out of 100 interviewed respondents, 49.5 percent were uneducated

and 50.5 percent were educated. Within 50.5 percent educated respondents, 20.0 percent were educated till primary level, 16.8 percent higher primary, 8.4 percent secondary, 4.3 percent college education, while 1 percent were post graduate respondents.

Table 02: List of Different Age Group and Educational Level of Respondents

#	Age Group (Year's)	Number	Education Level	Percentage of Education Level
1.	18-30	34	No Schooling	49.5
2.	31-40	19	Primary	20.0
3.	41-50	17	Middle	16.8
4.	51-60	13	Secondary	08.4
5.	61-70	08	Above (Senior Secondary, College and University educated)	05.3

Source: Computed on the basis of primary survey data.

Table 3 describes the relationship between education level and monthly income. In the 2nd column of this table, average responsive income is calculated. Positive relationship exists between education level and average income of respondents. Excluding the case of matriculated people, the average income increases with increasing educational levels. In the third column of the table, the average family income is calculated. It shows a relation that the average family income increases with an increase in education level. Per capita income calculated in fourth column, shows positive relationship with education level.

Table 03: Distribution of Income in Respondents

#	Education Level	Average Respondent's Monthly Income (Rs.)	Average Family Monthly Income (Rs.)	Per Capita Income (Rs.)
1.	No Schooling	3350.00	4520.25	2150
2.	Primary	4725.50	5694.00	2665
3.	Middle	5485.00	10441.00	2460
4.	Secondary	5250.00	10120.00	3180
5.	Above	9200.00	12312.00	3200

Source: Computed on the basis of primary survey data.

Table 4 shows the relationship between the level of education and the use of various types of communication devices. Relationship between the level of education and the use of television has been discussed. Interestingly, there is a positive relationship between the two variables, i.e., with increase in the education level, the demand for TV sets has also increased. The main reason for this increase is awareness about world issues, national issues and the desired programs. This is also the case with telephone use. With the increase in education level, the use of telephone increases. In case of telephone use, the only exception is in the matriculation group, this may be due to sample error because only 5 matriculated respondents were interviewed between 100 samples. In the fourth column, the relationship level is presented between the use of radio and education. While the last column shows the relationship between the education level and the reading newspaper. A positive relationship exists between the education level and the reading of newspaper.

Table 04: Source of Communication by Different Educational Levels

(in percent)

#	Education Level	TV	Phone	Radio	News Papers
1.	No Schooling	75	14	43	4
2.	Primary	92	15	38	23
3.	Middle	100	50	62	25
4.	Secondary	80	40	40	20
5.	Above	92	70	62	62

Source: Computed on the basis of primary survey data.

Respondents' behavior about decision making with different education levels has been seen and it's seen that there is increased participation in decision-making with an increase in education level. One of the reasons for this change in behavior is the fact that the educated person is of more liberal and open mind. People think that decision by their family participation will be more positive and better for everyone. That's why they acknowledge the importance of their family members, such as; wives, children and parents. 69 percent of uneducated people do not include their families in decision making; perhaps they feel humiliated to take any kind of opinion from their families. 38 percent of primary, 49 percent higher primary, 45 percent secondary and 29 percent of highly educated people do not include their families in decision-making activity.

Table 5 shows the relationship between education level and, education of women, family planning and the role of immunization. The second column of the table shows the percentage of choice for women education, that is how many people like to educate their daughters. This attitude appears very much from the table, i.e. as the respondents climb the educational ladder, they have more generous behavior towards women education. Sophistication, liberal outlook, broad vision can be one of the reasons for such an attitude.

Table 05: Use of Family Planning and Health Care Activities

(in percent)

#	Education Level	Liking of Women Education	Women's Health Facility	Family Planning	Vaccination
1.	No Schooling	48.2	62.4	51.0	25.0
2.	Primary	57.0	74.5	82.0	51.2
3.	Middle	87.5	81.0	82.1	62.0
4.	Secondary	96.0	95.0	75.4	78.5
5.	Above	98.0	100.0	67.0	94.0

Source: Computed on the basis of primary survey data.

The 3rd column gives the availability of female healthcare facilities. Relationship is once again positive, i.e. increase in education level increases awareness of women's health. The fourth column of the table shows the relationship between the use of education level and contraceptives. Column shows positive relationships between the level of education and the role of family planning. Like the use of contraceptives, only 51 percent uneducated respondents use it, while 75 percent of higher and 67 percent of lower educated people like it. Here is a very interesting situation with the primary and middle education group. Here is a very interesting situation with primary and middle education groups. The 82 percent of these age groups recognize the importance of family planning. So, it is clear that 5 to 8 years of schooling has a more positive effect on the use of contraceptive activities. The last column discusses relations between vaccination courses with different education levels. With the acquisition of more education, the person is more aware of the importance of immunization.

Table 6 shows the daily diet of respondents' children. Generally, young children get milk, eggs, and fruits, vegetables in their daily diet while they need corn, wheat and rice. As people climb the education ladder they become more aware of this daily diet chart. In the entire table, it clearly shows that the use of milk, eggs, fruits, maize and wheat increases with the increase in the level of education.

Table 06: Daily Diets Taken by Different Educational Group

#	Education Level	Milk	Eggs	Fruit	Vegetables	Meet	Rice	Wheat	Maize
1.	No Schooling	45	28	26	40	30	97	100	100
2.	Primary (1-5)	75	33	33	42	58	100	100	85
3.	Middle (6-8)	62	50	37	45	75	100	100	65
4.	Secondary (9-10)	75	75	50	60	75	100	100	62
5.	Above	90	80	40	55	90	100	100	72

Source: Computed on the basis of primary survey data.

The most important fact is that maize and wheat are being used by almost all members of all education groups. The reason may be that these two-maize and wheat because of social, economic and geographical causes has become a major part of the diet of the people of the region.

Table 7 describes the different types of hygiene used by respondents related to different education levels. 70.5 percent of uneducated respondents get government sanitation service and it is almost identical to upper primary education persons. This is better for primary and upper primary education groups, for example 81.25 percent and 70 percent, and this availability of sanitation facility increases with the recipients of college and university education, i.e. 92.3 percent.

Table 07: Use of Different types of Sanitation Facilities

(in percent)

#	Education Level	Govt. Provisions	Village Community	Own	Any Other
1.	No Schooling	70.50	19.60	7.80	1.9
2.	Primary	81.25	18.75	0	0
3.	Middle	70.00	30.00	0	0
4.	Secondary	80.00	20.00	0	0
5.	Above	92.30	76.00	0	0

Source: Computed on the basis of primary survey data.

All other respondents who don't get government sanitation service use one generated by the village community, but about 10 percent of uneducated people use their own source or one generated from any other source. It is clear from the table that as education levels increase there is less dependence on the village community and more reliance on government sanitation services.

Table 08: Estimation of Child Care Facilities

(in percent)

#	Education Level	Doctor	Hakims	Dispensary	Devra	House Tips
1.	No Schooling	29.00	12.50	60.40	16.60	25.0
2.	Primary	92.80	0	21.42	7.10	7.14
3.	Middle	75.00	12.50	75.00	0	0
4.	Matric	75.00	0	25.00	0	0
5.	Above	90.00	10.00	20.00	0	0

Source: Computed on the basis of primary survey data.

Table 8 describes the relationship between education level and child care activities. In the second column of the table it has been discussed that how many people at different education level seek advice from doctors for the care of children. Only 29 percent of uneducated people consult doctors and this ratio increases with the increase in the education level and it is highest in the primary education group where the ratio is 92.80 percent.

In the third column, the role of the *hakim* is discussed. 12.50 percent uneducated and those educated till middle school respondents consult the *hakim* during the illness. The fourth column shows that 60 percent of uneducated people get medicines without the full investigation and examination of their child. This tendency has decreased with the increase in education level and there is a very interesting situation in column 5^{th}, which shows that 16.60 percent of uneducated people and 7.10 percent of primary educated people believe in Mataji and Bharuji Deora (traditional deities of worship) instead of the doctor. And similarly in column 6, it is clear that only uneducated and primary educated people rely on traditional household methods of treatment of diseases. No other section is interested in Mataji, Bharuji Deora and traditional methods. Therefore, it is clear that, with the spread of education, people depend more on doctors and modern medical facilities than traditional deities and household treatments.

Table 09: Regression and Logistic Model's Result of SES

Ordinary Least Squares (OLS) Regression							Logistic Regression						
Independent Variables	Intercept	E_1	E_2	E_3	E_4	E_5	E_1	E_2	E_3	E_4	E_5	R_2	R_1
FS	2.37	0.21	0.42	0.37	0.46	0.41	-	-	-	-	-	94%	-
FI	2.42	0.44	0.52	0.62	0.76	0.71	-	-	-	-	-	95%	-
HS	2.49	-	-	-	-	-	0.22	0.36	0.42	0.47	1.03	-	76%
RN	4.79	1.04	1.49	2.21	3.03	3.31	-	-	-	-	-	91%	-
EW	2.81	-	-	-	-	-	0.11	0.17	0.61	0.83	1.02	-	73%
HW	2.85	-	-	-	-	-	0.14	0.26	0.85	1.16	1.21	-	72%
FP	2.72	-	-	-	-	-	0.81	0.34	0.98	1.34	1.76	-	74%
PA	2.09	2.19	1.36	1.42	1.79	1.65	-	-	-	-	-	87%	-
ND	2.12	-	-	-	-	-	0.86	0.43	0.71	0.68	0.65	-	86%

Logistic model (or **logit model**) is a statistical model that is usually taken to apply to a binary dependent variable. More formally, a logistic model is one where the log-odds of the probability of an event are a linear combination of independent or predictor variables.

The current study shows that family size decisions are dominated by village traditions. In this regard, all coefficient of education is unimportant. The importance of first three levels of education- uneducated, primary and upper primary is less, whereas the other two levels have a significant effect on the per capita income and income of the family. However, all coefficients give positive signals. For composite home equation, the logistic model is used. The first three levels of education have insignificant effect on the structure of the house, whereas the last two equations have a positive and significant effect. Because, more educated people do generate more income.

The relationship between the living room and the level of education is measured by at least class regression. The results show that at only higher level, education has a positive and significant effect on the number of living rooms in households. In the case of women education, women's health and family planning, the results show that there is a positive and significant impact of education; health and family planning instead of low level of education. As the education level of the head of the family increases, the education standard of other family members also increases. Use of new technology, access to new crop varieties or sophisticated equipment is the result of education. Diet equation shows significant and positive results at all levels of education. This can be due to the cultural, social environment and the pure food items of the village.

Suggestions

Education must be able to motivate young people to prepare for the transition from school to work by participating in society before they leave school. Education should help young people learn from society so they can develop a vision of the direction they may wish to take once they leave school and enter the workforce. Approaches to non-formal and informal education each have a different dynamic. Formal education is compulsory for the first nine years of the education system, while non-formal education is purely voluntary and informal learning is influenced by parents and culture. These approaches to education may pull students in different directions. However, they may also work together in a powerful way.

Conclusion

This study shows that the role of primary education on rural life is insignificant. This is because the educational system in Rajasthan especially in rural areas is inadequate to achieve its goals. However, partly in the agricultural sector it has some significance. This implies that primary schooling increases the income of the farmer and is the reason for poverty reduction. Similarly, primary education produces good understanding of diet. However, a significant conclusion has been drawn in this study that only 10 years of schooling has a positive and significant effect on all the variables. It can be concluded that in the tribal region of Southern Rajasthan, education that gives some understanding about life is of matriculation level. It shows that the authorities should pay proper attention towards

primary and secondary basic and skill based education and higher education, which enables individuals to become a productive agent of the economy.

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