

Women Migrants From Bangladesh: Education Status

Rammohan Mandal¹, Dr. Sunil Kumar Chaturvedi²

¹PhD Research scholar, Department of History Sunrise University, Alwar(Raj.)India

²Assistance professor, Department of History, Sunrise University, Alwar(Raj.)India

Abstract - Both developed and developing countries value women's education as a key to their advancement (Ramalingaswami et al. 1997). Educating women can increase their power in a variety of ways. This strengthens the autonomy of women in every way. The skills women need to seize opportunities for meaningful employment increase their economic independence and raise awareness of their economic contribution. People with the awareness and information they need to make informed decisions by improving access to resources and services, empowering them to become informed consumers, and challenging those in authority. (Kishor and Gupta 2004) Education raises both the status and power of women in the household. Research article discusses about woman educational status. It is based on primary and secondary data.

Key Words: Empowerment, Economic, Independence, Decisions

1. INTRODUCTION

A woman's education empowers her in many ways, not only personally but also for her children and other dependents. All generations can benefit from it. A child's level of learning is significantly influenced by the education of their parents, according to Feinstein and Sabates (2006) and Jerrim and Micklewright (2009). Having some formal education increases a woman's chances of enrolling her children in school. Each additional year of formal education a mother earns typically adds one third to an additional year and a half to the number of years a child attends school.

Bezbaruah (2001) studied female fertility in the Assamese area of Dhubri and found that women with education levels up to the fourth degree were better able to raise children. Scholars have differing opinions about the relationship between status and education. Jejeebhoy (2000) questions whether education is a predictor of women's position, particularly in patriarchal countries like India where women may not hold significantly more power, control over resources, or mobility than women without education.

Societies with strong patriarchal structures are less likely to benefit from education because of cultural norms. Girls are less likely to go to school when they are young in

environments like these, where there is relative disparity. They may not differ from others who do not have education, even if they have a lot of education, ranging from very little to a high degree.

In societies with more equitable gender relations, such as Tamil Nadu in India, elementary education can have a major impact on how women are treated (Jejeebhoy, 2000). In some places, even after secondary education, Jejeebhoy found that the influence of education might not improve significantly according to his study in Uttar Pradesh, India, between 1993 and 1994.

According to the sections that follow and those that follow, Bangladeshi immigrant women's literacy rates, educational attainment levels, and reasons for discontinuing school are explored based on primary education surveys conducted in specific areas in West Bengal.

2. OBJECTIVE OF THE STUDY

- To discuss the Literacy Rates Of Migrant Women From Bangladesh
- To analysis main reasons for discontinuing education after the primary level

3. METHODOLOGY

The research methodologies are as follows as:

a) Base work:

- A bibliography of sources of information has been prepared at the outset.
- Necessary information on the Geographical environment of the area under study has been collected.
- The sources of information including the respective sectors where they are available have been identified.
- Map of the location has been collected.
- A pilot survey was conducted prior of the field work.

b) Field Work:

- Secondary data have been collected from the respective offices and institutions in the study area.
- Primary data have been generated through questionnaire survey among the people.
- Necessary and relevant photographs have been taken in the field.

C) Post Field Work:

The information collected in the forms of primary and secondary data have been categorized on priority basis.

- Both primary and secondary data have been processed using appropriate statistical techniques.
- Processed data then have been analyzed and interpreted.
- The thesis has been compiled on the basis of analyzed data.

4.DISCUSSION AND RESULT

Literacy Rates Of Migrant Women From Bangladesh

Literacy rates are frequently used in less developed countries to evaluate development and gauge the progress of their economy and society. Because literacy is fundamental to completing one's education, it is often seen as a crucial sign of women's development in achieving power in their lives (Sharma and Haub 2008).

Literacy rates in India are typically determined by census data. There is some incompatibility between literacy data from several census years. Children under the age of six are automatically defined as illiterate in censuses since 1991, and the literacy rate is calculated using the population aged seven and older. According to Gorinda and Biswal (2005), before 1991, literacy rates were based on individuals over the age of five years old.

In India, literate individuals are considered to be at least seven years old and capable of reading and writing in any of the languages. Literacy does not require formal education or a certain level of education. The Indian Census, 2001, considers blind Braille readers literate.

Illiterate people can only read and write in one language. (Census India 2001) declares all children under the age of six as illiterate, regardless of whether they attend school or can read and write.

Women and men aged six and older were asked "Can you read or write?" in the first and second cycles of the National Family Health Survey (previously known as NFHS). NFHS-3 (2005-2006) updated this definition, and as of now, only Standard 6 or the survey's exam qualify someone as literate.

In order to be considered literate, each test-taker must read aloud a sentence from a card in their chosen language.

To determine the literacy rate in this study, the census definition contained the terms "can you read and write?". A

participants had attended school was then asked of those who marked "yes" when asked if they could read and write. Migrant women between ages 0 and 6 are not participating in the study. The ladies who checked "yes" when asked if they were able to read and write had all attended school.

Data on literacy rates are presented in Table 5.1, which is based on a primary survey of Bangladeshi immigrant women in West Bengal and Orissa.

A comparison of the female literacy rates in West Bengal is presented in the table below. There are only 32.5% of women living in Taki, MaSlanda pur of North 24 have a higher literacy rate than most of its neighbors, with 42.10 percent. Tehatta to Nadia is another survey area where more than 41.66 percent of the population is literate. Women in Kalyani and Nadia are significantly more literate than in the three other survey regions in West Bengal. It is consistent with Bagchi and Guha's (2005) findings that Murshidabad is one of West Bengal's problem areas because of its low socioeconomic standing

Table1: Women migrants from Bangladesh and their literacy rates

Taki	Machlandapur	Kalyani	Tehatta
32.5	42.10	61.42	41.66

Source: Field Survey

A more comprehensive picture of literacy rates across the State of West Bengal and its various districts and subdivisions can be seen from Census data, which shows 42.10 percent of Taki residents dwell in Machlandapur, 61.42% in Kalyani, and 41.66% in Tehatta.

According to various economic levels, Table 5.3 shows literacy rates among immigrant women. In order of decreasing income, there are six income categories: Rs 0-3, Rs 300-600, Rs 6000-09, Rs 9000-12, Rs 12000-14, and Rs 15000+.

Table 2: Percentages of women migrants who are literate based on their income group (%)

Income range in Rs	Taki (Percentage)	Machlandapur (Percentage)	Kalyani (Percentage)	Tehatta (Percentage)
Less than 4000	68.00	25.00	62.79	6.06
4000-7000	16.00	28.12	16.27	27.27
7001-10000	12.00	21.87	11.62	9.09

10001-13000	-	6.25	9.30	27.27
13001-16000	-	6.25	-	15.15
Morthan16000	4.00	12.50	-	15.15

Source: Author calculation

Education rates are highest in Tehatta, Nadia (nearly 28%), followed by 15.15% in each of the last two income brackets (Rs. 12,000-15,000 and Rs. 15000+). As shown in Table 5.1, the literacy rate in Tehatta is comparable to that in Machlandapur, North24pargana. Physical health appears to be closely linked to literacy in Tehatta. Based on the West Bengal Region Survey, Kalyani and Nadia had the highest literacy rates among immigrant women, showing that high incomes are not always associated with higher literacy levels.

Female Migrants' Educational Levels

Taki, West Bengal, has a literacy rate of 32.5% for migrant women, but it varies from survey site to survey site. Among other benefits of education at the household and societal levels, literacy is expected to increase as one of the primary sources of status. Educational attainment must increase, however, to receive the full benefits (Kishor and Gupta, 2004). To generate a substantial improvement in the status of women in nations like India with a highly gendered environment, Jeffrey and Basu (1996) and Kishor and Gupta (2004) both recommend a minimum threshold level of 5-6 years of education.

According to their educational histories, women in the survey areas were divided into the following categories: primary, secondary, upper secondary, graduate, post-graduate, and educated medersa (Table 5.4). However, none of the women in the poll had a higher degree.

Table 3: Migrant Women With Literate Levels Of Education The Area Covered By The Survey (Percentage)

Level of education	Taki	Machlandpur	Kalyani	Tehatta
Primary Level	50.00	16.66	23.40	35.71
Secondary Level	41.6	70.00	72.34	64.28
Higher Secondary	8.33	13.33	4.25	
Graduate				
Post Graduate				

Madrasah				
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Source: Survey Data

In Taki the majority of educated women possess a basic level of literacy. The percentage of literate women who achieve a secondary education (41.66%) is similar to that of those who attain a primary education (50%) but the percentage of women who achieve an advanced education (0.66%) is far lower. Domkal's women, however, have completed high school about 70% of the time. Kalyani has the highest percentage (72.34%) of secondary education among the studied areas. Out of all the West Bengal research regions, Tehatta, Nadia has the second-highest percentage of women with primary education (64.28%). Women with upper secondary education are most prevalent in Kendrapara, Orissa, and far outnumber those with lower secondary education in West Bengal. West Bengali migrant women often delay pursuing higher education after completing secondary school. Among the women in West Bengal, North 24 and Nadia, those with literate status are most likely to be "below primary" level, followed by primary level, according to the 2001 Indian Census. The percentage share is extremely low at the secondary and middle school levels.

Discontinues after the primary

Almost all immigrant women who are literate have completed the first grade. As a result, they stopped attending school. In the Lalbagh region, education failure can be attributed primarily to demand (lack of family resources, girls' or their parents' inertia to pursue education). Table 5.11 illustrates this. Only 20% of women reported inadequate facilities in girls' schools; the majority pointed to financial problems. This zone agrees with Dasgupta and Bandopadhyay's findings that economic factors significantly affect the discontinuation of women's education. Parents prefer to educate boys over girls when deciding how to educate their children (Parikh 2000).

Table 4: the reasons for discontinuing education after the primary level

Reasons	Taki	Machlandpur	Kalyani	Tehatta
Migration				11.08
Distance	0	66.60	10.00	0
Parental Apathy	10.00	33.40	40.00	0
Personal Reluctance	20.00	0.00	30.00	0.00
Housework	0.00	0.00	0.00	22.19
Family Farm/Business	0.00	0.00	0.00	33.34

Outside Work	0.00	0.00	0.00	0.00
Inadequate facilities	20.00	0.00	20.00	22.23
Lack of Transport	0.00	0.00	0.00	0.00
Economic	50.00	0.00	0.00	0.00
Health	0.00	0.00	0.00	11.12
others	0.00	0.00	0.00	0.00
NR	0.00	0.00	0.00	0.00

Source:

In 2004, Rana and Das conducted a survey in a few Dumka neighborhoods in the Jharkhand district and found similar results. Despite poor infrastructure and a shortage of teachers impacting the quality of education, poverty is the primary cause of low enrollment, school dropout, and low attendance. It was found that 66.6% of Bangladeshi migrant women in Machlandpur of West Bengal, were unable to continue their education after primary school, and 34% attributed this to their parents' indifference to education. Women were unable to access the accessible ones.

Among this particular group of migrant women, supply issues were of particular concern.

The demand factors for Kalyani, Nadia are also increasing. A third of women opted not to attend secondary school due to personal preferences, while 40% were denied enrollment in school by their parents. They frequently had to be coerced by their parents to complete their education against their will, as evidence of their lack of social initiative. Although distance and a lack of amenities were deciding factors for some consumers, demand-related factors were much more important. All Tehatta women who participated in the West Bengal inquiry accepted migration as a factor in the decline in education after elementary school.

Early women's immigration to India (11.12%) disrupted migration and settlement because they were unable to pursue higher education. 11.12% more people reported feeling depressed about their health. Target found that 33.34% of respondents said extracurricular activities demotivated

them from working toward their academic goals. Despite 23% of women saying that school facilities do not support their attendance, demand considerations were the largest barrier. At other survey sites in West Bengal, demand constraints were actually more severe than they were for Machland pur women.

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