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Impact of General Educational Facilities on Intergenerational Social Mobility: A Study on Shibgonj Upazila, Chapai Nawabgonj District

Islam, Md. Tawhidul

University of Rajshahi

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**Impact of General Educational Facilities on Intergenerational Social
Mobility: A Study on Shibgonj Upazila, Chapai Nawabgonj District**



A Thesis
Submitted to the Institute of Education and Research (IER)
University of Rajshahi
For the Degree of
MASTER OF PHILOSOPHY
in
Institute of Education and Research

By
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Institute of Education and Research
University of Rajshahi
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June, 2013

**Impact of General Educational Facilities on Intergenerational Social
Mobility: A Study on Shibgonj Upazila, Chapai Nawabgonj District**



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Session: 2009-2010

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June, 2013

**DEDICATED TO
MY BELOVED
PARENTS AND SPOUSE**

CERTIFICATE

It is a pleasure for me to certify that the dissertation entitled “**Impact of General Educational Facilities on Intergenerational Social Mobility: A Study on Shibgonj Upazila, Chapai Nawabgonj District**” is an original research work of Md. Tawhidul Islam 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 anybody has done a research on the same topic as yet.

I have gone through the draft and final version of the dissertation and it appears to me ok 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.

Dr. Md. Fakrul Islam
Supervisor & Professor
Department of Social Work
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DECLARATION

I do hereby declare that the dissertation entitled “**Impact of General Educational Facilities on Intergenerational Social Mobility: A Study on Shibgonj Upazila, Chapai Nawabgonj District**” submitted as a partial fulfillment of the requirements for the award of the degree of Master of Philosophy, at the Institute of Education and Research, University of Rajshahi, is exclusively the outcome of my own research work done under the supervision of Dr. Md. Fakrul Islam, 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 financial grant.

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ABSTRACT

Education and education related facilities accelerate the degree of social changes. In this research social changes among the three generations (first, second and third) have been shown on the basis of availability of educational facilities. Generally, we know that education plays the role of a catalyst to bring about positive social change. Its influence on one's life style, social consciousness, political participation, socio-economic participation, and health awareness is universally appreciated. However, this research shows that educational facilities facilitate social mobility.

Social mobility is the movement of individual or sometimes groups between different positions in the hierarchies of stratification within any society. The development of education sector depends on providing educational facilities. But the general educational facilities are not available for all in Bangladesh. To educate the huge population, we need more and more educational institutions. But the education sector of our country is still facing various types of problems like shortage of funds, poor structure of school buildings, lack of books, furniture, playground, transportation, communication, entertainment facilities and also shortage of skilled teachers. It can be mentioned here that the facilities enjoyed by the respondents differ considerably. The respondents from first and second generation faced deficiency of educational facilities which affected their educational achievement. But respondents of the third generation did not face as much problems as compared to them. They have received these facilities and that is why they are more educated than the other two generations. So the trend of social mobility differs from one generation to the next generation. Socio-economic development of third

generation is faster than the first and second generations. It can also be mentioned here that socio-economic development and trend of receiving educational facilities are not equal everywhere.

This study shows that nearly 35% respondents of the first generation, 40.6% of the second generation and 70% respondents of the third generation received educational facilities adequately. For education, institution's strategic planning needs to take into consideration for the infrastructure and its components. This study reveals that nearly 50% respondents of first generation received education under open field where nearly 90% respondents of third generation received their education within adequate structural facilities. None from first generation and 25% respondents from third generation received teaching Materials adequately in rural area. 75.2% from first generation, and 17.9% from the third generation did not receive this facility properly. At the same time 14.3% from first generation and 57.1% respondents from third generation received teaching Materials adequately in urban area. 38.1% from first generation, and 3.6% from the third generation did not receive this facility properly. Entertainment is an essential element to ensure a friendly educational environment. 28.6% respondents from third generation received entertainment facilities adequately in rural area. 42.9% respondents from third generation received entertainment facilities adequately in urban area.

52.2% respondents from first generation, 36.4% from second generation and 25% respondents from the third generation are engaged in agriculture in rural area. Only 8.7%, 9.1% and 28.6% respondents from first, and second, generation are engaged in service respectively. 61.9% respondents from first generation, 30.6% from second generation and 10.7% respondents from the third generation are engaged in agriculture in

urban area. 4.8%, 12.2% and 46.4% respondents from first, second and third generation are engaged in service respectively. 4.3% respondents from first generation 2.8% respondents from the second generation and 3.6% respondents from the third generation income level is <50,000 in rural area. 19.1% respondents from first generation, 12.2% respondents from the second generation and 10.7% respondents from the third generation income level is <50,000 in urban area. 78.5% respondents from third generations income is above 1, 00,000 yearly. 65.2% respondents of first generation are illiterate, none of the respondents have H.S.C-Higher education level education where the second generation 5.5% respondents, and the third generation 39.3% respondents in rural area. 42.9% respondents of first generation are illiterate, none of the respondents have H.S.C-Higher education level education where the second generation 13% respondents, and the third generation 46.4% respondents in urban area.

Though the trend of receiving educational facilities increased from one generation to the next, it was not enough to ensure proper education and upward social mobility. Besides, people of urban areas receive more educational facilities than the people living in rural areas. The development activities of urban and rural areas are not the same due to this disparity. On the basis of some rural-urban comparison, this study suggests to reduce discrimination between rural and urban area in terms of access to educational facilities. If we can ensure equitable distribution of these facilities we may get a healthy, wealthy and educated nation in the near future.

List of Abbreviations

A.D	:	ANNO DOMINI
B. ED	:	BACHELOR OF EDUCATION.
B.C	:	BEFORE CHRIST
B.COM	:	BACHELOR OF COMERCE
B.M.E.B	:	BANGLADESH MADRASHA EDUCATION BOARD
B.N.F.E	:	BUREAU OF NON- FORMAL EDUCATION
B.SC	:	BACHELOR OF SCIENCE
B.T.E.B	:	BANGLADESH TECHNICAL EDUCATION BOARD
BA	:	BACHELOR OF ARTS
BANBEIS	:	BANGLADESH BUREAU OF EDUCATIONAL INFORMATION AND STATISTICS.
BISE	:	BOARDS OF INTERMEDIATE AND SECONDARY EDUCATION.
BOU	:	BANGLADESH OPEN UNIVERSITY.
BSS	:	BACHELOR OF SOCIAL SCIENCE
C.A.O	:	CHIEF ACCOUNTS OFFICE
D.I.A	:	DIRECTORATE OF INSPECTION AND AUDIT
D.P.E	:	DIRECTORATE OF PRIMARY EDUCATION
D.S.H.E	:	DIRECTORAT OF SECONDARY AND EDUCATION
D.T.E	:	THE DIRECTORATE OF TECHNICAL EDUCATION
E.M.I.S	:	EDUCATIONAL MANAGEMENT INFORMATION SYSTEM

EF	:	EDUCATIONAL FACILITIES.
ESB	:	EDUCATION SYSTEM OF BANGLADESH.
F.C.P.S	:	FELLOW OF THE COLLEGE OF PHYSICIANS AND SURGEONS
G.N.P	:	GROSS NATIONAL PRODUCT
GEC	:	GENERAL EDUCATIONAL FACILITIES.
HSC	:	HIGHER SECONDARY SCHOOL CERTIFICATE.
L.L.B	:	BACHELOR OF LAW
M .ED	:	MASTER OF EDUCATION
M PHIL	:	MASTER OF PHILOSOPHY
M.A	:	MASTER OF ARTS
M.COM	:	MASTER OF COMERCE
M.F.A	:	MASTER OF FINE ARTS
M.S.S	:	MASTER OF SOCIAL SCIENCE
M.SC	:	MASTER OF SCIENCE
MOE	:	MINISTRY OF EDUCATION.
MOPE	:	MINISTRY OF PRIMARY AND MASS EDUCATION.
N.A.P.E	:	NATIONAL ACADEMY FOR PRIMARY EDUCATION
N.C.T.B	:	NATIONAL CURRICULUM AND TEXTBOOK BOARD
N.G.O	:	NON GOVERNMENT ORGANIZATION
P.M.E.D	:	PRIMARY AND MASS EDUCATION DIVISSION
PH. D	:	DOCTOR OF PHYLOSOPY
R.I.N.S.A.C.A	:	REGIONAL INFORMATICS FOR SOUTH AND CENTRAL ASIA

SSC	:	SECONDARY SCHOOL CERTIFICATE.
T.T.C	:	TEACHERS TRAINING COLLEGE
U.G.C	:	UNIVERSITY GRAND COMISSION
U.N.D.P	:	UNITED NATIONS DEVELOPMENT PROGRAM
U.N.E.S.C.O	:	UNITED NATIONS EDUCATIONAL, SCIENTIFIC AND CULTURAL ORGANIZATION
D.F	:	DEGREE OF FRIDOM
E	:	EDUCATION
F.G	:	FIRST GENERATION
F.P	:	FAMILY PLANING
K.M	:	KILOMETER
O	:	OCCUPATION
P	:	PARTICIPATION
S.A	:	SOCIAL AWARNESS
S.G	:	SECOND GENERATION
T.G	:	THIRD GENERATION
V	:	VALUE

List of the Tables

4.1	Table No	1: Distance of Educational Institutions	53
4.2	Table No	2: Infrastructure of the Educational Institutions of the Respondents.....	56
4.3	Table No	3: Transport and Communication Facilities Received by the Respondents.....	59
4.4	Table No	4: Availability of Teaching Materials the Respondents	61
4.5	Table No	5: Play Ground Facilities Received by the Respondents	63
4.6	Table No	6: Entertainment Facilities Received by the Respondents	66
4.7	Table No	7: Punishment Received by the Respondents	68
4.8	Table No	8: Family size of the Respondents	70
4.9	Table No	9: Occupation of the Respondents.....	73
4.10	Table No	10: Income of the Respondents	76
4.11	Table No	11: Participation in Socio-Cultural Activities of the Respondents	79
4.12	Table No	12: Participation in Cleaning Operation.....	81
4.13	Table No	13: Family Conflict of the Respondents	82
4.14	Table No	14: Treatment Patterns of the Respondents.....	83
4.15	Table No	15: Using family Planning Methods of the - Respondents	85
4.16	Table No	16: Educational Qualifications of the Respondents	88
4.17	Table No	17: Social Awareness of the Respondents	91
4.18	Table No	18: Distance of Educational Institutions and its Impact on Social Mobility.....	93
4.19	Table No	19: Impact of Educational Qualification on Social Mobility	97
4.20	Table No	20: Impact of Transport Facilities on Social Mobility.	101
4.21	Table No	21: Impact of Teaching Materials on Social Mobility.	104
4.22	Table No	22: Impact of Entertainment Facilities on Social Mobility	108

List of Figures

Fig. 3.1: Map of the Study Area	48
Fig. 3.2: Sample Size of the Study.....	50
Fig 4.1: Distance of Educational Institutions.....	55
Fig 4.2: Infrastructures of the Educational Institutions of the Respondents	58
Fig 4.3: Transport and Communication Facilities Received by the Respondents	60
Fig 4.4: Availability of Teaching Materials the Respondents	62
Fig 4.5: Entertainment Facilities Received by the Respondents	65
Fig 4.6: Family Size of the Respondents	72
Fig 4.7: Occupation of the Respondents	75
Fig 4.8: Income of the Respondents	78
Fig 4.9: Participation in Socio-Cultural Activities of the Respondents	80
Fig 4.10: Treatment Patterns of the Respondents	84
Fig 4.11: Using Family Planning Methods of the Respondents	87
Fig 4.12: Educational Qualifications of the Respondents	90
Fig 4.13: Social Awareness of the Respondents	92

CONTENTS

	Pages
Certificate	iv
Declaration.....	v
Acknowledgements	vi
Abstract.....	vii-ix
List of Abbreviation.....	x-xii
List of Tables	xiii
List of Figures.....	xiv
 Chapter One	
Introduction	1-36
1.1 Education	1
1.2 Importance of Education	3
1.3 Educational Factor	4
1.4 General Educational Facilities.....	5
1.5 General Education Curriculum.....	5
1.6 Educational Facilities	5
1.7 Education System of Bangladesh	6
1.7. 1 General Education	6
1.7.1.1 Primary Education.....	6
1.7.1.2 Secondary Education.....	7
1.7.1.3 Tertiary Education.....	8
1.7.1.3.1 College Level	8
1.7.1.3.2 University Level.....	8
1.7.2 Madrasah Education	9
1.7.2.1 Primary Level or Ebtedayee Education	10
1.7.2.2 Secondary Level.....	10
1.7.2.3 Tertiary Level of Madrasah Education	11
1.7.3 Technical – Vocational.....	12

1.7.3.1 Primary Level.....	12
1.7.3.2 Secondary Level.....	12
1.7.4 Professional Education.....	13
1.7.5 Other Types of Education.....	13
1.7.5.1 Religious and Moral Education.....	13
1.7.5.1.1 Islamic Studies	13
1.7.5.1.2 Hindu - Religious Studies	13
1.7.5.1.3 Buddhist Religious Studies	14
1.7.5.1.4 Christian Religious Education.....	14
1.7.5.2 Formal Education	14
1.7.5.3 Non-formal Education.....	15
1.7.5.4 Informal Education.....	15
1.7.6 Educational Management and Administration in Bangladesh	16
1.7.6.1 Ministry of Education (MoE).....	16
1.7.6.2 Directorate of Secondary and Higher Education (DSHE).....	16
1.7.6.3 The Directorate of Technical Education (DTE).....	16
1.7.6.4 Bangladesh National Commission for UNESCO (BNCU) ...	17
1.7.6.5 Chief Accounts Office (CAO)	17
1.7.6.6 National Curriculum and Textbook Board (NCTB)	17
1.7.6.7 Bangladesh Bureau of Educational Information and Statistics (BANBEIS).....	17
1.7.6.8 Directorate of Inspection and Audit (DIA).....	18
1.7.7 University Grants Commission (UGC).....	18
1.7.7.1 National University	18
1.7.7.2 Education Boards	18
1.7.7.3 Madrasah Education Board	18
1.7.7.4 Technical Education Board.....	19
1.7.8 Ministry of Primary & Mass Education (MoPME).....	19

1.7.8.1 Directorate of Primary Education (DPE)	19
1.7.8.2 National Academy for Primary Education (NAPE).....	19
1.7.8.3 Bureau of Non-formal Education (BNFE).....	20
1.7.8.4 Compulsory Primary Education Implementation Monitoring Unit	20
1.7.9 Statement of the Problem	21
1.7.10 Rationale of the Study	21
1.7.11 Objectives of the Study	22
1.7.12 Operational Definitions	22
1.7.12.1 Social Mobility	22
1.7.12.2 Intergenerational Social Mobility	22
1.7.12.3 Upward and Downward Mobility	23
1.7.12.4 Urban Area	23
1.7.12.5 Rural Area	23
1.7.12.6 Society and Social Mobility	24
1.7.12.7 Inter- and Intra-Generational Mobility	24
1.7.12.8 Absolute and Relative Mobility	25
1.7.12.9 Structural and Exchange Mobility	25
1.7.12.10 An Economic Perspective on Social Mobility	25
1.7.13 Social mobility	28
1.7.13.1 Social Mobility can be classified as	29
1.7.13.2 Rules of Status: Ascription and Achievement	30
1.7.13.3 Gender and Race Factor	31
1.7.13.4 Impact of Incarceration on Social Mobility	32
1.7.14 Social system	33
1.7.14.1 Symbols of Social Mobility	35
1.7.14.2 An Urban Planning Perspective on Group Boundaries	36
1.7.15 Limitations of the Study	36

Chapter Two

Literature Review	37-46
--------------------------------	--------------

Chapter Three

Research Methodology	47-52
-----------------------------------	--------------

3.1 Selection of the Study Area	47
3.2 Study Population and Unit of Analysis	47
3.3 Sources of Data.....	47
3.3.1 Primary Source	47
3.3.2 Secondary Source	47
3.4 Sampling Procedure.....	49
3.5 Methods of Data Collection.....	49
3.6 Sample Size	49
3.7 Data Analysis.....	50
3.8 Validity and Reliability of the Questionnaires	51
3.9 Classification, Tabulation and Coding of Data	52

Chapter Four

Result and Analysis	53-108
----------------------------------	---------------

4.1 Distance of Educational Institutions	53
4.2 Infrastructure of the Educational Institutions of the Respondents ...	55
4.3 Transport and Communication Facilities Received by the Respondents	59
4.4 Availability of Teaching Materials the Respondents	61
4.5 Play Ground Facilities Received by the Respondents.....	63
4.6 Entertainment Facilities Received by the Respondents	66
4.7 Punishment Received by the Respondents	68
4.8 Family size of the Respondents	70

4.9 Occupation of the Respondents	73
4.10 Income of the Respondents	76
4.11 Participation in Socio-Cultural Activities of the Respondents	79
4.12 Participation in Cleaning Operation	81
4.13 Family Conflict of the Respondents	82
4.14 Treatment Patterns of the Respondents	83
4.15 Using family Planning Methods of the Respondents	85
4.16 Educational Qualifications of the Respondents	88
4.17 Social Awareness of the Respondents	91
4.18 Distance of Educational Institutions and its Impact on Social Mobility	93
4.19 Impact of Educational Qualification on Social Mobility	97
4.20 Impact of Transport Facilities on Social Mobility	101
4.21 Impact of Teaching Materials on Social Mobility	104
4.22 Impact of Entertainment Facilities on Social Mobility	108

Chapter Five

Findings, Discussion and Conclusion	111-114
5.1 Findings	111
5.2 Discussion.....	112
5.3 Conclusion	114
References	117-123
Selected Bibliography.....	124-131
Appendices	132-138
Appendix-I.....	132
Appendix-II	137

Chapter One

Introduction

Education is a basic need for socio-economic transformation and advancement of a country (Fifth five year plan, 1997-2002). It is one of the most important forms of human capital investment. The main objective of education is to acquire knowledge and eradicate ignorance. Quality of education depends on the educational facilities, which a country provides for its citizens. Better education facilities are likely to produce better educated citizens. Bangladesh is a developing nation. The literacy rate of the people of Bangladesh is 68.9 (UNDP, 2011). There are differences in educational facilities provided for people belonging to different classes and people living in areas, which impinge important impact on imparting education.

1.1 Education

If you plan for a year, plant a set, if for ten years. Plant a tree if for hundred years, teach the people, where you show a seed once, you will reap a single harvest, where you teach the people, you will reap hundred harvests (Chandra, 1997). Education either formal or non formal has been recognized as the foundation or cornerstone of economic and social development on which the nation's edifice of Peace, Progress and Prosperity has to be built. An educated population is enterprising, creative and hardworking. Real education primarily appeases of training of the head, hand and heart in the art of living a happy and corporate life (Shah & Mukhargee, 1980).

Bangladesh spends only 2 percent of its GNP on education where as medium income countries spend about 3.2 percent on education and high income countries spend 6 percent on education (On line [http](http://www.bangladesh.gov.bd), 29,07,2007). Basic education is such a foundation of education, which enables a child and an adult to understand problems and to participate in social advancement, and to make them aware of their rights and duties (Salamathullah, 1963). According to the Columbia electronic Encyclopedia (2003) "Education, any process, either formal or informal, that shapes the potential of a maturing organism. Informal education results from the constant effects of environment and its strength in shaping values and habits cannot be over estimated. Formal education is a conscious effort by human society to impart the skills and modes of thought considered essential for social functioning. Techniques of instruction often reflect the attitudes of society i.e. authoritarian groups typically sponsor dogmatic methods, while democratic system may emphasize freedom of thought (The Columbia Electronic Encyclopedia, 2003). The educational facilities prevailing in the educational institutions of our country are not sufficient to meet the growing needs. Prior to the liberation war the number of educational institutions, school houses, books, library facilities, transport and communication facilities etc. were available only to the rich and aristocrat families and only they got the chance to become educated. Since liberation, the total number of educational institutions has increased. The government has taken initiatives to provide various educational facilities. But these facilities are not enough for all the students. For this reason poor students in remote areas are deprived of education and they remain illiterate. Different non-governmental organizations, community based organizations generous

people take initiatives to provide educational facilities to combat such situations.

1.2 Importance of Education

The Importance of education in human life is unbounded. Education not only makes a man literate but also it helps him in building a beautiful way of life. Every human being is a part of a country or society. He has a circumstance to live in but illiteracy makes him blind in life. The illiterate people suffer a lot from different types of problems. Education is not less important from the religious point of view. Islam has also emphasized education. In fact, the very first revelation from the supreme lords towards Hazrat Mohammad (Sm.) was, “Read by the name of Allah, who has created, created human being from coagulated blood, read by the name of Allah who has taught men who don’t know (Al-Quran). Allah has said, “Hey Rasul! Please tell the scholars and foolish same (Al-Quran). In this way the importance of education has been emphasized in Islam. Buddhism, it is said that, by securing all shots of injustice, oppression and tyranny, education helps human being sorts live excellently (Dasgopta, 1958).

Many philosophers, thinkers and scholars have emphasized the importance of education from various perspectives. According to Plato (429 BC–384 BC) a great philosopher and political thinker, the uneducated people are considered an inanimate object (Percy, 1994). Jacob Rousseau (1712–1778 AD), a great scholar political thinker as well as the pioneer writer of French Revolution said, after the time of birth, people are chained by wearing clothes and at the time of death; they are covered by the coffin. It is education, which can make them free from this chain (Percy, 1994). B. Russell (1872–1970 AD) said, “We want the

child to become the sort of person that will be liked and will be able to cope with life successfully (Bertrand Russell, 1948). Mahatma Gandhi, said, “By education mean all-round drawing out of the best in child and man– body, mind and soul. Real education consists in drawing the best out of you (Kabir, 1956). In an observation on the suitability of education in the third world developing countries by world Bank (2001) it seems that there are differences between literate man and illiterate man on the basis of income as well as living condition (Kabir, 1960). So, the degree of income depends on the degree of education. The following diagram shows the fact clearly. In another observation of World Bank, it is found that if the girls continue their education for one year more, the birth rate decreases from five to ten percent. A prominent educationist and researcher Manjoor Ahmed also has said, basic education is the reliable root of all developments (Ahmed, 1991).

1. 3 Educational Factor

Education is the main determinant for establishing potential social mobility. Jobs, wages and income are interrelated with each other. A survey reveals that, wages and earnings tend to correlate with the amount of education a person has obtained. In 2003, those workers with less than a high school diploma earned a median income of \$21,000; while those workers with a four year college degree earned a medium income of \$53,000 (James 2005). Of the 30 fastest growing occupations, more than half require an associate’s degree or higher. Yet, these occupations are less likely to supply additional jobs to the labor market; meaning, the majority of job growth is found in low-wage occupations (Jacobs 2005). These low-wage jobs are associated with those people who have less education. Workers in these areas are deemed unskilled because a great amount of education is not required in order to perform these jobs, so the

stereotype goes. White collar jobs, however, necessitate more human capital and knowledge and therefore produce higher earnings and require greater education. Therefore, it can be understood that education is a main determinant for potential social mobility in the workforce of all countries of the world.

1.4 General Educational Facilities

General educational facilities refer to those facilities which are mostly essential to impart education smoothly, such as (school house, text books, exercise books, transport facilities, etc.). To gain proper education general educational facilities must be ensured. Without books, pens, pencils, slates, exercise books, school buildings imparting education are nearly impossible. I have mentioned the term general facilities to mean which are important for ensuring quality education.

1.5 General Education Curriculum

General Education curriculum is being made for those students who want to get a degree course in college; it is specific in every course that an individual may choose. And the General Education is for individuals who excel academically. On the other hand, Technical-Vocational courses are for individuals who opted to get a one-two year courses wherein skills and competency are being the bases of their study.

1.6 Educational Facilities

- (a) Availability of Educational Institutions
- (b) Free Tuition Fees
- (c) Free Books, Clothes, Bags, Food, Lodgings etc.
- (d) Easy access to School and Transportation Facilities
- (e) Free Health Service

(f) Stipend/Scholarship for Brilliant Students

(g) Others-personal and Social Responsibilities

1.7 Education System of Bangladesh

The present education system of Bangladesh may be broadly divided into three major stages, viz. primary, secondary and tertiary education. Primary level institutions impart primary education basically. Junior secondary/secondary and higher secondary level institutions impart secondary education. Degree pass, degree honors, masters and other higher-level institutions or equivalent section of other related institutions impart tertiary education. The education system is operationally categorized into two streams: primary education (Grade I-V) managed by the Ministry of Primary and Mass Education (MOPME)) and the other system is the post-primary education which covers all other levels from junior secondary to higher education under the administration of the Ministry of Education (MOE). 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 (BANBEIS 2010)

1.7. 1 General Education

1.7.1.1 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+ years of age 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 it.

1.7.1.2 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 (Checchi, Daniele, 2004).

There is diversification of courses after three years of schooling in junior secondary level. Vocational and technical courses are offered in vocational and trade institute/schools. Moreover, there are high schools where SSC (vocational) courses have 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 (BANBEIS, 1999).

The academic programme 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 Education (BISE) conduct the S.S.C. examination. There are seven such Boards at different places in Bangladesh namely: Dhaka, Rajshahi, Jessore, Comilla, Chittagong, Sylhet, and Barisal.

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 (XI - XII) which is being offered by Intermediate

Colleges or by intermediate section of degree or master colleges (BANBEIS 2010).

1.7.1.3 Tertiary Education

1.7.1.3.1 College Level

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 are qualified to enroll in 3-year degree pass courses while for honors; they may enroll in 4-year bachelors' degree honors courses in degree level colleges 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 Ph.Ds after completion of master's degree. Higher education is being offered in the universities and post HSC level colleges and institutes of diversified studies in professional, technical, technological and other special types of education (Gutiérrez, Juan-Pablo, 2011).

1.7.1.3.2 University Level

There are 73 universities in Bangladesh. Out of these, 21 universities are in the public sector, while the other 52 are in the private sector. Out of 21 public sector universities, 19 universities provide regular classroom instruction facilities and services. Bangladesh Open University (BOU) conducts non-campus distance education programmes 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. But in case of fine arts this university also offers Pre-Degree BFA Course (which is equivalent to HSC). 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.S.S., B.Sc., and B.Com. (Pass & Honors) BFA (Pass), M.A., M.Sc., M.S.S, M.Com. and MFA. Moreover, this university also offers L.L.B., and other degrees. Bangladesh National University offers part-time training to university teachers.

There is only one medical university namely, "Bangabandhu Sheikh Mujib Medical University", like other public universities, 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 is also offered (BANBEIS 2010).

1.7.2 Madrasah Education

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

government education institutions (schools and colleges). There are five levels in the madrasah education system, namely:

1.7.2.1 Primary Level or Ebtedayee Education

This is equivalent to primary level of general education. The first level of madrasah education is comprised of 5 years of schooling (grades I - V). Normally, the child of 6 years of age begins in class 1 and finishes class V at the age of 11 years. Ebtedayee education is imparted in independent ebtedayee madrasahs and ebtedayee sections of dakhil, alim, and fazil and kamil madrasahs. It is also imparted in some of the private quami - kharizi madrasahs (NAPE).

1.7.2.2 Secondary Level

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

There are diversifications of courses after three years of schooling in secondary level of education from grade IX of dakhil 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 madrasahs of this level. Most of these madrasahs provide co-education. However, there are some single gender madrasahs in this level of madrasah education. There are two public examinations namely; dakhil and alim after the completion of 10 years of schooling and twelve years of education, respectively. The

Bangladesh madrasah Education Board (BMEB) provides these two certificates.

1.7.2.3 Tertiary Level of Madrasah Education

This level is comprised of 4 (2+2) years of formal education. The minimum requirement for admission to higher level of madrasah 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 madrasah and in fazil level of kamil madrasahs. After successful completion of fazil degree one can enroll in 2 -year's kamil level education. There are four streams of courses in kamil level education; streams are hadis, tarsi, fish and dab. Bangladesh Madrasah Education Board conducts these two fazil and kamil examinations and award certificates. After successful completion of the specified courses one can appear these examinations (BANBEIS 2010).

Out of the total kamil the government manages madrasahs only three madrasahs and others are managed by either individual or by private bodies. However, there are few girls' madrasah for girl students.

The Bangladesh madrasah Education Board has the following functions as regard to madrasah education: grants affiliations to different levels of madrasahs from ebtedayee to kamil; prescribes syllabi and curricula; conducts public examinations (dakhil to kamil) and scholarship examinations. Besides the public system of madrasah education there are a good number of private madrasahs for the Muslim students, namely: hafizes, irate, quami and nizamia. Most of these madrasahs are residential. These types of madrasah are sometimes called kharizi as these are beyond the purview of the general system of education. Recently, these quami madrasahs have been organized under the umbrella of a

private board known as 'Befaul Madaris or Quami Madrasah Board which constitutes curricula and syllabi of quami madrasahs, conducts examinations and awards certificates and degrees (BANBEIS 2010).

1.7.3 Technical - Vocational

For the students whose interests are not strictly academic may find technical-vocational programmers 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.

1.7.3.1 Primary Level

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

1.7.3.2 Secondary Level

Vocational courses start 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. Recently, 2 years duration vocational courses have been introduced at the higher secondary level in government managed vocational training institute (renamed as Technical School & College). Diploma courses prepare the diploma engineers at the polytechnic institutes. This course spread over 4 years duration after passing the secondary school certificate 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 vocational and technical education, and awards certificates to the successful candidates.

1.7.4 Professional Education

The College of Textile Technology and College of Leather Technology offer four -year degree courses in Textile Engineering and Leather Technology respectively after completing Higher Secondary Education. The minimum requirement to be admitted to teachers training colleges (TTCs) for Bachelor of Education, Bachelor of Physical Education in Physical Education College is graduation degree. Generally, in-service teachers undertake this professional training course along with some unemployed graduates. Professional education also imparted in Medical Colleges, Dental Colleges, Nursing College, Homeopathic Colleges, Law Colleges etc.

1.7.5 Other Types of Education

1.7.5.1 Religious and Moral Education

“One of the aims of education is to establish human, cultural and social values in every stage and sphere of individual and national life. Religious and moral education is one of the ways of achieving this aim.

1.7.5.1.1 Islamic Studies

In order to lead life according to the Islamic tenets and regulations, it is indispensable for every Muslim male/female to receive Islamic education and implement these in their day to day life.

1.7.5.1.2 Hindu - Religious Studies

Bangladesh Sanskrit and Pali Board conducts 3- year course on Sanskrit and religious subjects. These subjects are Adhya in the first year, Madhya

in the second year and Upadhi in the third year. Sanskrit language, Prourahitta, Smriti (Hindu law) etc. subjects are included in the courses.

And Upadhi is to be completed separately (BANBAISE, 2010).

1.7.5.1.3 Buddhist Religious Studies

The system of Buddhist religious studies and the Buddhist religious language Pali are almost similar to that of Hindu religious studies. There is 3-year title course in Pali and 'Bisharad' is offered in Pali instead of Teertha. Bangladesh Sanskrit and Pali Board conduct traditional system of Pali education. There are about a hundred of Pali Tolls in the country.

1.7.5.1.4 Christian Religious Education

To meet the religious education needs of Christians in Bangladesh, there are Bible schools and intermediate seminaries which enroll students in the SSC; there are also major seminaries and theological colleges where students with HSC are admitted. The successful students are awarded degrees both in Bachelor and Masters in Theology and Divinity. These are all run and managed by the Church bodies which cater to the needs of different denominations of Christianity (BANBEIS, 2010).

1.7.5.2 Formal Education

In the present study, formal education refers to the process by which teachers instruct students in courses of study within instruction. It is the hierarchically structured chorological graded education, running for primary school through the university and including in addition to general academic studies, a variety of specialized programs and institutions for full time technical and professional training. Formal education cannot age-specific, full time classroom attendance in a linear graded system geared to certificates, diplomas, degrees or other formal credentials.

Formal education is thus easily defined its administration and control is lodged in a ministry of education; its costs are measurable; and its outputs are easily identified.

1.7.5.3 Non-formal Education

In this study non-formal education refers to any systematically organized educational activity carried on outside the framework of the formal school system to provide selected types of learning to particular sub-groups in the population especially to the out-of-school children, youth and adults. Non-formal education refers to the motley assortment of organized and semi-organized educational activities operating outside the regular structuring routines of the formal system, aimed at serving a great variety of learning needs of different sub-groups in the population, both young and old. It is designed to meet the learning needs of educationally disadvantaged person of different age's backgrounds, flexible in terms of organization, time and place and may cover basic and continuing programs to impact basic literacy including like skills, general culture and facilities lifelong learning and enhancement of earning capabilities for poverty reduction. It ensures equity in access and human resource development; it may or may not follow a 'Ladder' system and may be of varying duration (BANBEIS, 1999).

1.7.5.4 Informal Education

In the study the term "Informal education" will be considered as the general social by which human beings acquire the knowledge and skill needed to function in their culture. It is the truly lifelong process whereby every individual acquires attitudes, values, skill and knowledge from daily experience and the educative influence and resources in his or her environment, from family and neighbors, from work and play, from the

market place, the library and the mass media. Informal education covers what is left, e.g. interactions with friends, family and work colleagues. As a process, informal education is relatively unorganized and unsystematic, yet it unquestionably accounts for a very high proportion of all that any person accumulates in a lifetime (BANBEIS, 1999).

1.7.6 Educational Management and Administration in Bangladesh

“Education Systems in Bangladesh are being managed and administered by two Ministries viz. Ministry of Education (MOE) and Ministry of Primary and Mass Education (MOPME) in association with the attached Departments and Directorates as well as a number of autonomous bodies.

1.7.6.1 Ministry of Education (MoE)

This Ministry is concerned with policy formulation, planning, monitoring, evaluation and execution of plans and programmes related to secondary and higher education including technical & madrasah education. The line directorates, viz... Directorate of Secondary and Higher Education and Directorate of Technical Education are responsible for management and supervision of institutions under their respective control (BANBEIS, 1999).

1.7.6.2 Directorate of Secondary and Higher Education (DSHE)

This Directorate is headed by the Director-General who is responsible for administration, management and control of secondary and higher education including madrasah and other special types of education. It is assisted by sub-ordinate Offices located at the divisional, district and Thana levels.

1.7.6.3 The Directorate of Technical Education (DTE)

This Directorate is headed by the Director-General and is responsible for the management and administration of technical & vocational institutions

like polytechnics, monotechnics and other similar types of institutes. It has Inspectorate Offices at the Divisional Headquarters.

1.7.6.4 Bangladesh National Commission for UNESCO (BNCU)

This organization functions as a corporate body within the MOE. This is headed by the Minister of Education as Chairman and the Education Secretary as the Secretary-General. The Commission consists of 69 members constituted by eminent educationists and intellectuals interested in educational, scientific and cultural matters in the country. A senior official designated as Secretary normally heads the Secretariat of the Commission.

1.7.6.5 Chief Accounts Office (CAO)

In pursuance of the Government a separate accounts office under a Chief Accounts Officer (C.A.O) does policy of decentralization the accounting function of the MOE.

1.7.6.6 National Curriculum and Textbook Board (NCTB)

This Board is an autonomous organization under the Ministry of Education (MOE). It performs the responsibility of renewal/modification and development of curriculum, production and distribution of textbooks at primary, secondary and higher secondary levels.

1.7.6.7 Bangladesh Bureau of Educational Information and Statistics (BANBEIS)

This organization is responsible for collection, compilation and dissemination of educational information and statistics at various levels and types of education. This organization is the Apex Body of the Educational management Information System (EMIS) of the country. It is also the National Coordinator of RINSACA (Regional Informatics for

South & Central Asia) Recently. It has been assigned with the important task of selection. Processing and computerization of data are necessary for awarding government subvention to all the private education institutions.

1.7.6.8 Directorate of Inspection and Audit (DIA)

This Directorate is headed by the Director and is responsible for inspection and audit aimed at improving the standard of education of the institutions at the secondary level (BANBEIS, 1999).

Further more, a number of autonomous bodies have a share in the administration of education. These are:

1.7.7 University Grants Commission (UGC)

The University Grants Commission is responsible for co-coordinating activities of the universities and distributing government grants of them.

1.7.7.1 National University

This is an Affiliating University responsible for academic control of all the affiliated colleges offering courses in Degree Pass, Honors and Masters and for conducting Bachelor Degree and Master's examinations.

1.7.7.2 Education Boards

Seven Boards of Intermediate and Secondary Education are responsible for conducting the SSC and HSC level public examinations.

1.7.7.3 Madrasah Education Board

This Board is responsible for conducting public examinations from Dakhil to Kamil levels.

1.7.7.4 Technical Education Board

This Board is entrusted with the task of conducting certificate and diploma examinations in technical education.

1.7.8 Ministry of Primary & Mass Education (MoPME)

Bangladesh is committed to the World Declaration on Education for All (Jomtein, March 1990) and the Convention on the Right of Children (New York, September 1990). Recognizing the importance of primary and non-formal education in ensuring education for all and eradicating illiteracy, the Government created a new Division called Primary and Mass Education Division (PMED) in August 1992. This Division is now operating as a Ministry. The Ministry of Primary and Mass Education is responsible for policy formulation, planning, evaluation and execution of plans and initiating legislative measures relating to primary and non-formal education.

1.7.8.1 Directorate of Primary Education (DPE)

This Directorate controls, coordinates and regulates the field administration of the primary education. The Directorate of Primary Education was created in 1981 with a view to giving full attention to primary education as an independent organization. The Director-General heads it. Under this Directorate there are 6 Divisional (regional) Officers, 64 District Offices and 481 Thana Offices.

1.7.8.2 National Academy for Primary Education (NAPE)

This is an apex institution for training and research in the field of primary education, which is headed by a Director and governed by a Board of Governors headed by the Secretary, PMED. There are 53 governments

and 1 private Primary Training Institute. They offer 1-year Certificate-in-Education course to teachers of primary schools.

1.7.8.3 Bureau of Non-formal Education (BNFE)

A Directorate was created in 1995 with the responsibility of execution of policy decisions and plans relating to non-formal education. The Non-formal Education Programs were then implemented through (a) NGO run centre-based literacy program. (b) Total literacy movement by the District/Thana administration. This Directorate has been abolished and started functioning as Bureau of Non-formal Education.

1.7.8.4 Compulsory Primary Education Implementation Monitoring Unit

After the enactment of Primary Education (Compulsory) Act of 1990, the Government created the Compulsory Primary Education Implementation Monitoring Unit in 1991, headed by the Director-General with the responsibility to monitor the compulsory primary education program at the field level and conduct child-survey to collect information on the numbers of primary school-age population and children attending schools (BANBEIS-2010).

I observed that there are changes occurred in the education management system during the time span of three generations. I also found that there is no such difference in structure but in the differences in educational facilities. This study has focused on the impact of education on intergenerational social mobility in rural-urban context and tried to show throw differences especially on the social nobility of poverty, gender disparity, health and social security

1.7.9 Statement of the Problem

Social mobility refers to the movement to the individuals or groups from one socio-economic position to another within the social stratification system in a society. The mobility can be upward or downward; again it can be intra generational or inter generational. Through research we must find out the extent to which this expectation has turned into a reality. The current research is designed to deal with this issue. It endeavors to find out the extent to which improved educational facilities have helped newer generations become upwardly mobile as compared to older generation in Bangladesh.

1.7.10 Rationale of the Study

This study endeavors to find out whether the educational facilities enjoyed by the older generations (who enjoyed much less facilities) affect the respective generations those by the newer generations (who enjoyed relatively better facilities) and their respective socio-economic positions. This is the task which is attempted in this study. It would help us to know, to what extent the betterment of educational facilities have contributed to betterment of socio-economic conditions, which in turn would help in policy planning. As far as I have gone through there was no such research work done before.

1.7.11 Objectives of the Study

General Objective

- To find out the impact of *General Educational Facilities* on education and its impact on *Intergenerational Social Mobility* in the study area.

Specific Objectives

- To find out the gap among the generations in the context of educational facilities enjoyed by the respondents.
- To find out relationship between educational facilities enjoyed by the respondents (their previous and next generations) and their achieved socio-economic status.

1. 7.12 Operational Definitions

1.7.12.1 Social Mobility

According to Collins Dictionary of Sociology, ‘Social mobility is the movement of individual or sometimes groups between different positions in the hierarchies of stratification within any society.’ I have accepted this definition for this research.

1.7.12.2 Intergenerational Social Mobility

Intergenerational social mobility shows the difference between parental socio-economic background and offspring’s socio-economic status. Intergenerational social mobility is measured by several different indicators (e.g. educational achievement, occupation, income, social status, conditions regarding housing, health, empowerment etc.). Analysis of inter generational social mobility is particularly useful when analyzing

how social changes from one time to another, and if a person's parents' social positions were different from that of their own.

1.7.12.3 Upward and Downward Mobility

Upward social mobility is a change in a person's social status resulting in that person receiving a higher position in their status system. Likewise, downward mobility results in a lower position. A prime example of an opportunity for upward mobility nowadays is athletics.

1.7.12.4 Urban Area

Urban is a common name, from the Latin “urbanus”. The urban population comprises all persons living in urbanized areas which contain at least one city of 50,000 and its surrounding closely settled area and places of 2,500 or more population outside of urbanized areas. Urban area usually refers to those areas which are centre of all administrative work of an Upazila as it is declared in 1984 in Upazila ordinance. But I have defined urban area in this research as the area which is under a municipality. Urban means dynamism, ever changing symbol of manifested life that is the reflection of modern life. The English Synonym of urban is city/town/ town (Small & Erick 1984). According to Jhon Small and Micheal Witherick, “Although widely used in the description of places, population and settlements, It is difficult to provide a simple, clear-cut definition beyond relating to, characteristic of, A town or city, some vital characteristics are as follows (Ibid, P-5).

1.7.12.5 Rural Area

In general, a rural area is a geographic area that is located outside the cities and towns. The Health Resources and Services Administration of the U.S. Department of Health and Human Services defines the word "rural" as encompassing ...all population, housing, and territory not

included within an urban area. Whatever is not urban is considered rural. Typical rural areas have a low population density and small settlements. Agricultural areas are commonly rural, though so are others such as forests. Different countries have varying definitions of "rural" for statistical and administrative purposes.

The rural area under the union council has been counted as rural area in this proposed study.

First Generation First Generation refers the respondents whose age is about above 46 years.

Second Generation Second Generation refers the respondents whose age is within 36-45 years.

Third Generation Third Generation refers the respondents whose age is about 25-35 years.

1.7.12.6 Society and Social Mobility

The term society may be used to include all or any dealings of man with man, whether these are direct or indirect, organized or unorganized, conscious or unconscious, cooperative or antagonistic. Social mobility is a complex agendum which ties together a number of key policy areas affecting children and young people such as poverty and exclusion, health inequality, aspirations, education and employment, and community empowerment.

1.7.12.7 Inter- and Intra-Generational Mobility

Inter-generational mobility is defined as changes in social that occur from the parents' to the children's generation. Intra -generational mobility a generation is defined as changes in social over a single life-time.

1.7.12.8 Absolute and Relative Mobility

Absolute mobility means that living standards are increasing in absolute terms: You are better than your parents, and your children have been better than you. Relative mobility refers to the degree to which individuals move up or down compared to others in their cohort.

1.7.12.9 Structural and Exchange Mobility

Structural mobility is a type of forced vertical mobility that results from a change in the distribution of statuses in a society. It occurs when the demands of a particular occupation reach its max and more people are needed to help fill the positions. Exchange mobility is that which is not structural. The key word "exchange" means trade-off. This means instead of positions reaching the max and more people are needed, positions are dropped and someone else must step up to fill the position. When accretive status is in play, there is not much exchange mobility occurring.

1.7.12.10 An Economic Perspective of Social Mobility

From a broad perspective, social mobility in immigrant households includes the cultural adaptation that immigrants and their children make to their new environment, their adoption of social norms and attitudes that may differ widely from those in their home countries, and their accumulation of “human capital investments,” such as education, language skills, and geographic relocation, which improve their economic status in their new country. In this paper I focus exclusively on this economic aspect of social mobility—the rate at which the economic status of the immigrant household improves from one generation to the next—and thus provide only a limited picture of the intergenerational changes that immigrant households inevitably experience in the United States.

There is, however, an important link between the economic notion of social mobility and the cultural issues traditionally emphasized in the immigration debates in the United States and many other countries. To make economic gains, an immigrant will often have to acquire skills that are valued by American employers, such as learning English and adopting the norms of the American workplace, and will often have to move to economically vibrant areas far from the ethnic enclave. Each of these steps helps weaken the link between the immigrant's foreign past and his or her American future.

Many immigrants, therefore, face an important trade-off: they may have to discard some of their native attributes, habits, and cultural characteristics and pick up new ones that enhance their chances of success in the American economy. Putting differently, economic and non-economic forms of social mobility may often complement each other: there will be more mobility of one type when there is more mobility of the other.

Research on immigrant economic performance has provided two insights that are widely accepted in the immigration debate. First, upon arrival in the United States, the typical immigrant worker suffers a sizable earnings disadvantage (relative to native-born workers), a disadvantage unlikely to disappear during his or her working life. Second, the many national origin groups that make up the first-generation population vary widely in socioeconomic status and earnings (Borjas, 1994).

Even within the boundaries provided by the narrow economic definition of social mobility, any study of intergenerational economic progress in immigrant households needs to examine two related, but distinct, phenomena. First, to what extent does the initial economic disadvantage

of the immigrants narrow across generations? Put differently, do the children (or grandchildren) of immigrants “catch up” to the average economic status of native-born workers? It seems reasonable to suspect that the children of immigrants enjoy a “head start” in their earnings capacity that is not experienced by any other previous generation. After all, they are typically the first of the immigrant household to graduate from American schools, the first to benefit from having English as a native tongue, and the first to know about the internal workings of the U.S. labor market before getting their first job.

Second, it is well known that the relation between the earnings of parents and children, regardless of whether the parents are foreign- or native-born, is driven by a phenomenon known as regression toward the mean. Even though the children of highly successful parents are themselves likely to be successful, they are not likely to be as successful as their parents. Their economic performance will probably revert downward toward the population average. Similarly, even though the children of low-skill parents are themselves likely to be low-skilled, they are unlikely to be as unskilled as their parents; again there is a reversion upward toward the population average. Regression toward the mean acts like a double-sided magnet: it pulls the economic status of the children in outlying groups toward the mean of the population, regardless of where the parents start out.

The explanation for this phenomenon is that parental skills and family background are not alone in influencing the transmission of skills from one generation to the next. Because many other unknown and random factors, such as luck and imperfect genetic transmission of ability, motivation, and drive, are also at work, children of parents at either tail of

the wage distribution will probably lie closer to the middle of that distribution as adults.

The concept of regression toward the mean is crucial in understanding social mobility in the immigrant population. Some ethnic groups who enter the United States do very well in the labor market, while other groups perform poorly. Part of these ethnic differences will likely be passed on to their offspring. The melting pot metaphor argues that these differences disappear relatively quickly, leaving ethnic groups indistinguishable. In terms of the economic status of different ethnic groups, the melting pot suggests that regression toward the mean is an important phenomenon. Economic differences among ethnic groups in the first generation are fleeting, and an immigrant's ethnic background will have little effect on his descendants' economic well-being.

1.7.13 Social Mobility

Social mobility refers to the movement of people in a population from one social class or economic level to another. It typically refers to vertical mobility -- movement of individuals or groups up (or down) from one socio-economic level to another, often by changing jobs or marrying; but can also refer to horizontal mobility -- movement from one position to another within the same social level. Social mobility can be the change in socio-economic status between someone (or some group) and their parents/previous family generations ("inter-generational"); or over the change over the course of a lifetime ("intra-generational"). It can be "absolute" -- i.e. total amount of movement of persons between classes, usually over one generation (such as when education and economic development raises the socio-economic level of a mass of people); or relative -- an estimation of the chance of upward (or downward) social

mobility of a member of one social class compared with someone from another class. A higher level of intergenerational mobility is often considered praiseworthy, and the sign of greater fairness, or equality of opportunity, in a society.

Mobility is enabled to a varying extent by economic capital, cultural capital (such as higher education), human capital (such as competence and effort in labor), social capital (such as support from one's social network), physical capital (such as ownership of tools, or the 'means of production'), and symbolic capital (such as the worth of an official title, status class, celebrity, etc.).

In modern states, policy issues such as taxation, welfare, education and public transport exercise influence. In other society's religious affiliation, caste membership, or simple geography may be of central importance. The extent to which a nation is open and meritocratic is influential, but an arbitrary system of promotion can also lead to mobility: a society in which traditional or religious caste systems dominate is unlikely to present the opportunity for social mobility. The term is used in both sociology and economics.

1.7.13.1 Social Mobility Can be Classified as–

- **Vertical mobility:** The movement of individuals and groups up or down the socioeconomic scale. Those who gain property, income, status, and position are said to be upwardly mobile, while those who move in the opposite direction are downwardly mobile.
- **Horizontal mobility:** The movement of individuals and groups in similar socio-economic positions, which may be in different work situations. This may involve change in occupation or remaining in

the same occupation but in a different organization, or may be in the same organization but at a different location.

- **Lateral mobility:** It is a geographical movement between neighborhoods, towns or regions. In modern societies there is a great deal of geographical mobility. Lateral mobility is often combined with vertical as well as horizontal mobility.

1.7.13.2 Rules of Status: Ascription and Achievement

Achieved status is a position gained based on merit, or achievement (used in an open system). An open system describes a society with mobility between different social classes. Individuals can move up or down in the social rankings; this is unlike closed systems, where individuals are set in one social position for life despite their achievements. Ascribed status is a position based on who a person is, not what they can do (used in a closed system). When this inscriptive status rule is used (Medieval Europe), people are placed in a position based on personal traits beyond their control. Mobility is much more frequent in countries that use achievement as the basis for status. However, societies differ in the amount of mobility that occurs due to the direction of structural changes in their overall status systems. The process by which an individual alters the ascribed social status of their parents into an achieved social status for themselves is called social transformation.

The ability of an individual to become wealthy out of poverty does not necessarily indicate that there is social mobility in his or her society. Some societies with low or nonexistent social mobility afford free individuals opportunities to initiate enterprise and amass wealth, but wealth fails to "buy" entry into a higher social class. In feudal Japan and Confucianist China, wealthy merchants occupied the lowest ranks in

society (at least in theory). In pre-revolutionary France, a nobleman, however poor, was from the "second estate" of society and thus superior, at least in theory, to a wealthy merchant from the "third estate" (Goldthorpe, 1987).

Mobility regimes can be positive and/or a negative sum. Structural mobility is mobility resulting from changes in the number and kinds of jobs available in a society. Examples: Great Depression, many job losses, the government and many people in need of major help. According to sociologist John H. Goldthorpe, social mobility is normally seen in two ways. The first being is that it is a basic source of social "structuration." The second is that the extent of mobility may be a strong indicator of the balance of power and status within a society.

1.7.13.3 Gender and Race Factor

When examining status mobility within the American labor force, women and minorities hold jobs with less rank, authority, opportunity for advancement, and pay than men and whites (Federal Glass Ceiling Commission 1995; Reskin & Padavic 1994). This concept is considered to be the "glass ceiling" effect. One explanation is seen in the networks of different genders and minorities. The more managers there are in an employees' immediate work environment, the higher their chances of interacting and spending time with high status employees. Less than half of all managers are women, whereas the vast majority of all clerical and office workers are women. Furthermore, less than fifteen percent of all managers were minorities, whereas roughly a quarter of all clerical and office employees were minorities.

With regard to women, another explanation for this "glass ceiling" effect in the American work force is due to the job-family trade off that women

face compared to men. However, there is information that suggests women adjust their jobs around their family responsibilities more than men do. Taking a break from the work force tends to decrease human capital when it comes to find a job. Women are also more likely than men to take leave from their jobs to care for others rather than themselves (Gerstel & McGonagle 1999; Sandberg 1999; Sandberg & Cornfield 2000). This evidence makes employers wary of hiring and promoting women in the work force.

Others have pointed out that men have statistically been willing to accept job conditions that women were not, such as working outside in extreme weather, working where you can become physically dirty on a regular basis, working more hours, etc.

Social mobility is especially difficult for immigrants in the United States because of language barriers, in addition to trying to adjust to the new environment and culture. Since the second generation has access to American schools, they typically learn English in addition to their native language and understand the culture of their society better than their parents do. Intergenerational mobility is particularly apparent in immigrant households.

1.7.13.4 Impact of Incarceration on Social Mobility

Within the United States the prison population has been steadily increasing since the early 1970s and has now surpassed two million -- the highest per capita rate in the world. This boom is largely fueled by the "War on Drugs" and has created an underclass by providing a number of ways to deny one of the most important tools for social mobility, education.

1. The drug war has combined with public school zero-tolerance policies to remove tens of thousands of adolescents from their public schools.
2. Denial of higher education has been adopted as an additional punishment for drug offenders.
3. The war on drugs siphons drug users out of society and into prison.

The lack of education for convicted felons is compounded with difficulties in finding employment. These two factors contribute towards a high recidivism rate and downward social mobility.

1.7.14 Social System

Societies which use slavery are an example of low social mobility because, for the enslaved individuals, upward mobility is practically nonexistent, and for their owners, downward mobility is practically outlawed.

Social mobility is normally discussed as "upward only", but it is a two-sided phenomenon - where there is upward mobility, there can also be relative downward mobility. If merit and fortune play a larger role in life chances than the luck of birth, and some people can manage a relative upward shift in their social status, then some people can also move downward relative to others. This is the risk that motivates people in power to increasingly devise and commission political, legal, educational, and economic mechanisms that permit them to fortify their advantages. However, by controlling that inclination, it is possible in a growing economy for them to be greater upward mobility than downward - as has been the case in Western Europe.

Official or legally recognized class designations do not exist in modern western democracies and it is considered possible for individuals to move from poverty to wealth or political prominence within one generation. Despite this formal opportunity for social mobility, recent research suggests that Britain and particularly the United States have less social mobility than the Nordic countries and Canada. These authors state that "the idea of the US as 'the land of opportunity' persists; and clearly seems misplaced." However social mobility is likely to be much higher in all wealthy societies that offer free secondary and tertiary education than in poorer countries that do not.

Not only does social mobility vary across types of countries, it can also change over time. Comparing the United States to the United Kingdom, there was social mobility of different degrees existing between the two countries during different historical periods. In the United States in the mid-19th century inequality was low and social mobility was high. In the late 19th century, the U.S. had much higher social mobility than in the UK, due to the common school movement and open public school system, a larger farming sector, as well as higher geographic mobility in the United States. However, during the latter half of the 20th and early 21st centuries, the difference between the social motilities of the two countries has narrowed, as social inequality has grown in both countries, but particularly in the United States. In other words, the individual's family background is more predictive of social position today than it was in 1850.

In market societies like the modern United States, class and economic wealth are strongly correlated. However, in some societies, such as feudal societies transitioning to market societies, there is a reduced probability that class status and wealth overlap. Usually, though, membership in a

high social class provides more opportunities for wealth and political power, and therefore economic fortune is often a lagging indicator of social class. In newly-formed societies with little or no established tradition (such as the American West in the 19th century) the reverse is true: Made wealth precipitates the elite of future generations.

1.7.14.1 Symbols of Social Mobility

Social science and understanding segmentation

Theory suggests that there is a connection between Social Psychologists' understanding of collective identity and the way sociologists conceive it. Individuals are always seeking ways to define themselves with regard to the world around them and they can do this with the meaning given to community and the concept that people are different from others because of arbitrary differences.

Boundaries could be sexual, racial, or linguistic, or they could look at other definitions of boundaries. Geographical boundaries are an example that is strongly reinforced but not as apparent without extra symbols. Sports teams are an excellent example of symbols that define geographic boundaries. When people place themselves, they must find a balance between their community or subgroup and larger communities and out-groups (which are groups that can be perceived as having a distinct difference). Scientists “have been studying the segmentation between ‘us’ and ‘them.’”

The social definition of groups creates entry and exit barriers that can help us understand the reasons why social mobility across group boundaries can be difficult. With symbols ranging from tattoos to elite prep schools, the concept of a boundary is readily apparent and seems to be instinctive. The interplay of ‘achievement’ with status and with actual economic success depends largely on the way that the in-group perceives

these values. The nonparallel views of different groups at different points on the economic scale mean that advancement in some groups could be counter to the goals and directions of another group. High-income urban culture can define itself with multiple symbolic boundaries stemming from prejudice against other groups that they perceive to be of a different economic status. These actions make it difficult for others to interact with people who may be geographically very close. When groups consider themselves mutually exclusive, it is unlikely that they will worry about the well being of the others and are unwilling to share resources (In the form of social capital in this case).

1.7.14.2 An Urban Planning Perspective on Group Boundaries

Kevin A. Lynch touches on the concept of geographic boundaries and their social impact, as well as ways they can be manipulated in his book *Image of the City*. This work addresses the visible and invisible boundaries that are created in urban environments from an urban planner's perspective. The spatial information people use to create boundaries can be as important to perception as other more culturally entrenched symbols. To use some of Lynch's own terms, the Paths that people use dictate their flow in every day behavior, and what is accessible to them easily. Districts are large sections of the city that have some specific character; these create a means of building individual identity that is shared by those who live and work inside them, and (is) felt by those that must cross edges for various reasons when seeking jobs or health care for instance

1.7.15 Limitations of the Study

The study has been confined within the impact of general educational facilities on social mobility. So, it has been designed to study the impact using some selected indicators. No specific EIA or SIA methods were used due to lack of my skills on those fields.

Chapter Two

Literature Review

The researcher has gone through some related studies in both hard and soft forms. Reviewed information has been cited in the detailed report below:

Doorn, Pop & Wolbers, 2011

In their article *“Investigates the Intergenerational Transmission of Education in 28 European Countries”*. The main aim of their article was to answer the following questions: (1) To what degree are parents' education and the educational attainment of their children related in different countries and cohorts, and (2) how can we explain the country-cohort variation in these effects by looking at contextual characteristics. In order to explain this variation, they focused on the degree of industrialization, female labor force participation, the structure of the educational system and the political ideology of a country. Regarding industrialization, we do not only take its size into account, but also the pace of the development. Multilevel estimates on 76,821 individuals nested in 250 country-cohort combinations from three waves of the European Social Survey (2002–2006) show that we cannot fully support the prediction of decreasing intergenerational transmission of education solely under the influence of industrialization. While being an important factor that positively influences the general level of schooling for a certain cohort in a particular country, its decreasing effect of the parents' education on their children's schooling is complemented by the other interacting contextual factors, such as female labor force participation and the quality of the school system. They found that parents' educations are related with their

children education in different countries and cohorts. They also found on the degree of industrialization, female labor force participation and structure of education system develop the intergenerational transmission of education. They discussed only 28 European countries but there have no any discussion about Bangladesh.

Shayez, 2010

These study *historical studies of social mobility and stratification*. The main focused on changes in social inequality and mobility in past societies and their determinants. It discussed major historical sources, approaches, and results in the fields of social stratification (ranks and classes in the past), marriage patterns by social class or social endogamy, intergenerational social mobility, and historical studies of the career. There have not discussed about intergenerational social mobility.

Checchi, 2004

In his article he explained that the intergenerational mobility in income and education is affected by the influence of parents on children's school choices. The main focused was on the role played by different school systems in reducing or magnifying the impact of parents on children's school choices and therefore on intergenerational mobility in general. He compared two apparently similar educational systems, Italy and Germany, to see how the common feature of separate tracks at Secondary School level may produce different impacts on children choices. Using data from a cross-country survey (PISA 2003), we study the impact of parental education on track choice, showing that the greater flexibility of the Italian system (where parents are free to choose the type of track) translates into greater dependence from parental background. These effects are reinforced when moving to post-secondary education, where

the aspiration to go to college is affected not only by the school type but also (in the case of Italy only) by parental education. We then move to country-specific data sets (ISTAT 2001 for Italy and GSOEP 2001 and 2002 for Germany) to study the impact of family background on post-secondary school choices: He found this impact is greatly reduced when he control for secondary school tracks. Overall, he estimated large asymmetries by gender, with women's behavior more independent from family backgrounds than men's behavior. He discussed only the impact of parental education but not in social mobility.

Fessler, Mooslechner and Schürz, 2012

In their study, there exist several studies documenting the educational expansion in Austria in the 20th century but only few studies measuring the degree of persistence of educational attainment over generations. Furthermore, for Austria there are no internationally comparable persistence-measures of educational attainment available. This study aims to fill this gap and delivers key-measures for intergenerational persistence of educational attainment. The Austrian Household Survey on Housing Wealth includes information on socioeconomic characteristics of respondents and their parents. The results demonstrate strong persistence in educational attainment in Austria. Using unit- as well as multivariate econometric techniques and a Markova approach they show that educational persistence decreased over time. Overall, Austria ranks third in terms of intergenerational educational attainment persistence among a number of European countries and the USA their results therefore allow questioning the significance of meritocratic values and equal opportunity for educational advancement in the Austrian society compared to other European countries and the USA. They discussed about socio-economic characteristic of parents but not in intergenerational mobility.

Haveman and Smeeding, 2006

The traditional role of colleges and universities in promoting social mobility has attracted the attention of both policymakers and social science researchers. In his discussion of what he calls “*education-based meritocracy*,” John Goldthorpe explains that a merit-based higher education system can offset the role of social class in determining economic outcomes. In a merit-based system, he notes, postsecondary schooling is a filter that keeps parents' economic position from simply passing straight through to their children, thus simultaneously promoting economic efficiency, social justice, and social mobility. Goldthorpe posits three requirements for moving toward a less class-based society. First, the link between individuals' social origins and their schooling must increasingly reflect only their ability. Second, the link between their schooling and their eventual employment must be strengthened by qualifications acquired through education. And third, the link between schooling and employment must become constant for individuals of differing social origins. Goldthorpe notes that Michael Young, in his important 1958 book on *The Rise of Meritocracy*, feared that in Britain the effect of higher education on social equality was being undermined by the interaction of public policies, the selectivity of colleges and universities, and evolving labor-hiring practices. He notes that Young was concerned about the way that “the purposes of the Education Act of 1944 were being interpreted by post-war governments. The Act established ‘secondary education for all,’ and was intended to give all children the fullest possible opportunity to develop their abilities, whatever form or level they might take. In Young's view, the 1944 law was being used increasingly as a means of social selection-in the name of “merit”- for different grades of employment with differing levels of

reward in terms both of money and of status. Young's fear, in mid-twentieth-century Britain, was that the employment process was undermining the goal of social equality. Today, however, the selection processes within higher education itself also appear to be a problem. The high concentration on the nation's colleges and universities of youth from the top echelons of parental income and social class is disturbing and appears to be increasing. It exists at all levels of postsecondary schooling but is especially evident at the nation's best (most selective) colleges and universities.

Borjas, 2010

In his paper analyzes the extent to which ethnic skill differentials are transmitted across generations. I assume that ethnicity acts as an externality in the human capital accumulation process. The skills of the next generation depend on parental inputs and on the quality of the ethnic environment in which parents make their investments, or “*ethnic capital*.” The empirical evidence reveals that the skills of today's generation depend not only on the skills of their parents, but also on the average skills of the ethnic group in the parent's generation.

Bhatnagar, 2011

In his study “*Education and Social Change*” indicates the value of education in social mobility in his book He stated that the education has two important functions *viz*, the conservative and creative. In its conservative function, education helps in the transmission of cultural values and socially approved behavior-patterns to the younger members of the society. But modern education does not permit an individual to become a dogmatic believer; it makes him a rational human being capable of the challenging the past values and creation new one's. To

provide for change is the creative function of education. The book has also attempted to highlight the role of education in bringing about social changes in some of the rural communalities. However, it has been explicitly stated that education can not be viewed as being solely responsible for social changes in the community. Rather, it has been mentioned that it can only be regarded as one of the important factors in the complex process of the social changes. The objective of the book is to pin point changes in the attitude, social institutions and social behaviors of the villagers that education has brought its wake. But he has not stated anything after the social mobility and its important role to change educational aspects at the time of social changes of the society.

Chandra, 2003

In his study “*Education and Development: A Study of Human Capital Formation*” emphasized various ideas, issues and policies about education and development in his book the book emphasized the importance of education in improving the productive capacity of society and their political, economic and scientific instruments. Education also helps to reduce poverty by mitigating its effects on population, health and nutrition and by increasing the value and efficiency of the labor 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. Hence, education has been recognized as the key input to development. But it is realized that economic development is not the only goal of education as well as for the society. It is only a means to obtain necessary conditions for the development of potentialities of human beings. The book has not covered these important issues related to social mobility.

Fraenkel, 2006

In his study *“Education and Opportunity”* stated a historical and contemporary background on the central issues of education 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. in his book (He has a series of books on the issue). He also stated some historical notes and the qualities of good schools. These explanation help the researcher make the various important educational concepts clear and simplified. Great care has been taken to make these books substantive, highly interesting to students and readable. But the writer is found unconscious to explain the important role of social mobility to change and develop education field.

Hicks and Frank 2006

In their study entitled *“Introduction to Education”* contains some educational issues such as teaching and occupational choice, distinctive characteristics of teacher, purpose of education in perspective, challenges of the classroom, teaching as education and certification, organization and administration of American schools and carrier opportunity in education etc. According to the author teachers possess as many different characteristics as there as persons in the profession, but certain personal qualities have soon to be related to successful teaching. It might be added that a noticeable lack of these qualities may cause serious problem in the teaching situation. The writers did not care the role of mobility a little bit.

Haque, 2005

In his study *“Education, Manpower and Development in South-East Asia”* discussed various human educational and developmental aspects that are applicable in South-East Asia in his book. According to the author the

inadequacy of the gross, national products as an indicator of development is tragically demonstrated in the case of Bangladesh. The Fourth-Five year Plan (1970-1975) of which underline the rising discontent among the people and the sharpening of the conflict between economic growth and social justice, since the previous plans resulted in increasing unemployment, mounting prices, declining the real wages and increasing inequalities in income. Moreover, the author disbudded the crisis in education and development, the roots of the crisis, the dynamics of developments and education, human capital and education, the educational planning approaches to different models etc. which helps the present researcher to apprehend the same of the lacking in this field. There are some other aspects in education such as types of education, forms of education that highly related to education of Bangladesh. The author makes longer short discussion no effort on these important issues.

Sarma, 2006

In his book *“Education of Women and Freedom Movement”* that the relationship between the emergence of women education and freedom movement. In this book, the writer shows the measurable picture of education of Indian women during the British period. But in the context of supported role for the freedom movement, the Indian women did a lot for the betterment of their country than the others in the world. They were holding a leadership position to the promotion of civil society, community participation and community development. But they failed to equip themselves with the skills and resources needed to grapple with the challenges before them. But the writer does not state the important role of social change as well as social mobility in his series writing.

Nunn, 2007

In his book titled *“Principle of Education”* applied on the importance of education but also acts as a milestone in education system. The book consists of various chapters and in the chapter titled” Aim of Education” stated that education is key to all types of developments and only real education can show the original way to human being, society, state as well as the world. He also clarifies the type of education on the basis of different stages as well as its necessity. But education for all has not yet been mentioned anywhere in his series writing.

Burkhead, 2009

In his book *“Public School Finance”* has described the necessity of proper budgeting. He says that patriotism is also needed to the all sorts of developments. In this regards, he revises thoroughly the monetary system during the period. He observed that after the Second World War, the USA has become a stronger country but it has some weaknesses in education sector. At that time, he thought that, if the education sector in the USA had not been taken under the shadow of a formulated and strong budget, it might lose its majesty. He tried to solve the problem with monetary help, which was practically impossible. He did not mention any clear idea about the eradication of illiteracy. Not only that he did not mention the important role of social mobility, change and other factors related to education in his series writing.

Ahmed, 2008

In his book *“Primary Education of Bangladesh”* that quality and handsome budgeting are the important factors of education. He has opined that developing countries are not able to allocate the amount of the education sector properly. On the other hand, despite low budgeting, the countries

do not use this amount properly. As a result, it has not been possible to come out from web of illiteracy. Indeed here the poor people are not able to invest in educational sector. In this case, as a developing country Bangladesh is not exceptional. Most of the budget is not spent for salary, allowance and official management. In practice, there is limited budget, which is allocated directly for the students. Institutions have no qualified teachers; no infrastructural development and teacher take their responsibilities beyond the school activities. Apparently, quality of education is still a far cry. Again the rate of literacy is not satisfactory. On the other hand, drop out children especially disadvantaged children do not go to school. Here our national budget does not offer afford adequate support for them to go to school. He has mentioned the problems of basic education without including the disadvantaged children.

Mahbub, 2007

In his book *“Reflections on Human Development”* told that the basic purpose of development is to change problem choices. People often value achievements that do not show up at all, or not immediately, in income pr growth figures: greater access to knowledge, better nutrition and health services, more secure livelihood, security against choice and physical violence, satisfying leisure hours, political and cultural freedom and a sense of participation in community activities. The objective of development is to create enabling environment for people to enjoy long healthy and creative lives. He also mentioned that the concepts of human development includes some factors, these are equity, sustainable development, productivity, empowerment and measurement of development

Chapter Three

Research Methodology

3.1 Selection of the Study Area

Shibgonj Upazila of Chapai Nawabgonj district has been purposively selected as the study area for the proposed study. Shibgonj Upazila has an easy access to the district town. It is well communicated by bus and other vehicles. Comparatively the population of this Upazila is greater in size than other Upazila of Chapai Nawabgonj district. The patterns of changing general educational facilities and its impact on social mobility has become an important issue in this area.

3.2 Study Population and Unit of Analysis

For this study all male population above 25 years of age in Shibgonj Upazila have been selected purposively as the study population and every respondent above 25 years of age has been selected as unit of analysis.

3.3 Sources of Data

3.3.1 Primary Source

Primary data have been collected from eight villages (Sundarnagar, Chalkghorapakhia, Juctoradhakantopur and Pukuria Ward no 4, 5, 6&7) of Shibgonj Upazila under the district of Chapai Nawabgonj.

3.3.2 Secondary Source

Secondary data have been collected from various kinds of books, journals, articles; thesis, papers, government and non-government published & unpublished documents, internet websites etc. For getting more information Rajshahi university center library, IBS library, IER library and Dhaka university IER library have also been used.



Fig. 3.1: Map of the Study Area

3.4 Sampling Procedure

Multi stage sampling method has been used in this study. Two hundred and four respondents were selected for this study. At first Shibgonj Upazila of Chapai Nawabgonj district has been selected purposively as the study area. Shibgonj Upazila consists of 15 Union Councils and 1 Municipality. Total male people of Shibgonj Upazila above 25 years of age are 80,327 persons (source: Upazila Porishad Information Centre, 2011). At first 4 unions selected from 15 unions by simple random sampling. Then 4 villages from 4 unions and 4 wards from 1 municipality were selected by simple random sampling. Total male population of 8 wards above 25 years of age 1428 (source: voter list 2011). Finally, a sample of $(1428/7) 204$ was selected by using systematic sampling.

3.5 Methods of Data Collection

Personal interview method that means face to face interview has been conducted as a method of data collection. Personal interview method requires as person known as the interview asking questions generally in a face to face contacting of a person or a group of persons. It is a two way communication. Necessary information about respondents carried out in a structured interview. The interview schedule includes both open ended and close ended questions.

3.6 Sample Size

A total of 204 respondents were selected as sample using systematic sampling from the target area. It is considered as expected sample size. It is easy to work properly within limited time and single effort by that sample size.

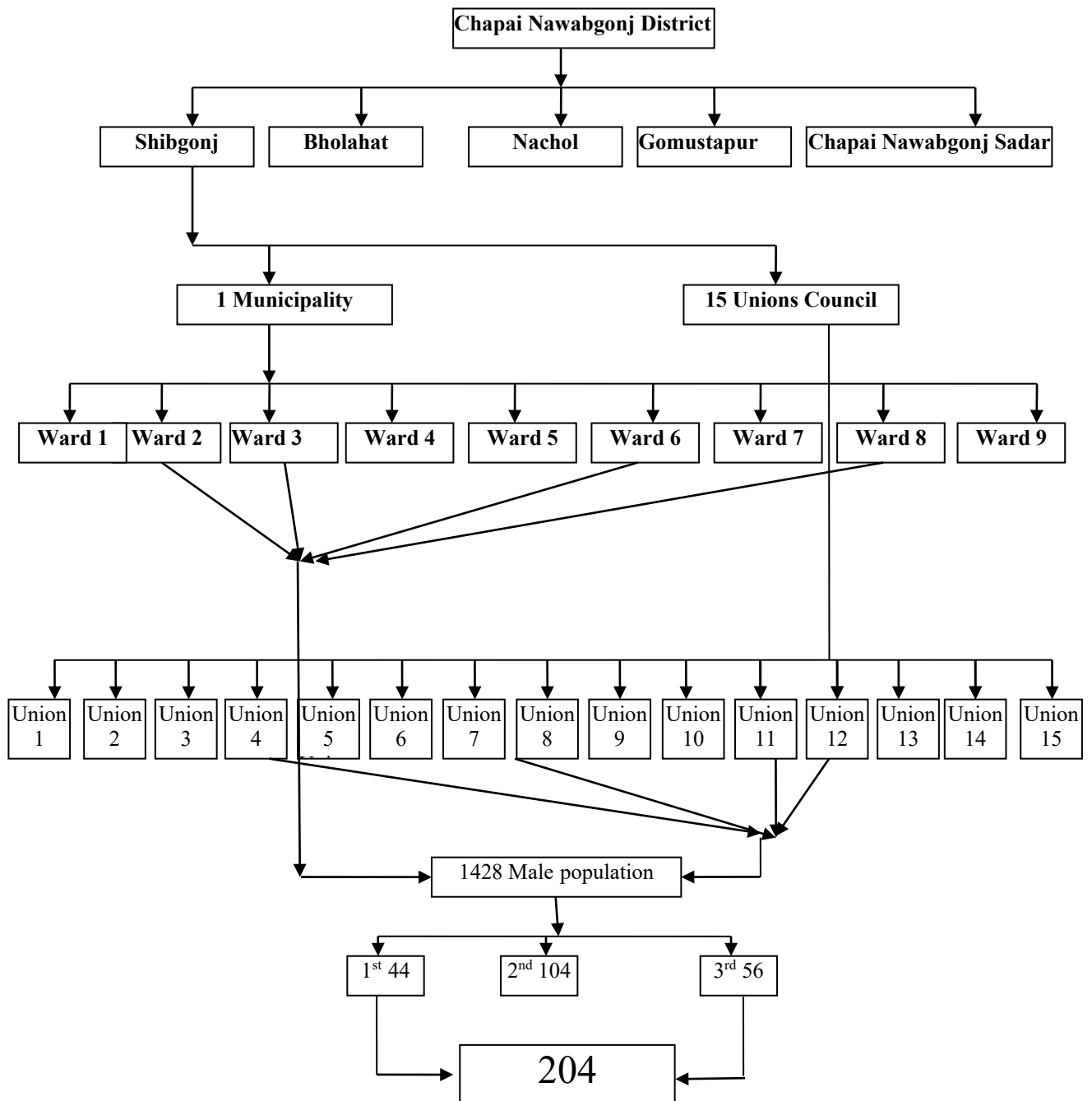


Fig. 3.2: Sample Size of the Study

3.7 Data Analysis

After collecting, data have been tabulated orderly by frequency and percentage. For calculating data some statistical method and tools have been used like chi-square test and SPSS 16.0 software and Microsoft Excel program have also been used.

3.8 Validity and Reliability of the Questionnaires

Validity is concerned with whether a test measures what it intends to measure. Both the construct and content validity of an instrument make it sure that the data collected through them are correct. Content validity asks if the test content of the study and construct validity examines if the test matches a theoretical construct. The following aspects have been considered to design the questionnaires in order to ensure the content validity of the questionnaires.

- a) Objectives of the proposed study;
- b. Opinion of the writers regarding research methods;
- c. Suggestions of the experienced researcher and mathematics teacher, educators working at TTCs and
- d. Comments of the teachers and students received in pre testing of the questionnaires.

Available books on research methods have been studied to learn different data collection methods, sampling procedure and their strengths and weakness. The study of the books on research methods helps to construct the questionnaires for surveys, interviews, and the checklist for observations. Construct validity of the instrument has further been ensured through pre-testing of the instrument. After the pre-testing of the questionnaires, valuable points have been added and questions that seemed to be un-useful have been excluded. Clear instructions have been provided to avoid ambiguity. Leading questions have consciously been avoided. Learned supervisor's and senior researcher's suggestions have sincerely been considered.

Reliability is concerned with the extent to which one can depend on the test results. It is said that there is always validity-reliability, tension and

reliability offers a possible compromise. It is some time essential to sacrifice a degree of reliability to enhance validity. A valid and reliable test is useless if it is not practical in view of economy, administration and interpretation of results.

3.9 Classification, Tabulation and Coding of Data

After collection of data from the field, the collected data have been edited and put into an ordered form (ascending and descending ordered) so that it can be looked at more objectively. The next important step taken towards processing the data is classification. Classification means separating items according to similar characteristics and grouping them into various classes. The items in different classes have been differing from each other on the basis of some characteristics or attributes.

When the data have been classified it is arranged in the form of tables. Tabulation is thus depended upon classification. More numerous and complicated the classification, equally complex will be the tables required to present them. Tabulation is made for the purpose of enquiry clear. It is prepared to make significance clear which expresses the data at least space. It is also helpful for making comparison.

After data tabulation coding is the process whereby the data are assigned numerical code, a value so that the data can be more easily fitted into the appropriate categories. Coding is necessary where machine tabulation is used.

While coding following rules are maintained

- i) Appropriate to the research problem and purpose;
- ii) Exhaustive;
- iii) Mutually exclusive and
- iv) Derived from one classification principle.

Chapter Four

Result and Analysis

Table 4.1 Distances of Educational Institutions

	Generation	Generation					
		1 st Generation		2 nd Generation		3 rd Generation	
	Distance(km)	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
Rural	<1	2	8.7	7	12.7	9	32.1
	2-5	5	21.7	32	58.2	17	60.7
	6-8	12	52.2	15	27.3	2	7.1
	Above 8	4	17.4	1	1.8	0	0
	Total	23	100	55	100	28	100
	Urban	<1	5	23.8	12	24.5	21
2-5		10	47.6	25	51	6	21.4
6-8		6	28.6	11	22.4	1	3.6
Above 8		0	0	1	2	0	0
Total		21	100	49	100	28	100

Distance of Educational Institutions is a mode of delivering education and instruction, often on an individual basis, to many students who are not present in a traditional setting such as a classroom. In Bangladesh educational institution are not near in own home. The following table shows the distance of educational institutions in the study area.

Table 4.1 shows that in rural area 8.7% respondents out of 23 respondents educational institutions distance within 1 km. of the first generation where in second generation the respondents whose Educational

institutions from their house about 1 km is 12.7% out of 55 respondents. In third generation the Educational institutions distance within 1 km from house of the respondents is 32.1% out of 28 respondents. 69.6% of the respondent's Educational institutions distance above 6 km of the first generation, 29.1% respondent's Educational institutions distance above 6 km of the second generation and 7.1% of the respondent's Educational institutions distance above 6 km of the third generation.

On the other hand, in urban area 23.8% respondents out of 21 respondents educational institutions distance within 1 km. of the first generation where in second generation the respondents whose educational institutions from their house about 1 km is 24.5% out of 49 respondents. In third generation the educational institutions distance within 1 km from house of the respondents is 75% out of 28 respondents. 28.6% of the respondent's educational institutions distance above 6 km of the first generation, 24.4% respondent's educational institutions distance above 6 km of the second generation and 3.6% of the respondent's educational institutions distance above 6 km of the third generation.

It would appear from this table that number of educational institutions is increasing day by day, and distance of educational institutions is decreasing. At the same time gap between urban and rural area in consideration of the number of educational institutions exists among the generations. At present government is taking various initiatives to ensure education for all. As a part of this initiative government is implementing a program to establish a primary School within 1 km. As a result number of educational institutions is increasing day by day.

Figure-4.1

Distance of Educational Institutions

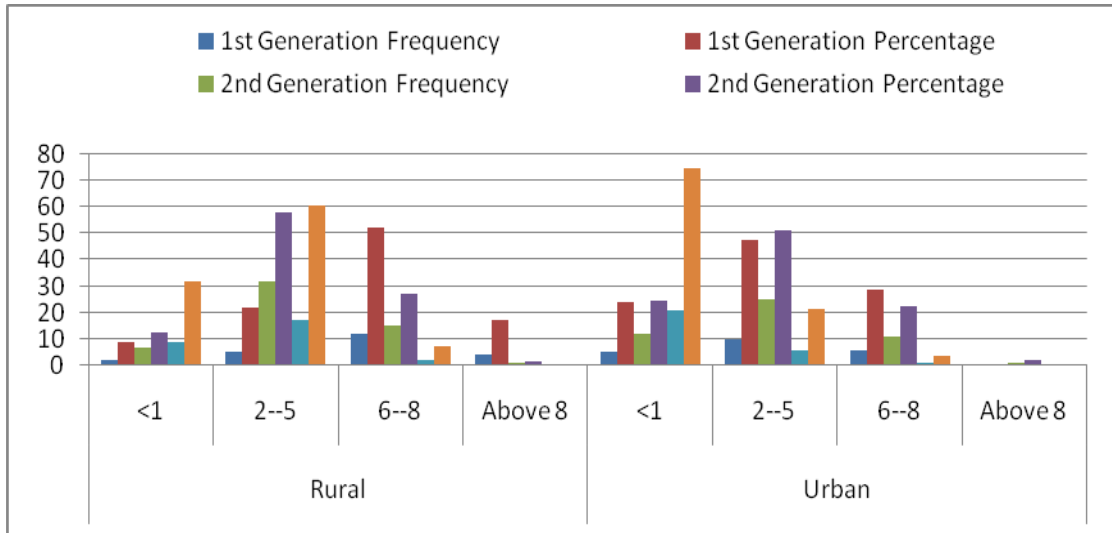


Figure 4.1 reveals that educational institutions are far away from their residence in consideration to the respondents of first generation and respondents of the rural area are facing more than urban area. But the respondents of the third generation didn't face this problem more than the first generation.

Table 4.2 Infrastructures of the Educational Institutions of the Respondents

Infrastructure \ Generation		Generation					
		1 st Generation		2 nd Generation		3 rd Generation	
		Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
Rural	Building	0	0	2	3.6	11	39.3
	Tin shed	8	34.8	19	34.5	12	42.9
	Cottage	2	8.7	5	9.1	1	3.6
	open field	11	47.8	21	38.2	4	14.3
	Not at all	2	8.7	8	14.5	0	0
	Total	23	100	55	100	28	100
Urban	Building	3	14.3	12	24.5	18	64.3
	Tin shed	8	38.1	20	40.8	9	32.1
	Cottage	1	4.8	1	2	0	0
	open field	9	42.9	14	28.6	1	3.6
	Not at all	0	0	2	4.1	0	0
	Total	21	100	49	100	28	100

The term infrastructure in education is comprehensive. It includes facility, research, and faculty. In order to have a functional institution, all the aforementioned elements, must be evaluated, improved and updated. For education institutions strategic planning need to take into consideration the infrastructure and its components. The following table shows the infrastructural facilities in the study area.

Table 4.2 shows that none of the respondents of first generation receive structural facilities properly out of 23 where 3.6% respondents of second generation out of 55 respondents received proper structural facilities, and in third generation 39.3% respondents received structural facilities properly out of 28 in rural area. 43.5% respondents from first generation

received this facility partially, in second generation 43.6% respondents received this facility partially and 46.5% respondents received this facility from the third generation respondents. The number of respondents who did not receive any kind of structural facilities is 56.5%, 52.7% and 14.3% respectively over generation in rural area.

At the same time 14.3% respondents of first generation receive structural facilities properly out of 21 where 24.5% respondents of second generation out of 55 respondents received proper structural facilities, and in third generation 64.3% respondents received structural facilities properly out of 28 in urban area. 42.9% respondents from first generation received this facility partially, in second generation 42.8% respondents received this facility partially and 32.1% respondents received this facility from the third generation respondents. The number of respondents who did not receive any kind of structural facilities is 42.9%, 32.7% and 3.6% respectively over generation in urban area.

This table represents that nearly 50% respondents of first generation received education under open field where nearly 90% respondents of third generation received their education within adequate structural facilities.

It is essential to mention here that the respondents who have not received this facility they are mostly illiterate and number of illiterate person is higher in rural area than urban area. Respondents of the third generation receive more structural facilities than others as a result they become more educated than others.

Figure-4.2

Infrastructures of the Educational Institutions of the Respondents

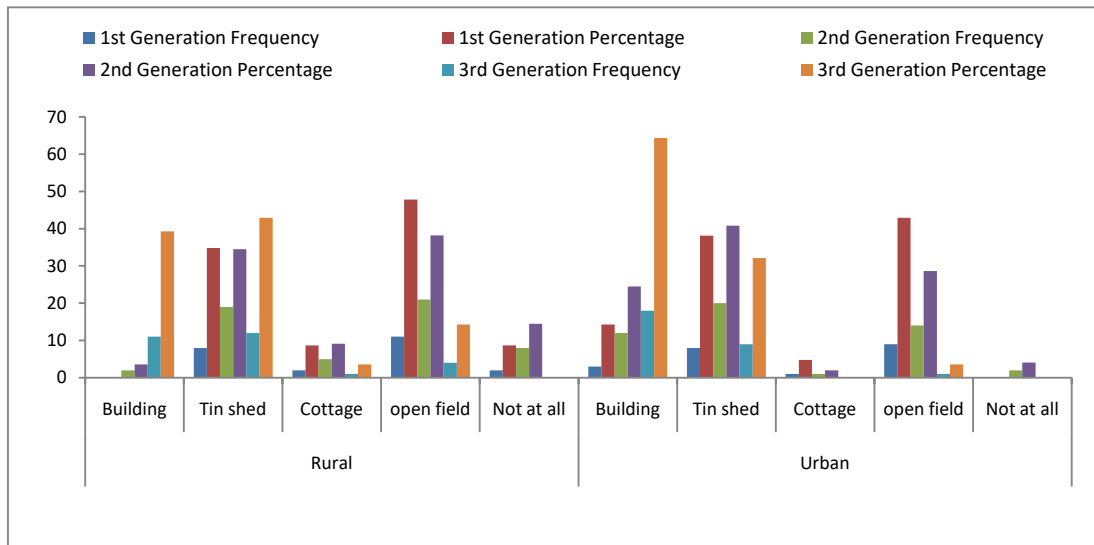


Figure 4.2 represents that proper infrastructure of the educational institutions are not available both in rural and urban area in consideration to the first generation. But respondents of the third generation receive enough infrastructural facilities of educational institutions both in rural and urban area.

Table 4.3 Transport and Communication Facilities Received by the Respondents

	Generation	Generation					
		1 st Generation		2 nd Generation		3 rd Generation	
	Transportation	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
Rural	Adequately	0	0	2	3.6	6	21.4
	Mostly	8	34.8	15	27.3	15	53.6
	Mediocre	2	8.7	2	3.6	3	10.7
	Scarcely	10	43.3	32	58.2	4	14.3
	Not at all	3	3	5	7.3	0	0
	Total	23	100	55	100	28	100
	Urban	Adequately	1	4.8	4	8.2	11
Mostly	8	38.1	28	57.1	13	46.4	
Mediocre	2	9.5	1	2	3	10.7	
Scarcely	10	47.6	14	28.6	1	3.6	
Not at all	0	0	2	4.1	0	0	
Total	21	100	49	100	28	100	

Transport and Communication facilities are vital infrastructures of a modern education system. Transport system comprises several modes including Road, Rail, waterways etc. The road system of this district in ancient and medieval times was under developed. The following table shows the transport and communication facilities in the study area.

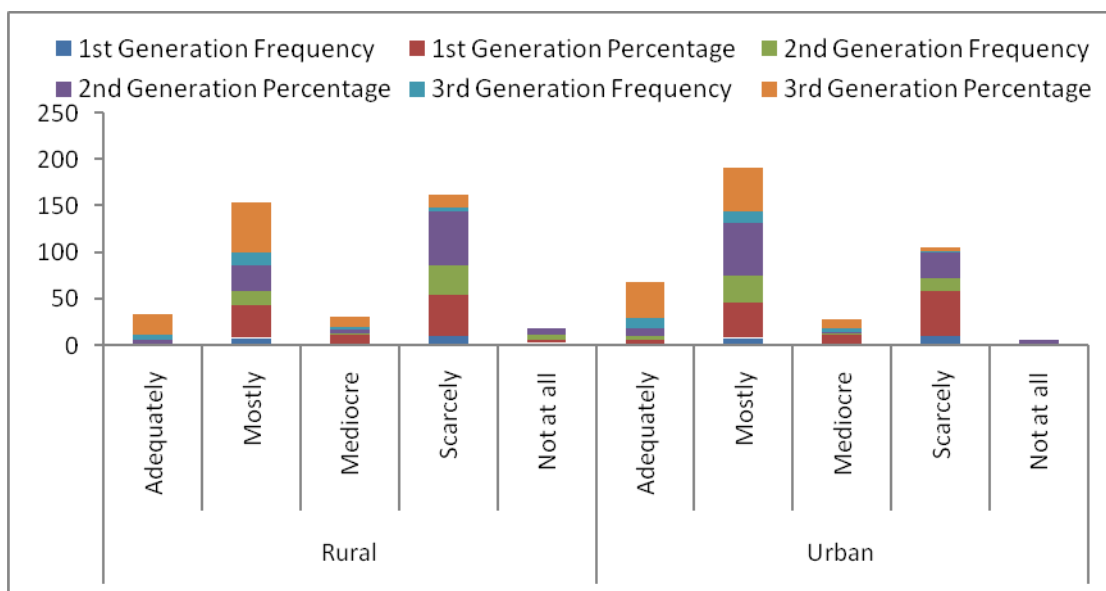
Table 4.3 scenario shows that none of the respondents from first generation out of 23, 3.6% from second generation out of 55 and 21.4% respondents out of 28 from the third generation received adequate transport facilities in rural area. 34.8%, 27.3%, 53.6% respondents from first, second and third generation respectively received mostly transport facilities. Finally 46.3%, 65.5% respondents from first, and second, generation did not receive this facility. Where nearly 75% respondents from 3rd generation receive transport facilities adequately.

This scenario also shows that 4.8% of the respondents from first generation out of 23, 8.2% from second generation out of 55 and 39.3% respondents out of 28 from the third generation received adequate transport facilities in urban area. 38.1%, 57.1%, 46.4% respondents from first, second and third generation respectively received mostly transport facilities. Finally 47.6%, 32.7% respondents and 3.6 from first, second, and third generation did not receive this facility. Where 85.7% respondents from 3rd generation receive transport facilities adequately in urban area.

So we can say that respondents from the third generation received enough transport facilities than 1st and 2nd generation both rural and urban area. In this connection they are more educated from the other generations.

Figure-4.3

Transport and Communication Facilities Received by the Respondents



Regularity of the student in school mostly depends on proper transport and communication facilities in recent time. Figure 4.3 reveals that transport and communication facilities are easier in third generation rather than previous generation.

Table 4.4 Availability of Teaching Materials the Respondents

	Teaching materials	Generation					
		1 st Generation		2 nd Generation		3 rd Generation	
		Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
Rural	Adequately	0	0	6	10.9	7	25
	Mostly	7	30.4	15	27.3	15	53.6
	Mediocre	1	4.3	1	1.8	1	3.6
	Scarcely	14	60.9	32	58.2	5	17.9
	Not at all	1	14.3	1	1.8	0	0
	Total	23	100	55	100	28	100
	Urban	Adequately	3	14.3	8	16.3	16
Mostly		8	38.1	26	53.1	10	35.7
Mediocre		0	0	1	2	1	3.6
Scarcely		10	47.6	12	24.5	1	3.6
Not at all		0	0	2	4.1	0	0
Total		21	100	49	100	28	100

Availability of teaching materials is needed to ensure a friendly environment in the class room. Table 4.4 shows that none from first generation out of 23, 10.9% from second generation out of 55, and 25% respondents third generation out of 28 received teaching Materials adequately in rural area. 30.4% from first generation, 27.3% from second generation, and 53.6% from the third generation received this facility partially. 75.2% from first generation, 60% from second generation, and 17.9% from the third generation did not received this facility properly.

Table also shows that 14.3% from first generation out of 21, 16.3% from second generation out of 49, and 57.1% respondents third generation out of 28 received teaching Materials adequately in urban area. 38.1% from

first generation, 53.1% from second generation, and 35.7% from the third generation received this facility partially. 47.6% from first generation, 28.6% from second generation, and 3.6% from the third generation did not received this facility properly.

It would appear from this table that respondents from third generation receive more teaching materials from the other generations. Respondents of urban area receive more transport facilities than urban area. It plays a positive role on educational qualification of the third generation respondents.

Figure-4.4

Availability of Teaching Materials the Respondents

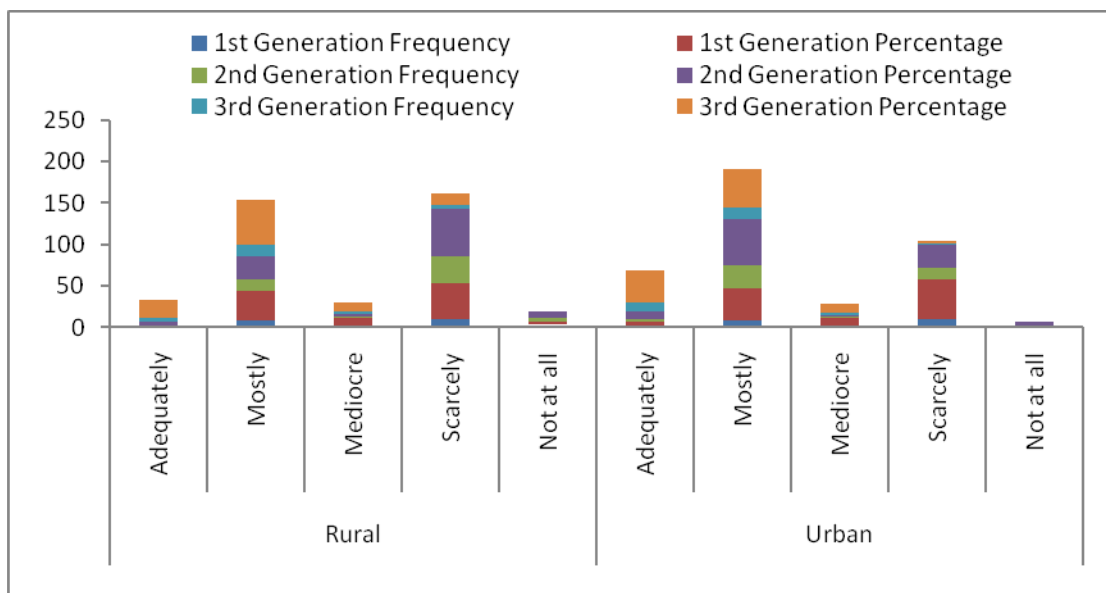


Figure 4.4 reveals that teaching materials are not available among the respondents of the first generation; on the other hand respondents of the third generation receive more teaching materials facilities which are helpful to ensure proper education both in rural and urban area.

Table 4.5 Play Ground Facilities Received by the Respondents

Play ground Facilities		Generation		Generation			
		1 st Generation		2 nd Generation		3 rd Generation	
		Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
Rural	Adequately	3	13	6	10.9	5	17.9
	Mostly	10	43.5	16	29.1	11	39.3
	Mediocre	2	8.7	0	0	2	7.1
	Scarcely	8	34.8	32	58.2	10	35.7
	Not at all	0	0	1	1.8	0	0
	Total	23	100	55	100	28	100
Urban	Adequately	7	33.3	2	4.1	2	7.1
	Mostly	7	33.3	26	53.1	8	28.6
	Mediocre	1	4.8	3	6.1	3	10.7
	Scarcely	6	28.6	15	30.6	15	53.6
	Not at all	0	0	3	6.1	0	0
	Total	21	100	49	100	28	100

A playground, play park, or play area is a place with a specific design for children to be able to play there. It may be indoors but is typically outdoors where it may be called a tot lot in some regions. Play grounds often also have facilities for playing informal games of adult sports, such as a baseball diamond, a skating arena, a basketball court, or a tether ball. The following table shows playground facilities in the study area.

Above 4.5 Table shows that, 13% respondents of 1st generation, 10.9% respondents of 2nd generation, 17.9% respondents of 3rd generation of rural area received play ground facilities adequately; 43.5% respondents of 1st generation, 29.1% respondents of 2nd generation, 39.3% respondents

of 3rd generation of rural area received play ground facilities mostly; 8.7% respondents of 1st generation, 0% respondents of 2nd generation, 7.1% respondents of 3rd generation of rural area received play ground facilities mediocre; 34.8% respondents of 1st generation, 058.2% respondents of 2nd generation, 35.7% respondents of 3rd generation of rural area received play ground facilities scarcely and 0% respondents of 1st generation, 1.8% respondents of 2nd generation, 0% respondents of 3rd generation of rural area received play ground facilities not at all. 33.3% respondents of 1st generation, 4.1% respondents of 2nd generation, 7.1% respondents of 3rd generation of urban area received play ground facilities adequately; 33.3% respondents of 1st generation, 53.1% respondents of 2nd generation, 28.6% respondents of 3rd generation of urban area received play ground facilities mostly; 4.8% respondents of 1st generation, 6.1% respondents of 2nd generation, 10.7% respondents of 3rd generation of urban area received play ground facilities mediocre; 28.6% respondents of 1st generation, 30.6% respondents of 2nd generation, 53.6% respondents of 3rd generation of urban area received play ground facilities scarcely and 0% respondents of 1st generation, 6.1% respondents of 2nd generation, 0% respondents of 3rd generation of urban area received play ground facilities not at all.

Figure-4.5

Entertainment Facilities Received by the Respondents

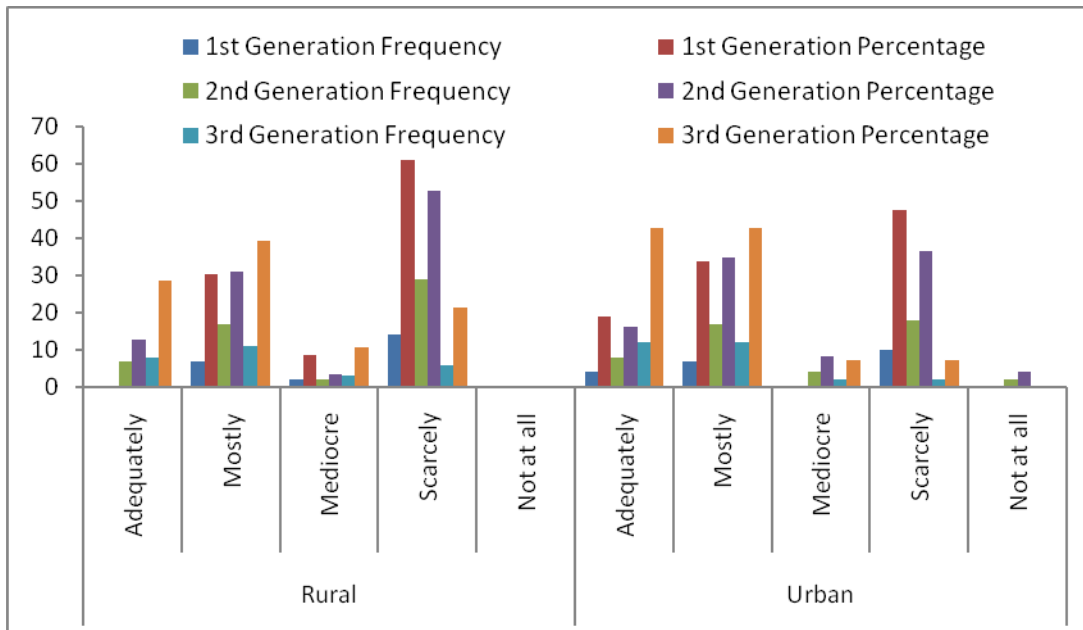


Figure 4.5 represent that respondents of the third generation enjoy more entertainment facilities and it helps to build up an education friendly environment.

Table 4.6 Entertainment Facilities Received by the Respondents

Entertainment		Generation		Generation			
		1 st Generation		2 nd Generation		3 rd Generation	
		Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
Rural	Adequately	0	0	7	12.7	8	28.6
	Mostly	7	30.4	17	30.9	11	39.3
	Mediocre	2	8.7	2	3.6	3	10.7
	Scarcely	14	60.9	29	52.7	6	21.4
	Not at all	0	0	0	0	0	0
	Total	23	100	55	100	28	100
Urban	Adequately	4	19	8	16.3	12	42.9
	Mostly	7	33.7	17	34.7	12	42.9
	Mediocre	0	0	4	8.2	2	7.1
	Scarcely	10	47.6	18	36.7	2	7.1
	Not at all	0	0	2	4.1	0	0
	Total	21	100	49	100	28	100

Entertainment is something that holds the attention and interest of an audience, or gives pleasure and delight. It can be an idea or a task, but is more likely to be one of the activities or events that have developed over thousands of years specifically for the purpose of keeping an audience's attention. Although people's attention is held by different things, because individuals have different preferences in entertainment, most forms are recognizable and familiar. The following table shows entertainment facilities in the study area.

Table 4.6 shows that in rural area none of the respondents from first generation out of 23, 12.7% from second generation out of 55 and 28.6%

respondents third generation out of 28 received entertainment facilities adequately. 30.4% from first generation, 30.9% from second generation, and 39.3% from the third generation received this facility mostly. 60.9% from first generation, 52.7% from second generation, and 21.4% from the third generation scarcely received these facilities.

Again in urban area 19% of the respondents from first generation out of 21, 16.3% from second generation out of 49 and 42.9% respondents third generation out of 28 received entertainment facilities adequately in urban area. 33.7% from first generation, 34.7% from second generation, and 42.9% from the third generation received this facility mostly. 47.6% from first generation, 36.7% from second generation, and 7.1% from the third generation scarcely received these facilities.

It would appear from this table that respondents from third generation receive more entertainment facilities than the other generation. It plays a positive role on educational qualification and also social mobility of the third generation respondents.

Table 4.7 Punishment Received by the Respondents

Punishment		1 st Generation		2 nd Generation		3 rd Generation	
		Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
		Rural		4	17.4	5	9.1
Mostly		13	56.5	15	27.3	6	21.4
Mediocre		2	8.7	18	32.7	3	10.7
Scarcely		4	17.4	17	30.9	17	60.7
Not at all		0	0	0	0	0	0
Total		23	100	55	100	28	100
Urban		1	4.8	6	12.2	0	0
Mostly		9	42.9	19	38.8	10	35.7
Mediocre		2	9.5	7	14.3	1	3.6
Scarcely		9	42.9	16	32.7	17	60.7
Not at all		0	0	1	2	0	0
Total		21	100	49	100	28	100

Above Table 4.7 shows that, 17.4 % respondents of 1st generation, 9.1 % respondents of 2nd generation, 7.1% respondents of 3rd generation of rural area received punishment adequately; 56.5% respondents of 1st generation, 27.3% respondents of 2nd generation, 21.4% respondents of 3rd generation of rural area received punishment mostly; 8.7% respondents of 1st generation, 32.7% respondents of 2nd generation, 10.7% respondents of 3rd generation of rural area received punishment mediocre; 17.4% respondents of 1st generation, 30.9% respondents of 2nd generation, 60.7% respondents of 3rd generation of rural area received punishment scarcely and 0% respondents of 1st generation; 0% respondents of 2nd

generation, 0% respondents of 3rd generation of rural area received punishment not at all. 4.8 % respondents of 1st generation, 12.2% respondents of 2nd generation, 0% respondents of 3rd generation of urban area received punishment adequately; 42.9% respondents of 1st generation, 38.8 % respondents of 2nd generation, 35.7% respondents of 3rd generation of urban area received punishment mostly; 9.5% respondents of 1st generation, 14.3% respondents of 2nd generation, 3.6% respondents of 3rd generation of urban area received punishment mediocre; 42.9% respondents of 1st generation, 32.7% respondents of 2nd generation, 60.7% respondents of 3rd generation of urban area received punishment scarcely and 0% respondents of 1st generation; 2% respondents of 2nd generation, 0% respondents of 3rd generation of urban area received punishment not at all.

Table 4.8 Family Sizes of the Respondents

Generation Family size		Generation					
		1 st Generation		2 nd Generation		3 rd Generation	
		Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
Rural	Joint	19	82.6	33	65.3	14	50
	extended	4	17.4	19	16.3	2	7.1
	Nuclear	0	0	3	18.4	12	42.9
	Total	23	100	55	100	28	100
Urban	Joint	20	95.2	32	65.3	8	28.6
	extended	1	4.8	8	16.3	4	14.3
	Nuclear	0	0	9	18.4	16	57.1
	Total	21	100	49	100	28	100

In human context, a family is a group of people affiliated by consanguinity, affinity, or co-residence. In most societies it is the principal institution for the socialization of children. Anthropologists most generally classify family organization as matrilocal (a mother and her children); conjugal (a husband, his wife, and children; also called nuclear family); and consanguine (also called an extended family) in which parents and children co-reside with other members of one parent's family.

Table 4.8 shows that. 82.6% respondents from first generation out of 23 65.3% from the second generation out of 55 and 50% from the third generation out of 28 live with joint family in rural area. 17.4% respondents from first generation, 16.3% respondents from second generation and 7.1% respondents from third generation live with extended family. None of the respondents from first generation,

18.4% from the second generation and 42.9% from the third generation live with nuclear family in rural area.

On the other hand the above figure also shows that. 95.2% respondents from first generation out of 21, 65.3% from the second generation out of 49 and 28.6% from the third generation out of 28 live with joint family in urban area. 4.8% respondents from first generation, 16.3% respondents from second generation and 14.3% respondents from third generation live with extended family. None of the respondents from first generation, 18.4% from the second generation and 57.1% from the third generation live with nuclear family in urban area.

So we can say that number of extended and joint family is reducing gradually. On the other hand, nuclear family is increasing. Education, industrialization, and consciousness building plays an important role in this positive change.

Figure-4.6

Family Size of the Respondents

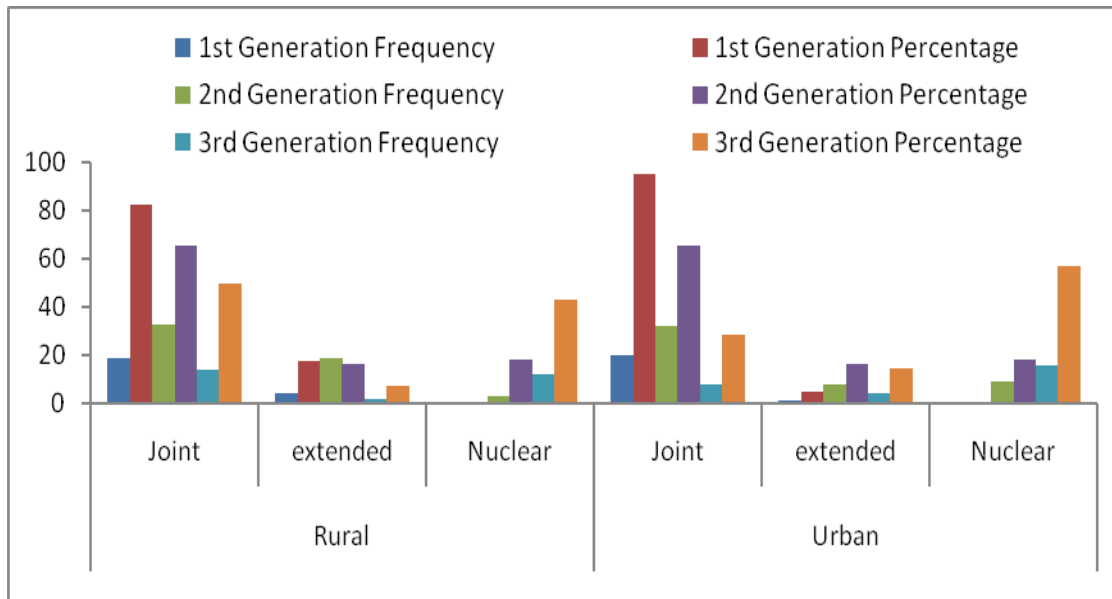


Figure 4.6 shows that respondents of the first generation mostly live with joint family both rural and urban area, but changing situation forced them live with nuclear family as a result number of nuclear family increased day by day.

Table 4.9 Occupations of the Respondents

	Generation	Generation						
		1 st Generation		2 nd Generation		3 rd Generation		
	Occupation	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage	
Rural	Agriculture	12	52.2	20	36.4	7	25	
	Business	4	17.4	15	27.3	7	25	
	Service	2	8.7	5	9.1	8	28.6	
	Labor	5	21.7	15	27.3	6	21.4	
	Total	23	100	55	100	28	100	
	Urban	Agriculture	13	61.9	15	30.6	3	10.7
		Business	1	4.8	15	30.6	9	32.1
Service		1	4.8	6	12.2	13	46.4	
Labor		6	28.6	13	26.5	3	10.7	
Total		21	100	49	100	28	100	

A person's usual or principal work or business, especially as a means of earning a living; vocation: occupation was dentistry, any activity in which a person is engaged, Possession, settlement, or use of land or property, the act of occupying, the state of being occupied.

Table 4.9 shows that 52.2% respondents from first generation out of 23, 36.4% from second generation out of 55 and 25% respondents from the third generation out of 28 engage with agriculture in rural area. 17.4%, 27.3%, 25% respondents from first, second and third generation engage with business respectively. 8.7%, 9.1% and 28.6% respondents from first, and second, generation engage with service respectively. Finally 21.7%, 27.3%, 21.4% respondents from first, second and third generation engage with day labor.

Table 4.9 also represent that 61.9% respondents from first generation out of 21, 30.6% from second generation out of 49 and 10.7% respondents from the third generation out of 28 engage with agriculture in urban area. 4.8%, 30.6%, and 32.1% respondents from first, second and third generation engage with business respectively. 4.8%, 12.2% and 46.4% respondents from first, second and third generation engage with service respectively. Finally 28.6%, 26.5%, 10.7% respondents from first, second and third generation engage with day labor.

So we can say that respondents from the first generation mostly are engaged in agriculture and labor on the other hand respondents from the third generation mostly engage with service and business. Involvement with agriculture lessen gradually and involvement with service and business increase as well. So it would appear from this scenario that educational facilities play an important role on changing occupation of the respondents.

Figure-4.7

Occupation of the Respondents

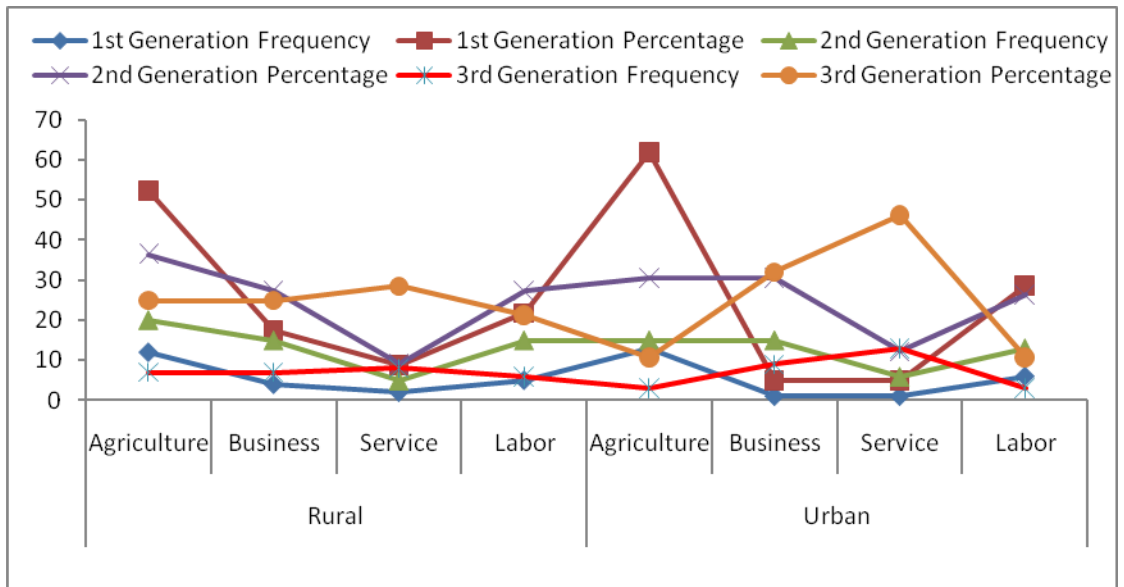


Figure 4.7 reveals that most of the respondents of first generation engage with agriculture and rest of the respondents involve with business, day labour, services and others profession both rural and urban area. But occupation of the third generation respondents migrate into business, services from agriculture.

Table 4.10 Income of the Respondents

	Generation Income	Generation					
		1 st Generation		2 nd Generation		3 rd Generation	
		Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
Rural	<30,000	1	4.3	1	2.8	1	3.6
	31,000-50,000	1	4.3	9	16.4	2	7.1
	51,000-80,000	1	4.3	12	21.8	4	14.3
	81,000-1,00,000	6	26.1	3	5.5	2	7.1
	1,00,001-1,40,000	6	26.1	0	0	2	7.1
	1,41,000-2,00,000	3	13	10	18.2	10	35.7
	2,00,001-3,00,000	5	21.7	9	16.4	7	25
	3,00,000+	0	0	11	20	0	0
	Total	23	100	55	100	28	100
Urban	<30,000	1	4.8	12	2	0	0
	31,000-50,000	3	14.3	5	10.2	3	10.7
	51,000-80,000	3	14.3	12	24.5	1	3.6
	81,000-1,00,000	3	14.3	6	12.2	2	7.1
	1,00,001-1,40,000	2	9.5	3	6.1	3	10.7
	1,41,000-2,00,000	5	23.8	11	22	7	25
	2,00,001-3,00,000	3	14.3	5	10.2	9	32.1
	3,00,000+	1	4.8	6	12.2	3	10.7
	Total	21	100	49	100	28	100

Income is the consumption and savings opportunity gained by an entity within a specified timeframe, which is generally expressed in monetary terms. However, for households and individuals, "income is the sum of all the wages, salaries, profits, interests' payments, rents and other forms

of earnings received in a given period of time. In the field of public economics, the term may refer to the accumulation of both monetary and non-monetary consumption ability, with the former being used as a proxy for total income.

Table 4.10 shows that 4.3% respondents from first generation out of 23 2.8% respondents from the second generation out of 55 and 3.6% respondents from the third generation out of 28 income level is <50,000 in rural area. 34.7% respondents of first generation, 43.7%% from second generation and 28.5% from third generation income within 51.00-100,000 yearly. Finally 60.7% from first generation, 54.6% from second generation and 67.8% respondents from third generations income is above 1, 00,000 yearly.

In urban area 19.1% respondents from first generation out of 21 12.2% respondents from the second generation out of 49 and 10.7% respondents from the third generation out of 28 income level is <50,000 in urban area. 28.6% respondents of first generation, 36.7% from second generation and 10.7% from third generation income within 51,000-100,000 yearly. Finally 52.4% from first generation, 50.5% from second generation and 78.5% respondents from third generations income is above 1, 00,000 yearly.

It would appear from this table that income of third generation has been increased comparing to the previous two generations. Because most people of the first generation was related to agricultural activities. During that time different income generating activities such as business, services, industry were not available everywhere. Sector of income generating activities are increasing gradually. Respondents of the third generation

are more educated and they are involved with different income generating activities. As a result they are more developing than other generations.

Figure-4.8

Income of the Respondents

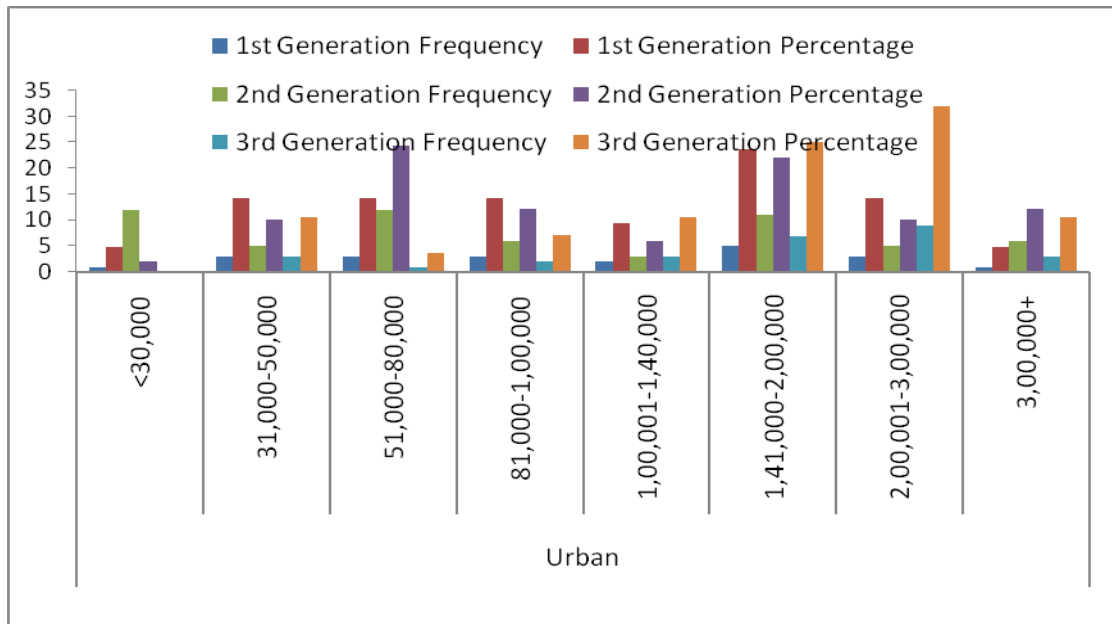


Figure 4.8 represents that most of the respondents' income of the first generation below 50,000, which is not sufficient to maintain their family. By changing profession of the respondents incomes of the respondents increase and life expectancy of the respondents increases than previous generation.

Table 4.11 Participation in Socio-Cultural Activities of the Respondents

	Generation participation	Generation					
		1 st Generation		2 nd Generation		3 rd Generation	
		Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
Rural	Regular	10	43.5	29	52.7	16	57.1
	Irregular	13	56.5	26	47.3	12	42.9
	Total	23	100	55	100	28	100
Urban	Regular	9	42.9	25	51	24	85.7
	Irregular	12	57.1	24	49	4	14.3
	Total	21	100	49	100	28	100

These activities have the goal of getting closer to our form of life, history, economic system, social development, environment, and above all the cultural characteristics that we can't see at a glance. Table 4.11 appears that 43.5% respondents from first generation out of 23 52.7% from the second generation out of 55, and 57.1% from third generation out of 28 took part in socio-culture activities regularly in rural area. 56.5% respondents from first generation, 47.3% respondents from second generation, and 42.9% respondents from third generation participated in socio-culture activities irregularly.

In urban area 42.9% respondents from first generation out of 21 51% from the second generation out of 49, and 85.7% from third generation out of 28 took part in socio-culture activities regularly. 57.1% respondents from first generation, 49% respondents from second generation, and 14.3% respondents from third generation participated in socio-culture activities irregularly.

So, respondents from third generation are participated more regularly than other two generations respondents. People in urban area mostly involve in socio-cultural activities than rural area.

Figure-4.9

Participation in Socio-Cultural Activities of the Respondents

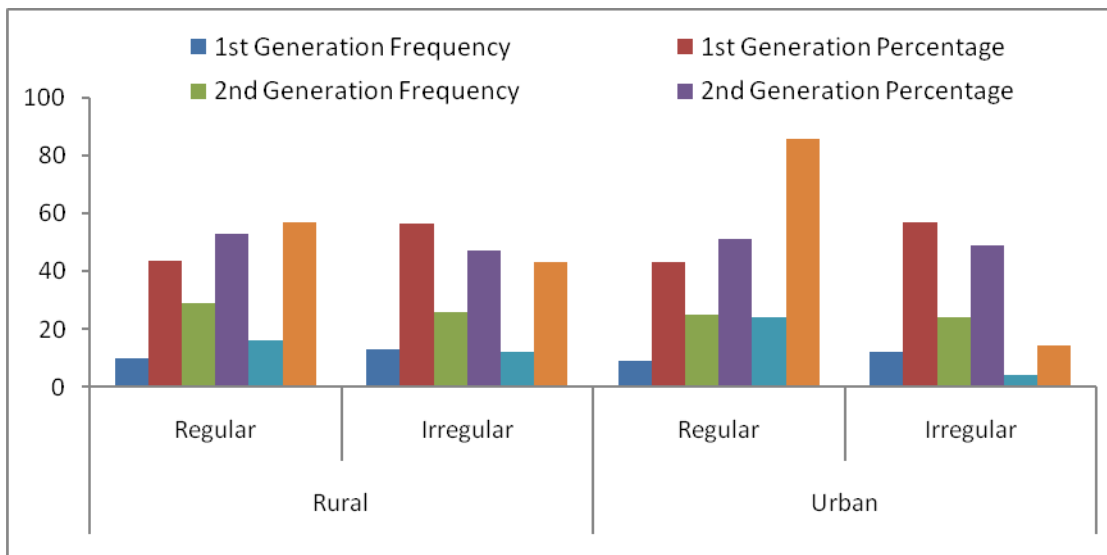


Figure 4.9 reveals that participation in Socio-cultural activities increase generation to generation. Respondents of the third generation are more involve with Socio-cultural activities than other generation.

Table 4.12 Participation in Cleaning Operation

Rural	Generation	Generation					
		1 st Generation		2 nd Generation		3 rd Generation	
	Participation	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
Rural	Yes	11	47.8	31	56.4	16	57.1
	No	12	52.2	24	43.6	12	42.9
	Total	23	100	55	100	28	100
Urban	Yes	13	61.9	31	63.3	25	89.3
	No	8	38.1	18	36.7	3	10.7
	Total	21	100	49	100	28	100

Table 4.12 shows that, 47.8 % respondents of 1st generation, 56.4 % respondents of 2nd generation, 57.1 % respondents of 3rd generation and 52.2 % respondents of 1st generation, 43.6 % respondents of 2nd generation, 42.9 % respondents of 3rd generation participated in cleaning operation from rural area. 61.9 % respondents of 1st generation, 63.3 % respondents of 2nd generation, 89.3 % respondents of 3rd generation and 38.1 % respondents of 1st generation, 36.7 % respondents of 2nd generation, 10.7 % respondents of 3rd generation participated in cleaning operation from urban area.

Table 4.13 Family Conflicts of the Respondents

Family Conflict		Generation		Generation			
		1 st Generation		2 nd Generation		3 rd Generation	
		Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
Rural	Yes	13	56.5	36	65.5	22	78.6
	No	10	43.5	19	34.5	6	21.4
	Total	23	100	55	100	28	100
Urban	Yes	13	61.9	36	73.5	26	92.9
	No	8	38.1	13	26.5	2	7.1
	Total	21	100	49	100	28	100

Any conflicts that occur within a family-between husband and wife, parents and children between siblings or with extended families, grandparents, aunts, uncles etc. No matter how loving a family is, all families go through conflict. Family conflict is different from other types of conflict for several reasons. First, family members are already highly emotionally attached. These emotions can quickly intensify conflict. Second, family members are involved in long-term relationships and often are required to interact with each other daily. Finally, families are often insular, obeying their own rules and resisting outside interference. These characteristics can lead to long, tangled, painful conflicts. At one extreme, family conflict can lead to things like divorce or domestic violence. At the other, families try to repress conflict, avoiding problems and detaching from each other.

The Table 4.13 shows that, 56.5 % respondents of 1st generation, 65.5 % respondents of 2nd generation, 78.6 % respondents of 3rd generation have family conflict of rural area. On the other hand, 61.9 % respondents of 1st generation, 73.5 % respondents of 2nd generation, and 92.9 % respondents of 3rd generation have family conflict of urban area.

Table 4.14 Treatment Patterns of the Respondents

Treatment \ Generation		Generation					
		1 st Generation		2 nd Generation		3 rd Generation	
		Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
Rural	Modern	13	56.5	36	65.5	22	78.6
	Ancient	10	43.5	19	34.5	6	21.4
	Total	23	100	55	100	28	100
Urban	Modern	13	61.9	36	73.5	26	92.9
	Ancient	8	38.1	19	26.5	2	7.1
	Total	21	100	49	100	28	100

When the decision has been made to seek professional help and the appropriate mental health professional has been found, a treatment regimen can begin. The particulars of the treatment format, its duration and methods are as varied as each individual child's case.

The Table 4.14 shows that, 56.5 % respondents of 1st generation, 65.5 % respondents of 2nd generation, 78.6 % respondents of 3rd generation have the treatment pattern modern, 43.5 % respondents of 1st generation, 34.5 % respondents of 2nd generation, 21.4 % respondents of 3rd generation have the treatment pattern ancient of rural area. On the other, 61.9 % respondents of 1st generation, 73.5 % respondents of 2nd generation, 92.9 % respondents of 3rd generation have the treatment pattern modern, 38.1 % respondents of 1st generation, 26.5 % respondents of 2nd generation, 7.1 % respondents of 3rd generation have the treatment pattern ancient of urban area.

Figure-4.10

Treatment Patterns of the Respondents

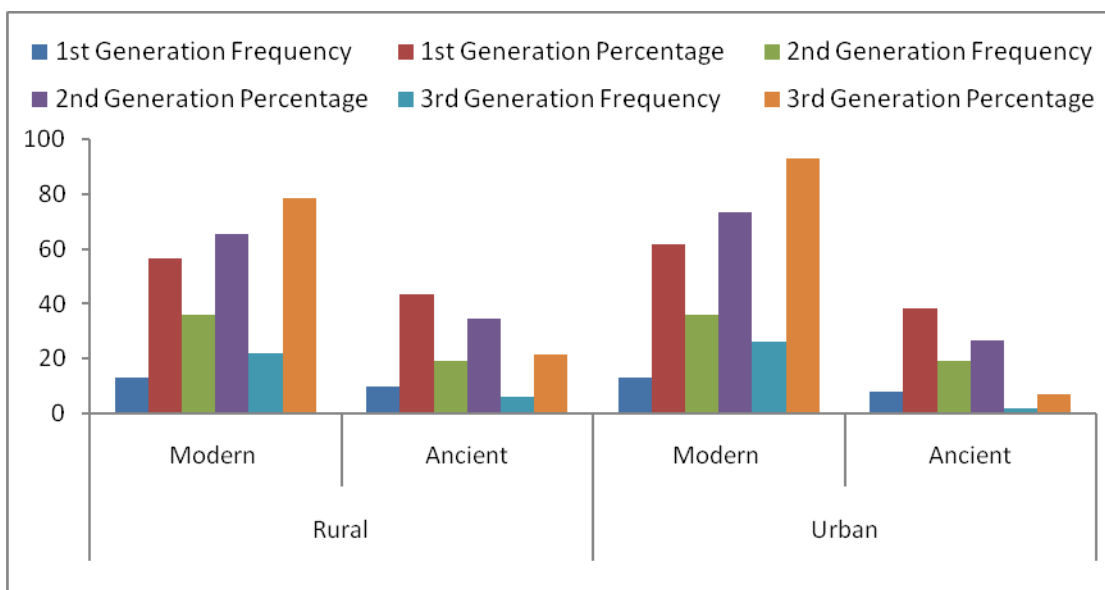


Figure 4.10 reveals that most of the respondents of the first generation depend on ancient types of treatment (Herbal, Moulavi / Kabiraj). On the other hand most of respondents of third generation receive allopathic and other types of treatment both in rural and urban area.

Table 4.15 Using Family Planning Methods of the Respondents

Generation Family Planning		Generation					
		1 st Generation		2 nd Generation		3 rd Generation	
		Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
Rural	Temporary	9	39.1	37	67.3	19	67.9
	Permanent	0	0	0	0	4	14.3
	Unconscious	14	60.9	18	32.7	5	17.9
	Total	23	100	55	100	28	100
Urban	Temporary	8	38.1	44	89.8	14	50
	Permanent	0	0	0	0	14	50
	Unconscious	13	61.9	5	10.2	0	0
	Total	21	100	49	100	28	100

Family planning is the planning of when to have children and the use of birth control and other techniques to implement such plans. Other techniques commonly used include sexuality education, prevention and management of sexually transmitted infections, pre-conception counseling and management, and infertility management. Family planning is choosing the number of children in a family and the length of time between their births. Family planning is sometimes used as a synonym for the use of birth control, however, it often includes a wide variety of methods, and practices that are not birth control. It is most usually applied to a female-male couple who wish to limit the number of children they have and/or to control the timing of pregnancy . Family planning may encompass sterilization, as well as abortion.

Table 4.15 shows that 39.1% respondent from first generation out of 23, 67.3% respondents from the second generation out of 55 and 67.9%

respondents from the third generation used family planning method temporally in rural area. None respondents from 1st and 2nd generation and 14.3% respondents from the 3rd generation have taken family planning method permanently. 60.9% from the 1st generation, 32.7% respondents from the 2nd generation and 17.9% from the 3rd generation have unconscious about family planning method in rural area.

38.1% respondent from first generation out of 21, 89.8% respondents from the second generation out of 49 and 50% respondents from the third generation out of 28 used family planning method temporally in urban area. None respondents from 1st and 2nd generation and 50% respondents from the 3rd generation have taken family planning method permanently. 61.9% from the 1st generation, 10.2% respondents from the 2nd generation and none from the 3rd generation is unconscious about family planning method in urban area.

It needed to maintain here that illiterate and which respondents are related to agricultural activities they did not use family planning methods and they are not conscious about population problem both in urban and rural area. But educated and which respondents are related to services, business they are mostly use family planning methods. Because they think that population problem is a major obstacle to lead a happy and peaceful life.

Figure-4.11

Using Family Planning Methods of the Respondents

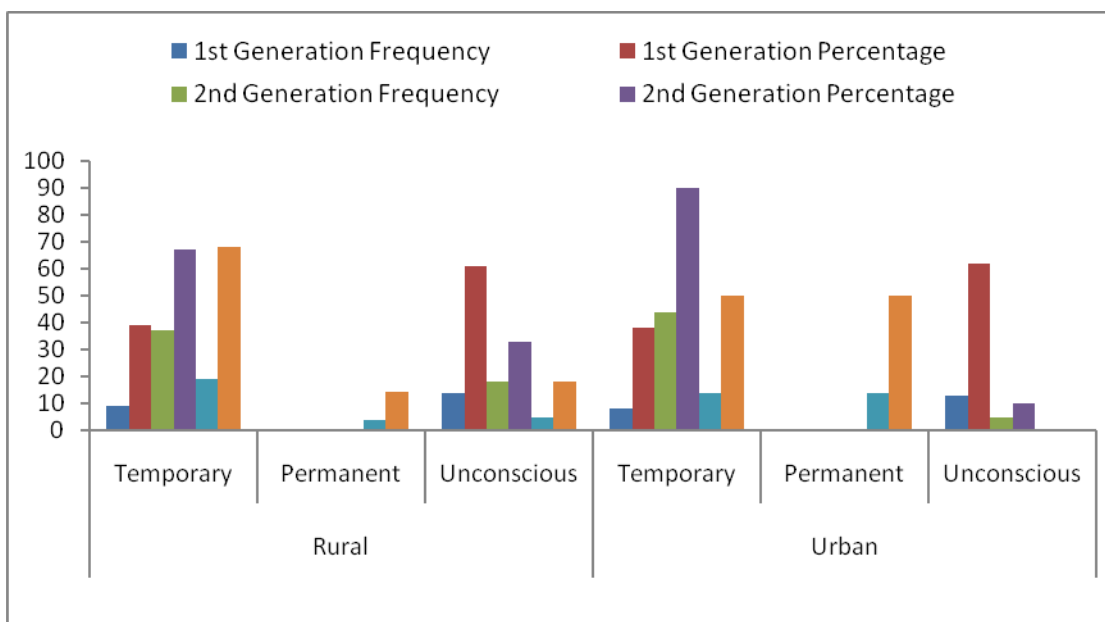


Figure 4.11 highlights that respondents of first generation are not enough conscious about family planning and population problem. As a result they are not used family planning method, but respondents of the third generation are enough conscious about population problem and most of them used family planning method temporary or permanently.

Table 4.16 Educational Qualifications of the Respondents

	Generation Education	Generation					
		1 st Generation		2 nd Generation		3 rd Generation	
		Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
Rural	Illiterate	15	65.2	29	52.7	6	21.4
	One-Five	5	21.7	10	18.2	4	14.3
	Six-S.S.C	3	13	13	23.6	7	25
	H.S.C-Above	0	0	3	5.5	11	39.3
	Total	23	100	55	100	28	100
	Urban	Illiterate	9	42.9	14	28.6	2
One-Five	8	38.1	15	30.6	2	7.1	
Six-S.S.C	4	19	16	32.7	11	39.3	
H.S.C-Above	0	0	4	8.2	13	46.4	
Total	21	100	49	100	28	100	

Educational qualifications are the degrees, diplomas, certificates, professional titles and so forth that an individual has acquired whether by full-time study, part-time study or private study, whether conferred in the home country or abroad and whether conferred by educational authorities, special examining bodies or professional bodies. The acquisition of an educational qualification therefore implies the successful completion of a course of study or training programmed.

Table 4.16 shows that 65.2% respondents of first generation are illiterate out of 23 respondents. In second generation the number of illiterate respondents which is same to the 52.7% where in third generation the number of illiterate respondent is 21.4% out of 28 respondents. The number of respondents whose educational qualification is one –S.S.C are 34.7%, 41.8%, and 39.3% respectively in first, second and third

generation. None of the respondents out of 23 respondents have H.S.C-Higher education level education where the second generation 5.5% respondents, and the third generation 39.3% respondents out of 28 respondents.

The above figure shows 42.9% respondents of first generation are illiterate out of 21 respondents. In second generation the number of illiterate respondents 28.6% out of 49 where in third generation the number of illiterate respondent is 7.1% out of 28 respondents. The number of respondents whose educational qualification is one –S.S.C are 57.1%, 63.3%, and 46.4% respectively in first, second and third generation. None of the respondents out of 21 respondents have H.S.C-Higher education level education where the second generation 13% respondents, and the third generation 46.4% respondents out of 28 respondents

So we can say that the education level of first generation is poorer than the second generation, and the education level of third generation is richer than that of second generation. Because of receiving facilities differ from generation to generation the trends of becoming educated have been differenced from generation to generation.

Figure-4.12

Educational Qualifications of the Respondents

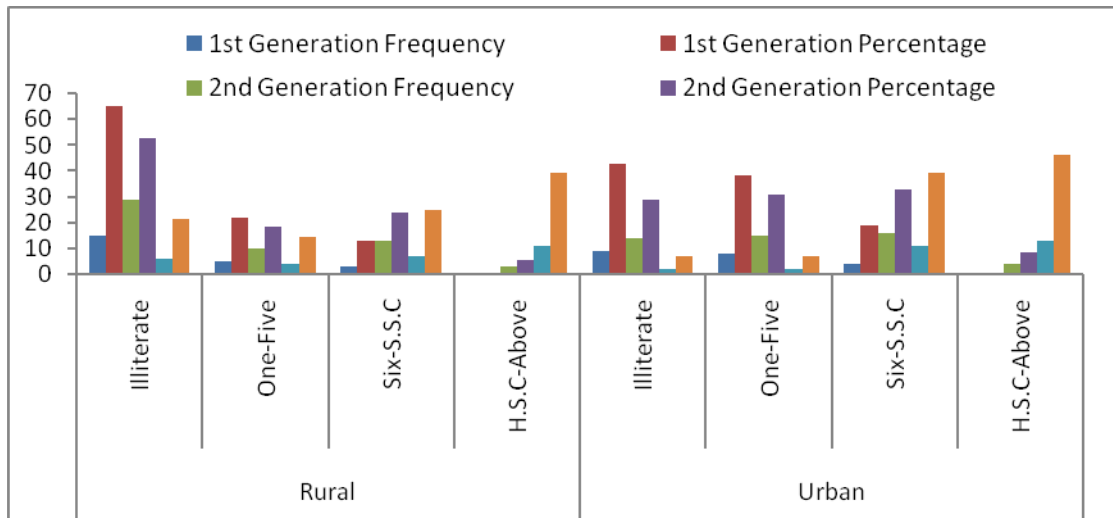


Figure 4.12 reveals that respondent of the first generation mostly illiterate. Consciousness of the respondents about the important of education gradually increase. As a result education rate of the third generation is higher than others generation.

Table 4.17 Social Awareness of the Respondents

Social Awareness		Generation		Generation			
		1 st Generation		2 nd Generation		3 rd Generation	
		Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
Rural	Aware	9	39.1	28	50.9	16	57.1
	Unaware	14	60.9	27	49.1	12	42.9
	Total	23	100	55	100	28	100
Urban	Aware	8	38.1	25	51	24	85.7
	Unaware	13	61.9	24	49	4	14.3
	Total	21	100	49	100	28	100

Social awareness is the active process of seeking out information about what is happening in the communities around you. A greater awareness of social norms and problems leads to better understanding and better solutions. Social consciousness is consciousness shared within a society. It can also be defined as social awareness; to be aware of the problems that different societies and communities face on a day-to-day basis; to be conscious of the difficulties and hardships of society. A subject with an acquired social consciousness derives his or her viewpoint from the mainstream culture.

Table 4.17 shows that 39.1% respondents from first generation out of 23, 50.9 % from the second generation out of 55 and 57.1% respondents from the third generation out of 28 are enough conscious about anti socio-cultural activities (such as dowry system, woman tract and early marriage). 60.9% respondents from the first generation, 49.1% respondents from the second generation and 42.9% respondents from the

third generation are not enough conscious about anti Socio-cultural activity. 38.1% respondents from first generation out of 21, 51% from the second generation out of 49 and 85.7% respondents from the third generation out of 28 are enough conscious about anti socio-culture activities (such as dowry system, woman tract and early marriage) in urban area . 61.9% respondents from the first generation, 49% respondents from the second generation and 14.3% respondents from the third generation are not enough conscious about anti Socio-cultural activity. Globalization and acculturation mostly affected our socio-culture activities. If we are unconscious about this society become a place of conflict.

Figure-4.13

Social Awareness of the Respondents

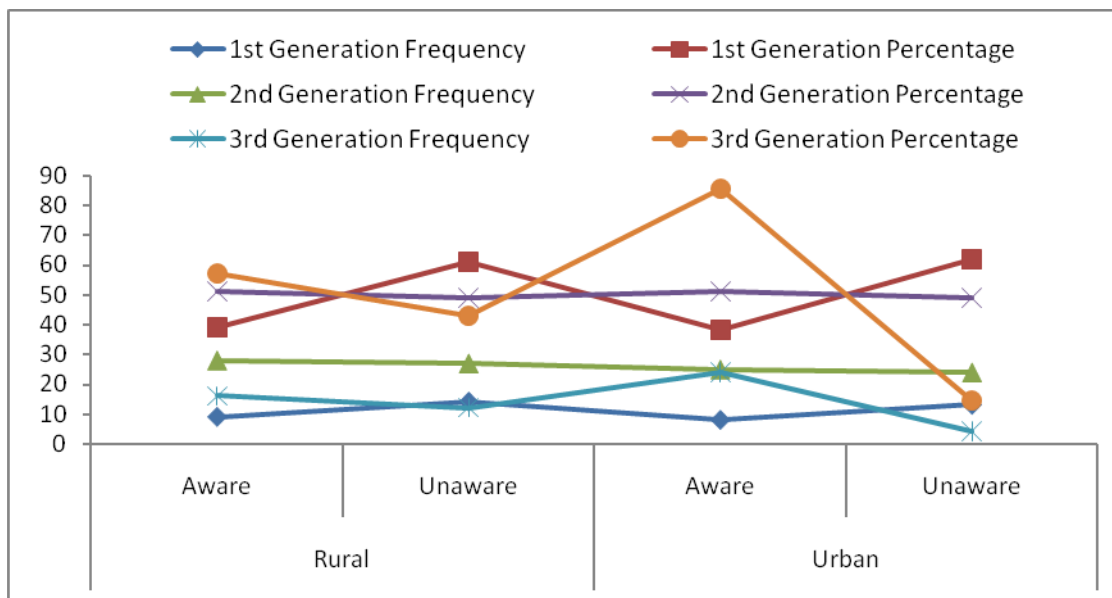


Figure 4.13 represents that respondents of the third generation are more conscious about anti-social activities than previous generation both in rural and urban area.

Table 4.18 Distances of Educational Institutions and its Impact on Social Mobility

impact		Impact																				
		* Education					** Occupation					*** Participation			**** Awareness			***** Family planning				
		Illiterate	One-five	Six- S.S.C	H.S.C- Above	Total	Agriculture	Business	Service	Labor	Total	Regular	Irregular	Total	Aware	Unaware	Total	Temporary	Permanent	Unconscious	Total	
Distance																						
Generation	1 st	<1	0	3	4	0	7	5	0	2	0	7	6	1	7	6	1	7	6	0	1	7
		2-5	6	6	3	0	15	10	1	1	3	15	6	9	15	6	9	15	6	0	9	15
		6-8	14	4	0	0	18	9	2	0	7	18	5	13	18	4	14	18	2	0	16	18
		8+	4	0	0	0	4	1	2	0	1	4	2	2	4	1	3	4	3	0	1	4
		Total	24	13	7	0	44	25	5	3	11	44	19	25	44	17	27	44	17	0	27	44
	2 nd	<1	3	2	7	7	19	4	6	6	3	19	12	7	19	13	6	19	18	0	1	19
		2-5	20	18	19	0	57	17	23	4	13	57	32	25	57	30	27	57	43	0	14	57
		6-8	18	5	3	0	26	13	1	1	11	26	9	17	26	9	17	26	18	0	8	26
		8+	2	0	0	0	2	1	0	0	1	2	1	1	2	1	1	2	2	0	0	2
		Total	43	25	29	7	104	35	30	11	28	104	54	50	104	53	51	104	81	0	23	104
	3 rd	<1	0	1	10	19	30	1	10	17	2	30	28	2	30	28	2	30	16	14	0	30
		2-5	7	4	7	5	23	7	6	4	6	23	12	11	23	11	12	23	15	4	4	23
		6-8	1	1	1	0	3	2	0	0	1	3	0	3	3	1	2	3	2	0	1	3
		8+	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
		Total	8	6	18	24	56	10	16	21	9	56	40	16	56	40	16	56	33	18	5	56

*=Education, **= Occupation, ***= Participation, ****= Social Awareness, *****= Family planning

* Value= 21.00, df= 6, Value= 49.136, df=9, Value= 19,811, df=6, ** Value= 17.369, df=9, Value= 26.089, df=9, Value= 20.915, df=6

*** Value= 7.040, df= 3, Value= 4.490 df=3, Value= 18.732, df=2 **** Value= 8.915, df= 3, Value= 5.162 df=3, Value= 15.465, df= 2

***** Value= 14.539, df= 3, Value= 5.029 df=3, Value= 11.359, df=4

Table 4.18 Shows relationship of various variables with distance of educational institutions. These can be stated below:

Relation between Distance of Education Institutions and Educational Qualification of the Respondents

The hypothesis is that educational qualification depends on distance of educational institution. The table value of 1st generation $\chi^2=12.59$ when $df=6$ and 5% level of Significance. But the calculated value of $\chi^2=21.00$. Which means that it is significant. As a result the alternative hypothesis is accepted. Table value of 2nd generation $\chi^2=16.92$ when $df=9$. But the calculated value of $\chi^2=49.136$. So, it is significant. And the table value of 3rd generation $\chi^2=12.59$ when $df=6$. But the calculated value of $\chi^2=19.811$. So, it is significant. It can be concluded that educational qualification mostly depends on distance of educational institutions

Relationship between Distance of Education Institutions and Occupation of the Respondents

The hypothesis is that occupation depends on distance of educational institutions. The table value of 1st generation $\chi^2=16.92$ when $df=9$ and 5% level of Significance. But the calculated value of $\chi^2=17.369$. Which means that it is significant. As a result the alternative hypothesis is accepted. Table value of 2nd generation $\chi^2=16.92$ when $df=9$. But the calculated value of $\chi^2=26.089$. So, it is significant. And the table value of 3rd generation $\chi^2=12.59$ when $df=6$. But the calculated value of $\chi^2=20.915$. So, it is significant. It can be concluded that occupation mostly depends on distance of educational institutions

Relation between Distance of Educational Institutions and Participation in the Socio-culture Activities of the Respondents

The hypothesis is that Participation in the socio-culture activities depends on distance of educational institutions. The table value of 1st generation $\chi^2=7.82$ when $df=3$ and 5% level of Significance. But the calculated value of $\chi^2=7.040$. Which means that it is insignificant. As a result the null hypothesis is accepted. Table value of 2nd generation $\chi^2=7.82$ when $df=3$. But the calculated value of $\chi^2=4.490$. So, it is insignificant. As a result we can say that Participation in the socio-culture activities of the respondents is not related distance of education institutions. Finally the table value of 3rd generation $\chi^2=5.99$ when $df=2$. But the calculated value of $\chi^2=18.732$. So, it is significant. It can be concluded that Participation in the socio-culture activities of the respondents mostly depends on distance of educational institutions

Relationship between Distance of Educational Institutions and Awareness of the Respondents about Destructive Socio-cultural activities.

The hypothesis is that awareness about socio-culture activities depends on distance of educational institutions. The table value of 1st generation $\chi^2=7.82$ when $df=3$ and 5% level of Significance. The calculated value of $\chi^2=8.915$. Which means that it is significant. As a result the alternative hypothesis is accepted. Table value of 2nd generation $\chi^2=7.82$ when $df=3$. But the calculated value of $\chi^2=5.162$. So, it is insignificant. As a result we can say that awareness about destructive socio-culture activities of the respondents is not related distance of education institutions. Finally the table value of 3rd generation $\chi^2=5.99$ when $df=2$. But the calculated value of $\chi^2=15.465$. So, it is significant. It can be concluded that awareness

about destructive socio-culture activities of the respondents mostly depends on distance of educational institutions

Relationship between Distance of Educational Institutions and using Family Planning methods of the Respondents. The hypothesis is that using family planning methods depends on distance of educational institutions. The table value of 1st generation $\chi^2=7.82$ when $df=3$ and 5% level of Significance. The calculated value of $\chi^2=14.539$. Which means that it is significant. As a result the alternative hypothesis is accepted. Table value of 2nd generation $\chi^2=7.82$ when $df=3$. But the calculated value of $\chi^2=5.029$. So, it is insignificant. As a result we can say that using family planning methods of the respondents is not related distance of education institutions. Finally the table value of 3rd generation $\chi^2=9.49$ when $df=4$. But the calculated value of $\chi^2=11.359$. So, it is significant. It can be concluded that using family planning methods of the respondents mostly depends on distance of educational institutions.

Table 4.19 Impact of Educational Qualification on Social Mobility

Educational Qualification		Impact															
		* Occupation					** Participation in socio-cultural ac.			*** Awareness			**** Family planning				
		Agriculture	Business	Service	Labor	Total	Regular	Irregular	Total	Aware	Unaware	Total	Temporary	Permanent	Unconscious	Total	
Generation	First	illiterate	11	2	0	11	24	9	20	29	3	21	24	5	0	19	24
		One-Five	10	3	0	0	13	4	4	8	9	4	13	6	0	7	13
		Six-S.S.C	4	0	3	0	7	6	1	7	5	2	7	6	0	1	7
		H.S.C-Above	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
			25	5	3	11	44	19	25	44	17	27	44	17	0	27	44
	Second	illiterate	19	3	0	21	43	10	33	43	9	34	43	31	0	12	43
		One-Five	12	7	0	6	25	12	13	25	14	11	25	17	0	8	25
		Six-S.S.C	4	17	7	1	29	25	4	29	24	5	29	26	0	3	29
		H.S.C-Above	0	3	4	0	7	7	0	7	6	1	7	7	0	0	7
			35	30	11	28	104	54	50	104	53	51	104	81	0	23	104
	Third	illiterate	3	0	0	5	8	0	8	8	0	8	8	3	0	5	8
		One-Five	2	1	0	3	6	1	5	6	1	5	6	6	0	0	6
		Six-S.S.C	5	7	5	1	18	15	3	18	15	3	18	12	6	0	18
		H.S.C-Above	0	8	16	0	24	24	0	24	24	0	24	12	12	0	24
			10	16	21	9	56	40	16	56	40	16	56	33	18	5	56

*=Occupation, **= Participation, ***= Social Awareness, ****= Family planning

* Value= 29.017, df= 6, Value= 67.381, df=9, Value= 42.527, df=9, ** Value= 15.634, df=2, Value= 34.446, df=3, Value= 39.667, df=3 *** Value= 15.222, df= 2, Value= 30.888 df=3, Value= 39.667, df=3 **** Value= 10.062, df= 2, Value= 6.576 df=3, Value= 39.737, df= 6

Table 4.19 Shows impact of educational qualification on social mobility. These can be stated below;

Relationship between Educational Qualification and Occupation of the Respondents

The hypothesis is that occupation of the respondents depends on educational qualifications. The table value of 1st generation $\chi^2=12.59$ when $df=6$ and 5% level of Significance. But the calculated value of $\chi^2=29.017$. Which means that it is significant. As a result the alternative hypothesis is accepted. Table value of 2nd generation $\chi^2=16.92$ when $df=9$. But the calculated value of $\chi^2=67.381$. So, it is significant. And the table value of 3rd generation $\chi^2=16.92$ when $df=9$. But the calculated value of $\chi^2=42.527$. So, it is significant. It can be concluded that occupation mostly depends on educational qualifications.

Relation between Educational Qualifications and Participation in the Socio-culture activities of the Respondents

The hypothesis is that Participation in the socio-culture activities depends on educational qualifications. The table value of 1st generation $\chi^2=5.99$ when $df=2$ and 5% level of Significance. But the calculated value of $\chi^2=15.634$. Which means that it is significant. As a result the alternative hypothesis is accepted. Table value of 2nd generation $\chi^2=7.82$ when $df=3$. But the calculated value of $\chi^2=34.446$. So, it is significant. As a result we can say that Participation in the socio-culture activities of the respondents is not related educational qualifications. Finally the table value of 3rd generation $\chi^2=7.82$ when $df=3$. But the calculated value of $\chi^2=39.667$. So, it is significant. As a result we can say that Participation in the socio-

culture activities of the respondents is related educational qualifications of the respondents.

Relation between Educational Qualifications and Awareness about Socio-culture activities of the Respondents

The hypothesis is that awareness about socio-culture activities depends on educational qualifications of the respondents. The table value of 1st generation $\chi^2= 5.99$ when $df =2$ and 5% level of Significance. The calculated value of $\chi^2=15.222$. Which means that it is significant. As a result the alternative hypothesis is accepted. Table value of 2nd generation $\chi^2=7.82$ when $df =3$. But the calculated value of $\chi^2=30.888$. So, it is significant. As a result we can say that awareness about destructive socio-culture activities of the respondents is related educational qualifications. Finally the table value of 3rd generation $\chi^2=7.82$ when $df= 3$. But the calculated value of $\chi^2=39.667$. So, it is significant. It can be concluded that awareness about destructive socio-culture activities of the respondents mostly depends on educational qualifications.

Relation between Educational Qualifications and using Family Planning methods of the Respondents

The hypothesis is that using family planning methods depends on educational qualifications. The table value of 1st generation $\chi^2= 5.99$ when $df =2$ and 5% level of Significance. The calculated value of $\chi^2=10.062$. Which means that it is significant. As a result the alternative hypothesis is accepted. Table value of 2nd generation $\chi^2=7.82$ when $df =3$. But the calculated value of $\chi^2=6.576$. So, it is insignificant. As a result we can say that using family planning methods of the respondents is not related educational qualifications. Finally the table value of 3rd generation $\chi^2=12.59$ when $df= 6$. But the calculated value of $\chi^2=39.737$. So, it is

significant. It can be concluded that using family planning methods of the respondents mostly depends on educational qualifications.

The cross-table above shows generation-wise association between educational achievement and other socio-economic indicators e.g. occupation, participation in socio-cultural activities, awareness and family planning. It shows that the relationships differ from one generation to another. Differences are also observed in the level of awareness with respect to educational level of one specific generation. For example, please see the education level and its impact on social mobility through awareness level of 3rd generation on the.

Table 4.20 Impact of Transport Facilities on Social Mobility

Transport facilities		impact															
		* Occupation					** Participation			*** Awareness			**** Family planning				
		Agriculture	Business	Service	Labor	Total	Regular	Irregular	Total	Aware	Unaware	Total	Temporary	Permanent	Unconscious	Total	
Generation	1 st	Adequately	0	0	1	0	1	1	0	1	1	0	1	1	0	0	1
		Mostly	11	2	2	1	16	10	6	16	9	7	16	7	0	9	16
		mediocre	3	0	0	1	4	2	2	4	2	2	4	2	0	2	4
		Scarcely	9	3	0	8	20	6	14	20	5	15	20	7	0	13	20
			2	0	0	1	3	0	3	3	0	3	3	0	0	3	3
		25	5	3	11	44	19	25	44	17	27	44	17	0	27	44	
	2 nd	Adequately	0	3	3	0	6	6	0	6	6	0	6	6	0	0	6
		Mostly	12	19	7	5	43	32	11	43	29	14	43	36	0	7	43
		mediocre	1	1	1	0	3	1	2	3	3	0	3	3	0	0	3
		Scarcely	20	7	0	19	46	13	33	46	13	33	46	30	0	16	46
			2	0	0	4	6	2	4	6	2	4	6	6	0	0	6
		35	30	11	28	104	54	50	104	53	51	104	81	0	23	104	
	3 rd	Adequately	0	4	12	1	17	17	0	17	16	1	17	8	9	0	17
		Mostly	8	9	8	3	28	19	9	28	20	8	28	20	7	1	28
		mediocre	1	3	1	1	6	4	2	6	4	2	6	3	2	1	6
Scarcely		1	0	0	4	5	0	5	5	0	5	5	2	0	3	5	
		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
	10	16	21	9	56	40	16	56	40	16	56	33	18	5	56		

*=Occupation, **= Participation, ***= Social Awareness,

****= Family planning

* Value= 22.621, df= 12, Value= 43.233, df= 12, Value= 29.965, df=9,

** Value= 7.522, df=4, Value= 25.836, df=4, Value= 19.542, df=3

*** Value= 7.357, df= 4, Value= 23.565 df=4, Value= 16.855, df=3

**** Value= 3.983, df= 4, Value= 9.395 df=4, Value= 23.303, df= 6

Table 4.20 Shows impact of transport facilities on social mobility. These can be stated below;

Relationship between Transport Facilities and Occupation of the Respondents

The hypothesis is that occupation of the respondents depends on transport facilities. The table value of 1st generation $\chi^2=21.01$ when $df=12$ and 5% level of Significance. But the calculated value of $\chi^2=22.621$. Which means that it is significant. As a result the alternative hypothesis is accepted. Table value of 2nd generation $\chi^2=21.01$ when $df=12$. But the calculated value of $\chi^2=43.233$. So, it is significant. And the table value of 3rd generation $\chi^2=16.92$ when $df=9$. But the calculated value of $\chi^2=29.96$. So, it is significant. It can be concluded that occupation of the respondents mostly depends on transport facilities.

Relationship between Transport facilities and Participation in the Socio-culture activities of the Respondents

The hypothesis is that Participation in the socio-culture activities depends on transport facilities. The table value of 1st generation $\chi^2=9.49$ when $df=4$ and 5% level of Significance. But the calculated value of $\chi^2=7.522$. Which means that it is insignificant. As a result the null hypothesis is accepted. As a result we can say that Participation in the socio-culture activities of the respondents is not related transport facilities. Table value of 2nd generation $\chi^2=9.49$ when $df=4$. But the calculated value of $\chi^2=25.836$. So, it is significant. Finally the table value of 3rd generation $\chi^2=7.82$ when $df=3$. But the calculated value of $\chi^2=19.542$. So, it is significant. It can be concluded that Participation in the socio-culture activities of the respondents depends on transport facilities.

Relation between Transport Facilities and Awareness about Socio-culture activities of the Respondents

The hypothesis is that awareness about socio-culture activities depends on transport facilities of the respondents. The table value of 1st generation $\chi^2=9.49$ when $df=4$ and 5% level of Significance. The calculated value of $\chi^2=7.357$. Which means that it is insignificant. As a result the null hypothesis is accepted. As a result we can say that awareness about destructive socio-culture activities of the respondents is not related transport facilities. Table value of 2nd generation $\chi^2=9.49$ when $df=4$. But the calculated value of $\chi^2=23.565$. So, it is significant. Finally the table value of 3rd generation $\chi^2=7.82$ when $df=3$. But the calculated value of $\chi^2=16.855$. So, it is significant. As a result we can say that awareness about destructive socio-culture activities of the respondents is related transport facilities of the respondents.

Relation between Transport Facilities and using Family Planning methods of the Respondents

The hypothesis is that using family planning methods depends on Transport facilities. The table value of 1st generation $\chi^2=9.49$ when $df=4$ and 5% level of Significance. The calculated value of $\chi^2=3.983$. Which means that it is insignificant. As a result the null hypothesis is accepted. Table value of 2nd generation $\chi^2=9.49$ when $df=4$. But the calculated value of $\chi^2=9.395$. So, it is insignificant. As a result we can say that using family planning methods of the respondents is not related Transport facilities. Finally the table value of 3rd generation $\chi^2=12.59$ when $df=6$. But the calculated value of $\chi^2=23.303$. So, it is significant. It can be concluded that using family planning methods of the respondents depends on Transport facilities.

Table 4.21 Impact of Teaching Materials on Social Mobility

Impact Teaching Material Facilities		Impact on Social Mobility															
		Occupation				Total	Participation in socio- cultural ac.			Awareness			Family planning				
		Agriculture	Business	Service	Labor		Regular	Irregular	Total	Aware	Unaware	Total	Temporary	Permanent	Unconscious	Total	
Generation	First	Adequately	2	0	1	0	3	2	1	3	2	1	3	2	0	1	3
		Mostly	11	2	2	0	15	12	3	15	11	4	15	10	0	5	15
		mediocre	0	1	0	0	1	1	0	1	1	0	1	0	0	1	1
		Scarcely	12	2	0	10	24	4	20	24	3	21	24	5	0	19	24
		Not at all	0	0	0	1	1	0	1	1	0	1	1	0	0	1	1
		Total	25	5	3	11	44	19	25	44	17	27	44	17	0	27	44
	Second	Adequately	2	8	4	0	14	13	1	14	12	2	14	12	0	2	14
		Mostly	10	18	7	6	41	28	13	41	28	13	41	36	0	5	41
		mediocre	1	1	0	0	2	0	2	2	0	2	2	1	0	1	2
		Scarcely	21	3	0	20	44	13	31	44	13	31	44	30	0	14	44
		Not At All	1	0	0	2	3	0	3	3	0	3	3	2	0	1	3
		Total	35	30	11	28	104	54	50	104	53	51	104	81	0	23	104
	Third	Adequately	3	8	11	1	23	22	1	23	23	0	23	10	13	0	23
		Mostly	4	8	10	3	25	18	7	25	17	8	25	20	5	0	25
		mediocre	1	0	0	1	2	0	2	2	0	2	2	2	0	0	2
		Scarcely	2	0	0	4	6	0	6	6	0	6	6	2	0	4	6
		Not At All	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
		Total	10	16	21	9	56	40	16	56	40	16	56	34	18	4	56

*=Occupation, **= Participation, ***= Social Awareness, ****= Family planning

* Value= 25.182, df= 12, Value= 46.124, df= 12, Value= 21.918, df=9,

** Value= 17.915 df=4, Value= 28.025, df=4, Value= 26.617, df=3 ***

Value= 17.744, df= 4, Value= 24.965 df=4, Value= 29.344, df=3 ****

Value= 10.433, df= 4, Value= 6.368 df=4, Value= 41.947, df= 6

Table 4.21 Shows impact of teaching materials on social mobility. These can be stated below:

Relationship between Impacts of Teaching Materials on Social Mobility and Occupation of the Respondents

The hypothesis is that occupation of the respondents depends on table, chair, book, pencil, chalk, teacher facilities. The table value of 1st generation $\chi^2= 21.01$ when $df =12$ and 5% level of Significance. But the calculated value of $\chi^2=25.184$. Which means that it is significant. As a result the alternative hypothesis is accepted. Table value of 2nd generation $\chi^2=21.01$ when $df =12$. But the calculated value of $\chi^2=46.124$. So, it is significant. And the table value of 3rd generation $\chi^2=16.92$ when $df= 9$. But the calculated value of $\chi^2=21.918$. So, it is significant. It can be concluded that occupation of the respondents depends on table, chair, book, pencil, chalk, teacher facilities.

Relationship between Impacts of Teaching Materials on Social Mobility and Participation in the Socio-culture activities

The hypothesis is that Participation in the socio-culture activities depends on table, chair, book, pencil, chalk, teacher facilities. The table value of 1st generation $\chi^2= 9.49$ when $df =4$ and 5% level of Significance. But the calculated value of $\chi^2=17.915$. Which means that it is significant. As a result the alternative hypothesis is accepted. Table value of 2nd generation $\chi^2=9.49$ when $df =4$. But the calculated value of $\chi^2=28.025$. So, it is significant. Finally the table value of 3rd generation $\chi^2=7.82$ when $df= 3$. But the calculated value of $\chi^2=26.616$. So, it is significant. It can be concluded that Participation in the socio-culture activities of the

respondents depends on table, chair, book, pencil, chalk, teacher facilities.

Relation between Impacts of Teaching Materials on Social Mobility and Awareness about anti-social activities of the Respondents

The hypothesis is that awareness about socio-culture activities depends on table, chair, book, pencil, chalk, teacher facilities of the respondents. The table value of 1st generation $\chi^2=9.49$ when $df=4$ and 5% level of Significance. The calculated value of $\chi^2=17.744$. Which means that it is significant. As a result the alternative hypothesis is accepted. As a result we can say that awareness about destructive socio-culture activities of the respondents is not related transport facilities. Table value of 2nd generation $\chi^2=9.49$ when $df=4$. But the calculated value of $\chi^2=24.965$. So, it is significant. Finally the table value of 3rd generation $\chi^2=7.82$ when $df=3$. But the calculated value of $\chi^2=29.344$. So, it is significant. As a result we can say that awareness about anti-social activities of the respondents is related table, chair, book, pencil, chalk, teacher facilities of the respondents.

Relation between Impacts of Teaching Materials on Social Mobility and using Family Planning methods of the Respondents

The hypothesis is that using family planning methods depends on table, chair, book, pencil, chalk, teacher facilities. The table value of 1st generation $\chi^2=9.49$ when $df=4$ and 5% level of Significance. The calculated value of $\chi^2=10.433$. Which means that it is significant. As a result the alternative hypothesis is accepted. Table value of 2nd generation $\chi^2=9.49$ when $df=4$. But the calculated value of $\chi^2=6.368$. So, it is insignificant. As a result we can say that using family planning methods of the respondents is related table, chair, book, pencil, chalk, teacher

facilities. Finally the table value of 3rd generation $\chi^2=12.59$ when $df= 6$. But the calculated value of $\chi^2=41.947$. So, it is significant. It can be concluded that using family planning methods of the respondents depends on table, chair, book, pencil, chalk, teacher facilities.

The cross-table above shows generation-wise association between educational achievement and other socio-economic indicators e.g. occupation, participation in socio-cultural activities, awareness and family planning. It shows that the relationships differ from one generation to another

Table 4.22 Impact of Entertainment Facilities on Social Mobility

Entertainment facilities		Impact	Impact														
			Occupation					Participation in socio-cultural ac.			Awareness			Family planning			
			Agriculture	Business	Service	Labor	Total	Regular	Irregular	Total	Aware	Unaware	Total	Temporary	Permanent	Unconscious	Total
Generation	First	Adequately	2	1	1	0	4	2	2	4	2	2	4	2	0	2	4
		Mostly	12	0	2	0	14	11	3	14	10	4	14	9	0	5	14
		mediocre	1	1	0	0	2	1	1	2	1	1	2	1	0	1	2
		Scarcely	10	3	0	11	24	5	19	24	4	20	24	5	0	19	24
		Not At All	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
		Total	25	5	3	11	44	19	25	44	17	27	44	17	0	27	44
	Second	Adequately	3	7	5	0	15	15	0	15	14	1	15	14	0	1	15
		Mostly	10	16	5	3	34	23	11	34	24	10	34	27	0	7	34
		mediocre	4	1	1	0	6	3	3	6	3	3	6	3	0	3	6
		Scarcely	18	5	0	24	47	13	34	47	12	35	47	35	0	12	47
		Not At All	0	1	0	1	2	0	2	2	0	2	2	2	0	0	2
		Total	35	30	11	28	104	54	50	104	53	51	104	81	0	23	104
	Third	Adequately	2	7	10	1	20	19	1	20	19	1	20	9	11	0	20
		Mostly	2	8	11	2	23	20	3	23	19	4	23	16	7	0	23
		mediocre	3	1	0	1	5	1	4	5	2	3	5	5	0	0	5
		Scarcely	3	0	0	5	8	0	8	8	0	8	8	3	0	5	8
		Not At All	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
		Total	10	16	21	9	56	40	16	56	40	16	56	33	18	5	56

*=Occupation, **= Participation, ***= Social Awareness, ****= Family planning

* Value= 22.000, df= 9, Value= 49.157, df= 12, Value= 30.932, df=9, ** Value= 12.146 df=3, Value= 30.510, df=4, Value= 34.642, df=3 *** Value= 11.563, df= 3, Value= 30.259 df=4, Value= 29.274, df=3 **** Value= 7.42, df= 3, Value= 5.719 df=4, Value= 40.605, df= 6

Table 4.22 Shows impact of entertainment facilities on social mobility. These can be stated below:

Relationship between Entertainment Facilities and Occupation of the Respondents

The hypothesis is that occupation of the respondents depends on entertainment facilities. The table value of 1st generation $\chi^2=16.92$ when $df=9$ and 5% level of Significance. But the calculated value of $\chi^2=22.00$. Which means that it is significant. As a result the alternative hypothesis is accepted. Table value of 2nd generation $\chi^2=21.01$ when $df=12$. But the calculated value of $\chi^2=49.157$. So, it is significant. And the table value of 3rd generation $\chi^2=16.92$ when $df=9$. But the calculated value of $\chi^2=30.93$. So, it is significant. It can be concluded that occupation of the respondents depends on entertainment facilities.

Relationship between Entertainment Facilities and Participation in the Socio-cultural activities of the Respondents

The hypothesis is that Participation in the socio-culture activities depend on entertainment facilities. The table value of 1st generation $\chi^2=7.82$ when $df=3$ and 5% level of Significance. But the calculated value of $\chi^2=12.146$. Which means that it is significant. As a result the alternative hypothesis is accepted. Table value of 2nd generation $\chi^2=9.49$ when $df=4$. But the calculated value of $\chi^2=30.51$. So, it is significant. Finally the table value of 3rd generation $\chi^2=7.82$ when $df=3$. But the calculated value of $\chi^2=34.64$. So, it is significant. It can be concluded that Participation in the socio-culture activities of the respondents depends on entertainment facilities.

Relation between Entertainment Facilities and Awareness about anti-Social activities of the Respondents

The hypothesis is that awareness about anti-social activities depends on entertainment facilities of the respondents. The table value of 1st generation $\chi^2=7.82$ when $df=3$ and 5% level of Significance. The calculated value of $\chi^2=11.56$. Which means that it is significant. As a result the alternative hypothesis is accepted. Table value of 2nd generation $\chi^2=9.49$ when $df=4$. But the calculated value of $\chi^2=30.25$. So, it is significant. Finally the table value of 3rd generation $\chi^2=7.82$ when $df=3$. But the calculated value of $\chi^2=29.27$. So, it is significant. As a result we can say that awareness about anti-social activities of the respondents is related entertainment facilities of the respondents.

Relation between Entertainment Facilities and using Family Planning methods of the Respondents

The hypothesis is that using family planning methods depends on entertainment facilities. The table value of 1st generation $\chi^2=7.82$ when $df=3$ and 5% level of Significance. The calculated value of $\chi^2=7.42$. Which means that it is insignificant. As a result the null hypothesis is accepted. Table value of 2nd generation $\chi^2=9.49$ when $df=4$. But the calculated value of $\chi^2=5.71$. So, it is insignificant. As a result we can say that using family planning methods of the respondents is not related entertainment facilities. Finally the table value of 3rd generation $\chi^2=12.59$ when $df=6$. But the calculated value of $\chi^2=40.60$. So, it is significant. It can be concluded that using family planning methods of the respondents depends on entertainment facilities.

The cross-table above shows generation-wise association between educational achievement and other socio-economic indicators e.g. occupation, participation in socio-cultural activities, awareness and family planning. It shows that the relationships differ from one generation to another

Chapter Five

Findings and Discussions

5.1 Findings

In this research social changes among the three generations (first, second and third) have been shown on the basis of availability of educational facilities. It shows that 6.8% from first generation, 13.5% from second generation, and 41.1% respondents third generation received learning materials adequately. 36.4% from first generation, 41.3% from second generation, and 48.2% from the third generation received this facility partially. 56.8% from first generation, 45.3% from second generation, and 10.7% from the third generation did not receive this facility properly. (Table 3)

The study also shows that among 44 respondents 54.5% were illiterate of the first generation. In second generation the percentage of illiterate respondents was 41.3% and in third generation the proportion of illiterate respondent was 14.3%. Respondents having completed S.S.C level comprised 45.5%, 51.1%, and 42.8% of the respondents in first, second and third generation respectively. None of the respondents belonging to 1st generation reached H.S.C -above education level education where 6.7% of the second generation respondents reached that level and 42.9% of the third generation respondents were able to acquire H.S.C-above of education (Table 5). So we can say that the education level of first generation is poorer than the second generation, and the education level of third generation is richer than that of second generation. As the educational facilities enjoyed by the respondents varied from generation to generation, the trend in acquisition of education also differed.

The study analyzed the generation-wise association between educational achievement and other socio-economic indicators e.g. occupation, participation in socio-cultural activities, awareness and family planning. It shows that the relationships differ from one generation to another.

5.2 Discussions

Generally we know that education plays the role of a catalyst to bring about positive social change. Its influence on one's life style, social consciousness, political participation, socio-economic participation, and health awareness is universally appreciated. This research shows that, educational facilities facilitate social mobility and bring about changes in one's social position. Education should be the right of all classes of people of a country. Education has still remained out of reach for many people. Everybody should have the equal opportunity to enter educational institutions. The development of education sector depends on providing adequate educational facilities. Quality of education depends on the educational facilities, which a country provides for its citizens. Only infrastructural facilities (e.g. school buildings) are not sufficient. Due to lack of modern technologies most of the institutions cannot maintain appropriate environment for education. Better education facilities are likely to produce better educated citizens. There are differences in educational facilities received by different quarters of people which impinge important impact on imparting education. Basically, school house, books, chair, table, bench, black board, appropriate environment in the institution, transport and communication facilities etc. are most needed facilities.

The government should also take necessary steps to develop primary, secondary and higher secondary education which can provide the needs

of the nation. The educational facilities prevailing in the educational institutions of our country are not sufficient to meet the growing needs. Government should provide more sustainable support through long-term developmental projects, provided through the voluntary and community sector, which would facilitate intergenerational mobility. Educational facilities provided by the government, NGOs, communities and individuals are not sufficient for the students on the other educational facilities are not equally distributed to the urban and rural students. If we want to ensure socio-economic development of Bangladesh we need to provide equal educational facilities for all. So, necessary initiatives should be taken to ensure equal distribution of educational facilities. Rural and remote areas of our country face acute shortage of school house, books, table, chair, bench and also properly trained teachers.

So it is essential to provide more subsidies and donate more money to these sectors to build up an educated nation which plays a positive role on social mobility and development of our country. We have to place utmost priority on education sector in our national budget. It is essential to train up the people and builds up consciousness among the people about health, family planning, population control, development activities and motivates the people to acquire education. Though education facilities have improved and has left an impact on social mobility, Information Technology (IT) has not been spread sufficiently in our country. So, government should take up measures to boost IT based education system so that our coming generations gets the opportunity to keep pace with the modern education. This is essential to positive social mobility and development of our country.

5.3 Conclusion and Recommendations: Based on the result of the study the following recommendations are suggested-

1. Distance of educational institutions influenced education and social mobility as well. A good number of new educational institutions have been established all over the country and distances of educational institutions from residences of prospective pupils has lessened. As a result students receive education easily. But educational institutions are not equally distributed according to needs in remote and rural area. So it is essential to establish and equally distribute educational institutions to ensure equal upward social mobility everywhere.
2. Skilled and adequate teacher is a crying need to ensure proper education. Shortage of quality teachers and lack of their delivery of services are a big concern all over the country especially in the rural areas. So, to continue upward social mobility and to build-up a properly educated nation teacher should be trained up accordingly.
3. Dropout tendency due to economic crisis is a major obstacle to sustain upward social mobility. A significant number of students are being used as means of earning as seasonal labor during the harvesting season. Thus they engage in activities which give them financial support, while, as is believed, their long absence in school and subsequent poor academic performance eventually lead to their dropout. So, necessary steps should be taken to reduce dropout tendency.
4. Now a days the media have become a major educational facility. Through media facilities available for the present generation have

improved its comparison to older generations, it is not sufficient. Lack of media facilities might contribute to dropout. So, necessary steps should be taken to provide more media facilities.

5. Educational facilities provided by the government, NGOs, communities and individuals are not sufficient for the students especially for the students living in rural and remote areas. As a result a large number of students drop out from educational institutions. So it is essential to take necessary steps to provide adequate educational facilities for the students all over the country.
6. Every year natural disaster such as flood, cyclone, and river erosion damage our educational institutions but government cannot take proper steps to reconstruct these educational institutions in time. As a result student face severe housing problem. So government should emphasize these areas to provide housing facilities adequately in time to build up an education friendly environment.
7. Social mobility is a universal phenomenon in class-ridden societies. To change our society toward a positive direction to bring about upward social mobility we need a course of action and well defined plan that must be adopted in the highest position of the state by the policy makers.

In our country most development policy makers are not aware of in-depth social indicators like upward social mobility. During formulation of development policy the involvement of social scientists should be considered. This study suggests that educational facilities play a positive role to build up an educated nation. General educational facilities enjoyed by the respondents differ from one generation to another. In this connection patterns of social mobility differ from generation to

generation. If anybody wants to study this issue I suggest that, they should study the availability of modern educational facilities and its impact on rural society and also causes of drop out and how to control it. Lastly, government should boldly make plans in respect of eradication poverty which is the main barrier of national developments. If these recommendations are taken into account by the government and they take actions prayed for, it may be hoped that our education would be time befitting to develop our nation.

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Appendices

Appendix-I

Questionnaire Schedule for M. Phil. Study

Research Title:

Impact of General Educational Facilities on Intergenerational Social Mobility: A Study on Shibgonj Upazila, Chapai Nawabgonj District
(Privacy will be kept and collected data will be used only for academic research purpose)

Give (V) mark on the specific box below:

1 st generation (Respondent)	2 nd generation (Respondent)	3 rd generation (Respondent)
--	--	--

A. Respondent general information:

1. Name:

2. Father's/ Husband's name:

Age:

Union/Municipality: District:

Vill /Ward:

3. Permanent address: Upazila:

4. Educational qualification (highest) :

- (a) Illiterate (b) One- Five (c) Six-ten (d) S. S. C
 (e) H. S .C (f) Higher educated

5. Types of institution: Give (V) mark on the specific box below:

Go vt. School/ Govt.Registared	Non- Govt.school/NG O	Madrasha Govt./Non- govt
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6. (A) Occupation: (b) Number of family members.....

7. Religion:

B. Facilities enjoyed by the respondents:

8. How far was/is the distance of your school from home? Give (√) mark.

- (a) 0-2 km (b) 2-7 km (c) 7 km above

9. Do you/did you have teaching/reading materials available?

- (a) Yes (b) No

9.1 If yes, what was/is that?

- (a) School house (b) Table, chair, bench, (C) Book, black/white board/ chalk/ marker pen (D) electricity, light, fan, computer

9.2. Do you/did you have library and book facilities?

- (a) Yes (b) No

9.3 If yes, what was/is that?

- (a) Library without books (b) library with books for taking loan
(c) free books from school (d) color pen/pencil

10. From which sources the reading materials you got.

- (a) Government facility (b) N .G. Os facility
(c) Others person's help, charity, trust, etc.

11. Have you got friendly environment for education?

- (a) Fully (b) Mostly (c) Mediocre (d) No (e) Fully not

12. Have you received food facilities?

- (a) Yes (b) No

12.1 If yes, what was/is that?

- (a) Food at school (b) food aid for family member (c) breakfast at Tiffin (milk powder, cake, biscuits, toffee, chocolates, etc.)

13. Have you got any financial help from Government or any other non-governmental organizations?

- (a) Yes (b) No

14. Have you taken part in any education provided by NGOs?

- (a) Yes (b) No

15. Have you got any transport to commute from your school and community?

- (a) Yes (b) Mediocre (c) No

15.1 Have you received health facilities?

- (a) Yes (b) No

If yes, what was/is that?

- (a) Medical check-up (b) Vaccine /injection
 (c) Oral saline (d) Others

15.2 Have you received clothing facilities?

- (a) Yes (b) No

If yes, how many sets?

- (a) One (b) Two (c) More than two

15.3 From which sources you got transport, health, and clothing facilities.

- (a) Government (b) NGOs (c) community and others

15.4 Have you faced any shortage of teachers during your schooling?

- (a) Yes (b) No

15.5 Have you faced any punishment by the teachers during your schooling? (a) Yes (b) No

15.6 If yes, what was/is that?

- (a) Physical torched (b) Mental (c) Oral assaulting (d) Others

15.7 Have you dropped out from your school?

- (a) Yes (b) No

15.8 If yes, what was/is that?

- (a) Physical and mental punishment (b) Economic deficiency
 (c) Lack of encouragement (d) Far distance of educational institutions (e) Unconsciousness about the importance of education.

C. Questions of income-expenditure:

16. How much is your Income? (Yearly).....

17. How much is your total expenditure? (Yearly).....

18. Is your income sufficient to meet your basic needs?

- (a)Yes (b) No

19. If yes have you any savings after meet up all the costs of your family?

- (a)Yes (b) No

19.1 Please mention the quantity? Tk.

19.2 If no, how much is the deficit, please mention? Tk.

19.3 From which sources you meet up your deficit please mention?

- (a) Schedule banks / NGOs loan (b) Relative's help
 (c) Selling crops (d) Selling land (e) From other sources

D. Questions about the participation in socio-cultural activities:

21. Do you participate in socio-cultural functions?

- (a) Fully (b) Mostly (c) Mediocre (d) No (e) Fully Not

22. Are you involved with any organization?

- (a) Yes (b) No

23. If yes, what is your designation?

- (a) President (b) Secretary (c) Treasurer (d) Member

24. Do you take part in the cleaning operation?

- (a) Yes (b) No

25. Have you faced any social oppression?

- (a) Yes (b) No

26. If yes, how you negotiate the dispute with any rival group?

- (a) Through village court (b) Through political leaders
 (c) Through government's court

27. Do you have any family conflict?

- (a) Yes (b) No

28. Do you consider your wife's opinion in decision making process?

- (a) Yes (b) No (c) sometimes (d) don't know

29. If yes, how- (a) Fully (b) Partially (c) Sometimes

E. Questions on health, hygiene and treatment procedure of the respondent:

30. Please mention the type of your daily meal,

- (a) Rice (b) Bread (c) Fish (d) Meat (e) Vegetables (f) Other

31. What is the source of your drinking water?

- (a) Tube well (b) Pond (c) River (d) Lake (e) Well

32. Do you and your family member wash hand after using toilet?
(a) Yes (b) No (c) Sometimes
33. If sometimes, why? :-----
34. Have you taken vaccine of epidemic diseases?
(a) Yes (b) No
- 34.1 If not, why?
(a) Unknown (b) Fearing about injunction
- 34.2 Can you make oral saline?
(a) Yes (b) No
35. What type of treatment do you take usually?
(a) Homeopathic (b) Allopathic (c) Herbal (d) Moulavi / Kabiraj (d)
Others
36. Have you used family planning method?
(a) Yes (b) No (c) Unknown
37. If yes, which method?
(a) Temporary (b) Permanent

Thank you

Signature of the Interviewer

Appendix-II Groups and Pictures

THE PRESENT EDUCATIONAL STRUCTURE OF BANGLADESH														
Age	Grade													
26+														
25+	XX				Ph. D(Engr)	Ph.D(Medical)								
24+	XIX			Ph. D	PostMBBS Dipl			Ph.D (Education)						
23+	XVIII		M.Phil		M.Phil(Medical)									
22+	XVII	MA/MSc/MCom/MSS/MBA		LLM	M B S BDS	MSc(Engr)	MSc(Agr)		MBA	M.Ed & A(Edn)	MFA	MA(LSc)		
21+	XVI	Bachelor (Hons)	Masters (Prel)	LLB(Hons)	BSc.EngBSc.AgrBSc.TextBSc.Leath	BSc.Eng	BSc(Tech.Edn)	BBA	B.Ed Dip.Ed & BP ED	MFA	MA(LSc)	Kami		
20+	XV											Bachelor (Pass)		
19+	XIV												Fazil	
18+	XIII												Diploma in Nursing	
17+	XII	Secondary	Examination			HSC			HSC Voc, C in Ag	C in Edu.	Pre-Degree BFA	Diploma in Comm	Alim	
16+	XI		HIGHER SECONDARY EDUCATION											
15+	X		Examination			SSC								
14+	IX		SECONDARY EDUCATION					TRADE Certificate/ Vocational	SSC	ARTISAN COURSE e.g. CERAMICS				Dakhil
13+	VIII		JUNIOR SECONDARY EDUCATION											
12+	VII													
11+	VI													
10+	V	PRIMARY EDUCATION										Ebtedayee		
9+	IV													
8+	III													
7+	II													
6+	I													
5+	PRE-PRIMARY EDUCATION													
4+														
3+														

Source: www.\Primary Education\THE PRESENT EDUCATIONAL STRUCTURE OF BANGLADESH\.htm



Interview of respondent at the village of Sundarnagar



Interview of respondent at the village of Juktaradhakantapur



Interview of respondents at the village of Pukuria



Interview of respondent at the village of Ghorapakhia