

Literacy: A Parameter In Disparity – A Case Study Of South 24 Parganas District, West Bengal, India

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Abstract: Literacy level is a reflection of the socio-economic condition and the cultural environment of a region. It is directly related with the endeavour to be wellbeing in today's societal periphery. The districts of West Bengal in India satisfy the requirements of education with a high variation as per their accessibility and nearness to the municipal hub or requisite institutions. Again the fertile soil cover and the ease of earning livelihood pattern often retard the necessity and urge to be educated. All though having many more constraints to attain high education level the South 24 Parganas districts is gaining ever-increasing rates of literacy level in recent decades. The present study has tried to make a relationship between the workers and non-workers both by the components of main and marginal types and male and female population.

Keywords: Constraints, Decadal, Education, Literacy rate, Population growth

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I. INTRODUCTION

Literacy status of a region bears the imprints of natural setting as well as the status of wellbeing in general. Although it is also guided by a multiplicity of factors such as the connectivity, peripheral atmosphere, consciousness, economic and cultural influence cause a havoc to raise the level of literacy among the rural population. The district of South 24 Parganas have been facing the problems of huge gap in literacy level among the male-female and worker and non-worker groups. The present study attempts to make a spatial analysis about the discrepancy in literacy rate with relation to the number and nature of school and school-dropout and the probable causes therein. It will be helpful to show the picture at a glance in the direction of mitigating the inherent problems behind the scene.

II. STUDY AREA

South 24 Parganas is the southernmost district of the West Bengal. It is occupying southern part of the Bengal Delta facing the Bay of Bengal. The district lies between 21°29'0" North and 22°33'45" North latitudes and 88°3'45" East and 89°4'50" East longitudes. South 24 Parganas was part of the undivided 24 Parganas. On 1st March 1986, 24 Parganas was divided into two separate districts mainly for administrative convenience. The northern part became known as North 24 Parganas and the southern part as South 24 Parganas [1]. The district presently has thirty two Police Stations and twenty nine Community Development Blocks (C.D. Block). Total area covered by the district is 9,960 square kilometres.

III. OBJECTIVES

The objectives of the study include the followings:

- To bring out the spatial variation of literacy among different C.D. Blocks of South 24 Parganas
- To show the gap between growth of population and literates and male-female gap in literacy rate of the district
- To highlight the scenario of school of South 24 Parganas
- To analyze the problems related to the literacy and its outcome in the district

IV. METHODOLOGY

The entire study is based on the census data (1991, 2001, and 2011), Human Development Report (2009), report on *Sarba Siksha Abhiyan* (SSA) of West Bengal (for South 24 Parganas district, 2017) and other Government publications [2] [3] [4] [5] [6] [7] [8]. All the collected relevant data were analyzed using statistical techniques and relevant cartographic representations.

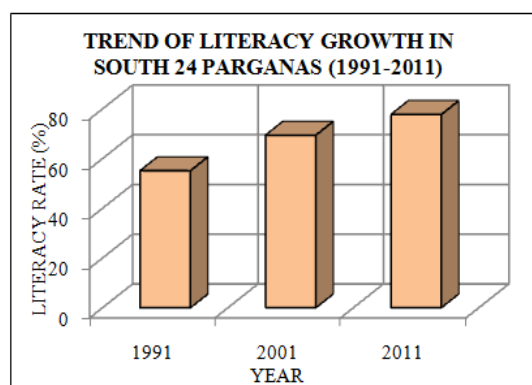
V. LITERACY STATUS

South 24 Parganas is the 8th ranking district in terms of literacy rate (78.57%) in West Bengal according to 2011 census. During the last three decades the literacy rates have been improved in the study area. Out of the total population (excluding 0-6 age group population), the literacy rate has increased to 55.10% in 1991 from 70.16% in 2001 and 77.51% in 2011 (Table 1). The male and female literacy rates for 2011 are 83.35% and 71.40% respectively (Fig. 1). South 24 Parganas district was the second most populous district of West Bengal with a total population of 81,61,961 in 2011. According to the Census of India, the total population of the district was 57,15,030 and 69,06,689 in 1991 and 2001 respectively (Fig. 2). According to the Census of 2011, the literacy rate (total, male and female) of South 24 Parganas district became above the state (West Bengal) averages (Table 1).

Table 1: Literacy Rate (excluding 0-6 population) in the state and the district

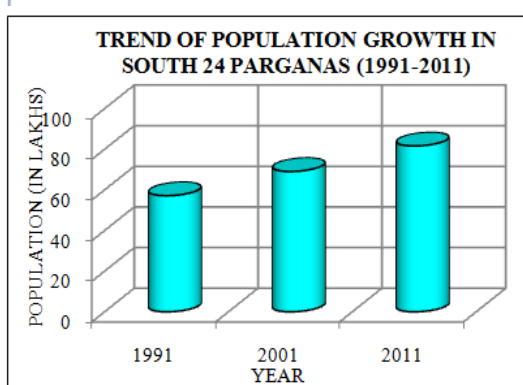
State / District	Literacy rate (excluding 0-6 population) in percentage											
	1991			2001			2011			Change during 1991-2011		
	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female
West Bengal	57.70	67.81	46.56	69.22	77.58	60.22	76.26	81.69	70.54	19.06	13.88	23.98
South 24 Parganas	55.10	68.45	40.57	70.16	79.89	59.73	77.51	83.35	71.40	22.41	14.90	30.83

Source: Census of India 1991, 2001, 2011 and Human Development Report, 2009



Source: Census of India 2011 and Human Development Report, 2009

Fig. 1



Source: Census of India 1991, 2001, 2011

Fig. 2

Among the districts, Thakurpukur Mahestala has the highest literacy rate of 74.97% of its total population in 2011, mostly due to its urban dominance and nearer to Kolkata city whereas Canning - II has the lowest literacy rate of 55.07% partly ascribed to its geographical location and economic resource base. Sagar C.D. Blocks exemplified the highest literacy rate of 77.87% in 2001. In case of Canning II, the literacy rate was increased to 33.32% in 1991 from 52.36% in 2001 (Table 2).

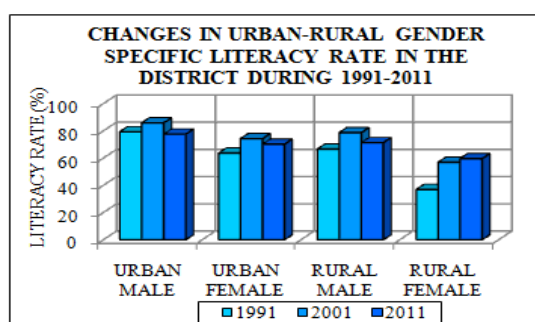
It is also evident that, the districts with highest and lowest decadal growth rate of population, i.e. Sonarpur (31.33%) and Gosaba (10.67%) respectively, are simultaneously the regions with lowest and highest literacy rate. It establishes the fact that population growth rate is inversely related to literacy rate. Due to urban dominance and nearer to Kolkata, Thakurpukur Mahestala, Sonarpur and Baruipur indicate high population growth rate and high literacy rate. According to the Table 2, during to the last three decades the lowest literacy rate (person, male and female) found in Canning II and the highest literacy rate found in Sagar, Namkhana, Sonarpur and Thakurpukur Mahestala. Canning - II, Basanti, Joynagar - II and Kultali are backward C.D. Blocks in so far the as the education level is concerned of the study area. Gender gap in literacy as per census estimate of 2011 is at least 17.08% in Kultali (Table 2).

Table 2: Literacy rate in South 24 Parganas (1991-2011)

Sl. No.	C.D. Blocks	Literacy rate (%)								
		1991			2001			2011		
		Person	Male	Female	Person	Male	Female	Person	Male	Female
1	Thakurpukur Mahestala	61.14	72.19	48.94	75.36	82.62	67.64	74.97	78.85	70.99
2	Budge Budge - I	58.39	68.58	47.30	74.54	82.05	66.28	71.55	75.56	67.36
3	Budge Budge - II	57.41	68.52	45.39	73.30	80.98	64.94	70.49	74.64	66.11
4	Bishnupur - I	53.26	67.85	37.50	72.10	82.71	60.72	69.23	75.16	63.04
5	Bishnupur - II	59.00	70.81	46.23	74.27	82.62	65.39	72.51	77.09	67.72
6	Sonarpur	62.25	73.09	50.08	71.16	80.47	61.40	71.37	76.74	65.76
7	Bhangar - I	43.90	56.97	29.89	61.57	70.59	52.04	61.74	66.08	57.17
8	Bhangar - II	44.82	56.27	32.44	66.52	73.88	58.57	63.94	67.12	60.55
9	Canning - I	42.81	59.21	25.38	61.23	73.24	48.53	60.46	66.79	53.90
10	Canning - II	33.32	48.25	17.60	52.72	64.43	40.35	55.07	60.56	49.38
11	Baruipur	54.54	67.63	40.31	69.77	78.79	60.09	67.63	72.65	62.38
12	Magrahat - I	52.86	65.63	38.98	68.35	78.49	57.50	63.28	68.08	58.23
13	Magrahat - II	50.99	66.17	34.52	67.72	78.38	56.32	67.20	72.65	61.44
14	Falta	59.68	73.03	45.27	72.61	81.98	62.57	68.29	73.50	62.84
15	Diamond Harbour - I	56.48	70.11	41.71	67.81	77.17	57.69	65.26	69.99	60.30
16	Diamond Harbour - II	58.59	71.20	45.13	71.20	79.91	62.04	67.48	71.86	62.89
17	Kulpi	52.01	67.91	35.04	68.38	79.85	56.16	64.99	70.48	59.25
18	Mandirbazar	51.50	68.10	33.60	66.40	78.27	53.68	65.34	71.43	58.90
19	Mathurapur - I	51.79	68.42	33.93	66.00	77.88	53.19	63.37	69.25	57.19
20	Mathurapur - II	52.87	69.44	34.67	68.94	81.03	55.85	68.46	74.95	61.56
21	Jaynagar - I	51.26	66.78	34.35	66.67	78.01	54.40	63.08	69.08	56.76
22	Jaynagar - II	41.81	59.44	22.80	60.09	72.99	46.21	58.96	65.66	51.96
23	Kultali	41.16	58.93	22.01	60.81	74.90	45.56	58.55	66.86	49.78
24	Basanti	39.88	54.63	24.13	58.12	70.12	45.48	58.02	64.36	51.46
25	Gosaba	53.61	67.69	38.47	69.67	81.39	57.43	70.07	76.75	63.09
26	Kakdwip	52.14	67.22	36.14	71.35	82.22	59.86	68.34	74.05	62.37
27	Sagar	65.05	79.62	49.61	78.92	88.87	68.31	73.80	79.52	67.69
28	Namkhana	62.24	77.39	46.30	79.38	89.55	68.69	75.54	80.68	70.19
29	Patharpratima	54.15	69.67	37.80	73.44	84.99	61.31	71.71	77.36	65.82
Standard Deviation		7.52	6.78	8.74	6.03	5.29	7.21	5.23	4.93	5.73
Co-Efficient of Variation		14.35	10.19	23.56	8.79	6.70	12.53	7.86	6.85	9.41

Source: Census of India 1991, 2001, 2011 and Human Development Report, 2009

There is a prominent difference in terms of male and female literacy rate between urban and rural scenario (Fig. 3). Female literacy rate during this period (1991-2011) had increased about 23%. During 1991-2001 the female literacy rate increased 20.43% and during 2001-2011 it was increased to 3.38%. On the other hand, during 1991-2001 the male literacy rate was increased 12.33% but during 2001-2011 it was decreased to 6.92% (Fig. 4). So, the female literacy rate has rapidly increased in the study area than that of male literacy rate.



Source: Census of India 2011 and Human Development Report, 2009

Fig. 3

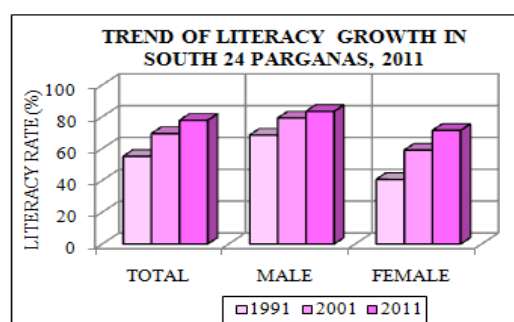
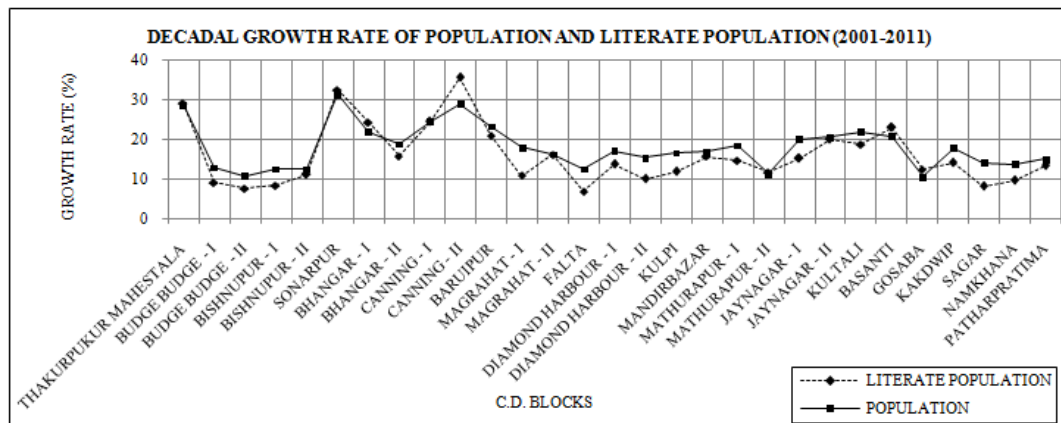


Fig. 4

VI. DECADAL GROWTH OF TOTAL AND LITERATE POPULATION

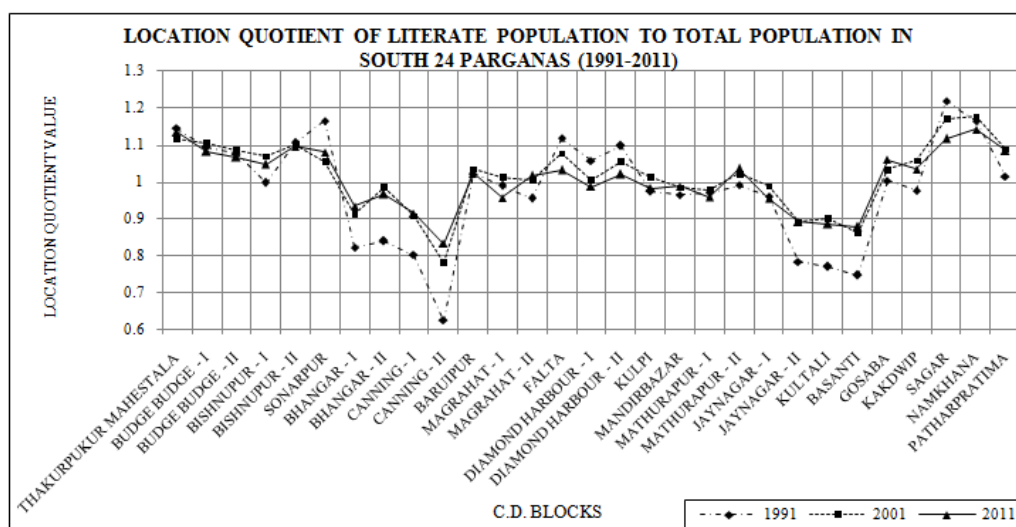
The gap between population growth rate and literate population rate is large for Magrahat I and Canning II. It is evident that, in Magrahat I, population growth rate (18.03%) is greater than literate population rate (10.91%) and the difference is +7.121% (Fig. 5). On the other hand, in Canning II, literate population rate (35.52%) is greater than the population growth rate (28.86%) and the difference is -6.66% (Table 3). It is also clear that, the decadal growth rate of population (2001-2011) has been highest for Sonarpur (31.33%) and lowest for Gosaba (10.67%), while the decadal growth rate for literate population (2001-2011) is highest for Canning II (35.52%) and lowest for Falta (6.94%).



Source: Computed by the author from the Reports of the Census of India 1991, 2001, 2011 and Human Development Report, 2009

Fig. 5

To measure the relationship between literate populations with respect to total population of different C.D. Blocks of South 24 Parganas districts the Location Quotient Method was used [9]. Namkhana indicates very high concentration of literate population and Canning - II indicates very low concentration of literate population (Fig. 6).



Source: Computed by the author from the Reports of the Census of India 1991, 2001, 2011 and Human Development Report, 2009

Fig. 6

VII. DISCREPANCY IN MALE-FEMALE LITERACY RATE

Real performance of the districts is suggested from the gap in male-female literacy rate as all other developmental issues and demographic attributes are greatly influenced by this. From Table 3 it is clear that, gap in male-female literacy rate in Kultali has remained high due to physical remoteness and social characteristics of the population group, whereas the urbanized C.D. Blocks like Thakurpukur Mahestala, Sonarpur has the minimum gap in male-female literacy rate in 1991, 2001 and 2011.

There is also one positive challenge for the districts regarding the abridgement of the male-female literacy gap. In this context Namkhana stands out as the only district with remarkably high (10.23%) reduction in gender specific literacy gap between 1991 and 2001. During 2001-2011, Jaynagar - II shows high (13.08%) reduction in gender specific literacy gap (Table 3). The C.D. Blocks where total literacy rate low shows a lower trend of reduction in the gender literacy gap.

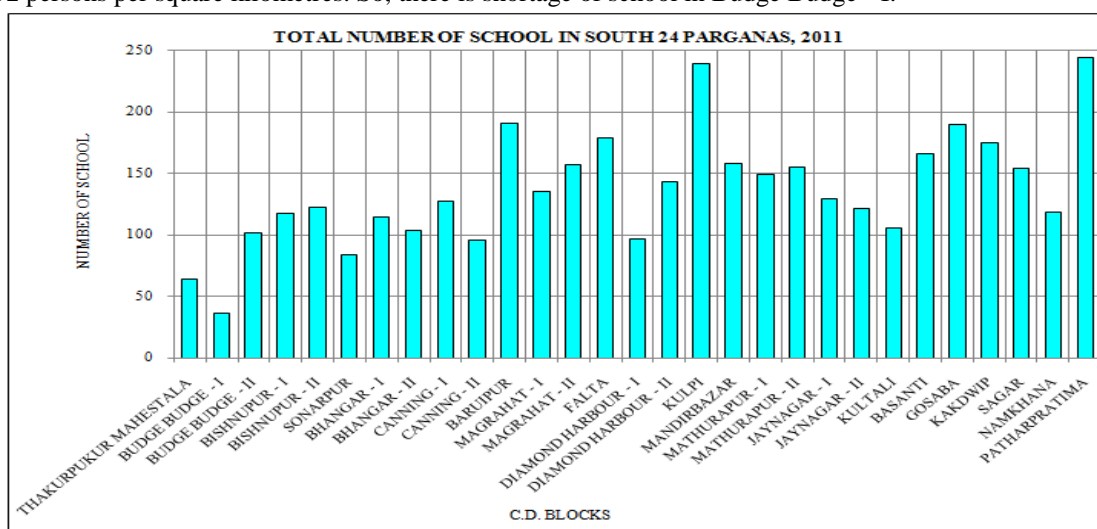
Table 3: Gap in literacy rates (gender specific) in South 24 Parganas

Sl. No.	C.D. Blocks	Male-Female literacy rate gap (%)			Gap reduction (%)		Growth rate (%) 2001-2011	
		1991	2001	2011	1991-2001	2001-2011	Literate population	Population
1	Thakurpukur Mahestala	23.25	14.98	7.86	8.27	7.12	29.03	28.71
2	Budge Budge - I	21.28	15.77	8.20	5.51	7.57	9.26	12.97
3	Budge Budge - II	23.13	16.04	8.53	7.09	7.51	7.76	10.77
4	Bishnupur - I	30.35	21.99	12.12	8.36	9.87	8.37	12.60
5	Bishnupur - II	24.58	17.23	9.37	7.35	7.86	11.14	12.53
6	Sonarpur	23.01	19.07	10.98	3.94	8.09	32.50	31.33
7	Bhangar - I	27.08	18.55	8.91	8.53	9.64	24.31	21.92
8	Bhangar - II	23.83	15.31	6.57	8.52	8.74	15.75	18.85
9	Canning - I	33.83	24.71	12.89	9.12	11.82	24.51	24.57
10	Canning - II	30.65	24.08	11.18	6.57	12.90	35.52	28.86
11	Baruipur	27.32	18.70	10.27	8.62	8.43	21.03	23.24
12	Magrahat - I	26.65	20.99	9.85	5.66	11.14	10.91	18.03
13	Magrahat - II	31.65	22.06	11.21	9.59	10.85	16.21	16.27
14	Falta	27.76	19.41	10.66	8.35	8.75	6.94	12.57
15	Diamond Harbour - I	28.40	19.48	9.69	8.92	9.79	13.83	17.10
16	Diamond Harbour - II	26.07	17.87	8.97	8.20	8.90	10.14	15.47
17	Kulpi	32.87	23.69	11.23	9.18	12.46	11.93	16.66
18	Mandirbazar	34.50	24.59	12.53	9.91	12.06	15.74	16.88
19	Mathurapur - I	34.49	24.69	12.06	9.80	12.63	14.81	18.50
20	Mathurapur - II	34.77	25.18	13.39	9.59	11.79	11.74	11.38
21	Jaynagar - I	32.43	23.61	12.32	8.82	11.29	15.19	20.11
22	Jaynagar - II	36.64	26.78	13.70	9.86	13.08	20.02	20.57
23	Kultali	36.92	29.34	17.08	7.58	12.26	18.71	21.84
24	Basanti	30.50	24.64	12.90	5.86	11.74	23.07	20.86
25	Gosaba	29.22	23.96	13.66	5.26	10.30	12.49	10.67
26	Kakdwip	31.08	22.36	11.68	8.72	10.68	14.16	17.82
27	Sagar	30.01	20.56	11.83	9.45	8.73	8.24	14.22
28	Namkhana	31.09	20.86	10.49	10.23	10.37	9.68	13.82
29	Patharpratima	31.87	23.68	11.54	8.19	12.14	13.39	15.06

Source: Computed by the author from the Reports of the Census of India 1991, 2001, 2011 and Human Development Report, 2009

VIII. SCHOOL SCENARIO

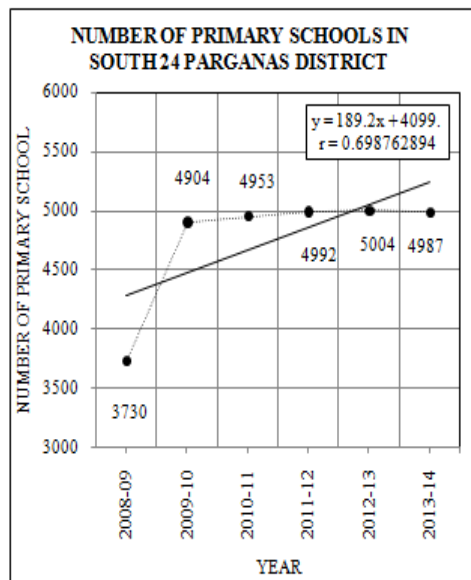
Government of West Bengal already takes initiative to increase number of school all over the districts. The total number of school is increased year by year. In Figure 7, maximum number of school found in Patharpratima (244) followed by Kulpi (239). On the other hand, there are only 36 school in Budge Budge - I mainly because of its small areal extension but due to urban agglomeration, the density of population is high 4252 persons per square kilometres. So, there is shortage of school in Budge Budge - I.



Source: SSA, South 24 Parganas Report, West Bengal, 2011

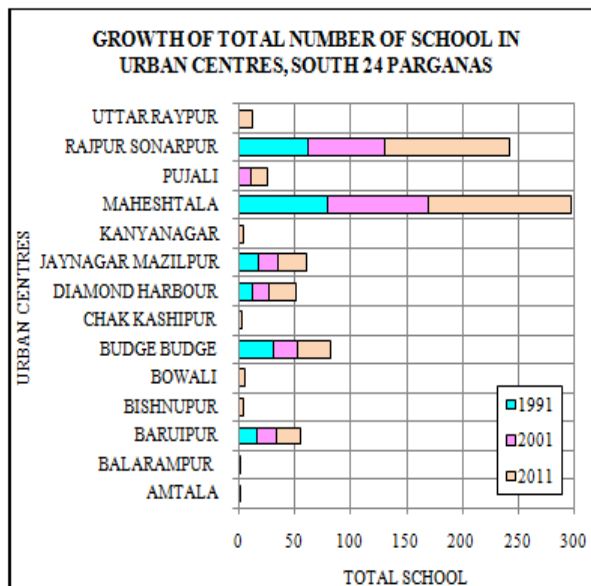
Fig. 7

The total number of primary school increased day by day in the study area. Maximum changes occur in the session 2008-09 the total number of school was 3730 which was increased to 4904 in 2009-10 (Fig. 8). Table 4 clearly shows that, maximum (128) number of school found in Maheshtala (urban centre). On the other hand, urban centres like Amtala, Balarampur, Chak Kashipur, Bishnupur and Kanyanagar the total number of school is very low (Fig. 9).



Source: SSA, South 24 Parganas Report, West Bengal, 2017

Fig. 8



Source: SSA, South 24 Parganas Report, West Bengal, 2017

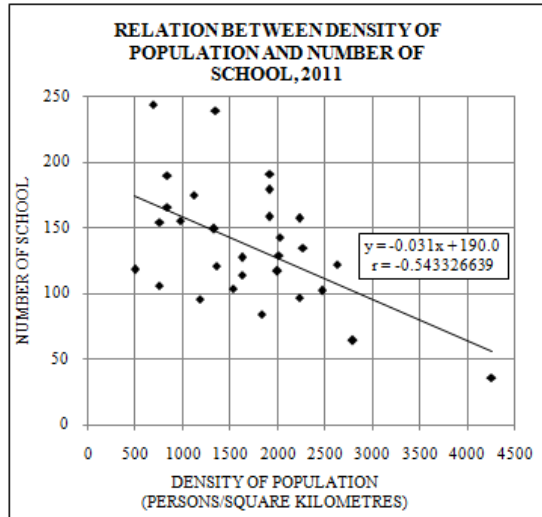
Fig. 9

Table 4: Total school, average population and area served by school in urban centres, South 24 Parganas

Urban centres	Total school			2011			
	1991	2001	2011	Area (Sq. K.M.)	Population	Area served (Sq. K.M.)	Population served
Amtala			2	1.53	8765	0.765	4383
Balarampur			2	1.43	5251	0.715	2626
Baruipur	17	17	21	27.94	117312	1.330	5586
Bishnupur			4	1.04	4703	0.260	1176
Bowali			6	3.62	10968	0.603	1828
Budge Budge	32	21	30	9.06	76837	0.302	2561
Chak Kashipur			3	1.59	12035	0.530	4012
Diamond Harbour	12	16	23	10.36	41802	0.450	1817
Jaynagar Mazilpur	18	18	25	5.85	25922	0.234	1037
Kanyanagar			4	1.80	10823	0.450	2706
Maheshtala	80	90	128	44.18	448317	0.345	3502
Pujali		11	15	8.32	37047	0.555	2470
Rajpur Sonarpur	63	68	111	49.26	424368	0.444	3823
Uttar Raypur			12	5.32	23084	0.443	1924

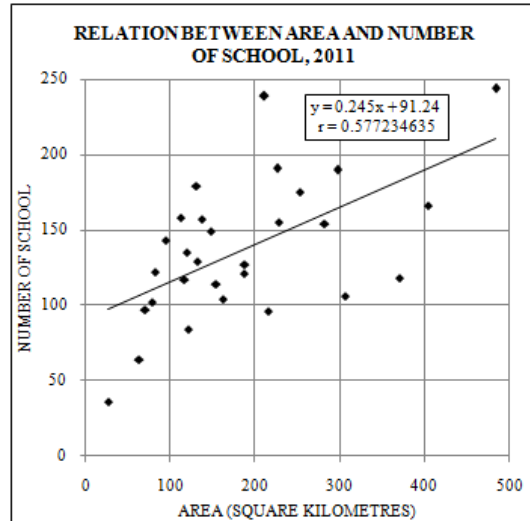
Source: Computed by the author from the Reports of the Census of India, SSA, South 24 Parganas Report, West Bengal, 2017

To show the relationship between density of population, area and number of school the Least Square Method have been used [10]. There is a negative relation between density of population and number of school, the coefficient of correlation, $r = -0.543326639$ (Fig. 10). Besides this, a positive relation found between area of the C.D. Blocks and number of school, the coefficient of correlation, $r = 0.577234635$ (Fig. 11).



Source: Computed by the author, 2017

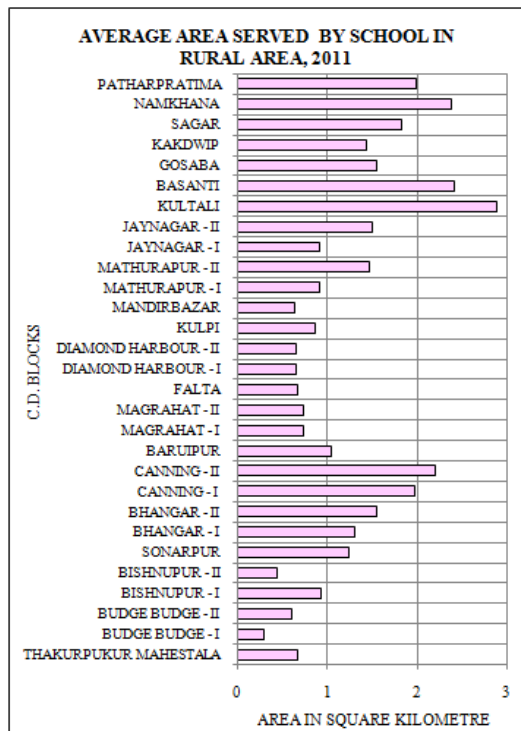
Fig. 10



Source: Computed by the author, 2017

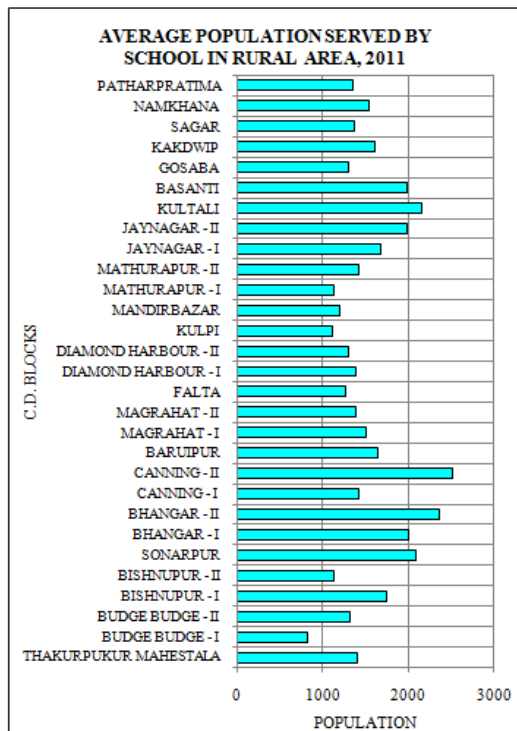
Fig. 11

On an average 1.260 square kilometres area and 1560 population served by a school in the district. Maximum 2.89 square kilometres area served by school in Kultali (Fig. 12). In case of Budge Budge - I, minimum 0.3 square kilometre area served by school. On the other hand, highest 2514 and lowest 822 population served by school in Canning - II and Budge Budge - I respectively (Fig. 13).



Source: Computed by the author, 2017

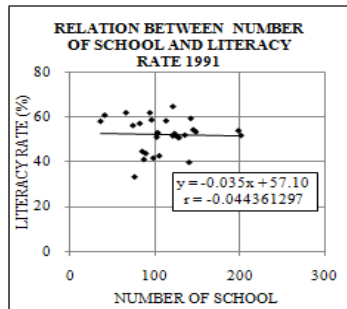
Fig. 12



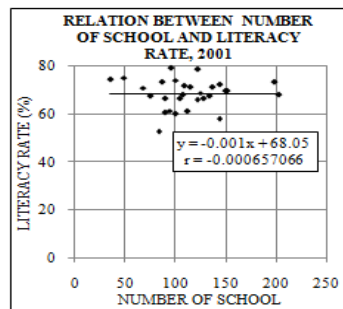
Source: Computed by the author, 2017

Fig. 13

Due to increase of number of school, literacy rate of the districts increases gradually. The scatter diagram shows the relation between number of school and literacy rate. In the year 1991, the correlation coefficient, r value was -0.044361297 (Fig. 14). In 2001 it increased and became -0.000657066 (Fig. 15). In 2011, the relation between number of school and literacy rate became positive, $r = 0.000163022$ (Fig. 16). So, there is a cause-effect relation between number of school and literacy rate. Naturally if the number of school increases then the literacy rate will also be increased.



Source: Computed by the author, 2017
Computed by the author, 2017
Fig. 14



Source: Computed by the author, 2017
Fig. 15

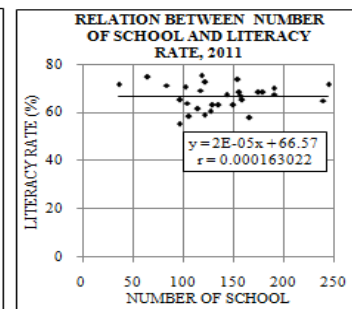
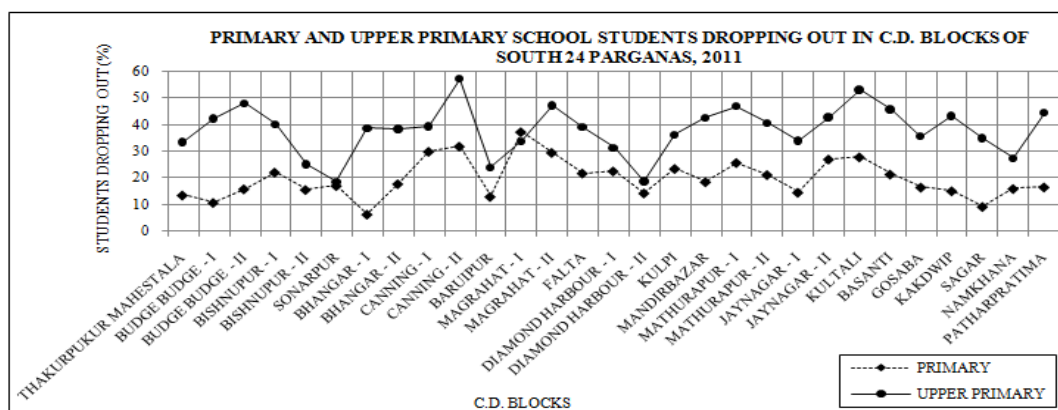


Fig. 16

IX. LITERACY LEVEL AND RELATED PROBLEMS

Literacy, as an important outcome of education, has a cumulative and successive effect on income, job opportunities, job categories, health, standard of living, life style etc. which collectively influence the achievement in human development. Literacy can contribute to increase income, production of goods and services and all together increased state and district domestic product. In South 24 Parganas, it is evident that the C.D. Blocks with higher literacy rate like Namkhana, Thakurpukur Mahestala, Sagar etc, (Table 3) have a greater share of Net State Domestic Product (NSDP) and vice versa [11]. The illiteracy restricts job opportunities and choices which make a person dependent on unskilled jobs. These types of job leading to low income, poor livelihood with poor standard of living and limited consumption which leads to poor health for the dependents. They will further be subjected to poor performance in every sphere, limited education and will thus carry on with the vicious cycle of illiteracy and poverty. This can be illustrated with the case of South 24 Parganas where literacy has positive and negative effects on the share of workers with different degree of skills [11]. Apathy to uptake higher education in the event of day by day squeezing job opportunities and provocative call from the nearby shops and industries to act in minimum wages and lacuna in school curriculum altogether tend to push the students to be dropped out in the study area. Maximum (37.45%) primary school student's dropping out found in Magrahat – I and on the other hand, high percentage of upper primary school student's dropping out identified in Canning - II, Kultali, Budge Budge - II etc (Fig. 17).

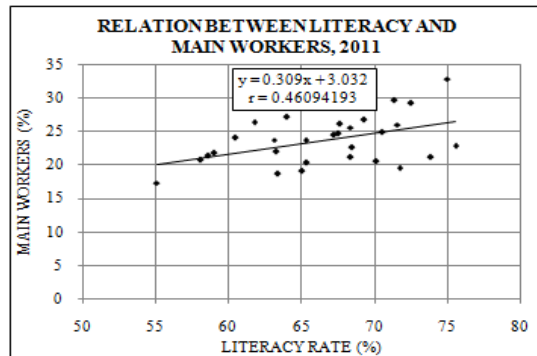


Source: SSA, South 24 Parganas Report, West Bengal, 2017
Fig. 17

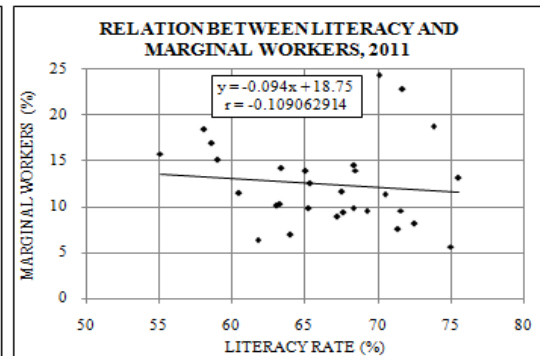
X. STATUS OF LITERACY LEVEL AMONG THE MAIN, MARGINAL AND TOTAL WORKERS

Literacy can open different types of job opportunities and increase work participation rate. Percentage of different categories of workers (like main, marginal and total) also directly related with the literacy rate. Linear regression method was used to represent the relation. Main workers are those workers who had worked for the major part of the reference period (6 months or more). The slope regression line shows that the correlation between the literacy rate and percentage of main workers is positive (Fig. 18) which suggests that the increase in literacy rate has a positive effect on the percentage of main workers which can be explained through the fact that main workers include a large share of government service and permanent service mainly high paid jobs which bear a strong dependence on the level of literacy. Main workers includes all government servants, municipal employees, teachers, trade, commerce and business persons, banking employees etc. which has a

great dependence on the level of education, so that one can say that increase in literacy level has influenced the number of skilled job persons requiring less manual labour that has a great deal to do with qualitative literacy [11]. Marginal workers are those workers who had not worked for the major part of the reference period i.e. less than 6 months. The relation suggests that, the increase in literacy rate has a negative effect on the percentage of marginal workers (Fig. 19). It is clear that, marginal workers include various types of low compensated jobs which does not bear a strong dependence on the level of literacy [11].

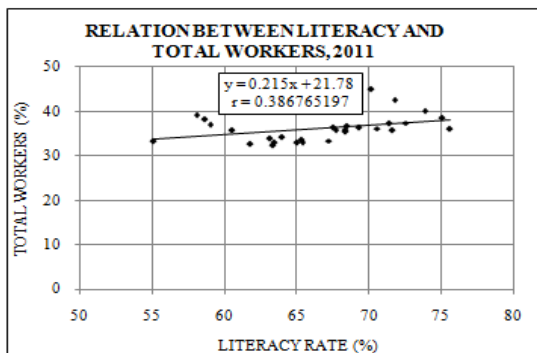


Source: Computed by the author, 2017
Fig. 18

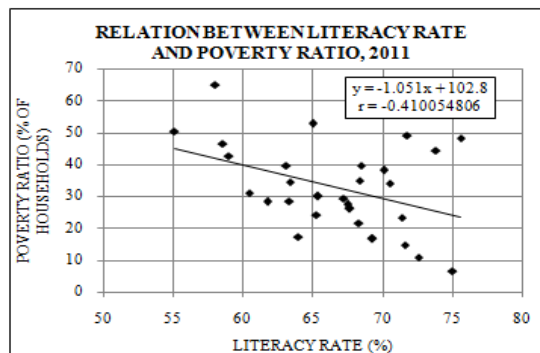


Source: Computed by the author, 2017
Fig. 19

In Figure 20, the slope regression line shows that the correlation between the literacy rate and percentage of total workers is positive ($r = 0.386765197$) which suggests that the increase in literacy rate has a positive effect on the percentage of total workers. The fact is that, total workers include a large share of cultivators, agricultural labourer, household industry workers and other low paid jobs which does not bear a strong dependence on the level of literacy [11]. Poverty ratio as the percentage of household under the condition of poverty is also directly related with the literacy rate (Fig. 21). There is a negative relation found between the literacy rate and poverty ratio. If the literacy rates increase then the poverty ratio should also be decreased.



Source: Computed by the author, 2017
Fig. 20



Source: Computed by the author, 2017
Fig. 21

XI. LITERACY MISSION AND SOUTH 24 PARGANAS

National Literacy Mission (NLM), launched by the Government of India in the year 1988. The main objective of the mission was to educate the adults in the age group of 15-35 years. In 1999 the National Literacy Mission was reimplemented. The Literacy Mission Drive was carried out in different districts of West Bengal as per suggestions of National Literacy Mission. Two approaches were taken i.e. Total Literacy Campaign (TLC) and Post Literacy Campaign (PLC) for this scenario. Under this one literacy project for all age groups from 9 years to 35 years, so as to include the all out of school children as well as persons in their productive and reproductive age groups [11]. State literacy mission authorities were given all power to sanction the continuing education projects to districts and literacy related projects to voluntary agencies in different districts of West Bengal [12]. After the Post Literacy Campaign (PLC) in the districts produced a large number of half-literate persons (Neo-literates) contributing only number of literates [13]. Child right and You (CRY) and Right of Children to Free and Compulsory Education Act was implemented in this aspect. The purpose is to generate awareness among the common people on several aspects under the Right to Education Act, so that the communities at local level can have close vigil on the implementation process. To enhance the education different types of active scheme are: Sarva Shiksha Abhiyan (SSA), 2000-2001, Rashtriya Madhyamik Shiksha Abhiyan (RMSA), 2009, Rashtriya Uchchattar Shiksha Abhiyan (RUSA), 2013. Started in 2011 by the Government of West Bengal, *Kanyashree Prakalpa* is a conditional cash transfer scheme aimed at educating

and empowering girls. *Kanyashree Prakalpa* seeks to improve the status and wellbeing of girls, specially those from socio-economically disadvantaged families through Conditional Cash Transfers (Table 5 and 6) [14].

Table 5: District allotment of funds under *Kanyashree Prakalpa*, South 24 Parganas, 2015-16

Grant in aid (Rupees)		Contingencies (Rupees)	
Allotted	Utilized	Allotted	Utilized
1038634805	669248500	7500000	6447798

Source: *Kanyashree Prakalpa: Annual Report, Government of West Bengal, 2015-16*

Table 6: Beneficiaries of *Kanyashree Prakalpa*, South 24 Parganas, 2015-16

Annual scholarship of Rs. 750.00 (Total target 135000)	Application uploaded			Application sanctioned		
	Fresh	Renewal	Total	Fresh	Renewal	Total
	57071	142097	199168	51131	139499	190630
One time grant of Rs. 25,000.00 (Total target 22000)	Application uploaded			Application sanctioned		
	Fresh	Renewal	Total	Fresh	Renewal	Total
	2034	23746	25780	1665	23443	25108

Source: *Kanyashree Prakalpa: Annual Report, Government of West Bengal, 2015-16*

XII. CONCLUSION

The district of South 24 Parganas exhibits a marked gap in literacy rate between the male and female population and the people inhabiting rural and urban fringe and again among the working and non-working classes. It is worthwhile to mention that the urban areas are facilitated with the ease of access of educational institution and associated elements of accomplishment. The increment of numbers of schools and the teachers along with the infrastructural facilities in this southern most district of West Bengal may be a boon to the attainment of high levels of literacy.

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