

Multidimensional Poverty and Child Cognitive Development

Authors : Bidyadhar Dehury, Sanjay Kumar Mohanty

Abstract : According to the Right to Education Act of India, education is the fundamental right of all children of age group 6-14 year irrespective of their status. Using the unit level data from India Human Development Survey (IHDS), we tried to understand the inter-relationship between the level of poverty and the academic performance of the children aged 8-11 years. The level of multidimensional poverty is measured using five dimensions and 10 indicators using Alkire-Foster approach. The weighted deprivation score was obtained by giving equal weight to each dimension and indicators within the dimension. The weighted deprivation score varies from 0 to 1 and grouped into four categories as non-poor, vulnerable, multidimensional poor and sever multidimensional poor. The academic performance index was measured using three variables reading skills, math skills and writing skills using PCA. The bivariate and multivariate analysis was used in the analysis. The outcome variable was ordinal. So the predicted probabilities were calculated using the ordinal logistic regression. The predicted probabilities of good academic performance index was 0.202 if the child was sever multidimensional poor, 0.235 if the child was multidimensional poor, 0.264 if the child was vulnerable, and 0.316 if the child was non-poor. Hence, if the level of poverty among the children decreases from sever multidimensional poor to non-poor, the probability of good academic performance increases.

Keywords : multidimensional poverty, academic performance index, reading skills, math skills, writing skills, India

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