The data collected by administering the tools on the samples were serially and categorically organised.

The present study has two aspects—Literacy and Primary education, for which, data have been obtained from three types of tools. Those data were processed categorically by statistical computation with the help of an electronic calculating machine.

5.1 Organisation of Data

Individual scores on the items of each tool have been obtained to constitute the data for the investigation.

From the Family Data, the educational position of the sample families have been determined and are presented in Table IA.

The collected data have been statistically computed and compared with the literacy rate of the rest of Calcutta population which are organised in Table 1B.

The data collected by the Data Blank about the admission and dropouts in CMC sample slum and non-slum schools are processed and organised in Table 2A. Then the data of dropouts separately in respect of different religions and medium of instructions are shown in Tables 2B, 3A, 3B, 3C, 3D.
The data on all the items of Information Blank regarding the educational facilities in schools in slum and non-slum areas are serially presented in Tables 4A & 4B.

5.2 Analysis of Data

Data were analysed with reference to the objectives of the study and appropriate tests of significance had been employed.

5.2.1 Family Data on Literacy

Table 1A indicates the number of literates respectively in the sample chosen for the slum areas, in the whole of corporation area and in the group remaining after excluding the sample from the corporation population.

Table 1B represents the proportions of the three types of literacy data, the differences of the proportions, standard Error (SE) and significance of difference in Z score.

5.2.2 Data Blank on Primary Education

Table 2A includes the total number of admission and dropouts in slum and non-slum corporation sample schools.

Table 2B shows the number of admission and dropouts in different religion and medium of instructions (languages) both in slum and non-slum sample schools.
Table 3A indicates the proportions of dropouts in different religions and languages in slum as well as non-slum sample schools.

Table 3B explains the differences between the proportions of slum and non-slum dropouts in different religions and languages, their Standard Error (SE) and significance of the differences in Z-score.

In Table 3C the difference between the proportions of dropout in religions and languages are shown along with their SE and significance of the differences in Z-score are analysed.

Table 3D presents the differences between the proportions of dropout in different medium schools in slum and non-slum separately. The proportions, their differences, combined proportions, Standard Error, Z-score value have been analysed in the Table.

5.2.3. Information Blank Data

Table 4A shows the number of each of the educational facilities present in slum and non-slum sample schools.

Table 4B presents the differences of proportions of each item in slum and non-slum schools, their SE and significance of differences in Z-scores.
The following statistics have been obtained:

The proportions have been found out by applying the formula

\[ P = \frac{N_1 \hat{p}_1 + N_2 \hat{p}_2}{N_1 + N_2} \]

The Standard Error (SE) have been computed in terms of formula:

\[ SE = \sqrt{PQ \left[ \frac{1}{N_1} + \frac{1}{N_2} \right]} \]

Z scores have been applied to test the significance of differences between slum and non-slum data or between the different languages and religious. The significance of the differences has been tested at .01 level.

Z score formula is:

\[ Z = \frac{\hat{p}_1 - \hat{p}_2}{\sqrt{PQ \left( \frac{1}{N_1} + \frac{1}{N_2} \right)}} \]

5.3 Statistical Symbols

\begin{align*}
\hat{p}_{\text{comb}} & = \text{Combined proportion} \\
\hat{p} & = \text{Proportion} \\
n & = \text{Number of population} \\
Q & = 1 - \text{proportion} \\
SE & = \text{Standard Error} \\
Z & = Z - \text{score value}
\end{align*}
Abbreviation

CMC = Calcutta Municipal Corporation
CMDA = Calcutta Metropolitan Development Authority

Definition

Literacy = Literacy means ability to read and write a few lines in any language. So the word literate is a person who can read and write his names, address and a few lines on his profession. The child who completed his primary education can be considered as literate. UNESCO defines literate as a person who can with understanding both read and write a short simple statement on his everyday life.


Slum = Over crowded squalid and poor district or house in city.


Multireligious = Belonging to different religion or faith and worship them.


Multilingual = Using or speaking many languages.