

A Socio-Economic Survey of Village Khurpatal: A Case Study from Southern Border Region of Kumaun Himalaya

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Abstract— *The most important concern in the modern world, particularly in emerging countries, is socioeconomic standing. Over time, the socio-economic situation in rural areas is progressively getting better. The socioeconomic position of the inhabitants in rural regions has been improved via the implementation of several programs and initiatives. However, residents in rural regions could not grow equitably across the region in an economic sense. Different economic classes can be found, even in a tiny community. This study article makes an effort to determine the true socioeconomic situation of people across various income brackets from village Khurpatal of District Nainital. The researcher conducted a door-to-door survey using a relevant questionnaire to gather the primary data that served as the foundation for the entire study.*

Keywords— *Socio-Economic, Education, Income, Literacy rate, regional.*

I. INTRODUCTION

Commonly, socioeconomic status is understood to refer to a person's or a group's social rank or class. It is frequently assessed using a mix of employment, income, and education. The social science that examines how economic activity influences and is changed by social processes is known as socio-economics, often known as social economics. In general, it examines how local, regional, or global economies influence how civilizations advance, maintain stagnation, or regress. In light of this, socioeconomic standing may be defined as a combined economic and sociological overall assessment of a person's job experience as well as their or their family's economic and social position in comparison to others, based on their income, and level of education, and line of work. To characterize a person, family, civilization, or town, socioeconomic status is often divided into three categories: high socioeconomic position, middle economic status, and lower economic status.

Definition: -

According to Dutton and Levine (1989), socioeconomic status is “a composite measure that typically incorporates economic status, measured by income; social status, measured by education; and work status, measured by occupation”

A society is a big social collection of people who are regularly in contact with one another, live in the same geographical and social region, have a shared dominant culture, and are under the same governmental authority.

Several broadly related processes by which the resources in a collection are categorized by various people over an extended period, with the potential outcome that any given resource will come to be represented, may be referred to as social classification. This term is convenient and generic.

II. LITERATURE REVIEW

Md. Monirul Islam & Md. Mustaqim (2014) in their research article named “Socio-Economic Status of Rural Population: An Income Level Analysis” states that the population's general socioeconomic situation in the village is not excellent. Only 4.34% of the overall sample population's monthly income is above Rs. 2000, and 44.8% are below Rs. 500. Low-income groups of people typically worked as day laborers in agricultural fields, rice mills, brick kilns, or other locations.

Gemechu Abera Gobena (2018) in his research paper named “Family Socio-economic Status Effect on Students' Academic Achievement at College of Education and Behavioral Sciences, Haramaya University, Eastern Ethiopia” states that in the research region, there were sex differences among respondents. The majority of responders were less than 25 years old, suggesting that they were mostly young individuals with significant potential for future professional and educational advancement for the nation's future generations. However, while the majority of

respondents were born in rural regions, they primarily reside in metropolitan areas now. The majority of the respondents' parents had completed elementary school, although there were fewer of them than there were respondents' mothers. In the College of Education and Behavioural Sciences, male students performed better academically than their female counterparts, but there was no statistically significant correlation between the educational degrees of parents, siblings, and siblings' siblings and students' academic performance (CEBS).

Study Area: -

The Kumaon region's southern boundary is where the village of "Khurpatal" is situated in the Nainital district of Uttarakhand state. At the center of the settlement, a line connecting latitude 29°22'21" N and longitude 79°25'42" E intersects. Nearly 11 kilometers separate the village from Nainital city in the direction of Kaladungi. The road continues to Bazpur, from whence it connects to Delhi and Moradabad. It also offers a connection to the well-known Corbett National Park. A motorway connects Khurpatal to the nearest rail station at Kathgodam and all of the country's main towns in the plains and hills, including the capital.

The town is also well connected by highways from several other locations in the plains and hills, in addition to Nainital. Although there are no regular Uttarakhand Transport Corporation buses on this route, it is becoming more and more popular among visitors since it offers a different and quicker connection to Nainital, particularly from regions in Western U.P., Punjab, Delhi, and Rajasthan.

According to the Census of 2011, 900 people were living in the village overall, of which 484 (53.76%) were men and 416 (46.23%) were women. In 1991, 200 people

were living in the village, with 113 men and 87 women. Between 2001 and 2011, the population of the entire village increased by 18.01%, with an average yearly growth of 1.8%. The trend of rural residents migrating to urban areas during this time was primarily responsible for the 29.73 percent growth in the urban population. The settlement has a population density of 35 people per square kilometer (Census of India, 2011).

As many other languages are widely spoken in the research region, Hindi is the primary language. Hindi and Kumauni are the primary languages used in the area. The other languages spoken are Garhwali, Punjabi, Urdu, Nepali, and others. As religious convictions do play a vital role, settlements are also quite essential to tribes and other groups. The two primary religious groups in the hamlet are the Muslims and the Hindus, with the Hindus predominating.

III. RESEARCH METHODOLOGY

This study solely relies on primary data that was obtained from the door-to-door survey of the study area. Using Microsoft Excel, a wide variety of line and bar graphs may be produced. All other GIS-related tasks had been completed with the aid of ArcGIS. After analyzing the study's data, a logical conclusion about the socioeconomic status of the study area.

Objectives: -

- i. To highlight the socioeconomic status of the study area.
- ii. To examine the problems associated with the study area.

IV. RESULTS AND DISCUSSIONS

Table. 1. Literacy in Percentage among Surveyed Households

Literacy	No. of People %	Male %	Female %
Literate	94	96	92
Illiterate	6	4	8
Total	100	100	100

Source: Based on Primary Data

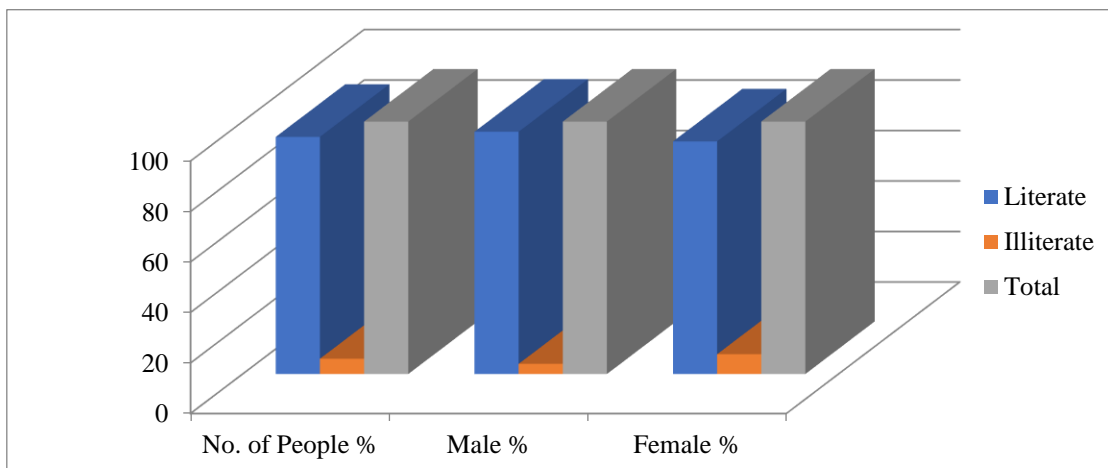
The above table provided illustrates literacy rates categorized by gender, depicting the percentage of literate and illiterate individuals within a given population. Among the total population, 94% are classified as literate, indicating proficiency in reading and writing skills. Within this literate group, there is a slight gender disparity, with 96% of males and 92% of females demonstrating literacy. Conversely, 6%

of the population is categorized as illiterate, lacking the ability to read and write effectively. Interestingly, the data reveals a contrasting gender pattern within this subgroup, with 4% of males compared to 8% of females being classified as illiterate. These statistics underscore the importance of addressing literacy disparities, particularly among women, as they appear to be disproportionately

affected by low literacy rates. Efforts aimed at promoting literacy and education, especially targeting marginalized communities and addressing gender-based barriers, are

crucial for fostering socio-economic development and ensuring equal opportunities for all individuals within society.

Fig. 1: Literacy in Percentage among Surveyed Households



Source: - Based on Table No. 1

Table 2. Caste-wise Levels of Educational Attainment Among Surveyed Households

Caste	Primary %	Secondary %	Sr. Sec. %	UG %	PG %	Ph. D %	Technical %
General	80	66.67	80	80	80.39	100	91.66
SC	20	30.77	20	20	13.73	0	4.17
ST	0	2.56	0	0	5.88	0	4.17
Total	100	100	100	100	100	100	100

Source: Based on Primary Data

The provided table delineates educational attainment across various caste groups, elucidating the percentage distribution of individuals attaining different levels of education, ranging from primary education to doctoral degrees, along with technical education. Among the categorized castes, the General category exhibits the highest levels of educational achievement across all educational tiers. Notably, within the General category, 80% of individuals have completed primary education, with relatively high percentages progressing through secondary (66.67%), senior secondary (80%), undergraduate (UG) (80%), postgraduate (PG) (80.39%), and doctoral (Ph.D.) (100%) levels. Additionally, a significant proportion (91.66%) of individuals within this caste group have pursued technical education, indicating a strong inclination towards specialized skill development.

Conversely, the Scheduled Caste (SC) group demonstrates comparatively lower educational attainment

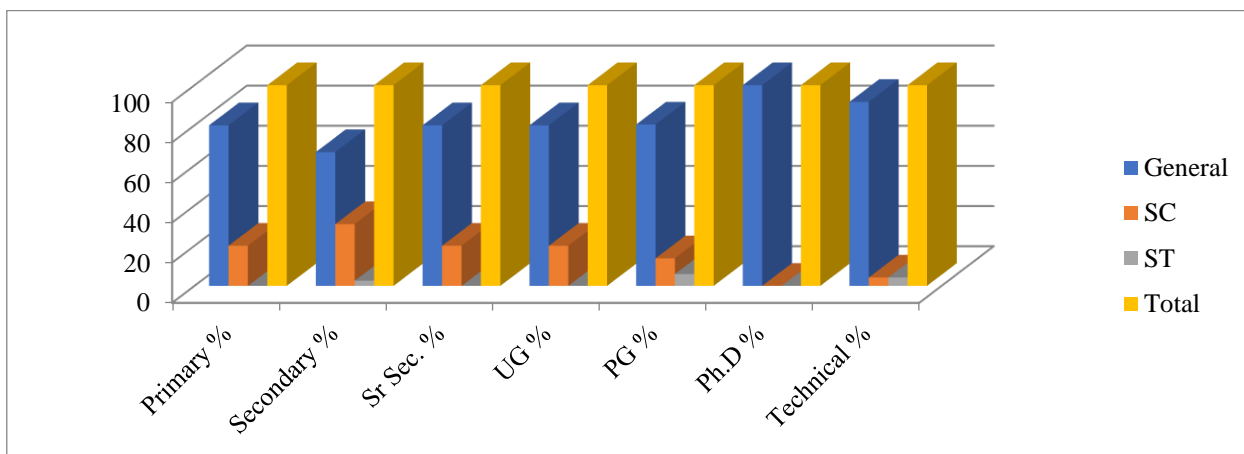
levels across all educational stages. While 20% have completed primary education, the percentages gradually decrease as educational levels advance, with only 30.77% completing secondary education, 20% senior secondary, 20% undergraduate, and a mere 13.73% postgraduate. Furthermore, doctoral and technical education levels within the SC group are notably low, with 0% attainment in both categories, underscoring significant disparities in access to higher education and specialized skill training within this demographic.

Similarly, the Scheduled Tribe (ST) group exhibits minimal educational attainment levels, particularly in comparison to the General category. None of the individuals within the ST group have completed primary education, with only 2.56% progressing through secondary education. Educational attainment remains negligible across subsequent tiers, with 0% completion in senior secondary, undergraduate, and postgraduate levels. However, a small

percentage (5.88%) have pursued doctoral education, indicating a marginal presence of individuals pursuing advanced academic qualifications within this caste group.

Additionally, similar to the SC group, technical education remains limited among the ST population, with only 4.17% engagement in technical skill development programs.

Fig. 2 Caste-wise Levels of Educational Attainment among Surveyed Households



Source: - Based on Table No. 2

Table 3. Caste & Sex Wise Occupational Structure of Surveyed Households (in %)

Occupation	Caste					
	General		SC		ST	
	Male	Female	Male	Female	Male	Female
Agriculture	13	0	16	0	0	0
Home Maker	0	51	0	54	0	33
Student	36	33	48	38	0	33
Salaried	44	13	24	8	50	0
self Employed	3	3	12	0	0	0
Unemployed	3	0	0	0	50	33
Total	100	100	100	100	100	100

Source: Based on Primary Data

The table provided offers insights into the distribution of occupational roles across different caste groups, disaggregated by gender. It delineates the percentages of individuals engaged in various occupations within the General, Scheduled Caste (SC), and Scheduled Tribe (ST) categories, along with a breakdown by gender.

In the General category, the majority of males are employed in salaried positions, constituting 44% of the male workforce. This is indicative of a prevalent trend where individuals from the General caste, particularly males, often secure formal employment opportunities in various sectors. Conversely, females within the General category predominantly assume the role of homemakers, with 51% engaged in domestic duties. This gendered

occupational divide reflects traditional societal norms and expectations regarding gender roles and responsibilities within households.

For the SC group, occupational patterns demonstrate some deviations from those observed in the General category. Male representation in agricultural occupations is notably higher, with 16% engaged in farming activities. This trend likely stems from historical and socio-economic factors, including land ownership patterns and limited access to alternative employment opportunities. Additionally, a substantial proportion of SC females are also homemakers, mirroring gendered occupational roles prevalent in the General category. However, a significant percentage of SC males are also students (48%), indicating

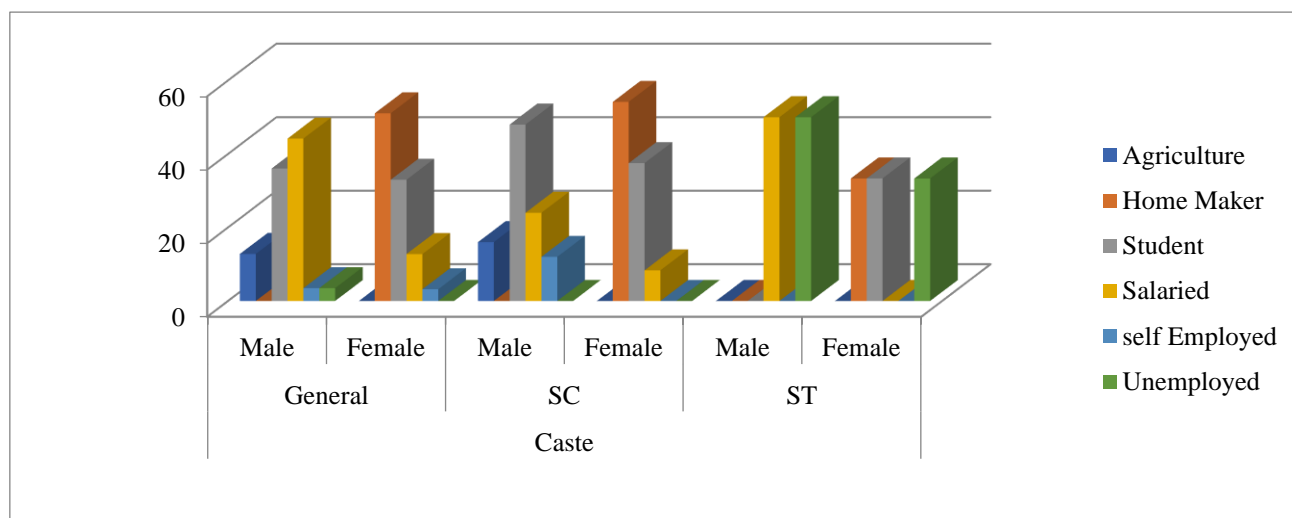
efforts towards educational advancement and skill development within this demographic.

In contrast, the ST group exhibits distinct occupational dynamics characterized by lower levels of formal employment and higher proportions of unemployment. Male representation in agriculture is prominent, reflecting reliance on traditional livelihood practices and limited access to alternative sources of income. Additionally, a considerable percentage of ST males are unemployed (50%), highlighting challenges related to underemployment and lack of economic opportunities within ST communities. ST females, similar to their SC counterparts, predominantly assume the role of homemakers, with 54% engaged in domestic responsibilities. Furthermore, a notable proportion of ST

females are students (38%), indicating aspirations for education and potential avenues for socio-economic mobility.

The disparities depicted in the table underscore the complex interplay of socio-economic, cultural, and structural factors influencing occupational choices and opportunities across different caste groups and genders. Persistent inequalities in access to education, employment, and resources contribute to the perpetuation of caste-based occupational hierarchies and gendered divisions of labor. Addressing these disparities necessitates multifaceted interventions aimed at promoting inclusive economic growth, enhancing educational opportunities, and challenging discriminatory norms and practices.

Fig No. 3: Caste & sex-wise Occupational Structure of Surveyed Households (in %)



Source: - Based on Table No. 3

Table No. 4 Common Problems of the Village (as per respondents)

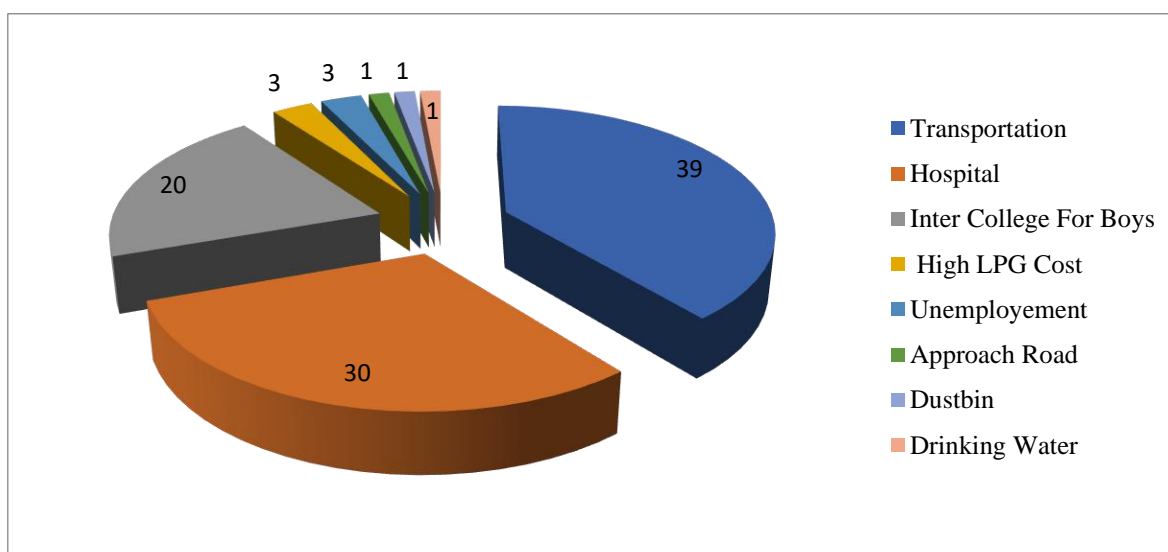
Common Problems of the Village (as per respondents)	Percentage of Respondents who Faced the problem
Transportation	39
Hospital	30
Inter College for Boys	20
High LPG Cost	3
Unemployment	3
Approach Road	1
Dustbin	1
Drinking Water	1
Total	100

Source: Based on Primary Data

The above table outlines the common problems faced by a village community, as reported by respondents, along with the percentage of respondents who identified each issue. Transportation emerges as the most prevalent problem, with 39% of respondents citing difficulties in this area. This suggests challenges in accessing reliable and affordable transportation services, which can hinder mobility and connectivity for villagers, impacting their ability to access essential services, employment opportunities, and educational institutions located in nearby towns or cities.

Following transportation, the lack of adequate healthcare facilities emerges as a significant concern, with 30% of respondents highlighting the issue of insufficient hospital infrastructure. This indicates potential barriers to accessing timely medical care and treatment, exacerbating health disparities and increasing the vulnerability of villagers to illnesses and emergencies. The absence of a nearby hospital can also result in increased travel distances and expenses for medical services, further burdening already marginalized communities.

Fig.4 Common Problems of the Village



Source: - Based on Table No. 4

Another notable issue identified by respondents is the absence of an inter-college for boys, with 20% expressing concerns in this regard. This highlights challenges in accessing quality higher education opportunities within the village or nearby areas, potentially limiting educational advancement and socio-economic mobility for young boys in the community. The lack of educational institutions catering specifically to male students may contribute to disparities in educational attainment and hinder efforts to empower and equip youth with the skills and knowledge necessary for personal and professional development.

While transportation, healthcare, and education-related issues dominate the respondents' concerns, the table also indicates several other challenges faced by the village community, albeit to a lesser extent. These include the high cost of liquefied petroleum gas (LPG), with only 3% of respondents identifying this as a problem. While seemingly less prevalent, the high cost of LPG can still pose a significant financial burden for households, particularly those reliant on clean cooking fuels for daily sustenance.

Similarly, unemployment emerges as a concern for 3% of respondents, indicating challenges in accessing stable and gainful employment opportunities within or near the village. Persistent unemployment can contribute to economic insecurity, poverty, and social unrest within the community, underscoring the need for initiatives aimed at promoting local economic development and livelihood generation.

Additionally, the table highlights issues related to infrastructure and basic amenities, including the condition of approach roads, availability of dustbins, and access to clean drinking water. Each of these concerns is reported by only 1% of respondents, suggesting relatively lower priority compared to other pressing issues such as healthcare and education. However, these infrastructural deficiencies can still impact the overall quality of life and contribute to environmental degradation, sanitation-related health risks, and waterborne illnesses, underscoring the importance of addressing these issues in holistic community development efforts.

V. CONCLUSION

The following conclusions were arrived at based on the findings of the current investigation. Given that, it has a larger population, the general caste here dominates with a share of more than 80% in practically every category. Less than a third of the village's population is literate up to the undergraduate level, and just 14% of Scheduled Caste members have completed their postgraduate degrees. Due to a lower ratio of homes, there is a marginal degree of literacy among Scheduled Tribes. Scheduled tribes do not participate in agricultural activities, compared to the fewer than 15% of households that were questioned that do, which is roughly the same percentage as for general and scheduled castes. Homemakers make up half of the female population in both general and scheduled castes, but just one-third of the female population in scheduled tribes. In each caste and gender, students make up the majority, accounting for one-third of the population, except scheduled castes and scheduled tribes, which have zero and over half of their population, respectively. Additionally, the data shed light on infrastructural deficiencies plaguing rural areas, ranging from inadequate transportation and healthcare facilities to basic amenities like clean drinking water and sanitation. These deficiencies impede access to essential services, exacerbate health disparities, and hinder economic development, perpetuating cycles of poverty and reinforcing inequalities within rural communities.

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