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LITERACY AND EDUCATIONAL ATTAINMENT - A STUDY

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Abstract:

Recognizing the value of education in terms of its role in social and economic change, national integration and as an important source for a transformation of system to relate it more closely to the life of people and reducing the problems of socio-economic inequalities among people, the education has always been accorded an important and honoured place in Indian society. Therefore, increasing emphasis should be provided to impart education among the socially and economically disadvantaged groups of population. The present study on "Literacy and Educational Attainment- A Study" is conducted in the Birbhum district of West Bengal. The sample consisted of 300 primary and upper primary school children of age group 6-14 years from different schools of the district.

KEY WORDS:

Litracacy, Educational, Attainment, Children etc.

INTRODUCTION

Literacy is intrinsic important in the life of human being. It is an instrument of empowerment, and awareness generation about social problems and development policies and programmes which transform lives of by enabling people to seek and demand better conations of life. The benefits of literacy are commonly supposed to accrue privately to the individual who becomes literate. These benefits are typically portrayed as intellectual or cognitive capabilities that literacy is said to generate and enhance. Once these capabilities are created, they are expected to act as a basis for certain changes in the behavior and personality of the literate individual. Effects on the individual are linked to the aggregate benefits that mass literacy brings to society as a whole, to its productive capabilities and its politics and culture. It is believed that mass literacy can take society to a new shape of development.

REVIEW OF RELATED LITERATURE

V. K. Ramachandran, M. Swaminathan and V. Rawal (2003) on the working paper "Barriers to expansion of mass literacy and primary schooling in West Bengal" examine the factors affecting literacy and access to school education in West Bengal, India, and reports the results of a binomial model estimated with primary data from ten villages of West Bengal. In the analysis of adult literacy, the significant variables were sex, caste and occupational status and village location. In the probit results for educational achievements of children of ages 6 to 16 years in the same villages, however, occupational status was not statistically significant. The results of the probit analysis of school enrolment among children in the age-group 6-16 years shows that The variables that emerge significant in explaining the probability of a child's being enrolled in schools are gender, caste and the literacy of a child's mother. As expected, girls have a lower probability of being enrolled in school than boys are. All three dummy variables representing castes

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and communities had negative coefficients that were significant at less than one per cent level of significance. This implies that the Dalit, Adivasi and Muslim children had a significantly lower probability of being in school than upper caste Hindu children.

Md. M.Khan and N. Khan(2013) on their research "An Outlook of Educational Attainment and Literacy in Rural India" points out that in rural India, the socio-economic conditions have largely constrained the process of education and the social inequalities of caste, class and gender have been identified as the major causes of educational deprivation among children in India. A large proportion of children from the economically poor and socially disadvantaged groups, especially girls, are either denied access or are failing to complete even five years of basic education. The goal of universal and compulsory education remains a challenge to achieve even after six decades of independence. Researcher tries to highlight the various aspects of education and state of literacy in Ambedkarnagar District in North India. Study also examined the rate of literates and illiterates by population and sex in various Community Development Block in general and scheduled castes and scheduled tribes population in particular. The distribution of villages by literacy rate range as well as according to the distance from the nearest statutory town and availability and non-availability of educational facility has also elaborated.

OBJECTIVES OF THE STUDY

To present the literacy scenario and educational attainment among the socially disadvantage children of age 6 – 14 years.

HYPOTHESIS

- 1.The educational attainment of the children varies from caste, gender, and community.
- 2.The literacy rate of the children is affected by different social constraints of the society.

METHODOLOGY

Population

The population is taken from the children of socially disadvantages groups of Birbhum district. (W.B. India).

Sample

The sample is taken from the age 6 - 14 years of children of school going and non – going children of Birbhum district. (W.B. India).

Tool used

The investigator himself prepared, self-developed Interview Schedule for the children, consisting of thirty (30) items or questions.

ANALYSIS AND INTERPRETATION OF DATA

Table 1. Literate in the family

		Frequency	Percent	Cumulative Percent
Valid	Yes	192	64.0	64.0
	No	108	36.0	100.0
	Total	300	100.0	

In the study of sample it is found that 64 per cent of the children responded that they have atleast one or two member literate in their families, where as 36 per cent of the children responded that they don't have any literate person in their families.

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Table 2. Literate in the family in relation to Community

			Community			Total
			Bengali	Bihari	Santal	
Literate in the family	Yes	Count	147	7	38	192
		% of Total	49.0%	2.3%	12.7%	64.0%
	No	Count	81	5	22	108
		% of Total	27.0%	1.7%	7.3%	36.0%
Total		Count	228	12	60	300
		% of Total	76.0%	4.0%	20.0%	100.0%

Table provides the information about the literate in the family in relation to community. It reveals that out of 228 (76 per cent) of Bengali community children 49 per cent found literate, out of 12 (4 per cent) of Bihari community 2.3 per cent found literate, where as out of 60 (20 per cent) of Santali community 12.7 per cent found literate.

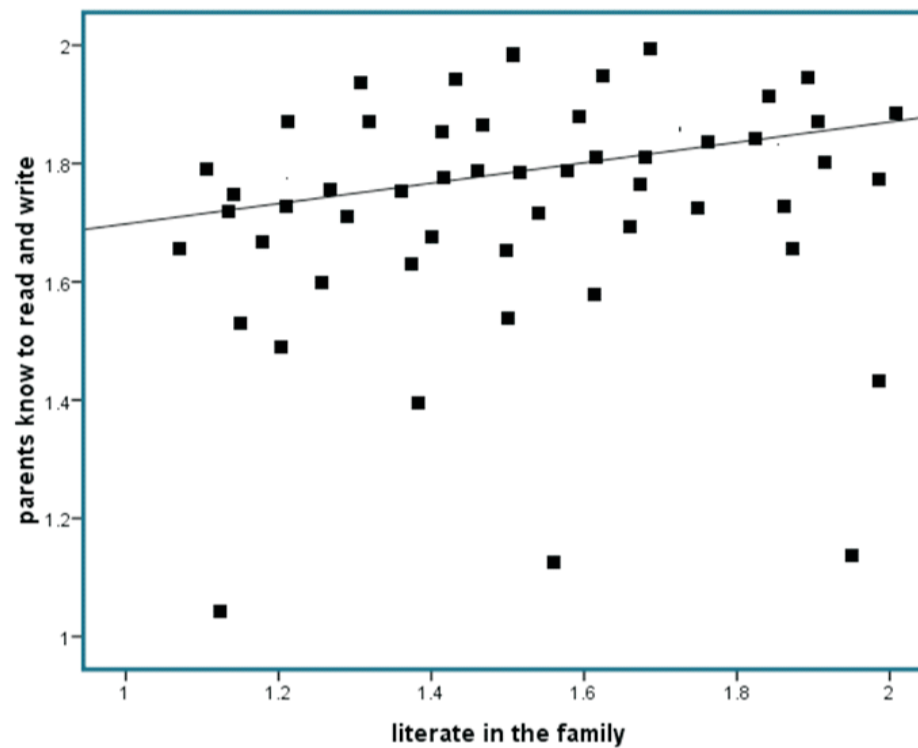
Table 3. Literate member in the family in relation to Sex

			Sex		Total
			Male	Female	
Literate in the family	Yes	Count	102	90	192
		% of Total	34.0%	30.0%	64.0%
	No	Count	48	60	108
		% of Total	16.0%	20.0%	36.0%
Total		Count	150	150	300
		% of Total	50.0%	50.0%	100.0%

Table provides the information about male and female literate member in the family. It is seen that 34 per cent of male and 30 per cent female member found literate in the family.

It is also found that in comparison to male (16 per cent), female (20 per cent) members are more illiterate in the family.

Figure 1. Correlations between parents know to read and write and literate member in the family



The frequency of literate member in the family and parents know to read and write have very weak correlation, $r(298) = .2, p < .001$.

There is very weak positive relationships between parents know to read and write and literate member in the family as shown in figure 1. If we increase in one variable correspond to increase in other variable. Therefore, we can conclude that if the literacy among the parents is increased then the literate members in the families will also increase or we can say that the variables have positive correlation.

MAJOR FINDING OF THE RESEARCH

High enrolment of school-age children has been found in the district. However, the enrolment of girls as against the boys is relatively lower. The educational attainment level of the children in an exclusive test has been found poor. Therefore, more serious efforts are required from the parents and teachers in the performance of the children.

CONCLUSION

The district is, thus, in the wake of the expansion of primary educational facilities and providing various kinds of incentives and infrastructural facilities so that each group of population, particularly the children of daily wage workers living in inaccessible and remote areas of the state may avail the educational facilities equitably and improve upon their socio- economic status and life style. The social objective of providing subsidized elementary education and increasing emphasis in its expansion in the district could enable this socio- economically most disadvantaged group of population to achieve the objective of primary education, resulting in considerable improvements in their socio- economic conditions through widening opportunity for better remunerative employment opportunities.

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