

ANALYSIS OF EDUCATIONAL ATTAINMENT: A CASE STUDY OF KALARAYERKUTHI MOUZA, COOCH BEHAR II BLOCK

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ABSTRACT

Education in its general sense is a form of learning in which the knowledge, skills, values, beliefs, and habits of a group or individual are transferred from one generation to the next through storytelling, discussion, teaching, training and or research. Generally, it occurs through any experience that has a formative effect on the way one thinks, feels, or acts. Education is mainly characterizes into formal education and informal education. With this background, in this paper an attempt has been made to explore the level of education and examine how it reflects the socio-economic condition of the people. This is a case study of the Kalarayerkuthi Mouza of Cooch Behar –II Block. The study is based upon both primary as well as secondary sources of data, primary data were collected through household level survey in 2013 and total sample size is 100 households. Secondary data are collected from Census of India and District Statistical Hand Book.

The finding of the study reveals that the study area has low level of education. In the study area, 71.90 per cent are total literate, 87.5 per cent are male and 51.61 per cent are female literate. Data also depicts that the difference between male and female literacy rate is very high. Majority of the educated people have primary and secondary levels of education. Level of higher education is very low in this area. Agriculture is the main occupation of the sample population, which reflects the low level of income.

KEYWORDS: Educational Attainment, Literacy Rate, Per Capita Income, Agriculture

INTRODUCTION

“Education is the manifestation of the perfection already in a man” – Swami Vivekananda. Education in its general sense is a form of learning in which knowledge, skills, and habits of a group of people are transferred from one generation to the next through teaching, training, research, or simply through auto didacticism(John Dewey, 1944). Generally, it occurs through any experience that has a formative effect on the way one thinks, feels, or acts. Education is mainly characterizes into formal education and informal education.

Educational attainment is defined as the highest level of education an individual has successfully completed. Another term typically used in the literature is highest ‘educational qualification’. Educational attainment distinguishes individuals on a vertical scale, i.e. educational attainment categories can largely (although often not entirely) be ordered hierarchically. It refers to an important direct outcome of education (Jenkins and Sabates, 2007), as opposed to the input (e.g. cognitive ability; effort), process (e.g. educational pathway taken, full-time or part-time study) or indirect outcomes of education e.g. income.

Education is essential for human emancipation and social development. It contributes to better health, higher productivity, greater income, human freedom, capability and esteemed living, increased participation in community life. Education is the single best development investment and a powerful investment to develop an economically prosperous society (Human Development Report, 2009, South 24 Pargana). The long term social and economic return from education is enormous. Education, as articulated in National Policy on Education (1986), is a “dynamic, cumulative, life long process providing diversity of learning opportunities to all segments of society.”

The process of education and attainments thereof has an impact on all aspects of life. It captures capability of acquiring knowledge, communication, and participation in community life. It alters an individual's and even community's collective perceptions, aspirations, goals as well as the ability and the means to attain them (Human Development Report, 2009, South 24 Pargana). Literacy is a part of education. Every educated person is a literate but every literate is not an educated person.

Education is considered a tool of empowerment and building of human capabilities. Education, particularly elementary education, is therefore viewed as important input in the development of a society. In summary, education is important in five distinct ways (Dreze and Sen 1995):

- Intrinsic importance
- Instrumental personal role.
- Instrumental social role.
- Instrumental process role.
- Empowerment and distributive role.

OVERVIEW OF LITERATURE

Eric, H. A., W. Ludger (2012) examined the role of education in promoting economic well-being, with a particular focus on the role of educational quality. It concludes that there is strong evidence that the cognitive skills of the population rather than mere school attainment are powerfully related to individual earnings, to the distribution of income, and to economic growth.

Rana, K. *et al.* (2003) studied that primary education in West Bengal, as all over the country, suffers from many deficiencies including problems of infrastructure, shortage of schools, shortage of teachers, the financial handicap of the parents, and so on. Kingdon, G.K. (2002) tried to show the social and the economic benefits of female education in the Babi and Baha'i religions and considers the pathways through which women's schooling leads to social gains. Lakshmi, G. R. *et al.* (1986) attempted to study the effect of occupation, education and economic status of couples on fertility. Occupation of husband is also a determining factor for control of fertility. The study corroborates the findings that age at marriage and educational level of spouses play an important role for reducing fertility. It was also observed that the increase in educational level tends to increase the age at marriage and thus reducing the chance of exposure to fertility. Basant, R. (2012) studied that as compared to other religions, Muslims have a higher perception of unfairness and this sense of discrimination is especially high in the employment and education spaces. Participation of Muslims is relatively low in the education space but has improved in recent years.

Kumar, S.A. (2014) revealed that the quality society can be produced only through quality education provided through universities and other degree awarding institutions. The mechanism should pay attention on refining diversifying, and upgrading higher education and research programmes. Kainuwa, A. *et. al.* (2013) studied the influence of parent’s socio-economic status and education background on their children’s education in Nigeria. This paper also reflects that how socio-economic status and educational background of the parents affects the education of their children; examine the role of parent’s socio-economic status and their educational background on the educational process of their children.

Data Source and Methodology

The present research paper is based on both primary and secondary data. Primary data have been obtained from the household survey which was conducted during February, 2013. The secondary data were collected from Census of India, various published and unpublished records of government and nongovernment organisations, block office, Panchayat office.

Systematic random sampling technique is applied to select the households in this sample village for collecting the information from the respondents. Percentage method is used to analyse the data and side by side various diagrams are drawn to show the pictorial representation of the data with many statistical method.

Background of Study Area

Cooch Behar is one of the five districts of Jalpaiguri Division with an irregular triangle shape. The district occupies 12th position in the state in respect of its size. It lies in the south of Jalpaiguri district beyond the hilly terrain of Himalayan belt and geographically forming a part of region of West Bengal. It is the home of many district-level and divisional level offices. Hence, the economy is solely agriculture dependent. The industrial sector is not yet fully developed due to lack of proper infrastructure.

The district lies between 25°57’40” and 26°32’20” North latitude and between 88°47’40” and 89°54’35” East longitude. The district is surrounded by Jalpaiguri District in the North, Goalpara District of Assam and Rangpur district of Bangladesh in the East and International Boundary of Bangladesh in South & West. Village Kalarayerkuthi is located in Block Cooch Behar-II.

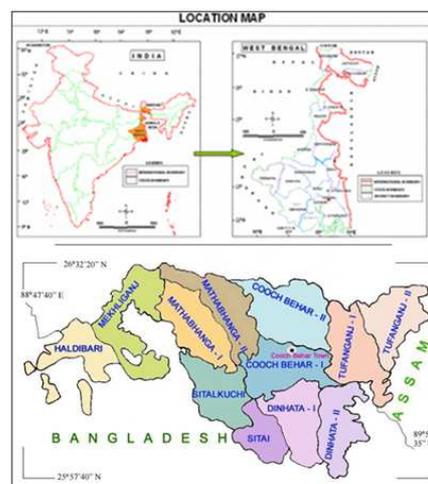


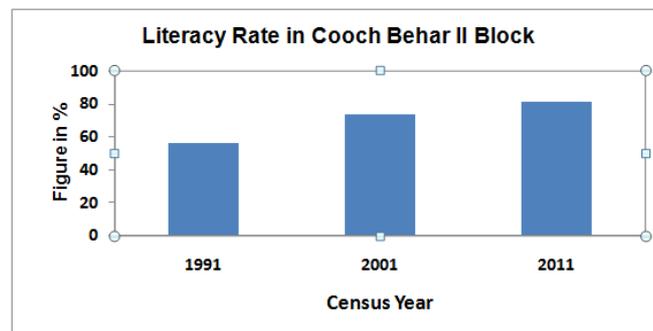
Figure 1

Table 1: Trends of Population in Cooch Behar II Block (1991, 2001 & 2011)

Year	Population (in Number)
1991	256851
2001	297984
2011	343901

Source: Census of India, 1991, 2001 and 2011.

Table 1 shows the total population of Cooch Behar II Block in 1991 to 2011 Census. In 2001 census, the population of this block is 2, 97,984 and in 2011, the population is 3, 43,901. The population growth rate in 1991-2001 Census is 16.01% and 2001-2011 Census is 15.40% of this block.

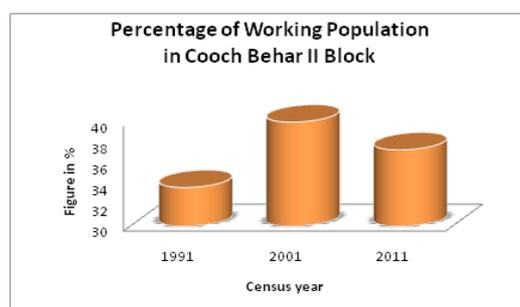


Source: Census of India, 1991, 2001 and 2011.

Figure 2

Literacy is an index of human development and quality of human life. Poor literacy hinders economic development and in case of females even hinders their empowerment and advancement, progress of family planning programmes. The table and figure 2 shows the literacy rate of Cooch Behar II block (1991, 2001 & 2011). In 1991 the literate population is 56.45% and 73.89%, 81.39% Literate population in year 2001 & 2011 respectively. It reveals that there have been sharp rise in literacy rate in Cooch Behar II Block.

Figure 3 shows the percentage of working population in Cooch Behar II Block. In 1991 census, the working population was 33.71% and it becomes 39.98% in 2001. But in 2011 census (37.31%) it shows the slight declining of working participation in this Block.



Source: Census of India, 1991, 2001 and 2011.

Figure 3

Education Scenario of the Study Area

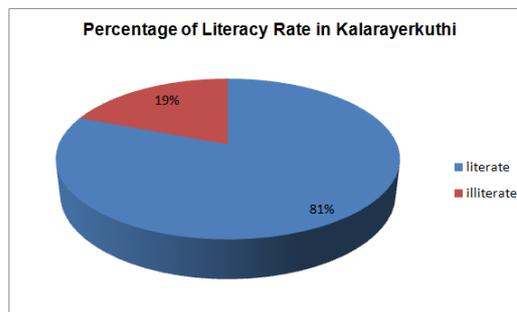
Every issue that our society faces is like a link of a chain. Each issue is connected to another, either directly or indirectly. The chain of issues in this society that we live in, the strongest link of that chain is education. Education helps to remove such problems like poverty unemployment, occupation, child labour, female foeticide, population burst and many more. Spread and diffusion of literacy is generally associated with essential trait of today’s civilization such as modernization, urbanization, industrialization, communication and commerce. World Bank studies have established the direct and functional relationship between literacy and productivity on the one hand and literacy and the overall quality of human life on the other.

Table 2: Trends of Population in Kalarayerkuthi Grampanchayat

Census Year	Population (in Number)
1991	14436
2001	17240
2011	20739

Source: Census of India 1991, 2001 and 2011.

Table 2 reveals that the total population of the village is 17240 in 2001. The population was 14436 in 1991 Census. The population growth rate is 19.42% and 20.29% during 1991-2001 and 2001-2011 decade respectively. The growth rate is moderate.



Source: Census of India, 2011.

Figure 4

Figure 4 shows the difference of the literacy structure of population of Kalarayerkuthi Mouza. 80.88 % people of the Mouza are literate where 19.12 % people are illiterate. The share of population pursuing higher education is very low. The village has no engineering, medical and technical college except one agricultural University.

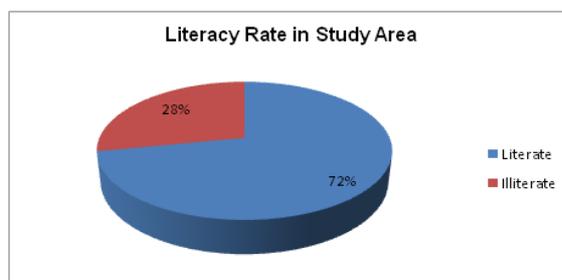


Figure 5

Figure 5 shows the literacy rate in Kalarayerkuthi Mouza. The percentage of literate is 71.90 and the percentage of illiterate is 28.10. It reveals the good literacy rate of sample population to compare the total population of the village.

The first and foremost problem is the lack of infrastructure. There is only one college which is 15 km difference from the village. Besides that the poor socio-economic structure is hampering the development of study area and the outcome is poverty. Early marriage of girls as well as boys is the constraint for continuing education. Going towards outer for work of boys is the factor of low education status.

Majority are educated up to secondary level. Out of 100 households 30.63% population are attained education till primary, 42.48% are in secondary, 9.8% are in higher secondary, 11.11% are graduate level (also pursuing graduate) and 6.63% are post graduate level. In this village, there are two high schools for pursuing secondary and high secondary education. The ratio of teacher-pupil is 1:35. The block has no general college. Above figure depicts that the education level in Kalarayerkuthi village is quite moderate.

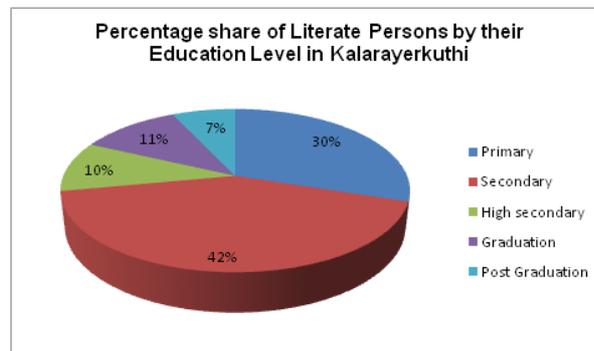


Figure 6

Table 3: Gender Wise Educational Composition of Population in Kalarayerkuthi

Level of Education	Primary	Secondary	High Secondary	Graduate	Post Graduate
Male	28.58	40.65	13.18	12.09	5.50
Female	32.23	45.20	4.84	9.67	8.06

Source: Primary Survey, 2013.

Table 3 shows gender wise variation in the composition of the population by levels of education. Here the figure shows that the highest concentration of education is in secondary level. In case of male literate, 28.58% are obtained primary education, 40.65% are secondary education, 13.18% are obtained high secondary education and 17.59% are graduates or in post graduate level. In case of female literate, 32.23% are obtained primary education, 45.20% are secondary education, 4.84% are obtained high secondary education and 17.73% are graduates or in post graduate.

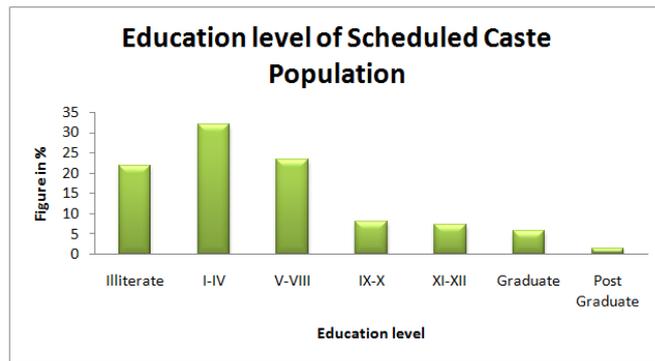


Figure 7

Figure 7 shows the education level of SC population. Among 448 sample population SC population is 168. In case of SC population 21.9% people are illiterate. 32.12% people have only primary education. 23.36 % people are only eight passed. The graduate population among SC is 5.84%. From this information we can say that the condition of education level of SC community is also poor.

Table 4: Education Level Among Below Poverty Level (BPL) Population In Sample Area

Education Level	Percentage
Illiterate	26.03
I-IV	35.62
V-VIII	28.77
IX-X	5.48
XI-XII	2.74
Graduate	1.36
Post Graduate	0

Source: Primary Survey, 2013.

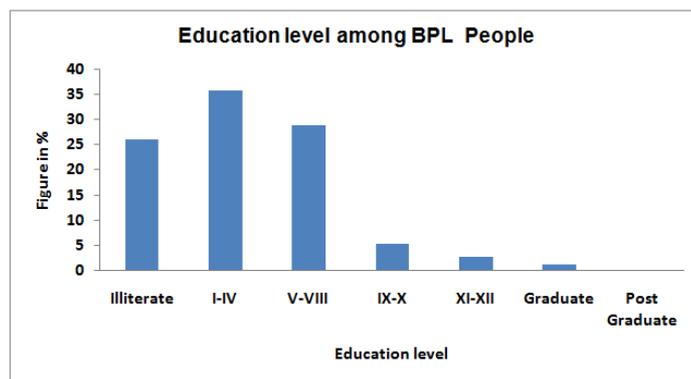


Figure 8

Table 4 & Figure 8 shows the education condition of BPL population. Among the total 448 population, BPL population is 180. In this village illiterate population among BPL is 26.03%. 35.62% people have only primary education. It indicates that the education level in BPL people is very poor. Only 1.36% people are graduate level. The share of secondary education is also low among the BPL people. From the above figure we can easily say that the education level in BPL population is so poor.

Table 5: Influence of Education on Occupation

Occupational Structure	Level Of Education			
	Illiterate	I-IV	V-XII	Graduate & Above
Cultivator	58.33	25	16.67	0
Agricultural Labour	42.3	34.62	23.08	0
Household	12.5	33.33	54.17	0
Other	0	12.82	48.72	38.46

Source: Primary Survey, 2013.

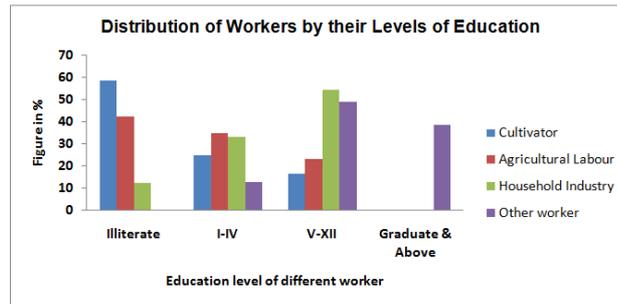
**Figure 9**

Table 5 & Figure 9 show the linkage of education and occupation in kalarayerkuthi village. In case of cultivator the share of illiterate population is highest(58.33%).42.3% illiterate population & 34.62% primary level population are engaged as agricultural labour.38.46% graduate people are engaged as others worker.

Table 6: Monthly per Capita Income of Working Population by Their Level of Education

Education Level	Monthly Per Capita Income(Rs.)
Illiterate	4000
I-IV	4200
V-VIII	5000
IX-X	7000
XI-XII	7600
Graduate	10500
Post Graduate	13000

Source: Primary Survey, 2013.

Table 6 shows the different monthly income of working people in different education level. This line graph show that the increase of education level is causes of increase of income level. This table show that the per capita income of illiterate population is Rs. 4000, where the per capita income of post graduate population is Rs. 13000.The high skill & educated labour is needed for service sector.

CONCLUSIONS

The above discussion reveals that the village has quite poor education quality. Literate population of the study area is 71.90% and illiterate population is 29.10%. 87.5% male population are literate and 51.61% female population are literate. The maximum population (73.11%) have attained education up to primary and secondary level. Only 6.63% people are post graduate. In case of graduation level only 35.30% female are graduate and 64.7% male is Graduate.

On the basis of above discussion we can say that the difference between male and female literacy rate is

maximum. The maximum people have only primary and secondary education. Higher education is lower in this area. The technical education among the people is rare seen. Girls get married early in this area is one of the reasons behind the lower level of education among women. Also the financial crisis is behind for the low level of education among boys. And boys go out for earning at early age.

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