

University of Rajshahi

Rajshahi-6205

Bangladesh.

RUCL Institutional Repository

<http://rulrepository.ru.ac.bd>

Institute of Education and Research (IER)

MPhil Thesis

2014

Impact of Formal Education on Society and Environment: A Study on Pabna Sadar Upazila.

Al- Amin, Md.

University of Rajshahi

<http://rulrepository.ru.ac.bd/handle/123456789/791>

Copyright to the University of Rajshahi. All rights reserved. Downloaded from RUCL Institutional Repository.

**Impact of Formal Education on Society and
Environment: A Study on Pabna Sadar Upazila.**



M.Phil Thesis

Submitted

BY

MD. Al- Amin
M.Phil Research Fellow
Session: 2008-2009

Institute of Education and Research
University of Rajshahi

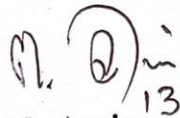
ACKNOWLEDGEMENTS

At the very outset I would like to express my profound gratitude to my honorable supervisor, Md. Abu Bakr Siddique Bhuiya, Professor, Department of Social Work, University of Rajshahi for his active guidance and useful comments on the draft of my thesis. I am indebted to him for his continuous support in writing and finalizing the thesis.

I would like to assert my gratefulness to all academic and non-academic staffs of the Institute of Education and Research, Rajshahi University, for their assistance and support in continuing my research work. Thanks are due to other fellow-mates of the Institute who directly and indirectly helped me from time to time. Their help and encouragement played a vital role in doing this research work

It would be injustice if I do not express my thanks to my family members, relatives, friends and well wishers for their direct and indirect cooperation and encouragement.

Finally, thanks to Almighty Allah for His blessing bestowed on me in accomplishing my work smoothly.


13.04.14.

Md. Al- Amin
M. Phil Fellow
Institute of Education & Research
University of Rajshahi

CERTIFICATION

It is a pleasure for me to certify that the dissertation entitled **Impact of Formal Education on Society and Environment: A Study on Pabna Sadar Upazila** is an original research work of Md. Al- Amin which was done under my supervision for the award of the Degree of M. Phil. from the Institute of Education and Research, University of Rajshahi. As far as I know, no other person was associated with the completion of the study or nobody has done a research work on the same topic as yet.

I have gone through the draft and final version of the dissertation and It appears to me that he has done every thing possible for him. Now, it is ready for submission to the Institute of Education and Research, University of Rajshahi as a partial fulfillment of the requirements for the award of the degree of Master of Philosophy in Geography.



(Md. Abu Bakr Siddique Bhuiya)

Professor

Department of Social Work

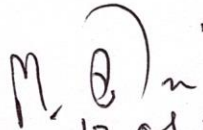
University of Rajshahi.

13.09.14.


DECLARATION

I do hereby declare that the dissertation entitled **Impact of Formal Education on Society and Environment: A Study on Pabna Sadar Upazilla** has been submitted by me as a partial fulfillment of the requirements for the award of the degree of Masters of Philosophy, from the Institute of Education and Research, University of Rajshahi, It is exclusively the outcome of my own research work done under the supervision of Md. Abu Bakr Siddique Bhuiya, Professor, Department of Social Work, University of Rajshahi.

I further declare that this dissertation has not been submitted in part or in full to any other academic Institute or organization for the award of any degree or for receiving grant thereof.


13.04.14.

(Md. Al Amin)
Institute of Education and Research
University of Rajshahi.



**DEDICATED TO MY
RESPECTED PARENTS
AND
TO MY FAMILY MEMBERS**

CONTENTS

	<u>Page No.</u>
Chapter- I : Introduction	
1.1 Introduction and Statement of the Problem	1
1.2 Hypotheses of the Study	3
1.3 Objectives of the Study	4
1.4 Rationale of the Study	4
1.5 Limitations of the Study	5
Chapter- II : Literature Review	6
Chapter- III : Methodology of the Study	
3.1 Methodology	15
3.2 Selection of the Study Area	16
1. Village Bangla bazar	
2. Village: Tabunia	
a. Justification of selecting the villages	
b. Sampling and sample size	
c. Data collection	
d. Data processing	
3.3 Physical Map of Pabna District	18
3.4 Pabna Sadar Upazilla at a Glance on Education Perspective	18
3.5 Key concepts (Meaning and Working Definitions)	20
a. Some key concepts	
b. Education	
c. Formal education	
d. Non formal education	
e. Impact	
f. Society	
g. Environment	
h. Organogram of Physical Environment	
i. Social Environment	

Chapter- IV : The Present Education System of Bangladesh (Formal Education)

4.1 General Education	26
a) Primary education	
b) Secondary education	
c) Tertiary education	
i) College	
ii) University	
4.2 Madrasha Education	28
a. Primary level or Ebtedayee education	
b. Secondary level	
c. Tertiary level of Madrasha education	
4.3 Technical - Vocational	30
a. Primary level	
b. Secondary level	
c. Tertiary level	
4.4 Professional Education	31
a. Primary level	
b. Secondary level	
c. Tertiary level	

Chapter- V : Socio-economic Background of the Respondent

5.1 Prelude	33
5.2 Age Distribution	34
5.3 Marital Status	35
5.4 Sex Distribution	35
5.5 Family Structure	36
5.6 Family Size	37
5.7 Religious Status	38
5.8 Educational Qualification	39
5.9 Education of Wives of the Respondents	41
5.10 Education/ Cell of the Children of the Respondents	42

5.11 Occupational Status	43
5.12 Assets of the Respondents	44
a. Ponds	
b. Farms	
c. Gardening	
5.13 Income Earnings	48
5.14 Expenditure Status	49
5.15 Surplus	50
5.16 Surplus Amount of the Respondents	51
5.17 Use of Surplus Income	52
5.18 Deficit	52
5.19 Amount of Deficit of the Respondents	53
5.20 Deficit Mitigation Strategies	54

Chapter- VI : The Impact of Formal Education on Society

6.1 Prelude	55
6.2 Social Interaction Process	56
a. Inter-group conflict	
b. Family conflict	
c. Divorce	
d. Dowry	
e. Knowledge about dowry laws and punishment	
f. Crime and juvenile delinquency	
g. Attitude towards social values	
h. Attitude towards social norms	
i. Law abiding tendency	
6.3 Social Leadership in Social Organizations	65
6.4 Social Acceptance	66
6.5 Participation of Respondents in Social Development	67

Chapter- VII : The Impact of Formal Education on Physical and Social Environment

7.1 Role of Respondents in Infra-structural Development	68
7.2 Participation in Cleaning Activities of the Village	69

7.3 Household Cleanliness of the Respondents	70
7.4 Use of Sanitary Latrines	71
7.5 Inoculation and Vaccination of the Children of the Respondents	72
7.6 Sending School – going children to school	73
7.7 Health	74
7.8 Hygiene	75
7.9 Sanitation Condition	76
7.10 Family Planning	77
7.11 Food Habit of the Respondents	78
7.12 Immunization Condition of the Respondents	79
7.13 Awareness about HIV/AIDS/ Hepatitis B/ Bird Flu/ and Anthrax	80
Chapter- VIII : Test of Hypothesis	81
Chapter- IX : Summary and Conclusion	83
Recommendation	84
Conclusion	85
Chapter- X	
Condition of household and Environment of the respondents in Picture	
Questionnaire	96
References and Bibliography	108

LIST OF TABLES

Chapter- III

Table 3.1	Sample size of the study	17
-----------	--------------------------	----

Chapter- V

Table 5.1	Age Distribution of the Respondents	34
Table 5.2	Marital Status of the Respondents	35
Table 5.3	Sex Distribution of the Respondents	35
Table 5.4	Family Structure of the Respondents	36
Table 5.5	Family Size of the Respondents	37
Table 5.6	Religious status of the respondents	38
Table 5.7	Educational status of <i>the formally literate</i> respondents	39
Table 5.8	Educational status of <i>not formally literate</i> respondents	40
Table 5.9	Education levels of wives of the respondents	41
Table 5.10	Education level of the children of the respondents	42
Table 5.11	Occupational status of the respondents	43
Table 5.12	Landed property of the respondents	44
Table 5.13	No. of ponds of the respondents	45
Table 5.14	Farms of the respondents	46
Table 5.15	Garden of the respondents	47
Table 5.16	Income earnings of the respondents	48
Table 5.17	Average family expenditure Schedule of the respondents	49
Table 5.18	Surplus income of the respondents (Monthly)	50
Table 5.19	Amount of surplus (Monthly)	51
Table 5.20	Income deficit of the respondents (Monthly)	52
Table 5.21	Amount of deficit (Monthly)	53
Table 5.22	Deficit mitigation strategies of respondents	54

Chapter- VI

Table 6.1	Inter-group conflict of the respondents	56
Table 6.2	Family conflict of the respondents	57
Table 6.3	Divorce condition of the respondents	58
Table 6.4	Dowry taken and given by the respondents	59
Table 6.5	Knowledge about dowry law and punishment	60
Table 6.6	Prevalence of Crime and Juvenile delinquency	61
Table 6.7	Attitude of the respondents towards social values	62
Table 6.8	Attitude of the respondents towards social norms	63
Table 6.9	Law abiding and violating tendency of the respondents	64
Table 6.10	Participation in Social leadership of the respondents	65
Table 6.11	Social acceptance of the respondents	66
Table 6.12	Participation of the respondents in developing social development.	67

Chapter- VII

Table 7.1	Participation of respondents to develop physical and infra-structural development	68
Table 7.2	Participation	69
Table 7.3	Household cleanliness of the respondents	70
Table 7.4	The table presents the use of sanitary latrines by the respondents	71
Table 7.5	Inoculation and vaccination of the children of the respondents	72
Table 7.6	Sending school-going children to school.	73
Table 7.7	Health condition of the respondents	74
Table 7.8	Hygienic awareness of the respondents	75
Table 7.9	Sanitation condition of the respondents	76
Table 7.10	Family planning adoption of the respondents	77
Table 7.11	The food habit of the respondents	78
Table 7.12	Immunization condition of the respondents	79
Table 7.13	Awareness of the respondents about HIV/AIDS/ Hepatitis B/ Bird flu/ Anthrax	80

LIST OF PICTURE

Chapter- X

Picture 1	Yard of an illiterate family of Bangla Bazar village	86
Picture 2	Yard of a literate family of Bangla Bazar village	87
Picture 3	Condition of latrine of an illiterate family of Bangla Bazar village	88
Picture 4	Latrine condition of a poor illiterate family	89
Picture 5	Children of illiterate families	90
Picture 6	Children of illiterate families who are playing	91
Picture 7	Awareness building movement (i)	92
Picture 8	Awareness building movement (ii)	93
Picture 9	Meeting with the girls and boys of the respondent's family members.	94
Picture 10	Researcher is taking with the children of respondents	95

Chapter- I

Introduction

1.1 Introduction and Statement of the Problem

Education is one of the most important forms of human capital investment. It is the basic need for socio-economic transformation and advancement of a country. No nation can prosper without education. It is also the prime ingredient of human resource development (Fifth Five Year Plan 2002).

Education helps a man to understand what is right and what is wrong. It creates consciousness and develops awareness. It broadens out look, removes prejudice which are obstacle to social and spiritual development of human beings. The main purpose of education is to acquire knowledge. Knowledge removes the darkness. An educated man is an asset while an illiterate man is a liability to the society.

In Bangladesh, educational development is not adequately enough to meet the needs and challenges of the time.

Education can be imparted through formal or informal ways. Many people of our country are deprived of having basic education from formal institutions. Bangladesh government and various NGOs have taken different steps to enhance literacy rate through formal and non-formal education programs.

The present study has been designed to study the impact of formal education on society and environment. What sorts of changes have been brought in our society and what changes are being observed in our socio-economic environment through formal education were the subject matter of the present study.

Historically and geographically Bangladesh was a part of the Indian sub-continent. Therefore, Bangladesh shares many attributes of life and culture of the sub-continent through the experience of 200 years of British rule. In earlier days, education in this region was closely associated with religion and was centered around the mosques, temples, and monasteries. In those days, knowledge was regarded as a sacred trust and was passed over from the teacher to his pupils. The teachers were given great respect in ancient Indian culture and mores.

A very close and devotional teacher-student relationship existed at that time. A new phase of Indian education began in the 19th century under the colonial administration. There was controversy at the initial stage as to whether indigenous tradition of Indian education was to continue or the western mode of education was to be introduced? After independence, of Bangladesh in 1971, western experts were consulted and employed to shape the educational policy of the country. International agencies such as UNESCO, British Council, Ford Foundation, American Cultural Centre and local non-govt. organization like BRAC among many others actively helped to improve the formal education system in this country. For most subjects at the higher level of education, books were imported from the western countries. A large number of University academics of Bangladesh obtained postgraduate degrees and professional training from home and abroad.

The western mode of education was significantly different from those of this sub-continent which influenced the educational philosophy of this country. The country has educational exchange program with many countries such as Australia, China, UK, Japan, Malaysia, India and USA among others.

Society and social environment change with the passage of time. Education is such a tool that can bring positive change. Through formal education, government of Bangladesh is trying continuously to enhance the literacy

rate i.e. enrollment rate, reducing drop-out rate, increasing girl's enrollment rate etc. These initiatives have brought some positive changes in society and on environment. The present study is devoted to explore the impact of the formal education on society and environment.

Several researches have identified the problems and prospects of formal education but there have been little or no attempt to assess the impact of formal education on family and society in respect of income-earnings, mode of expenditure on education, health-hygiene, sanitation, family planning and so on. Similarly, little or no attempt has been made to assess impact of formal education on physical and social environment.

1.2 Hypotheses of the Study

Hypothesis is a tentative generalization which has to be tested or verified. It is a hunch, a guess, an imagination or fact which becomes the basis for action or investigation (George A. Lundberg). Cottey has defined it "as an attempt to explain some facts or phenomenon". It is an attempt for explanation, a provisional supposition made in order to explain scientifically some facts or phenomenon. In social research, the researcher can not proceed in complete ignorance or darkness, rather he has to start with some guesses or suppositions that are likely to be discovered or deduction likely to be arrived at, whether the conceived idea or guess is true or false. For our research purpose we have conceived of the following hypotheses.

- a. Formal education makes the citizen more social and amiable than informal system of education.
- b. Formal education brings positive changes in society in respect of socio-economic and cultural development.

- c. Formal education helps improving social and physical-environmental conditions.
- d. Formal education has positive impact on life and living along with national development. It helps reducing chaos, conflict and enables people to live a decent life.

1.3 Objectives of the Study

Among other objectives the main objective of the study is to assess the impact of formal education on society and environment. The specific objectives are as follows:

- a. To estimate the socio-economic and behavioral changes brought about by formal education
- b. To assess the impact of formal education in improving the physical and social environment
- c. To make a comparison between the people who are formally educated and who are not in respect of their income, standard of living participation in socio-economic and environmental activities.

1.4 Rationale of the Study

It is universally believed that education is the backbone of a nation. No nation can prosper without education. We have many educational institutions in our country compared to other Asian countries but how much the quality of education is being maintained is yet to be assessed.

This study is concerned on the impact of the formal education. It will ventilate the real condition of our formal education as well as its impact on society and environment.

This study would explore the necessity of formal education in general and its impact in particular on our society and environment in particular. The study may be of helpful to the policy makers, researchers and general readers.

Practical recommendations of this study may be of helpful in bringing about positive and qualitative change in our formal education system in Bangladesh.

1.5 Limitations of the Study

The study will remain confined within the impact of formal education. It will not go to study the impact of non-formal education. So, it has been designed to study the impact using some indicators. These are family structure, size and income-earnings, mode of expenditure, conditions of health, housing, sanitations, education of the off springs, etc. along with the physical, socio-cultural and environmental situations by making a comparison between formally literate and not formally literate families of the study area.

Chapter- II

Literature Review

To find out the research gap, related literature is needed to be reviewed. Opinion of scholars, reports on related study, Journals and books will have to be reviewed. Some of the reviewed research works have been discussed as under to find out the research gaps.

1. A research work named "*Environmental Education and Environmental Management in Bangladesh and Their Sustainability*" has been done by Md. Salequzzaman and J. K Davis They pointed out that knowledge, either traditional or institutionalized from formal education, is an essential prerequisite in the attainment of sustainability in human society. The study also stated that the concern with sustainability itself is partly a product of the integration of ecology into the basic science curriculum of schools. The existing information, education and mobilization process have also an important role in the evaluation of environmental management around the world.

2. Sharafuddin A. M (1990), in his article *Towards Sustainable Development: Environmental Awareness and Education in Bangladesh*, has stated that the formal school system has inadequate delivery of environmental education in Bangladesh, but it does not bear the sole responsibility for environmental education. Formal, non-formal, and informal education sectors should work cooperatively towards local sustainability goals. Some environmental education programs are regularly put to air on radio and television. Newspapers have given wide coverage to environment issues. These are related to natural calamities such as floods

and cyclones, land and river erosion, water pollution, deforestation, industrial effluent, destruction of wildlife, encroachment of river and lakes.

3. American Council on Education, 1996. *Guiding Principles for Distance Learning in a Learning Society*. Washington, D.C: The American Council on Education stated that civilization cannot take place unless cross-generational learning is present. This learning of skills by children from their parents and other contacts are the basis of education. Innate learning abilities eliminate the need for each human to figure out all of the secrets of life on their own, and be forced to reinvent improvements. By exposure to sensory experiences, we effortlessly acquire social, language, motor, and thinking skills. These are stored in memory cumulatively, and are the sources of intellectual and cultural growth. Throughout the history, human beings have recognized the advantages of education and have implemented a plethora of creative strategies for teaching and learning to accomplish individual and group goals.

This paper has discussed the history of man's progress, from first human cities to present America. The learning and teaching prerequisite of human developments has been briefly considered, but comprehensively. It is in this review of history, that living students can gain perspective on the state of education and make informed decisions about its future.

4. A research work done by *Austreberta Nazar Beutelspacher and Benito Salvatierra Izaba* on the impact of formal education on women reproductive behavior in four Socio-Cultural context. This paper analyzes demographic changes that occurred between 1977 and 1996, in four socio-cultural contexts in the Soconusco Region of Chiapas, Mexico. It is based on a socio-demographic random sample survey that compiled primary (1139 household groups) and secondary (population and agricultural census) information. The results based on cohort analysis provide evidence for the

existence of various fertility trends among the different socio-cultural contexts. In average urban settlements, fertility has remained low, stable, and in urban settlements it has also remained stable, but high. In rural mestizo and marginal urban communities. But everywhere overall and significant fertility declined. In marginal urban settlements, in spite of showing a generalized fertility decline, adolescent fertility has increased.

5. Another study on formal education entitled “Evidence that rising population intelligence is impacting in formal education” by Haward Robert. Who stated that consensus is growing that rising IQ scores at least partly reflect rising people's intelligence. However, there is no apparent impact in formal education, the one real world domain where it should be strongly and obviously impacting. Teachers evidently are not reporting brighter children. There is only one relevant formal study, however, which found that most Australian high school teachers survey the did not perceive that students became brighter between 1979 and 1999. The present study investigated several possible reasons why; declining motivation in high school students masking rising intelligence, too short a time span or the wrong nation examined. The study was replicated in Australian primary school teachers who had been teaching for 20 or 30 years and in Singapore and Korea, where the environmental improvements thought to raise IQ have happened mainly in the last 40 years. Also, these nations lack the West's grave classroom motivation problems. Most Australian primary teachers did not perceive brighter children even over 30 years, but most in the two Asian nations did, particularly those in Singapore. General intelligence may have largely stopped rising in Western Nations.

6. Impact of Primary Education on Literacy: An Analysis of Census Report 2001 Provisional Data by Arun C. Mehta stated that Free and compulsory education to all children up to the age of fourteen was the

constitutional commitment in India. Despite spectacular quantitative expansion in every sphere of elementary education, the goal to achieve universal enrolment is still a far distant dream. While adopting the constitution in 1950, the goal of UPE was to be achieved in a period of ten years i.e. 1960. Keeping in view the educational facilities available in the country at that time, the goal was far ambitious to achieve it in a short span of ten years. Hence, the target date was revised a number of times. During the last decade 1991-2001, a number of Centrally Sponsored Schemes, as well as, new programs and projects were initiated across the country.

7. **Another article named *The Social impact of Personal Learning Environments*** by Graham Attwell, November 9th, 2007 explained that education systems and institutions develop to meet the needs of society at particular stage of economic and social development. Education serves not only to develop the skills and knowledge in the workforce required by industry but also to develop social capital. Furthermore, the organizational forms that education systems develop particular organizational forms of capitalist production. The present 'industrial' model of schooling evolved to meet the needs and form of a particular phase of capitalist industrial development. The first industrial revolution imposed new requirements in terms of skills and knowledge – in particular the need to extend general education to wider layers of society. In the second half of the 19th Century, in the UK, there were a series of education Acts designed both to extend participation in education and to regulate the education system. Whilst before 1870, education was largely a private affair, with wealthy parents sending their children to fee-paying schools, and others using whatever local teaching was made available, the Forster Elementary education Act 1870 required partially state funded board schools to be set up to provide primary (elementary) education in areas where existing provision was inadequate. Board schools were managed by elected school boards. The schools

remained fee-paying. (New cite author Wikipedia). Under the Elementary education Act 1880, education became compulsory from the ages of 5 to 10. It was not until 1893 that the Elementary education (School Attendance) Act raised the school leaving age to 11 and 1902 that the state took over education, through the organization of Local education Authorities and the provision of funding for schools from taxation.

8. Begum & Salam (2002)- In their book entitled *Anushthanik up-anushthanik Shiksha in Bangladesh*. (Formal and non-formal Education in Bangladesh) discussed some issues related to formal, non-formal and continuous education in Bangladesh. Here the writers tried to explore the definitions of those three streams of education. They also pointed out the educational structure of various levels, the historical background of primary education along with the secondary and higher education and the management of higher education in Bangladesh. But they did not discuss the relation between the formal channel of education and non-formal mode of education, its monitoring and evaluation system and the methods and tools of measuring the impact of formal education (Hosna Ara Begum & Md Addus Salam, *Anushthanik Upanushthanik Shikkha Bangladesh [Formal and Non-formal Education in Bangladesh]* Dhaka: Mukti Priters 2002).

9. Bhatnagar (1972)- The writer in his book entitled "Education and Social Change" expressed his views that the education has two important functions such as conservative and creative. In its conservative functions, education helps in the transmission of cultural values and socially approved behavior patterns to the younger. But modern education does not permit an individual to become a dogmatic believer. It makes him a rational human being capable of challenging the past values and creating new ones. Change is the creative function of education. The book has also attempted to highlight the role of education in bringing about social change in some of

the rural communities. However, it has been explicitly stated that education cannot be viewed as being solely responsible for social changes in the community. Rather, it can only be regarded as one of the important factors in the complex process of social change. The objective of the book was to pinpoint changes in the attitudes, social institutions and social behavior of the villagers (Gurnam Saran Bhatnagar, Education and Social Change. [Kolkata: The Minerva Associates, 1972).

10. Chandra 1997- The writer in his book entitled "Education and Development: A study of human capital Formation" stated various ideas, issues and policies about education and development. The book emphasizes the importance of education in improving the productive capacity of society and its political, economic and scientific instruments. Education also helps to reduce poverty, mitigating its effects on population, health and nutritious and by increasing the value of efficiency of the labour offered by the poor. The central idea of the book is that the investment in human capital is the major source of economic and social development.

The author also mentioned that education is an input to development. But economic development is not the only goal of education, it is only a means to obtain necessary conditions for development of the potentialities of human beings. But the book does not cover those important issues (Dr. K. Suman Chandra, Education and Development: A study of Human capital Formations (New Delhi: Discovery Publishing House, 1997).

11. Fracenk1 1930- The author in his book entitled "Education and Opportunity" presents a brief historical background and the central issues of and the various important concepts related to education such as the purpose of education, the functions of civil libraries and schools and educational methods etc. He also states some historical notes and qualities of good schools. These explanations help the researcher make the various important

educational concepts clear and simplified. Care has been taken to make these books substantive, highly interesting to students and readers (Source: Jack R. Fraenkel, Education and Opportunity (London: Prentice-Hall International Inc. 1930).

12. Hicks & Blackington 1965 in their book entitled "Introduction to Education" discussed some educational issues such as teaching and occupational choice, distinctive characteristic of teachers, purpose of education, challenge in the class room, teaching as education and certification, organization and administration of American schools and career opportunity in education etc. According to them teachers should possess as many different characteristics as possible and mentioned some personal qualities related to successful teaching (Hicks & Frank H. Blackington. Introduction to Education. (Ohio: Charles E. Merrill Books Inc, 1965), p.99).

13. Hossain. Nath & Choudhury 2002- In their assessment paper entitled "Socio-economic Impact of BRAC Schools". Conducted by BRAC's Research and Evaluation Division, BRAC is the pioneer of non-formal primary education in our country. BRAC developed NFPE program for those children who had no access to schooling or for those who dropped out. It was expected that NFPE would help them to participate effectively in their socio-economic development by increasing their literacy and required life skills. This research paper only assessed the impact of education of those students who completed the primary schooling. But Non-formal education has a vast field most of which, are not studied here (Altaf Hossain, Samir R. Nath & AMR Choudhury. Socio-economic Impact of BRAC Schools. (Dhaka : BRAC, 2002).

14. MUTI 1996- This book titled "Amader Shikkha kon Pathey" [Our Education: Search for Directions] is a Collection of three articles based on

educational experience of Pakistan and Bangladesh. In this book, the author expressed that the country's existing educational system is the legacy of the British education policy in India. Since the birth of this independent nation-state, various education commissions were entrusted to frame an appropriate education policy but all these endeavors could not make any significant change. Changes in students' attitude towards discipline, diligence, honesty and other higher value are still the missing factors in our education system, In the second chapter, the writer stated the background of exploring the non-formal and continuous education. In Bangladesh, a great number of children, youth and old are not able to avail themselves of getting the benefits of formal schooling. But according to constitution, every citizen of Bangladesh has a right to education, which must be fulfilled. The writer firmly believed that the main justification for the provision of non-formal education in Bangladesh may be the second necessary component of providing education to all (Abdullah Al-Muti, Amader Shikkha Kon Pathey. (Our education: Search for Direction), (Dhaka University Press L.T.D. 1996).

15. UNESCO 1986- UNESCO in its seminar report entitled "Formal and Non-formal Education: Co-ordination of Regional Operation in Asia and the Pacific for Educational Development." It Includes country experiences on coordinated planning between formal and non formal education. It highlighted the field visit of Southern Thailand and its problems, issues and strategies. The report was made on the basis of the seminar that was one of the activities organized under UNESCO's major program "Education for All." It also emphasized better co-ordination between formal and non-formal education (UNESCO Regional office, Formal and Non-formal Education (Bangkok: Wing for Education in Asia and the Pacific, UNESCO 1986).

Above mentioned literature stated the impact of formal education and its various dimensions. But there has been no specific research on the impact of formal education on society and environment particularly on Bangladesh context.

The review of the above literature suggests that there exists a knowledge gap in our proposed area that makes the main justification for undertaking this research. No comprehensive research was conducted so far in Bangladesh to explore the impacts of formal education.

So, there remains a dearth of knowledge on our part regarding the impact of formal education on society and environment. The present study has been undertaken to underscore the need for formal education and to assess its impact on family, society and on physical and social environment. It is hoped that it will be a new dimension in the field of education in general and social education in particular in the context of Bangladesh.

Chapter- III

Methodology of the study

3.1 Methodology

Research methodology refers to the ways of solving research problem scientifically. It refers to the ways and means of studying and conducting a research along with the logic behind it. It covers all those methods and techniques that are needed in conducting research (Marie Jabeda, Merson Deutch).

The methodology helps researcher to overcome the difficulties and inconveniences of the research. On the basis of that the researcher can make the whole study structure, its operations, the place and importance of the successive steps that he will be required in the total scheme (Wilkinson and Brandarkar, 2004).

A researcher should state the methodology of his research. He should define the methods first then give the justifications of the selection of the method. He should tell how the selected methods would be fit to attain the set objectives of the research. The methods also include the sample design of the study. It also states about the techniques or tools of data collection and analysis (Abedin, 2005).

In this study social survey method has been adopted to collect basic information from the field. The nature of the study refers to the social survey relating to social phenomenon.

3.2 Selection of the Study Area

As per the title of the research proposal Pabna Sadar Upazilla was selected as a study area. There are ten Unions in this Upazilla. Two of the unions were randomly been selected first. Then two villages one from each union were purposefully selected taking into consideration of the access to villages, its population size, literacy rate, availability of different institutions etc. Accordingly, village Bangla Bazar of Dogachhi union and village Tabunia of Maligachha union were selected as study field. Characteristics of the two villages are given below.

1. Village Bangla bazar

It is 4 km to the south-eastern side of Pabna town, situated on the northern bank of the river Ichamoti, a tributary of the mighty river Pabna. Total population of the village is: 3365 (male: 1685 Female: 1680). There are one Primary school, one Registered Primary school, one Madrasha and nine mosques. Literacy rate: 53.9% Total number of families: 650 (source: Union Council Office, 2010)

2. Village : Tabunia

It is under Maligachha union, located to the north-eastern side of Natore-Pabna high way, about 9 km off from the main town. Total Population is 3183 (Male: 1523. Female: 1660). There are one Private college, one High school, one Govt. Primary school and one Madrasha in the village. Literacy rate: 53.8%. Total no. of family is 600 (source: Union Council Office, 2010).

a. Justification of selecting the villages- Both the villages have almost homogenous characteristics at least from the point of view of population and family size and of their locational advantages. There has been an easy access to these two villages: Both the villages are well communicated by

road. All sorts of vehicles are available to approach the villages. Literacy rate of both the villages is almost equal. Besides, both the villages have rural-urban flavor.

b. Sampling and Sample size- Respondents were identified on a simple random basis. Total no. of families taken 120. (of them 60 are from formally literate (those who have formal qualifications like S.S.C & above) group and 60 from those who do not have any formal qualifications. For assessing the impact of formal education on society and environment, a comparison was needed to be done between them. For this reason equal number of respondents were identified and selected from both the villages.

Table 3.1: Sample size of the study

Category of Respondent	No. of Respondent
Formally literate respondents	60
Formally not literate respondents	60
Total =	120

Total sample for this study is 120. Among them 60 respondents were from formally literate and 60 respondents were from not formally literate.

c. Data collection- Necessary data were collected directly from the field. The headman of the family was considered as the respondent and data were collected from him through a structured questionnaire which was pre-tested and finalized. Besides, observation and FGD methods used were also to have oral discussion with the respondents and elites. Elected representatives of the locality were also consulted from time to time to examine the data supplied by the respondents. Thus errors and mistakes were corrected and modified thereof.

d. Data processing- The data, after collection, were processed and analyzed following quantitative methods.

Data were also reviewed, classified, tabulated, analyzed and then evaluated. Collected data were presented in tables and diagrams. These tables are prepared in order to show percentages. The data have been analyzed and presented in an orderly and systematic way. Some statistical techniques were used in data processing.

3.3 Physical Map of Pabna District



Source: Internet

3.4 Pabna Sadar Upazilla at a Glance from Educational Perspective

Pabna is one of the oldest districts of Bangladesh. It was created in 1828. It is bounded on the north by Natore and Sirajganj districts, on the east by Mannikganj districts and the river Jamuna. On the south by Rajbari and

Kustia districts and the river Padma and on the north-west by Natore district.

Pabna Sadar Upazilla occupies an area of 443.90 Square kilometer including 0.03 Sq. km forest area. It is located between 23°53' and 24°05' north latitudes and between 89°09' and 89°25' east longitudes. The Sadar Upazilla is bounded on the north by Atgharia Upazilla, on the east by Santhia and Sujanagar Upazillas on the south by Pangsha Upazilla of Rajbari district and Khoksha and Kumarkhali Upazillas of Kusthia district and on the west by Ishwardi Upazilla. The detail about Pabna Sadar Upazilla is given below:

1.	Land area	: 443.90 Square kilometer.
2.	Village	: 284
3.	Pourasova	: 01
4.	Union	: 10
5.	Population	: 476932
6.	Primary School (Total)	: 177
	a. Government Primary School	: 125
	b. Non-government Primary School	: 52
7.	Junior High School	: 06
8.	Madrasha	: 45
9.	Secondary School	: 03 (Govt.)
10.	Secondary School	: 52 (Non-govt.)
11.	Teacher's Training College	: 01
12.	Primary Training Institute	: 01
13.	Public Library	: 04
14.	College	: 20 (Govt. 03, Cadet-01 and Non-govt. 16).

15.	Polytechnic Institute	: 01
16.	Vocational Institute	: 01
17.	Nursing Training Institute	: 01
18.	Agricultural Institute	: 01
19.	Commercial Institute	: 01
20.	Homeopathic College	: 01
21.	Law College	: 01
22.	Public Medical College	: 01
23.	Public University	: 01
24.	Music Training Institute	: 01
25.	Technical Training Center	: 01
26.	Sanskritic Tole	: 01
26.	Literacy rate	: 48.25%

(Source: Pabna Sadar Upazilla Statistics and Education Office, 2010)

3.5 Key Concepts (Meaning & Working Definitions)

a. Some key concepts- In this study some key concepts were used for the purpose of the study. The following key concepts were used to mean as follows:

b. Education- Generally education means a process of transferring culture and tradition from one generation to another. It may be imported through formal schooling or through informal way. The new generation inherits knowledge, moral, beliefs, practices ideas, values, and norms through a process known as education (formal or informal). In this study education has been conceived of as the system now being given in our schools, colleges and madrashas.

c. **Formal education-** Formal education is a system of education which is given in formal academic institutions like school, college, university and such other equivalent institutions. Formal education has definite curriculum, duration, examination, certificate issuing etc. Institutions that provide formal education include primary schools, colleges and universities (Jennifer Sellers, 2007).

d. **Non formal education-** Non Formal education means a system of education which is imparted through non formal institutions like Moktab, Madrasha, Toll, Guru Mohasay's Patshalla etc. There remains no uniform syllabus or no similar curriculum. In our research we considered those respondents who do not have any formal schooling or having no certificate issued by any Authority. We termed them as respondents who are "not formally literate".

e. **Impact-** Impact has been conceived of as the result or outcome of any endeavor for a definite purpose. It is assessed through using some parameters. Impact of any endeavor may have positive or negative aspects. In this study impact of formal education has been measured in terms of income earnings, life style and standard of living, status or position in family and society. Side by side impact has also been assessed on the attitudinal and behavioral changes of the respondents. A comparison has been made to understand the difference between formally literate and not formally literate respondents.

f. **Society-** The term 'society' is one of the most fundamental issues in sociology.

P. Gisbert said in his book Fundamentals of Sociology that. "Society in general consists in the complicated network of social relationships by which every human being is interconnected with his fellowmen".

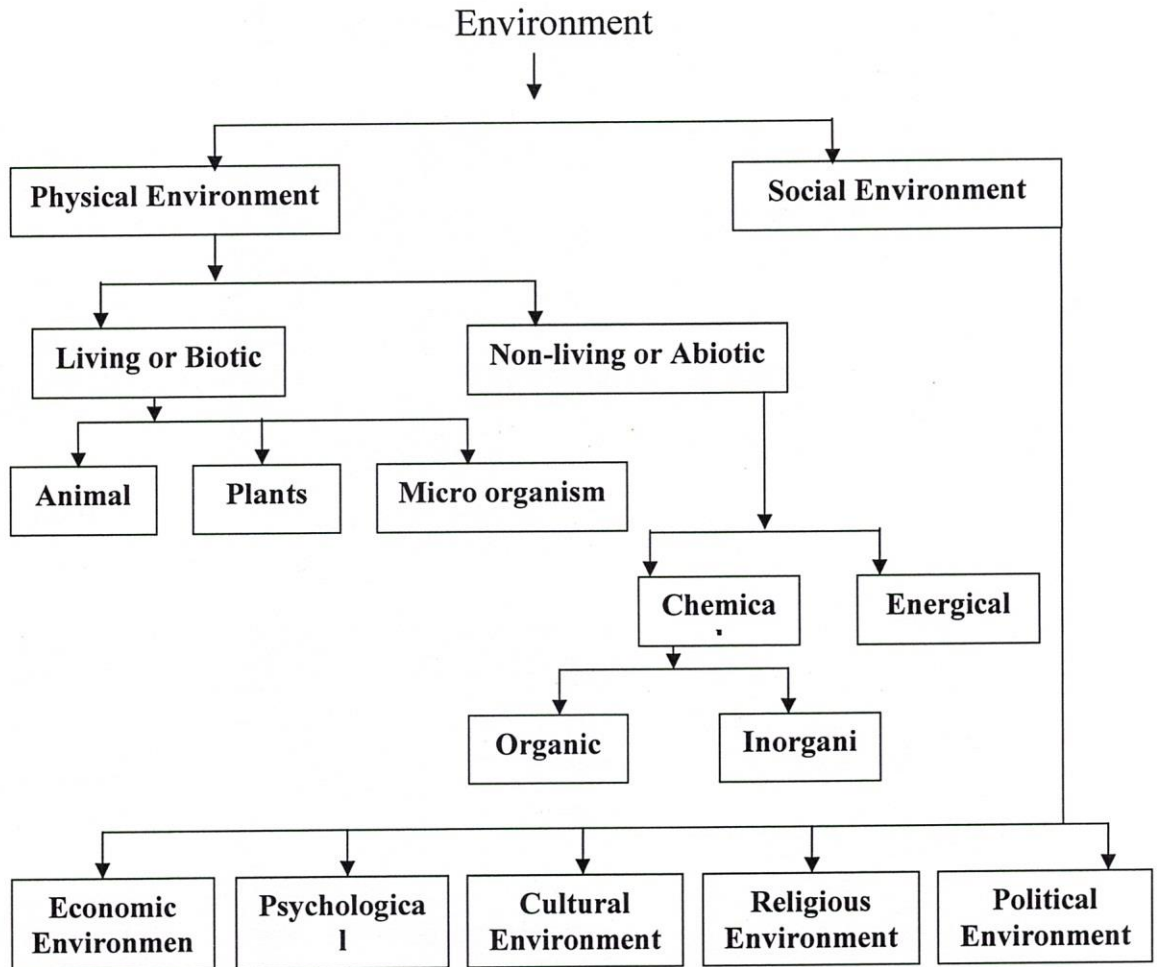
Morris Ginsberg said in his book 'Sociology' that "The term society may be used to include all or any dealings of man, with man whether these be direct or indirect, organized or unorganized, conscious or unconscious, cooperative or antagonistic." He also added, "A society is the collection of individuals united by certain relations or modes of behavior which mark them off from others or who differ from them in behavior.

F. H. Giddings said in his book The Elements of sociology that "A number of likeminded individuals who know and enjoy their likemindedness and are therefore able to work together for common ends"

For this research we have considered the definition of society as given by P. Gisbert and F.H. Giddings.

g. Environment- Everything of this world from earth to ozone layer like wind, light, water, sound, soil, forest, hill, river, sea, man made structure, animal, trees, which are around us constitute environment. It is the sum total of living and non living components which influences our life and living. According to RM. Maclver and C.H. Page "environment is divided into two parts. i.e. one is outer and another one is inner." Man tries to modify the outer environment to make it congenial for human habitation. Man made environment has two fold characters i.e. an outer and an inner. This inner environment is called social environment.

h. Organogram of Physical Environment



Source: Environmental Management, Azam, A Khandaker, 2003.

i. Social Environment- Man is a social animal. He cannot live alone. He has to interact with others every time. This regular interaction with others is called social relationship.

According to R.M. Maclver & C.H. Page "Social environment is consisted of social relationship, attitude condition, interactions of individuals, groups, institutions and organizations of society". The political issues come under the purview of social environment. Social values, customs, economic,

political, religious etc. institutions are included within the framework of social environment.

H.P. Fairchild said "Social environment is the sum total of social institutions, forms, patterns and processes that impinge directly upon society", Maclver & Page explain it as the organization, the repression and liberation of social life of what we collectively name as social heritage.

We have considered the social environment as the regular interaction of man with other man. We accepted the definition of social environment as given by H.P. Fairchild, Maclver and Page for this study.

Chapter- IV

The Present Education System of Bangladesh (Formal Education)

In this chapter an attempt has been made to understand the formal education system of Bangladesh. It is quite relevant to the present study.

The present education system of Bangladesh may be broadly divided into three major stages, viz. primary, secondary and higher education. Primary level institutions impart primary education. While, secondary education is imparted by junior secondary/secondary and higher secondary schools and colleges. Degree pass, degree honors, masters and other higher-level institutions or equivalent other related institutions impart higher education. The education system is operationally categorized into two streams: Primary education (Grade I-V) managed by the Primary and Mass Education Division (PMED) under the helm of a Secretary; and the other system is the post- primary education which covers all the other levels from junior secondary to higher education under the administration and supervision of the Secretary of the Ministry of Education (MOE). However, both PMED and MOE are under the direction of a Minister. The post-primary stream of education is further classified into four types in terms of Curriculum General education, Madrasah education, Technical-vocational education and Professional education.

4.1 General Education

a) Primary education

The first level of education is comprised of 5 years of formal schooling (class/grades I-V). Education, at this stage, normally begins at 6+ year up to 11 years. Primary education is generally imparted in primary schools. Nevertheless, other types of institutions like kindergartens and junior sections attached to English medium schools are also imparting Primary level formal education.

b) Secondary education

The second level of education is comprised of 7 (3±2+2) years of formal schooling. The first 3 years (grades VI-VIII) is referred to as junior secondary; the next 2 years (grades IX-X) is secondary while the last 2 years (grades XI-XII) is called higher secondary.

There is diversification of courses after three years of schooling in junior secondary level. Vocational and technical courses are offered in vocational and trade schools. Moreover, there are high schools where SSC (vocation) courses have also been introduced.

In secondary education, there are three streams of courses such as, Humanities, Science and Business Education, which start at class IX, where the students are free to choose their course(s) of studies.

High schools are managed either by government or private individuals or organizations. Most of the privately managed secondary schools provide co-education. However, there are many single sex institutions in secondary level education in Bangladesh.

The academic program terminates at the end of class X when students are to appear at the public examination called S.S.C. (Secondary School

Certificate). The Boards of Intermediate and Secondary Educations (RISE) conduct the S.S.C. examination. There are eight such Boards at different places in Bangladesh namely:

Dhaka, Rajshahi, Jessore, Comilla, Chittagong, Syihet, Barisal and Dinajpur. The secondary education is designed to prepare the students to enter into the higher secondary stage. In higher secondary stage, the course is of two-year duration (-XII) which is being offered by Intermediate Colleges or by intermediate section of degree or master degree colleges.

At present P.S.C (Primary School Certificate) and J.S.C (Junior School certificate) examinations are being organized by the BISE's.

c) Tertiary education

i) **College-** The third stage of education is comprised of 2-6 years of formal schooling. The minimum requirement for admission to higher education is the higher secondary certificate (H.S.C). HSC holders who are eligible to enroll in 3-year degree pass courses while for honors; they may enroll in 4-year bachelors' with honors courses in degree level college's or in the universities. After successful completion of a pass/honors bachelors' degree course, one can enroll in the master's degree course. Master degree courses are of one year for honors bachelor degree holders and 2 years for pass bachelor degree holders. For those aspiring to take up M.Phil and Ph.D courses in selected disciplines or areas of specialization, the duration is of 2 years for M.Phil and 3-4 years for PhDs after completion of master's degree. Higher education is being offered in the universities and institutes of diversified studies in professional, technical, technological and other special types of education.

ii) **University-** There are 85 universities in Bangladesh. Out of these, 32 universities are in the public sector, while the other 53 are in the private

sector. Out of 32 public sector universities, 30 universities provide regular classroom instruction facilities. Bangladesh Open University (BOU) conducts non-campus distance education programs especially in the field of teacher education and offers Bachelor of Education (B.Ed.) and Master of Education (M.Ed) degrees. BOU conducts 18 formal courses and 19 non-formal courses. Bangladesh National University mainly functions as an affiliating university for degree and post-graduate degree level education at different colleges and institutions in different field of studies after successful completion of the specified courses; it conducts final examinations and awards degree, diplomas and certificates to the successful candidates. The degrees are B.A, B.Sc. B.Com (Pass & Honors) M.A, M.Sc. MSS and M.Com. Moreover, this university also offers L.L.B., and other degrees. Bangladesh National University offers part-time training to college teachers.

There is only one medical university namely, “Bangabandhu Sheikh Mujib Medical University”, like other public universities, it offers courses on a different system where FCPS Degree is offered in the disciplines of medical education. Diploma courses are offered in 12 disciplines. MD degree in 15 subjects and MS courses on 8 subjects are also offered.

4.2 Madrasa Education

The old scheme of Madrasa education was introduced in 1780 with the establishment of Calcutta Madrasa. In Madrasa education, one can learn Islamic religious education along with the general education as complementary to each other in the system of education. Madrasa education system has been continuing with some modifications according to the demand of the time, and many Madrasahs have grown up in this sub-continent. The government has been providing grants to the teachers and

employees of the non-government Madrasha like other non-government education institutions (Schools and Colleges). There are five levels in the Madrasha education system, namely:

a. Primary level or Ebtedayee education

This is equivalent to primary level of general education. The first level of Madrasha education is comprised of 5 years of schooling (grades I - V). Normally, the children of 6 years of age begin in class 1 and finishes class V at the age of 11 years. Ebtedayee education is imparted in Ebtedayee Madrashes and Ebtedayee sections of Dhakhil, Alim, Fazil and Kamil Madrashes. It is also imparted in some of the private Quami-kharizi Madrashes.

b. Secondary level

The secondary level of Madrasha education is comprised of 7 (5+2) years of formal schooling. It takes five years in Dhakhil stage (S.S.C. level) from grade VI- X while the last 2 years in Alim (higher secondary) stage. Dhakhil level education is imparted in Dhakhil Madrashes and in Dhakhil level of Alim, Fazil and Kamil Madrashes. Alim is equivalent to higher secondary certificate education imparted to Alim Madrashes and in Alim level of Fazil and Kamil Madrashes.

There are diversification of courses after three years of schooling in secondary level of education from grade IX of Dhakhil stage and grade XI of Alim stage. There are streams of courses such as humanities, science and business education, where students are free to choose their courses of studies. Private individuals or private bodies manage all Madrashes of this level. Most of these Madrashes provide co-education. However, there are some single gender Madrashes in this level of Madrasha education. There are two public examinations namely; Dhakhil and Alim after the completion

of 10 years of schooling and twelve years of education, respectively. The Bangladesh Madrasa Education Board (BMEB) provides these two certificates.

c. Tertiary level of Madrasa education

This level is comprised of 4(2+2) years of formal education. The minimum requirement for admission to higher level of Madrasa education is the Alim (equivalent to HSC) certificates. Alim pass students are qualified to enroll in 2-year Fazil education. This level of education is imparted in Fazil Madrasa and in Fazil level of Kamil Madrashes. After successful completion of Fazil degree one can enroll in 2-years Kamil level education. There are four streams of courses in Kamil level education; streams are Hadis, Tafsir, Fiqh and Adab. Bangladesh Islamic University, Kushtia conducts these two Fazil and Kamil examinations and award certificates. After successful completion of the specified courses one can appear at these examinations.

Out of the total Kamil Madrashes only three Madrashes are managed by government and others are managed by either individual or by private bodies. However, there are few girls' Madrasa for girl students.

4.3 Technical - Vocational

For the students whose interests are not strictly academic may find technical- vocational programme more interesting and more valuable for their future. Government tries to ensure that the course curriculum should be relevant to students' interest and aspirations while at the same time it should address the needs of the job market.

a. Primary level- There is no technical-vocational institution in primary level of education. Ebtedayee in the first level (Primary level) of Madrasa

education has no scope for technical-vocational education. Accordingly, technical - vocational education in Bangladesh is designed in three phases under two major levels of secondary and tertiary level of education.

b. Secondary level- Vocation courses starts from secondary level. The certificate courses prepare skilled workers in different vocations starting from ninth grade after completion of three years of schooling in secondary school. At this level the courses are diversified in different vocations spread over 1 to 2 years duration. Diploma courses prepare the diploma engineers at the polytechnic institutes. This course spread over 4 years duration after passing the secondary school certification examination. There is a technical education board called Bangladesh Technical Education Board (BTEB), which grants affiliation to the technical institutes. It conducts examinations of the students completing different courses in different vocations and technical education, and awards certificates to the successful candidates.

c. Tertiary level- The College of Textile Technology and College of Leather Technology offer four -year degree courses in Textile Engineering and Leather Technology, respectively.

4.4 Professional Education

The minimum requirement to be admitted to teachers training colleges (TTCs) for Bachelor of Education course is graduation degree. Generally, in-service teachers undertake this professional training course along with some unemployed graduates.

a. Primary level- There is no professional education in primary level.

b. Secondary level- There are training institutes/schools in the country which offer certificates and diploma at secondary level The National

Computer Training and Research Academy (NCFRA) located at Bogra, offers two-year Diploma course in commerce equivalent to HSC. SSC passed candidates can get admission to these courses. It also offers 3-month and 6-month courses. There are many professional institutes, which offer professional certificates in Marine Academy under the Shipping Corporation of Bangladesh.

c. **Tertiary level-** In tertiary level, there are Law colleges, Medical colleges, Agriculture colleges, Dental colleges and Nursing Institutes for professional education, which offer bachelor degrees. Also there are Institutes of Chartered Accounts, Institute of Professional Management, Institute of Bankers, Institute of Personnel Management, Bangladesh Institute of Management (BIM), Library Association of Bangladesh and similar other associations offer professional certificates, diploma and post-graduate diploma in different professions after having graduation from college and universities.

Chapter- V

Socio-economic Background of the Respondent

5.1 Prelude

Socio-economic background plays an important role in human life. It is known to all that the man who is economically and socially well off, can enjoy life as to their expectation. But who lags behind, suffers in every sphere of life. So, the researcher wants to differentiate between formally literate and not formally literate respondents in respect of economic and familial status so that it would be easy to understand the changing pattern of their life style. In this chapter, the family size, structure, earning and expenditure status of the respondents have been identified and analyzed.

5.2 Age Distribution

The age distribution of respondents can be found in the following table.

Table 5.1: Age distribution of the respondents

Age group	Formally Literate		Formally not Literate	
	Number	PC %	Number	PC %
20 – 30	20	33.33	22	36.66
31- 40	25	41.66	22	36.66
41-50	05	08.33	08	13.33
51-60	05	08.33	06	10.00
61 +	05	08.33	02	03.35
Total =	60	100	60	100

Source: Field data

The table shows the age group of respondents. Maximum respondents fall within the age group of 20 -40 of both the groups of respondents. But it shows that the marital age of both the groups are not similar. The rate of married persons of the formally literate group is higher than the formally not literate group. The literate people marry comparatively late to that of formally not literate group. Because of early marriage the number of children is found to be higher among those of formally not illiterate group.

5.3 Marital Status

Table 5.2: Marital status of the respondents

Marital Status	Formally literate	PC%	Formally not literate	PC%
Married	58	96.66	55	91.66
Unmarried	×		×	
Widow/divorcée	02	03.33	05	07.34
Total =	60	100	60	100

Source: Field data

The table shows that all the respondents of both the groups are married. But a small portion (07.33%) of them are either widow or divorcee.

5.4 Sex Distribution

The table below shows the sex distribution of respondents.

Table 5.3: Sex distribution of the respondents

	Formally literate	PC %	Formally not literate	PC %
Male	57	95.00	58	96.66
Female	03	05.00	02	03.34
Total =	60	100	60	100

Source: Field data

The table shows that maximum respondent of both the groups are male only a few are female respondents. They are either widow or divorcees.

5.5 Family Structure

The family Structure of the respondents in the study area is shown in the following table.

Table 5.4: Family structure of the respondents

Formally Literate	No of respondent	PC%	Formally not literate	PC%
Nuclear	45	75.00	44	73.34
Joint	10	16.66	12	20.00
Extended	05	08.34	04	06.66
Total =	60	100	60	100

Source: Field data

The table shows that maximum respondents of both the groups live in nuclear families. Only 16.66% of the literate live in joint family and 8.34% in the extended families as against 20% and 6.66% of the formally not literate group. It indicates that both the groups prefer to live in nuclear families. Now- a -days it is found common every where in Bangladesh.

5.6 Family Size

The following table reflects the family structure of the respondents in the study area.

Table 5.5: Family size of the respondents

Not of family member	Formally literate	PC%	Formally not literate	PC%
02-03	42	50	30	53
04-05	13	33	18	33
06-07	03	11	07	11
7 +	02	5	05	3
Total =	60	100	60	100

Source: Field data

The table shows the family size of the respondents. It states that maximum family size is 2 to 3 members. It is 50 % and 53% of both the groups respectively. Only 11.67% of both the groups have 6 to 7 members while 3% have 7 and above family members. No difference is found about the size of the family of both the groups. However, the number of family members of literate group is a bit less than formally not literate. Because, they live in single or nuclear families, They do not like to take more children. They are concerned of maintaining their standard of living. So, It can be concluded that the educated people are concerned of taking more children.

5.7 Religious Status

Table 5.6: Religious status of the respondents

Religion	Formally literate	PC%	Formally not literate	PC%
Muslim	57	95.00	58	96.64
Hindu	02	03.34	01	01.66
Other	01	01.66	01	01.66
Total =	60	100	60	100

Source: Field data

The table shows that the maximum respondents of both the groups are Muslims only a few people are (3.33%) Hindus. Only 1.66% belongs to other group. Other group means the aboriginals mostly they belong to Christian communities.

5.8 Educational Qualification

The study has categorized the respondents as formally literate and formally not illiterate. For this study formally literate meant as those who have completed the S.S.C and above Degree and formally not literate refers to those respondents who did not have any formal qualification. They did not join in any academic institution for education.

Table 5.7: Educational status of the formally literate respondents

Level of education	Number	PC %
S.S.C passed	42	70.00
H.S.C Passed	10	16.66
Degree Passed	05	8.33
Masters degree Passed	03	5.00
Total =	60	100

Source: Field data

The table shows that 70% of the respondents have read up to S.S.C and 16.66% has passed H.S.C, 8.33% has Passed Degree and 5% has Master's degree.

Table 5.8: Educational status of *not formally literate* respondents

Level of education	Number	P C %
Can read only	20	33.66
Can read & write	18	30.00
Have arithmetic Knowledge	10	16.33
Only Thumb impression	12	20.00
Total =	60	100

Source: Field data

The table shows that 33.66% can read only, 30% can read & write, 16.33% have arithmetic Knowledge, 20% rests on thumb impression,

5.9 Education of Wives of the Respondents

The academic qualification of wives of both types of respondents has been given in the following table.

Table 5.9: Education levels of wives of the respondents

Level of Education	Number of Wives of Formally Literate Respondents	Percentage	Number of Wives of Formally illiterate Respondents	Percentage
M.A/ M.S.S/ M.Sc/M. Com	02	5.00%	00	00%
B.A/ B.S.S/ B. Sc/B.Com	03	5.00%	00	00%
H.S.C	10	15.00%	00	00%
S.S.C	20	33.33%	06	10%
Below S.S.C	25	41.34%	54	90%
Total =	60	100%	60	100%

Source: Field data

The table shows that 5%, 5%, 15%, 33.33% and 41.34% of the literate respondent's wives having Masters, Bachelors, H.S.C and S.S.C and below S.S.C level qualifications while 10% having S.S.C and 90% having below S.S.C qualifications of the formally not literate group respectively.

5.10 Education Level of the Children of the Respondents

Education level of the Children of the Respondents has been shown in the following table.

Table 5.10: Education level of the children of the respondents

Level of Education	Number of Children of Literate respondents	Percentage	Number of Children Illiterate Respondents	Percentage
M.A/ M.S.S/ M.Sc/ M. Com	3	5.00%	01	1.66%
B.A/ B.S.S/ B. Sc/B.Com	10	16.66%	06	10.00%
H.S.C	20	33.33%	10	16.67%
S.S.C	18	30.00%	08	13.33%
Below S.S.C	09	15.00%	35	58.33%
Total =	60	100%	60	100%

Source: Field data

The table shows that 16.67% children of the formally literate respondents having higher level of educational qualification whereas only 6.67% children of the illiterate respondents having higher level of educational qualifications. Only 08.33% children of the literate respondents remaining below S.S.C level of education whereas 53.33% not formally literate respondents' children remaining below S.S.C level of education. It represents that parental educational qualification reflects the level of education of their offspring's.

5.11 Occupational Status

The following table describes the occupational activities of the respondents of both the groups

Table 5.11: Occupational status of the respondents

	Formally Literate		Formally Not Literate	
	Number	PC%	Number	PC%
Agriculture	20	33.33	30	50.00
Poultry business	15	25.00	15	25.00
Big business	05	08.33	05	08.33
Teaching	05	08.33	-	-
Govt. Service	05	08.33	-	-
Private Service	07	11.66	-	-
Rickshaw Pullers & Day laborers	03	5.00	10	16.66
Total =	60	100	60	100

Source: Field data

The table shows that the formally literate group has agriculture occupation 33.33% Poultry business 25% big business 8.33% Teaching 8.33% govt. service 8.33% Private service 11.66% and 5% has other profession as against 50% , 20%, 8.33% of the formally not literate group has agriculture. Poultry business and big business. It indicates that the illiterate group is mostly involved in agricultural activity. While 25% and 8.33% run Poultry and big business. None of them are engaged in any other profession like. Services of any type (govt. or non-govt.).

5.12 Assets of the respondents

Assets of the respondents are given in the following table.

Table 5.12: Landed property of the respondents

Amounts of land (Acres)	No. of Literate respondents	(%)	No. of Illiterate respondents	(%)
< 01 - 02	35	58.33%	38	63.33%
03 - 04	15	25%	17	28.33%
05 - 06	08	13.33%	03	05%
06- Above	02	03.34%	02	03.34%
Total respondents	60	100%	60	100%

Source: Field data

The table shows that each and every respondents of both the literate and not illiterate having at least less than one to two acres of landed property. The maximum number of respondents holding land between 01-02 acres while a few are holding 06 acres and above.

a. Ponds

The table shows the no. of ponds of the respondents.

Table 5.13: No. of ponds of the respondents

Number of pond smaller or large	No. of literate respondents (%)		No. of not formally literate respondents (%)	
Having no ponds	54	90%	52	86.67%
Having 01—02 ponds	06	10%	08	13.33%
Total respondents =	60	100%	60	100%

Source: Field data

The table shows that maximum respondents in the study area having no pond for pisci-culture. Of course, 10% literate respondents having ponds for commercial cultivation of fishes, as against 13.33% of the not formally literate group.

b. Farms

The table shows the number of farms (other than agriculture).

Table 5.14: Farms of the respondents

Type of farm	No. of literate respondents (%)		No. of Illiterate respondents (%)	
Poultry (Hen)	02	03.33%	05	6.33%
Cattle (Cows, goat, pigeon etc.)	10	16.67%	40	66.66%
No farm	48	80.00%	15	25.00%
Total respondents =	60	100%	60	100%

Source: Field data

The table shows that 3.33%, 16.66% of literate respondents have farms of poultry and cattle as against 8.33 and 66.66 of other group and 80% of the literate and 25% of other group do not have any farm. It indicates that other group has maximum farms of cattle, goat and pigeon rearing. It is obvious because they are to depend upon it for livelihood.

c. Gardening

Possession of gardening of the following table is given.

Table 5.15: Garden of the respondents

Type of garden	No. of Literate respondents (%)		No. of Illiterate respondents (%)	
Kitchen garden	05	08.33%	15	25%
Mango garden	04	06.67%	02	03.33%
No garden	51	85.00%	43	71.67%
Total respondents	60	100%	60	100%

Source: Field data

The table shows that 08.33% and 06.67% formally literate respondents having kitchen and mango gardens as against 25% and 03.33% of the other group. However, 85% literates and 71.67% not literate respondents having no garden. Of course, most of the houses having small size kitchen and mango garden for their own consumption.

5.13 Income Earnings

Income earnings mean the income of the respondents from different sources including principal and subsidiary occupations. These incomes include income from service, business, farm and garden etc.

Table 5.16: Income earnings of the respondents

Formally literate		Formally not literate		
Monthly income (all inclusive)	Number	PC%	Number	PC%
Tk. 1000 – 3000	08	13.33	18	30.00
Tk. 3001 – 5000	17	28.33	14	23.33
Tk. 5001 – 7000	12	20.00	11	18.33
Tk. 7001 – 10000	10	16.66	08	13.33
Tk. 10001 – 13000	08	13.33	05	8.33
Tk. 13001 – 15000	03	05.33	02	3.33
Tk.15001–and above	02	3.33	02	3.33
Total	60	100	60	100

Source: Field date

The table shows the income level of the respondents of both the groups. It indicates that the income level of the formally literate group is higher than formally not literate group. It is evident that educated people have much more income than the less illiterate group. But in case of maximum income 15000 and above the number of respondents are equal (3.30%) of both the groups. It is because of landholdings and business income of the respondents. Formally literate group are involved in service, so their income level is higher than the other group. It can be concluded from the table that the average income of the educated people will at the time be higher if other conditions remain the same.

5.14 The Expenditure Status

The table shows the average monthly expenditure of the respondents in the study area. Ideally, a five members' family have the following average monthly expenditure.

Table 5.17: Average family expenditure schedule of the respondents

Heads of the expenditure	Monthly average expenditure	
	Formally literate	Formally not literate
Food purpose	2000 - 4000	2000 - 3000
Clothing “	1000 - 1200	500 - 1000
Education “	500 - 1000	300 - 500
Health care “	500 - 1000	300 - 500
Others “	1000 - 1500	800 - 1000
Total =	5000 - 8700	3900 - 6000

Source: Field data

Other purposes include maintenance of households, purchase of utensils, furniture, expenditure in social festivals, marriage ceremony, repairing works, recreation and hospitality etc.

The table shows that the average expenditure schedule of both the groups. It reveals that the expenditure rate of the formally literate group is higher in every aspect than those who are not formally literate. It is because of the rate of higher income and the choice test of the literate group. It also indicates the higher level of living of the literate group.

5.15 Surplus

The table shows the surplus income respondent in the study area.

Table 5.18: Surplus income of the respondents (Monthly)

Surplus	Literate		Illiterate	
	Respondent	%	Respondent	(%)
Having surplus	45	75%	20	33.33%
Having no surplus	15	25%	40	66.67%
Total respondents	60	100%	60	100%

Source: Field data

The table shows that 75% literate and 33.33% not illiterate respondents have surplus income. On the other hand, 25% literate and 66.67% not literate respondents do not have surplus income in the study area.

5.16 Surplus Amount of the Respondents

Surplus amount of respondents is shown in the following table.

Table 5.19: Amount of surplus (Monthly)

Surplus amount	No. Literate Respondents	No. of Illiterate respondents
5,00/- - 1000/-	15	11
1,001/- - 1,500/-	12	09
1,501- - 2,000/-	08	00
2001/- - 2500/-	06	00
2501/- - 3,000/-	03	00
3001/- - Above	01	00

Source: Field data

The table shows that both of the literate and not illiterate respondents have surplus. Maximum surplus amount was found between 5, 00/- — 1,000/- amongs both the group of respondents under the study.

5.17 Use of Surplus Income

Literate respondents usually keep their surplus money in Bank, but the illiterate use their surplus money in purchasing land and on constructing, houses etc.

5.18 Deficit

The table shows the monthly income deficit of the respondents in the study area.

Table 5.20: Income deficit of the respondents (Monthly)

Deficit	No. of literate respondents	(%)	No. of Illiterate respondents	(%)
Having deficit	15	25%	40	66.66%
Having no deficit	45	75%	20	33.33%
Total respondents	60	100%	60	100%

Source: Field data

The table shows that 25% literate and 66.66% not formally literate respondents have income deficit in the study area.

5.19 Amount of Deficit of the Respondents

Deficit amount of respondents is shown in the following table

Table 5.21: Amount of deficit (Monthly)

Deficit amount	No. of Literate respondents	No. of Illiterate respondents
500/- - 1000/-	07	22
1001/- - 1500/-	03	16
1501/- - 2000/-	04	02
2001- Above	01	00
Total =	15	40

Source: Field data.

The table shows that both of the literate and not literate respondents have deficits. Maximum deficit was found between Tk.5,00/- - Tk.1,000/-. Maximum not formally literate respondents have income deficit in the study area.

5.20 Deficit Mitigation Strategies

The table shows the deficit mitigation strategies of the respondents.

Table 5.22: Deficit mitigation strategies of respondents

Deficit mitigation strategies	No. of Literate respondents	No. of Illiterate respondents
Sale of land	00	03
Loan from friends and relatives	05	06
Loan from bank	06	20
Other sources	04	11
Total respondent	15	40

Source: Field data

The table shows that maximum respondents of both the groups mitigate their deficit by taking loan from bank. Others mitigate deficit by taking loan from friends and relatives or from other sources. Other sources include incidental gift or donation from relatives.

Chapter- VI

The Impact of Formal Education on Society

6.1 Prelude

Social Environment is consisted of social relationship, interaction of individuals, groups, institutions and organization of society. The political issues also come under the purview of social environment. Social values, customs; economic-religious institutions are also included within social environment. Social environment may be assessed through the following parameters.

6.2 Social Interaction Process

a. Inter-group conflict

The group Conflict of the respondents has been shown in the following table,

Table 6.1: Inter-group conflict of the respondents

Type of respondents	No. Literate Respondents having inter-group conflict	Percentage	No. of not formally literate respondents not having inter-group conflict	Percentage	Total
Literate respondents	06	10%	54	90%	60
Illiterate respondents	18	30%	42	70%	60

Source: Field data

The table shows that 10% literate and 90% not formally literate respondents having group conflict under the study. It is evident that the literate group do not have so much family and group conflict compared to the other group. It signifies that education helps in reducing the incidence of group conflict friction, litigation etc.

b. Family Conflict among the respondents is shown in the following table.

Table 6.2: Family conflict of the respondents

Type of respondents	No. Literate Respondents having family conflict	Percentage	No. of not literate respondents having family conflict	Percentage
Literate respondents	04	06.67%	30	50%
Not formally literate respondents	22	36.67%	38	63.33

Source: Field data

The table shows that 06.67% literate and 36.67% not formally literate respondents having family conflict. It indicates that the illiterate families having more family conflicts than the literate group. This is because of the ignorance of their rights and duties. Literate people easily understands the consequence of family conflicts and try to avoid it as far as possible for saving their family prestige and image.

c. Divorce

The divorce condition under the study is shown in the following table.

Table 6.3: Divorce condition of the respondents

Type of respondents	Number of Divorcer (Male)	Percentage	Number of Divorces (Female)	Percentage	Total
Literate respondents	00	00%	06	10%	60
Not formally literate respondents	02	03.33%	07	11.67%	60

Source: Field data

The table shows that 10% female among the literate respondents and 11.67% female among not literate respondents were found as divorcee under the study. So, the divorce rate among the illiterate people was found more than literate respondents of course. The incidence of divorce may occur for many other reasons beside illiteracy. In most cases it happened for economic reasons in the study area.

d. Dowry

Dowry means property or money brought by a bride to her husband given at the time of marriage. Dowry is the most hateful system in our society. It is a social evil. Usually in our society female children are considered inferior to male children. During marriage ceremony a section of greedy people claim much wealth or money from the guardians of the brides. If the guardians fail to fulfill the demand of their bridegroom, they misbehave with their wives and sometimes torture them seriously. The study has tried to explore whether the system is existing or not among the study population.

Table 6.4: Dowry taken and given by the respondents

Type of respondents	Taken Dowry	Percentage	Taken Dowry	Percentage	Total
Literate respondents	15	25%	35	58.33%	60
	Given Dowry		Given Dowry		
Not formally literate respondents	35	58.33%	45%	75%	60

Source: Field data

The table shows that 25% literate respondents had taken dowry at the time of their marriage. On the other hand 58.33% illiterate respondents had taken dowry at the time of their marriage. Similarly 58.33 and 75% of both the groups given dowry at the time of getting their daughters and sisters married. This has been a regular feature in Bangladesh. The incidence of dowry is found among the poor families too.

e. Knowledge about Dowry laws and Punishment

The table below shows the knowledge of the respondents in respect of dowry, laws and its punishment.

Table 6.5: Knowledge about dowry law and punishment

Type of respondents	Having Knowledge	Percentage	Not having knowledge.	Percentage
Literate respondents	60	100%	00	00%
Not formally literate respondents	40	66.66%	20	33.33%

Source: Field data

The table shows that 100% literate respondents having knowledge about dowry laws and punishment as against 66.66% of the other group of respondents respectively under the study.

f. Crime and Juvenile delinquency

Table 6.6: Prevalence of crime and Juvenile delinquency

Type of respondents	No. of Crime	Percentage	No. of Juvenile Delinquency	Percentage
Literate respondents	00	-	30	50%
Not formally literate respondents	03	5%	35	58.33

Source: Field data

The table shows that the literate respondents are not involved in criminal activities but 5% of the other groups is involved in it. But prevalence of juvenile delinquency was found among both the groups.

g. Attitude towards social values

Values are an important factor in social regulation of individual behavior and human interaction (Introduction to Sociology, Mavis Hiltonen Biesanz and John Biesanz, p.64).

The table below shows the attitude towards social values of the respondents.

Table 6.7: Attitude of the respondents towards social values

Attitude condition	Literate respondents	Percentage	Not formally literate respondents	Percentage
Positive attitude	45	75%	30	50%
Negative attitude	15	25%	30	50%
Total respondent	60	100%	60	100%

Source: Field data

The table shows that 75% literate respondents having positive attitude towards social values as against 50% of the other group of respondents under the study. It indicates that the literate people are concerned of social values and they try to abide by it compared to other group

h. Attitude towards social norms

Norms are the ideal patterns, carried in the minds of participants of a culture as expectations of one's own and other's behavior and sometimes explicitly formulated as laws or regulations (Encyclopedic Dictionary of Sociology, B.B Sharma, p-1036, Anmol Publications Pvt. Ltd, 4374/4B, Ansary Road, Daryaganj, New Delhi-110002)

Table 6.8: Attitude of the respondents towards social norms

Attitude condition	Literate respondents	Percentage	Formally not literate respondents	Percentage
Positive attitude	50	83.33%	28	46.67%
Negative attitude	10	16.67%	32	53.33%
Total respondent	60	100%	60	100%

Source: Field data

The table shows that 83.33% literate respondents having positive attitude towards social norms as against 46.67% of the other group of respondents respectively under the study. It indicate the more the level of education the more the adherence to social norms among the people.

i. Law abiding tendency

The table below shows the law abiding and violating tendency of the respondents

Table 6.9: Law abiding and violating tendency of the respondents

Tendency	Literate respondents	Percentage	Formally not literate respondents	Percentage
Abiding	50	83.33%	48	80%%
Violating	10	16.67%	12	20%%
Total respondent	60	100%	60	100%

Source: Field data

The table shows that 83.33%, literate 80%, not formally literate respondents were found to be law abiding and 16.67 and 20% of them having law violating tendencies. It indicates that the literate people are more law abiding compared to other group. Literate people are concerned of law and its necessity in maintains peace and tranquility in the society. Literate people are concerned of their prestige and position compared to less literate or illiterates.

6.3 Social Leadership in Social Organizations

The table shows the participation rate in giving leadership in social institutions/ organizations.

Table 6.10: Participation in social leadership of the respondents

Organizations	Literate respondent	Percentage	Not formally literate respondent	Percentage
Primary School	12	20%	03	05%
High school	04	06.66%	00	00%
College	03	05%	00	00%
Madrasha	04	06.66%	04	06.66%
Club	05	08.33%	08	13.33%
Mosque	15	25%	00	00%
Not involved	17	28.33%	45	75%
Total Respondent	60	100%	60	100%

Source: Field data

The table shows that a total of 43 respondents (71.66%) of the literate respondent are involved in giving leadership in different academic and socio-religions institutions as against 25% of the other group. This indicates that the formally literate group are more interested in giving leadership to social organizations. It is obvious that they bear the capability of giving leadership. But complaints are there that the literate people are more self-centered and they work for their self-interest most of the time.

6.4 Social Acceptance

Table 6.11: Social acceptance of the respondents

Parameters	No. of literate respondents (%)		No. of not formally literate respondent (%)	
Invitation in the marriage ceremony	19	31.66%	17	28.33%
Membership in the social institutions	09	15%	07	11.66%
Participation in social leadership	12	20%	09	15%
Participation in the cultural functions	20	33.33%	27	45%
Total respondent	60	100%	60	100%

Source: Field data

The table shows the percentages of social acceptance of literate respondents. It is 31.66%, 15%, 20% and 33.33% in respect of getting invitation in the marriage festivals, membership of the social institutions, social leadership and participation in the cultural functions as against 28.33%, 11.66%, 15% and 45% among the less literate respondents. Overall social acceptance of literate respondents was found significant compared to the those of formally not literate respondents in the study area. Invitations usually come from elites, relatives, friends to get themselves involved in those social activities. The educated people accepts those requests thankfully.

6.5 Participation of Respondents is Social development. The following table shows the participation rate

Table 6.12: Participation of the respondents in social development

Participation	Literate respondents	Percentage	Not formally literate respondents	Percentage
Having participated	45	75%	10	16.67%
Not having participated	15	25%	50	83.33
Total respondent	60	100%	60	100%

Source: Field data

The table shows that 75% literate respondents having been participated in social development as against 16.67% of the other group of respondents under the study. Social development indicates the development of education, attitudinal condition, relationship among the group, decreasing group conflict etc., side by side participation in other developmental activities for the society at large

Chapter- VII

The Impact of Formal Education on Physical and Social Environment

The following table shows the impact of formal education in improving the social environment by the respondents of the study area.

7.1 Role of Respondents in Infra-structural Development

Table 7.1: Participation of respondents to develop physical and infra-structural development

Participation	Literate respondents	Percentage	Not formally literate respondents	Percentage
Having participation	55	91.67%	15	25%
Not having participation	05	08.63%	45	75%
Total respondent	60	100%	60	100%

Source: Field data

The table shows that 91.67% literate respondents having participated in infra-structural development as against 25% of the other group of respondents under the study. Physical development refers to the building up of new roads, repairing the old ones, constructing bridges, culverts and constructing ideal homes ideal society and educational institutions.

7.2 Participation in cleaning activities of the village

Table 7.2: Participation

	Formally literate respondents		Not formally not literate respondents	
	Number	P.C %	Number	P.C %
Participated	40	66.66	15	25
Not participated	20	33.34	45	75
Total	60	100	60	100

The Table shows that 66.66% literate respondents participated in repairing roads voluntarily and in cleaning activities of the locality while 33.34 did not participate as against 25% & 75% of formally not literate respondents. This shows that the literate people takes part more in number in the development of physical environment.

7.3 Household Cleanliness of the Respondents

Table 7.3: Household cleanliness of the respondents

	Formally literate		Not formally literate	
	No. of respondents	PC %	No.	PC%
Keeps clean on a regular basis	50	83.33	10	16.34
Does not keep clean on a regular basis	10	16.34	50	83.66
Total =	60	100	60	100

The table shows that 83.33% of the formally literate respondents keeps clean their houses and yards on a regular basis, while 16.34% of the formally not literate respondents keeps clean their houses and yards on a regular basis. It indicates that literate people are more concerned about cleanliness.

7.4 Use of Sanitary Latrines

Table 7.4: The table presents the use of sanitary latrines by the respondents

	Formally literate respondents		Not formally literate	
	No.	PC %	No.	PC %
Uses Sanitary Latrines	50	83.33	30	50
Does not use sanitary latrines	10	16.64	30	50
Total =	60	100	60	100

The table shows that 83.33% of the literate respondents use sanitary latrines and 16.64% of them does not use sanitary latrines as against 50% & 50% of the formally not literate respondents. It is evident from the table that the literate persons are higher in number using sanitary latrines compared to not formally literate group of respondents. The literate people are more conscious about health, hygiene and sanitation.

7.5 Inoculation and Vaccination of the Children of the Respondents

Table 7.5: Inoculation and vaccination of the children of the respondents

	Formally literate		Formally not literate	
	No.	PC %	No.	PC%
Have inoculated & vaccinated	55	91.66	35	58.33
Not inoculated and vaccinated	05	8.34	25	41.66
Total =	60	100	60	100

The table shows that 55% of the literate group has got their children inoculated and vaccinated while 58% of the formally not literate group has got their children inoculated and vaccinated. This shows that the literate people are more concerned about health condition of their children compared to the people who are not formally literate.

7.6 Sending School-going Children to School

Table 7.6: Sending school-going children to school.

	Formally literate		Not formally literate	
	No.	PC %	No.	PC %
Sending School going children to Schools	60	100	50	83.33
Not Sending	00	00	10	16.67
Total =	60	100	60	100

The above table shows that 100% of the literate respondents sending their school-going children to schools as against 83.33% of the formally not literate respondents. It is evident that the literate people are totally concerned of getting their children to be formally educated compared to less literate respondents.

The above tables prove that the literate people play a positive role in the field of socio-environmental development. It can be concluded that the more the people are educated the more the socio-environmental condition improves in society.

7.7 Health

Health condition of the respondents is shown in the following table.

Table 7.7: Health condition of the respondents

Type of respondents	Good Health	Percentage	Ill health	Percentage	Total respondents
Literate respondents	55	91.67%	05	08.33%	60 100%
Not respondents	20	33.33%	40	66.67%	60 100%

Source: Field data

The table shows that 91.67% literate respondents having good health and 08.33% having ill health as against 33.33% and 66.67% of the other group of respondents respectively. So, it may be said that formal education has a positive effect on health. Good health refers to the sound condition of the body and mind. On the other hand ill health refers to the sickness and malnutrition of the respondents. Ill health also refers to the respondents who are suffering from various diseases.

7.8 Hygiene

The word hygiene is commonly associated with cleanliness. A broad definition of hygiene include a wide range of behaviors that promote health, In this research, water supply refers to the water used by a family for drinking, cooking, bathing and for other domestic needs.

Table 7.8: Hygienic awareness of the respondents

Type of respondents	No. of respondents having awareness of hygiene	Percentage	No. of respondents not having awareness of hygiene	Percentage	Total respondents
Literate respondents	50	83.33%	10	16.67%	60 100%
Not formally literate respondents	35	58.33%	25	41.67%	60 100%

Source: Field data

The table shows that 83.33% literate respondents having awareness on cleanliness as against 58.33% of the other group under the study. Respondents were asked 'yes' 'no' question on hygiene. Considering the awareness, they are classified as 'conscious' and 'less conscious' i.e. aware and not aware about hygienic condition.

7.9 Sanitation Condition

Pure drinking water and use of sanitary latrine have been considered as sanitation in this study. How many respondents use sanitary latrines and drink pure water from tube well were taken into account in the study. The situation of use of tube well for pure drinking water, situation of using sanitary latrines and washing hands after defections have been shown in the following table.

Table 7.9: Sanitation condition of the respondents

Type of respondents	Number of respondents	Use of tube well water	Percentage	Use of sanitary latrines	Percentage	Washing hands after defections %
Literate respondents	60	55	91.66%	60	100%	60 100%
Not formally literate respondents	60	35	58.33%	20	33.33%	45 (75%)

Source: Field data

The table shows that 91.66%, 100% and 100% literate respondents having tube wells for drinking water, sanitary latrines and habit of washing hands after defections as against 58.33%, 33.33% and 75% of the other group of respondents respectively. This picture shows the consciousness level of the respondents in regard to health, hygiene and sanitation.

7.10 Family Planning

The following table shows the rate of adoption of family planning measures.

Table 7.10: Family planning adoption of the respondents

Category of respondents	No. of respondents taken family planning % measures	No. of respondents not taken family planning % measures	Permanent %	Temporary %
Literate	60 100%	00 00%	03 05%	57 95%
Not formally literate	40 66.67%	20 33.33%	12 20%	48 80%
Total	120			

Source: Field data

The table shows that 100% literate and 95% not literate respondents have taken family planning measures under the study. So, in regards of taking family planning methods both the group both respondents were found aware and it was observed that all the respondents were inspired to take family planning measure under the study. However, for some limitations of the program, some of the respondents could not take the measure as yet. It is evident from the picture that people are more or less concerned of small family norm. However, educated people are more concerned of taking more children.

7.11 Food Habit of the Respondents

We eat so that we can live. But while eating food we should bear in mind the nutritional status of food. The following table shows the status of nutritive food habit of the respondents.

Table 7.11: The food habit of the respondents

Type of respondent	No. of respondents taking nutritive food	Percentage	No. of respondents taking nonnutritive food	Percentage	Total
Literate	40	66.67%	20	33.33%	60 100%
Not formally literate	14	23.33%	46	76.67%	60 100%

Source: Field data

The table shows that 33.33% literate and 76.67% who are not formally literate group fail to take nutritive food. Because of small income and lack of knowledge about nutrition were the causes of not taking nutritive food.

7.12 Immunization Condition of the Respondents

The immunization condition of the respondents is shown in the following table.

Table 7.12: Immunization condition of the respondents

Type of respondents	No. of respondents taken six emergency vaccines	Percentage	No. of respondents not taken six emergency vaccines	Percentage	Total
Literate	55	91.66%	05%	8.34%	60 100%
Not formally literate	45	75%	15%	25%	60 100%

Source: Field data

It is evident from the table that a total of 91.66% of the literate group of respondents have got their children immunized as against 75% of the other group. It is a positive sign of awareness in respect of children's health by the people in general. However, more awareness needed to be built up so that 100% children may duly be immunized in due course.

7.13 Awareness about HIV/AIDS/ Hepatitis B/ Bird Flu/ and Anthrax

The awareness level of the respondents in regards to HIV/AIDS/ Hepatitis B/ Bird Flu/ Anthrax are shown in the following table.

Table 7.13: Awareness of the respondents about HIV/AIDS/ Hepatitis B/ Bird flu/ Anthrax

Type of respondents	Awareness of Bird Flue %		Awareness of HIV/AIDS %		Hepatitis B %		Anthrax %		Total
Literate	60	100%	60	100%	50	83.33%	60	100%	60
Not formally literate	50	83.33%	55	91.66%	30	50%	30	50%	60

Source: Field data

The table shows that 100% literate respondents are aware about Bird Flu and HIV/AIDS but they all are not aware about Hepatitis B and Anthrax. On the other hand, cent percent respondents are not aware about Bird Flu and HIV/AIDS. 50% of the respondent of not formally literate were not aware of Hepatitis B and Anthrax. The prevalence of those diseases were not found or known by the respondents of the study area. Some of the respondents replied that they know a little bit about those diseases only except the name.

Chapter- VIII

Test of Hypothesis

At the outset of the research proposal some hypothesis were conceived of regarding the impact of formal education on society and environment. Throughout the whole study it was kept in mind and minutely observed their relevance to the practical field. Observations may be noted as follows:

Regarding the impact of education on human personality trait it was observed that the educated persons were found to be more amiable and well-behaved compared to the formally not literate people. It was observed while collecting data from the field. The literate respondents could understand the vision of the research work and accepted the researcher more cordially and supplied necessary information easily. They could understand the questions put forward before them and answered readily. So, the hypothesis was right that the educated persons are more social and amiable compared to not formally literate.

Next comes the question 'whether formal education brings and positive change in respect of socio-economic and cultural development or not'. It was observed that the formally literate people are concerned of the socio-economic improvement of their family and social condition. They take part in the developmental activities spontaneously and make themselves involved in initiating cleaning campaign and repairing of roads, culverts etc. They take part in building educational Institutions and in running them smoothly. They keep their household yards and approach roads clean. Their households were found to be well arranged and furniture, equipment were seemed to be very clean and furnished, 100% children of the literate

families go to school regularly. The rate of dropout was almost nil among the formally literate group.

It is evident from the study that formal education has positive impact on income earnings and they were found to be more concerned of their life situation and eager to maintain standard of living. The prevalence of social evils like crime, delinquency, practice of dowry among the literate families were less than the less literate families in the study area. Chaos and conflicts among the literate people was also less among the formally literate group.

However, it was also observed that the literate people of the study area were found to a some extent cynic, egocentric and high ambitious. They were found to be less simple, hospitable and sceptic in attitude compared to the formally not literate group. It can be said from the above discussion that literacy is a prerequisite to change of attitude and behavior of individual, group or society. It is correct to comment that more the rate of literacy the more the development of a society in respect of individual, family and national development.

Education helps reducing chaos, conflict among the people. It also helps reducing crime and delinquency from the society. The set of hypotheses were tested following some parameters with regard to materialize the concept of impact of education especially formal education on society and environment. All the hypotheses drawn at the outset found to be positive.

Chapter- IX

Summary and Conclusion

The study was designed to assess and understand the impact of formal education on society and environment. The study area was Pabna Sadar Upzilla. Two villages of two unions were selected as study area. 120 sample were drawn from the two villages following simple random basis. Necessary data were collected through a structured questionnaire having been pre-tested and finalized.

For assessing the impact of formal education on society and environment two groups of respondents (60 respondents of formally literate and 60 respondents from formally not literate group) were selected to compare the intensity and assessing the level of impact through some parameters. These were the participation of respondent's in different socio-economic activities including their involvement in accomplishing their family role and social functioning (Detail can be seen in chapter VI and chapter VII). It was found that in playing social role the formally literate group of respondents were more active and enthusiastic compared to formally not literate group in respect of participating in the improvement of social environment and in respect of physical and infrastructural development of the locality. The educated respondents were found to be concerned of their health, hygiene, sanitation, cleanliness of household areas, approach roads, sending children to schools, getting and children inoculated and vaccinated.

The formally literate people were found very concerned of their family prestige, position, standard of living etc. The prevalence of crime, Juvenile delinquency among the children of literate family were found less compared not formally not literate.

Similarly, the incidence of family conflict and divorce were found a bit higher among the not formally illiterate respondents. The practice of dowry was found to be practiced more among the low literate group. Even, they were less aware of the evil effects of it and the law of dowry along with its punishment. Of course, the practice of dowry was found more prevalent among the poor people too. Less literate people were found to be less aware of their health, hygienic, sanitation and social evils.

Recommendations

After observing the result of the study, there appears some points to be mentioned as recommendation to the appropriate authorities and policy makers in this regard. These are:

1. Formal education should be given much more preference and it should be made compulsory for all up to a certain level (at least up to class V). So, that they can read and write well.
2. As far as possible, education should be made free of cost for the children of poor families of both rural and urban areas of Bangladesh.
3. Course curriculum should be so designed that social consciousness and social role playing be possible for every body. A course on social education be introduced even at the primary level and onward. Social education also been given to adult people through informal and non formal ways.
4. It was observed in the study that there is a dearth of environmental knowledge among both formally literate and not formally literate respondents. So, an emphasis on environmental education be given at the primary and secondary level syllabus, so, that the young generation may be concerned of environmental pollution and disasters.

5. Government environmental policy has addressed the environmental challenges facing the nation, but education and sectarian policies do not give sufficient weight to problems of ecological sustainability. The government of Bangladesh should develop a strategic approach to environmental education and establish a policy framework to support requirements for sustainable development. Existing environmental education curricula for primary and secondary schools and Madrashes needed to be improved and up graded.

Conclusion

The findings of the study is the outcome of the research work done by the researcher himself. The opinion and explanations made here are the opinion of the author himself not of others. There might have some short-comings in the methodology of the study. Even then the researcher has tried to make the comments and observation following an objective approach. No Knowledge is perfect and absolute. So, there remains a scope for further study on the same issue. But there is no scope for escaping or denying the need for formal education. Government and some NGOs are striving for increasing the rate of literacy through formal and informal ways. But still the literacy rate remaining far from expectation.

Bangladesh is beset with many socio-economic problems like poverty, malnutrition, over population, unemployment, crime and juvenile delinquency. It has been suffering from many social evils like dowry, drug addiction women's oppression etc. These problem can not be solved overnight. However, mass literacy can help eliminating or reducing the intensity and proximity of those social problems and social evils. So, there is no alternative to formal education.

Chapter- X

Condition of household and Environment of the respondents in Picture.

Picture I: Yard of an illiterate family of Bangla Bazar village



The picture shows that the condition of yard of a formally not literate family is not so clean. The family is living in a dirty environment.

Picture 2: Yard of a literate family of Bangla Bazar village



The picture shows that the condition of yard of a literate family is clean.

Picture 3: Condition of latrine of an illiterate family of Bangla Bazar village



The picture shows an unhygienic latrines of an illiterate family of Bangla Bazar village under the study.

Picture 4: Latrine condition of a poor illiterate family



The picture shows the condition of latrine of a illiterate family which is unhygienic and dirty.

Picture 5: Children of illiterate families



The picture shows that the children of illiterate families are sitting on the ground. They are bare footed and suffering from malnutrition.

Picture 6: Children of illiterate families who are playing



The picture shows that the children of illiterate families who are playing together. They are all bare footed and having ill health.

Picture 7: Awareness building movement (i)



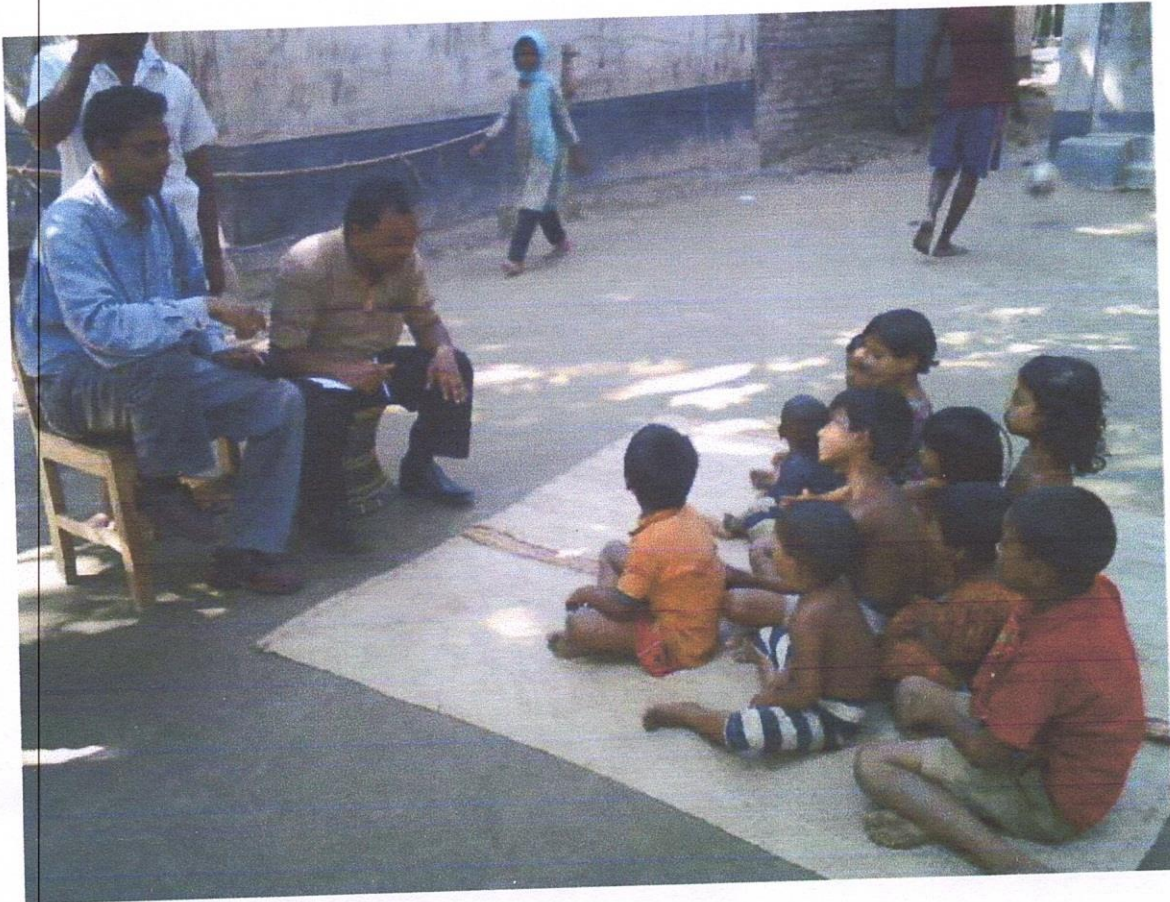
The researcher along with some elites are talking with the family members of the respondents for awareness building.

Picture 8: Awareness building movement (ii)



Both of the picture shows that the researcher was briefing with the illiterate family members on the importance of education, health sanitation, family planning and keeping the environment healthy and hygienic.

Picture 9: Meeting with the girls and boys of the respondent's family members.



Picture 10: Researcher is taking with the children of respondents



Researcher is talking with the innocent children of literate and illiterate families on their food, clothing vaccination, education etc.

Questionnaire

Questionnaire for the Thesis

Research Title

Impact of Formal Education on Society and Environment: A Study on Pabna Sadar Upazilla.

(Secrecy will be maintained and collected data will be used only for research purpose)

Identity of the Respondent

1. Name:----- Age:-----
2. Father's/ Husband's name:-----
3. Permanent address: Village:----- P.O:-----
Upazilla:----- District:-----
4. Educational qualification:-----
5. Marital status:-----
6. Religion:-----

7. Family size

Serial No	Name of member	Relation	Age	Educational Qualification	Occupation

8. Total number of family members-----

Questions on Educational qualifications of the Respondent

1. What is your educational qualification? Below S. S. C S. S. C

H. S. C Degree Masters

2. What is your wife's educational qualification? Below S. S. C

S. S. C H. S. C Degree Masters M. Phil. Ph.D.

3. Do all your children go to school? Yes No

4. If not, why not? :-----

5. Do you give equal chance for your male and female children?

Yes No

6. If not, why not? :-----

7. Do you prefer adult education? Yes No

8. If not, why not? :-----

9. Can meet up educational expenses of your children?

Yes No

10. If not, why not? :-----

Questions on health and hygiene of the Respondent

1. Please tell the type of your daily meal. Rice Bread Fish

Meat Vegetables Other

2. What is the source of your drinking water? Tube well Pond

River Lake Well

3. Please tell the type of your latrine. Sanitary Unsanitary

4. If unsanitary, Why? :-----

5. Do you clean the latrines regularly? Yes No

6. If not, why not? :-----

7. Do you and your family member clean hand after using latrines?

Yes No

8. If not, why not? :-----

9. Have you taken vaccine of serious six diseases? Yes No

10. If not, why not? :-----

11. Have your children given vaccine of serious six diseases?

13. What type of treatment do you take usually? Homoeopathy

Allopathic Herbal Moulovi/ Kobiraj

14. Do you know about sexual diseases and HIV/ AIDS? Yes No

15. If not, why not? :-----

16. Have you got family planning method?

17. If not, why not? :-----

18. If yes, which method? Temporary Permanent

19. Has anybody in your family got addicted? Yes No

20. If yes, what step have you taken to his cure from addiction? :-----

21. Do you know about food value? Yes No

22. Is the food you eat nutritive? Yes No

23. Do you take physical exercise? Yes No

24. If not, Why not? :-----

25. If yes, how? Regularly Irregularly Now and then

Questions on Income of the respondent

a. Income from the service

Sources	Monthly income	Yearly income
Salary		
House rent		
Medical allowance		
Bonus		
Tiffin		
Recreation allowance		
Total		

b. Income from other sources

Sources of income	Monthly income	Yearly income
Income from agriculture		
Income from farm		
Income from garden		
Income from house rent		
Income from business		
Income from investment dividend		
Income from agricultural investment		
Income from share business		
Income of other members of the family		
Income from other sources		
Total		

c. Expenditure schedule of the respondent

Heads of the expenditure	Monthly expenditure	Yearly expenditure
For Food		
For clothing		
Housing		
Treatment		
Tuition fees of children		
Cultivation		
Festivals		
Recreation		
Other		
Total		

Questions about surplus-deficit

1. Have you got any surplus after meeting up all the cost of your family?

No Yes

2. If yes, how much? Tk.

3. Have you got any deficit after meet up all the cost of your family?

Yes No

4. If yes, how much? Tk.

5. What are the sources? Schedule bank NGO Relatives

6. How do you repay the deficit?

Selling crops selling land from other sources

Questions on the participation in social-cultural activities

1. Do you participate in socio-cultural functions? Yes No
2. If not, why not? :-----
3. If yes, how do you participate? Regularly Irregularly
4. Do you lead any organization? Yes No
5. If yes, which organization? Mosque Madrasha
 Temple School
6. Do you get any invitation by the social people? Yes No
7. If not, what factors responsible for this? :-----
8. Have you any involvement in political party? Yes No
If not, why not? :-----
9. Do you have any contribution in establishing welfare organization?
 Yes No
10. Do you take part in the cleaning operation? Yes No
11. If yes, how do you take part in the cleaning operation?
 Regularly Irregularly Now and then
12. Have you any family conflict Yes No
13. Have you any group conflict? Yes No
14. Have you any case in your family? Yes No
15. If yes, how many cases? :-----
16. Do you participate in cultural function holds in your society?
 Yes No
17. If yes, how? Regularly Irregularly Now and then
18. How do you meet up recreational need? By Radio
 By Television By Cinema By traveling Other

Questions on social aspects

1. Do you know about dowry? Yes No
2. Do you support it? Yes No
3. If not, why not? :-----
4. Have you taken it at your marriage? Yes No
5. Have you given dowry at your sister's/daughter's marriage?
 Yes No
6. Do you support early marriage? Yes No
7. If not, why not? :-----
8. Have you got registration card of your family members?
 Yes No
9. If not, why not? :-----
10. Do you want equal empower of male and female member of your family? Yes No
11. If not, why not? :-----
12. Do you give emphasis of the female members in making family decision? Yes No
13. If not, why not? :-----
14. Do you know about corruption? Yes No
15. Do you know about crime and delinquency? Yes No

Questions on the environmental development

1. What is the type of your house? Made of wood Made of mud
 Made of brick Tin shaded Thatched
2. Has there any availability of air and light in your house?
 Yes No
3. Has there electric facility in your house? Yes No
4. Have you any cattle in your house? Yes No
5. Do you keep them separately? Yes No
6. Is there any flower's garden in front of your house? Yes No
7. Is there any fruit's tree in your yard? Yes No
8. Do you plant trees in your fellow lands? Yes No
9. Is there any vegetable garden in your yard? Yes No
10. Do you keep your house clean? Yes No

References and Bibliography

1. *A Hand Book of Research (Second Revised Edition)*, By DR.M. Sarker Zainul Abedin.
2. Abedin, M. Zainul. "*A Hand Book of Research (Second Revised Edition)*".
3. Al-Muti, Abdullah, Amader Shikkha Kon Pathey. (Our education : Search for Direction), (Dhaka University Press L.T.D. 1996).
4. Azia, Anwarul et.al (2002) *Introducing Primary Educaion*, C-10-AD, Dhaka, National Primary Education Adhidoptor, Bangladesh.
5. Banerjee J P, *Education in India [Past: Present : Future]*, Revised Edition, Volume-1 (Calcutta: Sri Jagadhatri Press, September, 1981, Part V, Chapter 1) p. 19.
6. Bangladesh Education sector Review Report No. 1: Overview of the Basic Education Sector, Prepared by the Basic Education and Policy Support Activity for USAID (June 2002).
7. *Bangladesh Education sector Review Volumes I and II*, the World Bank and the University Press Limited (2002).
8. Begum, Hosna Ara & Salam, Md. Addus, Anushthanik Upanushthanik Shikkha Bangladesh [Formal and Non-formal Education in Bangladesh] (Dhaka : Mukti Priters 2002).
9. Bhatnagar, Gurnam Saran, Education and Social Change. [Kolkata : The Minerva Associates, 1972].
10. Brown, Paul. "*Global Worming*" (The last chance for change). FSC Mixed Sources.
11. Casper, George Homans. "*Social Behaviour. It's Elementary Forms*" Harcourt; Brace and World Inc, New York, 1964.
12. Collins, Randal. "*Society of marriage and the family*". (Gender,

- Loves and proverty).
13. Curle Adam, *Planning for Education in Pakistan* (London: Tavistock Publications Limited, 1966), p. 75.
 14. Dalton, Robert H. *"Personality and Social Interaction"*. D.C. Heath and Company, 1946, Boston.
 15. Dr. K. Suman Chandra, *Education and Development : A Study of Human Capital Formations*. (New Delhi : Discovery Publishing House, 1997).
 16. Fifth five year plan, 1997-2002. People Republic of Bangladesh, p.423.
 17. Fraenkel, Jack R. *Education and opportunity* (London : Prentice-Hall International hoc. 1930).
 18. GOB, Ministry of Education, *Bangladesh National Education Commission Report 1988* (Unofficial English Translation).
 19. Hicks, Wm. vernon & Blackington, Frank H. *Introduction to Education*. Ohio: Charles E. Merrill Books Inc. 1965, p.99.
 20. Hossain, Altaf, Nath, Samir R. & Choudhury, AMR. *Socio-economic Impact of BRAG Schools*. (Dhaka : BRAG, 2002).
 21. Howarth, **R.B** and Norgaard, R.B. 192, *Economics sustainability or the sustainability of Economics : Different Paradigms, Ecological economics*.
 22. *Improving the Quality of Primary Education IN Bangladesh: A Strategy Investment Plan*, Primary School Performance Monitoring Project and the Government of Bangladesh (December 2001).
 23. Internet: [http:// in.stanford.edu/ rose/ field/ resources/ primary%20education%20iny. 20 Bangladesh.pht](http://in.stanford.edu/rose/field/resources/primary%20education%20iny.20Bangladesh.pht).
 24. James M, Rubensten. *"An Introduction to Human Geography Seventh edition"*.

25. Journal of Historical Research, Vol-1, Department of History University of Rajshahi, 2003, P-67-68.
26. Kabeer, Naila; Geetha B. Nambissan, Ramya Subrahmanian (eds.), *Child Labour and the Right to Education in South Asia: Needs Versus Rights?* (New Delhi: Sage Publications, 2003), p. 292.
27. Kamrunnesa and Akhter Salma (1987), **Primary Education: Bangladesh**, Education and Research Institute, Dhaka University.
28. Karim A K M, "Primary Education in East Pakistan", Education for All, Papers and Proceedings of the Symposia, *East Pakistan Education Week 1966-67*, Edited by Abdullah Al-Muti Sharafuddin (Dacca: 5 March, 1967), p. 50.71.
29. KarnrLinnesa and Akhter Salma (1987), **"Primary Education: Bangladesh"**, Education and Research Institute, Dhaka University.
30. Lacroix, J. Donald. *"Plants People and Environment"*. Macmillan Publishing Co. Inc 866.
31. Mallik Azizur Rahman, *British Policy and Muslim of Bengal*, P-169.
32. Mc Gurw, H. 1977, *Ecological Factors in Human Development*, North-Holland p publishing Company, Amsterdam.
33. Mehta, Arun C. *"Impact of Primary Education on Literacy"* Census 2001 Provisional Data.
34. Mia Abul Hasem, Anada Bihar, Maynamati, Comilla, P-35.
35. Millar, G. Tylar. *"Living in the Environment"*. (An introduction to environmental science Forth edition. Wadsworth Publishing Company, Belmont, California.
36. Mohsin K.M (Sompa), *Itihas Samity Potrika, Vol, 9*. Dhaka 1980, P-35.
37. Naik J P, *Elementary Education in India*, New Delhi: Allied Publishers Private Limited, First Edition, 1975, p. 7.

38. Newaj A.K.M Shah, *History of South Asia*, (Dhaka, Protic Pulishing Sangstha, 2003, P-63.
39. Prentice Hall, Upper Soddle River NJ 07458 Printed and Bound in Europe, Publicers, 111 North Canal Street, Chicago. Third Avenu, New York.
40. Salahuddin Aminuzzaman, M. (1991). "*Introduction to Social Research*". Dhaka: Bangladesh Publishers.
41. Salequzzaman, Md. "*Environmental Education and Environmental management in Bangladesh and Their Sustainability* " Ph.D Thesis DU.
42. Saraf-uddin M.A. "*Sustainable Development. Environmental awareness and Education in Bangladesh* "Ph. D Thesis DU.
43. Scarpitti, Frank R. "*Social Problems Secondary Edition*" The dryden Press. Printed Weston, USA.
44. Skinner, Brain J. "*Use and Misuse of Earth's Surface*". Inc. Los Hos California.
45. Spencer, Metra. "*Foundation of Modern Society*". (Second Edition). Prentice Halljnc. Englewood Cliffs, New Jersey.07632.
46. Spencer, Metra. 1945, Prentice Hall, Inc. Engleood Cliffs New Jersey. 07632.P. 427.
47. Taylor and Francis. "*Minning and the Environment*" (From ore to metal) Karlheing Spitz, CRC Press. London.

Rajshahi University Library
 Accession No:..... D - 3766
 Date:..... 22/12/14
 Price:..... ৳ ১৫/-
 Source:..... COE, RU.