

Evaluation On Literacy and Population with Special Reference to Bankura District, West Bengal

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Abstract:

Literacy and population dynamics are intricately connected factors that influence the socio-economic and spatial development of a place. The survey reveals considerable intra-district inequalities, with urban centres demonstrating superior literacy rates compared to rural and tribal areas. Gender disparity in literacy persists as an issue, despite gradual progress being noted throughout time. The research enhanced comprehension of the correlation between literacy and population from a geographical standpoint and offers insights for planners and policymakers to foster equitable regional development. This study presented an evaluation of literacy patterns in relation to population characteristics with special reference to Bankura District, West Bengal.

Keywords: *Literacy, Population, Bankura.*

I. INTRODUCTION:

The interdisciplinary viewpoints from population geography, sociology, and development studies provide the foundation of the theoretical framework that connects literacy and population in a geographical study (Boruah, A., 2020). It describes how population variables, including growth, dispersion, structure, and socioeconomic situations, both affect and are influenced by literacy (Chel, S., 2021). Literacy is a functional and socioeconomic ability, not just the capacity to read and write. Population geography defines literacy as the capacity to read, write, and comprehend basic assertions that are pertinent to daily life and to use these abilities for both individual and community growth (Dhibor, T. & Siddque, G., 2017). Literacy improves awareness, decision-making, and social participation; it also serves as a catalyst for social and economic advancement and lessens social disparity and backwardness (Gorai, P., 2022). Low literacy rates frequently lead to poverty, limited socioeconomic advancement, and technical stagnation (Laha, S. & Topno, S., 2023). Literacy is an investment in human capital. Income, employability, and productivity all rise with education. The growth of a region is aided by literate populations (Som, K.S., Mishra, R.P., 2014). Literacy is essential for lowering rural poverty and occupational risk in the Bankura district. The objective of the study was to an evaluation on literacy and population with special reference to Bankura District, West Bengal.

II. RESEARCH METHODOLOGY:

Research methodology refers to the systematic and theoretical examination of the methods employed in a certain field.

Study Area: Bankura District, West Bengal.

Variables:

Dependent Variables: Gender, Age, Family type, Marital Status, Monthly income, Religion.

Independent Variables: Literacy, Population, Strength, Weakness, Opportunities, Threats.

Research Design: In this research, quantitative research design has been used.

Primary Data: In this research, primary data has been used.

Sampling Plan: In this research, simple random sampling plan has been used.

Sample Size: 600.

Methodology: The respondents were taken from the selected blocks in Bankura district, West Bengal. The questionnaire sheets were distributed in favour of the respondents after clearing the research objectives. The age of the respondents were 30-60 years. Sufficient time was given in favour of each respondent. After completion of the sheet, the sheet was collected for data analysis and interpretation.

Research Tools: In this research, structured questionnaires (5 Point Likert Scale sheet) were used. Abbreviations Used: Strongly Agree (SA-5 points), Agree (A-4 points), Neutral (N-3 points), Disagree (D-2 points), Strongly Disagree (SD-1 point). Tools Used:

- Scale for Literacy status Assessment.
- Scale for Population status Assessment.

Data Analysis and Interpretation: In this research, pie charts were used.

III. DATA ANALYSIS, INTERPRETATION, RESULTS AND DISCUSSION:

a) Personal Profile:

Table 1. Gender:

Options	Respondents	%
Male	300	50
Female	300	50
Total	600	100

(Source: Primary Data, Survey)

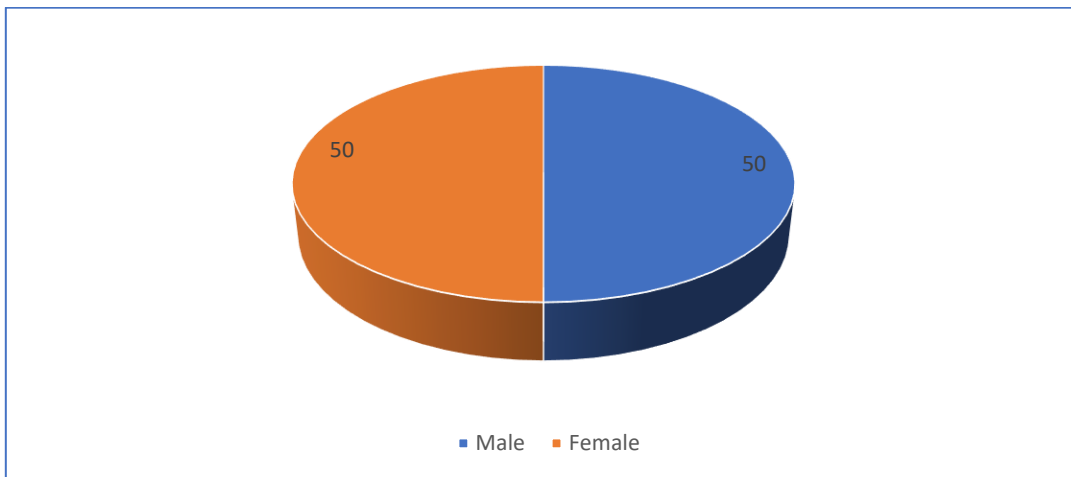


Figure 1. Gender (%)

From the above table & figure, it was found that the percentage of Male: 50% & Female: 50%.

Table 2. Age (in years):

Age (in years)	Respondents	%
30-40	186	31
41-50	273	45.5
51-60	141	23.5
Total	600	100

(Source: Primary Data, Survey)

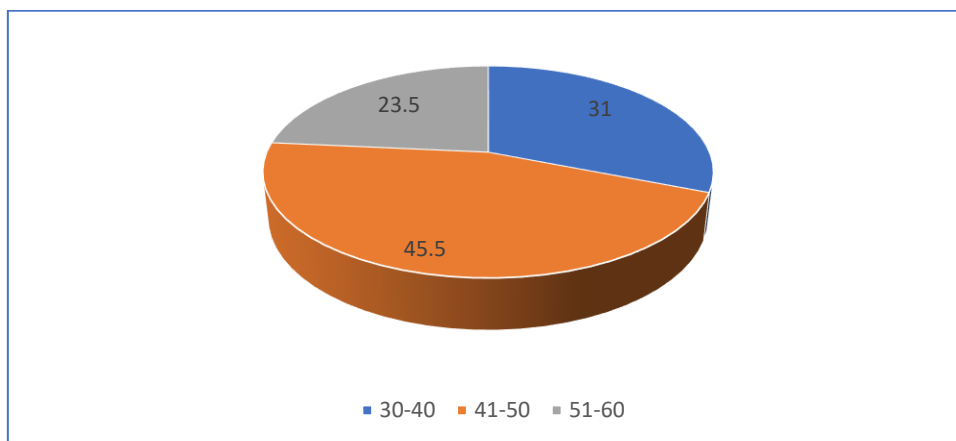


Figure 2. Age (in years) (%)

From the above table & figure, it was found that the percentage of 30-40 years: 31%, 41-50 years: 45.5% & 52-60 years: 23.5%.

b) Literacy Status Assessment:

Table 3. Educational institutions are readily available in my area:

Options	Respondents	%
SA	129	21.5
A	143	23.83
N	27	4.5
D	197	32.83
SD	104	17.33
Total	600	100

(Source: Primary Data, Survey)

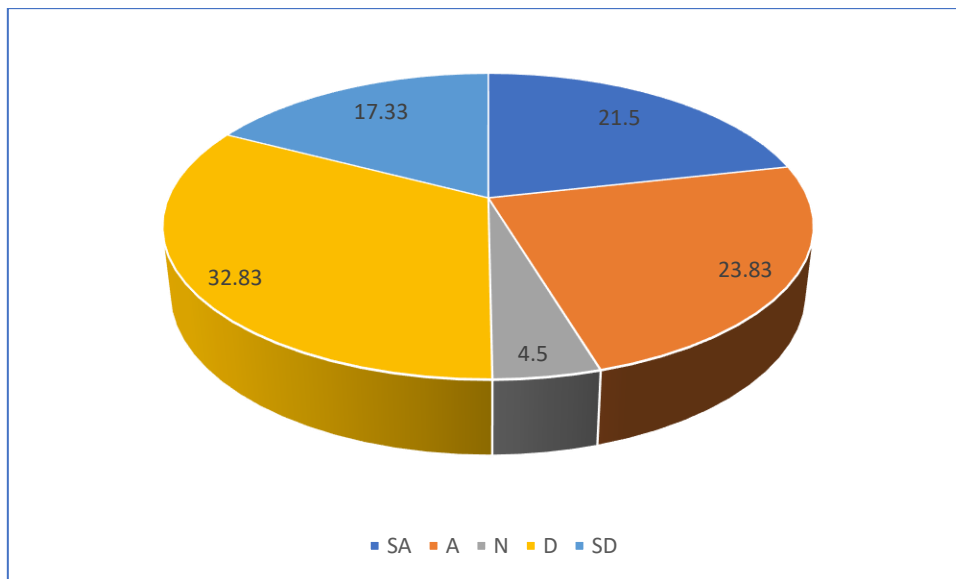


Figure 3. Educational institutions are readily available in my area (%)

From the above table & figure, it was found that the percentage of SA: 21.5%, A: 23.83%, N: 4.5%, D: 32.83% & SD: 17.33%.

Table 4. Children in my area are consistently enrolled in educational institutions:

Options	Respondents	%
SA	123	20.5
A	156	26
N	24	4
D	192	32
SD	105	17.5
Total	600	100

(Source: Primary Data, Survey)

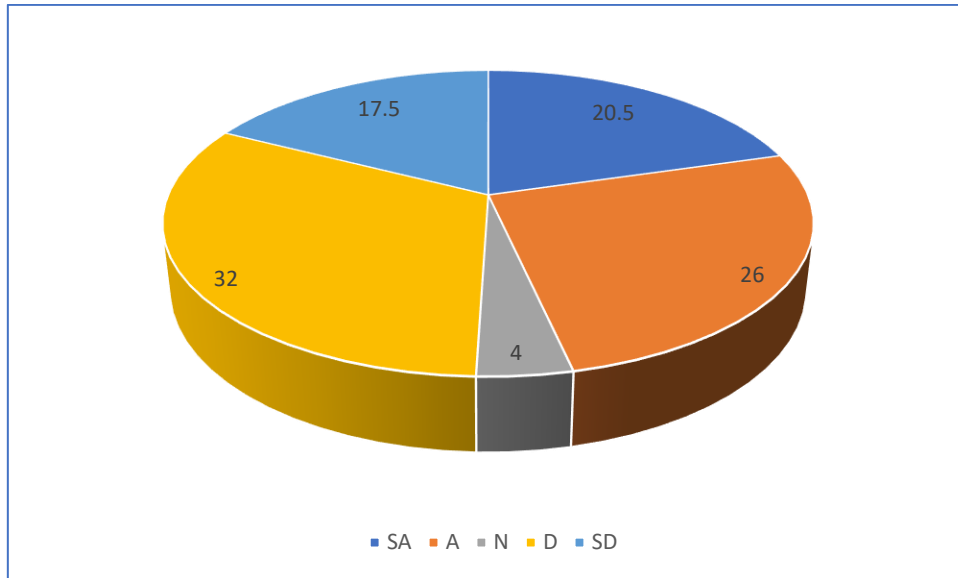


Figure 4. Children in my area are consistently enrolled in educational institutions (%)

From the above table & figure, it was found that the percentage of SA: 20.5%, A: 26%, N: 4%, D: 32% & SD: 17.5%.

Table 5. Sufficient educational institutions exist to accommodate the population:

Options	Respondents	%
SA	173	28.83
A	191	31.83
N	18	3
D	119	19.83
SD	99	16.51
Total	600	100

(Source: Primary Data, Survey)

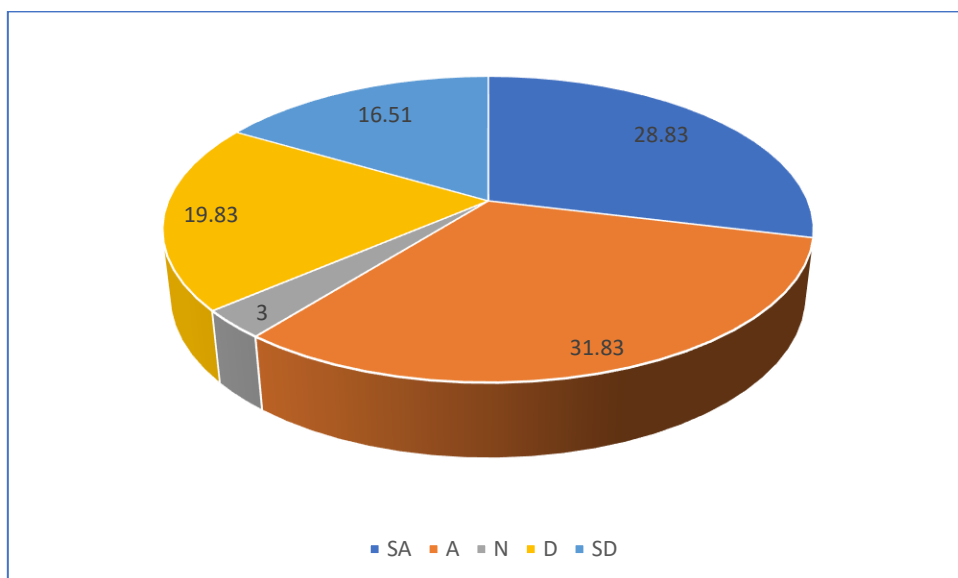


Figure 5. Sufficient educational institutions exist to accommodate the population (%)

From the above table & figure, it was found that the percentage of SA: 28.83%, A: 31.83%, N: 3%, D: 19.83% & SD: 16.51%.

Table 6. Transport services facilitate children consistent school attendance:

Options	Respondents	%
SA	184	30.67
A	211	35.17
N	21	3.5
D	119	19.83
SD	65	10.83
Total	600	100

(Source: Primary Data, Survey)

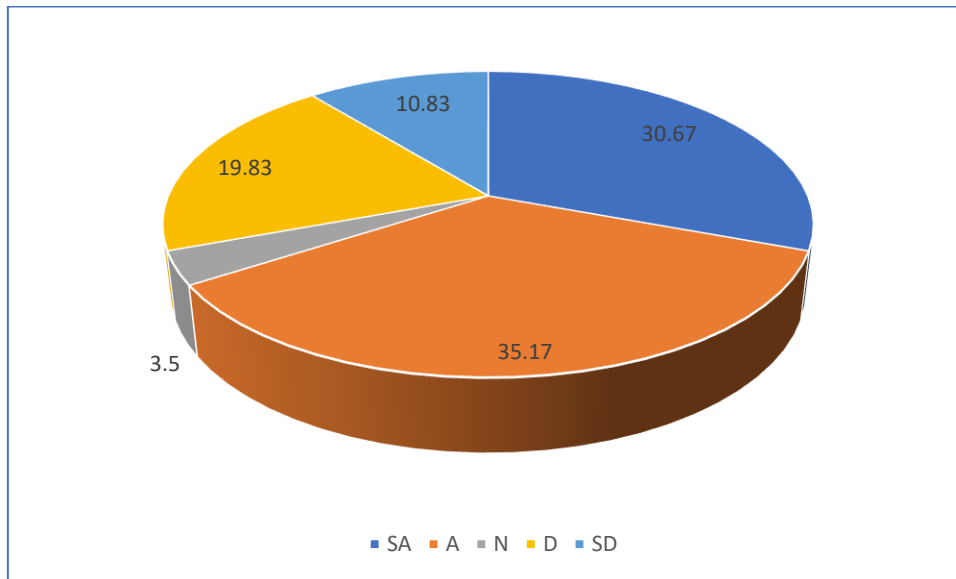


Figure 6. Transport services facilitate children consistent school attendance (%)

From the above table & figure, it was found that the percentage of SA: 30.67%, A: 35.17%, N: 3.5%, D: 19.83% & SD: 10.83%.

Table 7. Educators in local schools are proficient and capable:

Options	Respondents	%
SA	153	25.5
A	176	29.33
N	18	3
D	138	23
SD	115	19.17
Total	600	100

(Source: Primary Data, Survey)

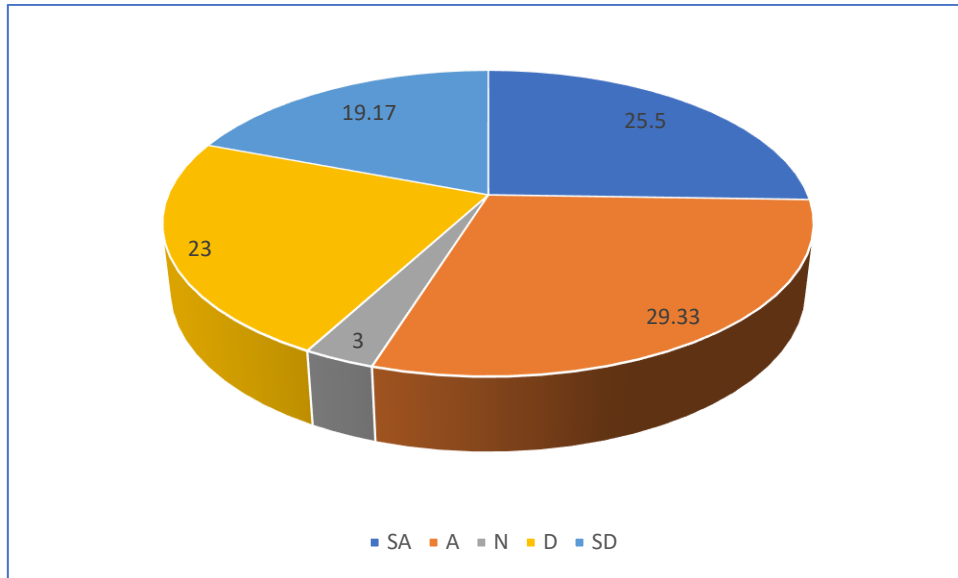


Figure 7. Educators in local schools are proficient and capable (%)

From the above table & figure, it was found that the percentage of SA: 25.5%, A: 29.33%, N: 3%, D: 23% & SD: 19.17%.

c) Population Status Assessment:

Table 8. The population growth rate is consistently rising:

Options	Respondents	%
SA	136	22.67
A	198	33
N	25	4.17
D	158	26.33
SD	83	13.83
Total	600	100

(Source: Primary Data, Survey)

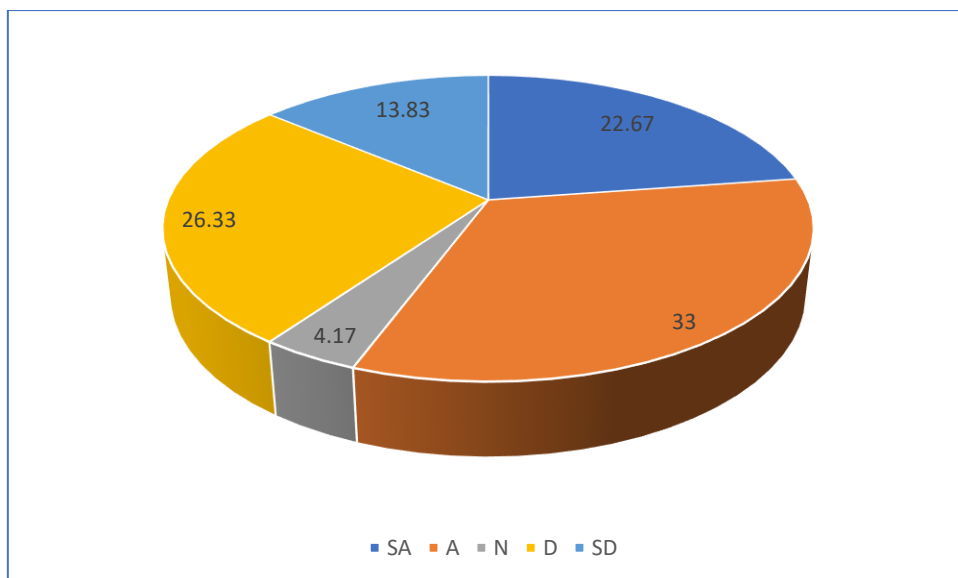


Figure 8. The population growth rate is consistently rising (%)

From the above table & figure, it was found that the percentage of SA: 22.67%, A: 33%, N: 4.17%, D: 26.33% & SD: 13.83%.

Table 9. The population density is elevated in relation to the available resources:

Options	Respondents	%
SA	176	29.33
A	181	30.17
N	29	4.83
D	113	18.83
SD	101	16.84
Total	600	100

(Source: Primary Data, Survey)

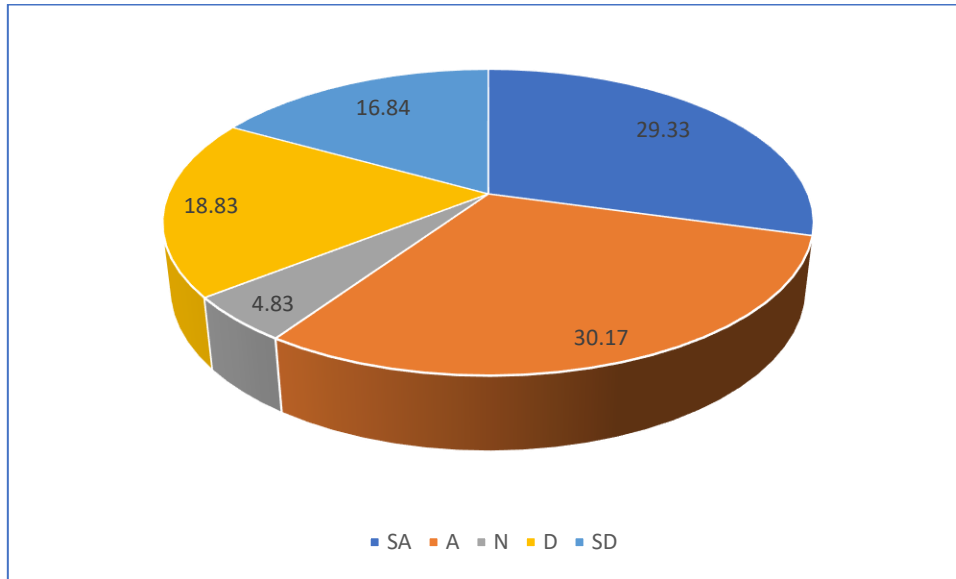


Figure 9. The population density is elevated in relation to the available resources (%)

From the above table & figure, it was found that the percentage of SA: 29.33%, A: 30.17%, N: 4.83%, D: 18.83% & SD: 16.84%.

Table 10. Rural locations exhibit a greater population density than metropolitan areas:

Options	Respondents	%
SA	191	31.83
A	206	34.34
N	23	3.83
D	109	18.17
SD	71	11.83
Total	600	100

(Source: Primary Data, Survey)

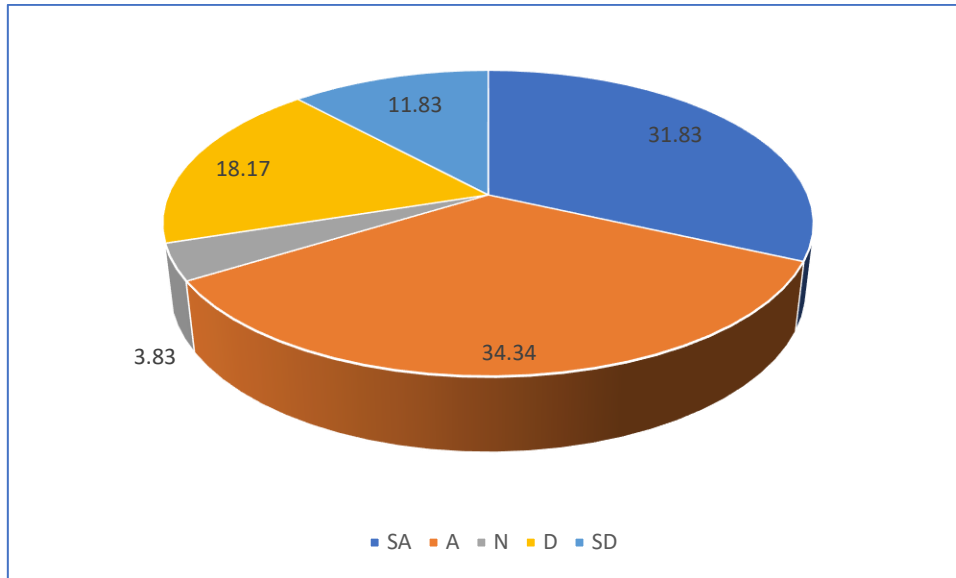


Figure 10. Rural locations exhibit a greater population density than metropolitan areas (%)

From the above table & figure, it was found that the percentage of SA: 31.83%, A: 34.34%, N: 3.83%, D: 18.17% & SD: 11.83%.

Table 11. Migration profoundly influences population distribution:

Options	Respondents	%
SA	176	29.33
A	229	38.17
N	25	4.17
D	105	17.5
SD	65	10.83
Total	600	100

(Source: Primary Data, Survey)

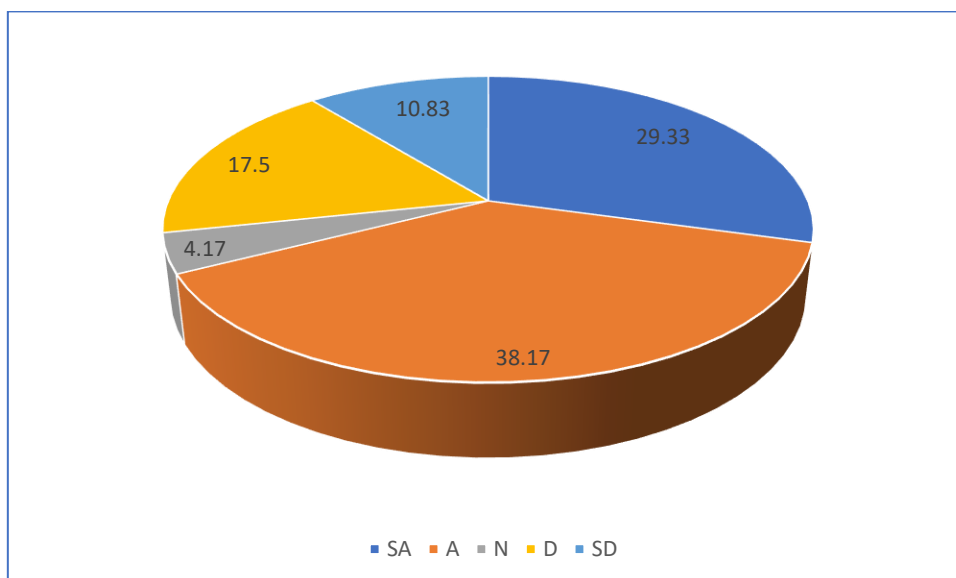


Figure 11. Migration profoundly influences population distribution (%)

From the above table & figure, it was found that the percentage of SA: 29.33%, A: 38.17%, N: 4.17%, D: 17.5% & SD: 10.83%.

Table 12. A discernible tendency of out-migration for employment purposes is evident:

Options	Respondents	%
SA	167	27.83
A	190	31.67
N	28	4.67
D	118	19.66
SD	97	16.17
Total	600	100

(Source: Primary Data, Survey)

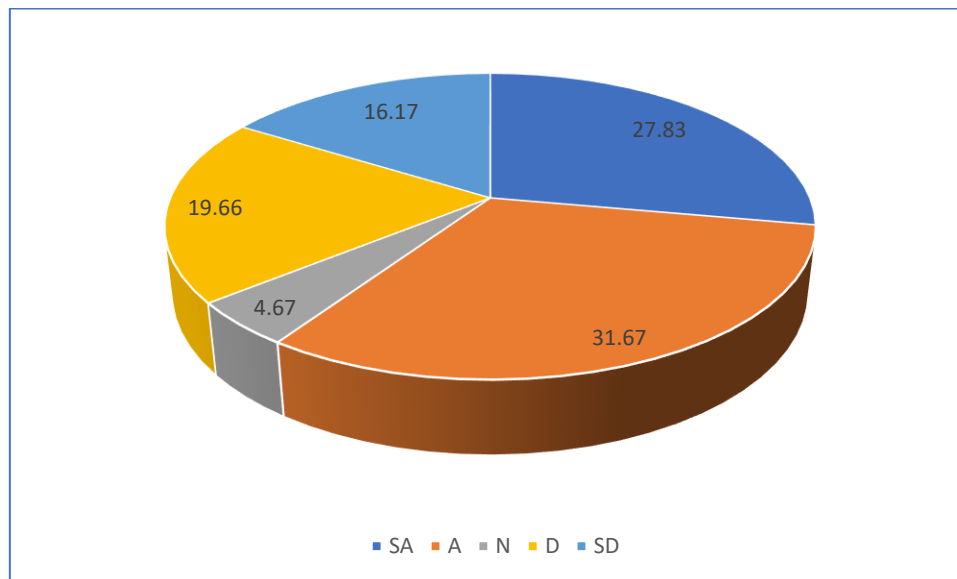


Figure 12. A discernible tendency of out-migration for employment purposes is evident (%)

From the above table & figure, it was found that the percentage of SA: 27.83%, A: 31.67%, N: 4.67%, D: 19.66% & SD: 16.17%.

IV. CONCLUSION:

The analysis showed that while literacy in Bankura District has increased over time, there are still notable social and geographic differences. Although government measures and educational expansion throughout West Bengal have led to a rise in overall literacy rates, rural areas, tribal groups, and economically disadvantaged sections continue to lag behind their urban counterparts. With female literacy lagging behind male literacy, especially in isolated and socioeconomically disadvantaged areas, gender inequality is still a major concern. Progress is further hampered by inadequate infrastructure, poverty, early school dropout, and restricted access to high-quality education. Nonetheless, focused initiatives like adult education programmes and Sarva Shiksha Abhiyan have improved basic literacy levels. Bankura's literacy situation is one of slow advancement combined with enduring disparities. To attain balanced educational development and guarantee that literacy becomes a tool for socio-economic empowerment across all societal segments, a more inclusive, region-specific, and gender-sensitive approach is necessary.

The Bankura District's literacy situation shows some improvement, although structural disparities still exist. Overall literacy has steadily increased over time, although the district still falls short of more general state and federal standards. Disparities between rural and urban areas, significant gender discrepancies, and poorer literacy rates among marginalised groups continue to be major issues. Therefore, in order to achieve fair and sustainable human development, attaining balanced literacy development in Bankura District necessitates focused policy interventions, enhanced educational infrastructure, and inclusive tactics, with a special emphasis on rural areas and female education. The intricate interactions between demographic, socioeconomic, and geographic elements that influence Bankura District's overall growth trajectory are reflected in the district's population status. The district demonstrates traits of a transitional population structure, in which progressive changes brought about by urbanisation, increased literacy, and occupational diversity coexist with traditional rural dominance. However, differences still exist, especially between rural and semi-urban areas, in terms of gender composition, literacy

levels, and access to basic amenities. The demographic trends show employment, migration, and resource management issues as well as chances for human resource development. Therefore, to guarantee sustainable population development in Bankura District, a balanced and region-specific planning approach that emphasises inclusive growth, education, healthcare, and infrastructure is crucial. Rising literacy rates and demographic variety are important factors supporting socioeconomic development, but persisting regional inequities, gender gaps, and population pressure continue to be major weaknesses, according to a review of literacy and population dynamics. Threats include unemployment, migratory imbalance, and resource strain, which could impede sustainable prosperity if they are not adequately managed, while opportunities include focused educational reforms, skill development, and demographic dividend utilisation.

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