

# **Problems of Higher Secondary Minority Girls' in West Bengal**

A Research Proposal Submitted to the Department of Education, Vinaya  
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Education

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## 1. INTRODUCTION:

India is a country with diversities inhabiting various ethnic, cultural, linguistic and religious groups. The development of education varies among these groups. The Constitution of India aims to bridge these gaps by empowering the society and providing equality of status among all its citizens. India attained its independence in 1947 and its constitution was formed and dedicated to its citizens on 26th January, 1950. In the Indian constitution all the citizens have been given equal rights. For its successful implementation, several education policies have been declared by the Government to provide equal educational opportunities with firm determination for provision of free, compulsory and universal education to all the children between the age of 6 to 14 without any discrimination of religion, colour and sex. The National Constitution of 1950 or any other Constitutional document does not define the word "Minority". The Constitution only refers to Minorities and speaks of those "based on religion or language". But As per the National Commission for Minorities (NCM) Act- 1992 in India five religious communities viz. *Muslims, Christians, Sikhs, Buddhists and Zoroastrians (Parsis)* have been notified as minorities. Note that these are all numerically smaller groups. The data on religious minorities for 2011 Census has not yet been released. However, as per 2001 Census, the percentage of religious minorities in the country was reported to be nearly 21.4% of the total population and in West Bengal it was 17%.

In the pre Independence period, attempts were made to give a special ferment to education of Minority girls. It was recognized as a catalyst of social change. However, literacy among girls and women has always been at a low key.

Various research studies on minority conducted after the independence revealed their educational backwardness. But the issue came into lime light after 2001. After the independence, religion wise data were published for first time in the Census 2001 and educational backwardness of Minority community was an eye opener for policy makers and also for implementers.

In today's scenario education is the most important instrument for social and economic transformation. The development of a country depends on its growth of education in society because education is one & only tool which helps to create skilled, responsible, resourceful citizen. Who actively participates in economic, political, social field in achieving economic and technological development of a country? In the development of any country elementary education helps to create the foundation while higher education helps to make human intelligence, decision making efficiency, planning, management skills and power of

imagination, etc. The all-round development of a country depends upon harnessing the skills and abilities of all sections of society despite of caste, class, colour, creed and of course sex. Nevertheless women discriminated against for ages and also have been suffering from given unequal treatment with regards to opportunities, rights and status in many socio-economic and cultural spheres. Without involving women in development programmes and activities, not simply impede their own development, social change and mobility towards upliftment in social ladder but also affects the development of the whole country.

Hence the researcher attempts to identify the Educational Needs, Aspirations and Problems of minority girls' students in the field of higher secondary education and on the basis of findings to recommend some suitable suggestions to reduce the gender gap of higher secondary education in West Bengal as well as India.

### **1.1 Review of Related Literature:**

**Parveenbanu (2014)** carried out a study on “Impact of Social Problems on Scholastic Achievement of Girls of Minority Secondary School of Gujarat State”. The main objectives of this study were to study the social problems of Muslim girl students of Minority Secondary Schools, to study the Scholastic achievement of Muslim girl students of Minority Secondary schools, to study the effect of Social Problems on Scholastic achievement of Muslim girl students of Minority Secondary Schools. Findings of this study were shows that the levels of Higher and Lower types of social problems among Muslim girl students in secondary school are found to be similar. The proportion of girl students having Average level of social problems is found to be very low among Muslim girls in secondary schools. The proportion of girl students having Lower level of social problems is found to be very high among the Muslim girls in secondary school.

**Rajesh and Chandrasekaran (2014)** conducted a study on “Educational Aspirations of High School Students”. The purpose of this study was to explore the Educational Aspirations of high school students in relation to certain personal and demographic variables. The result shows that the significant difference exists in high school students Educational Aspirations with respect to their Gender, Class Studying, Medium of Instruction, Residential Locality, Type of Family and Occupation of Mother.

**Gihar and Sharma (2013)** carried out a study on “A Correlation Study of Personality Characteristics, Academic Achievement Motivation, Educational Aspiration and Adjustment of Secondary School Students”. The main objectives of this study were to study the relationship among multidimensional personality characteristics, academic achievement motivation, and level of aspiration and adjustment of secondary school students. This study revealed that there exists significant correlation of personality characteristics with academic achievement motivation, educational aspiration and adjustment in secondary school.

**Minello and Barban (2011)** carried out a study on “The Educational aspirations of children of immigrants in Italy”. The major aim of this study was to investigate the educational aspirations of the children of immigrants living in Italy and attending the last year of primary school (8th grade). The result shows that the association between aspirations and structural characteristics (e.g. migration status and country of origin) and social aspects such as family socioeconomic status, and friendship seems to be determinants in defining both short and long time aspirations, while long-term aspirations are not associated with migration status.

**Singh (2011)** carried out a study on “A Study of Educational Aspiration in Secondary School Students”. The main objectives of this study were to identify the level of Educational aspiration among secondary school students regarding Sex and Medium of learning. Findings of this study were shows that the educational aspiration level of boys is better than girls, medium of instruction also influence the educational aspiration level.

**Sharma.Devi.P, (2011)** made a study on “Influence of the women teacher in the education of the women (girl child) in the rural and minority area of Nagaon District”. From the study it was found that- I) the poor economic condition of the parents in rural areas was the prime reason of female educational backwardness. ii) The number of dropout among the female school-going children was high. iii) The reason of drop-out according to the teacher, mother and other women in the society were due to the poverty in rural and minority area. iv) Inadequate educational facilities and shortage of female teachers were found to be other main reasons for the dropouts of the school-going female children in minority & rural area.

**Elizabeth (2000)** carried out a study on “A study of the Educational Aspiration, Self-concept and Interest in relation to Academic Achievement of Girls in the Secondary Schools

of East Khasi hills district in Meghalaya" Findings of this study was shows that the There is a significant relationship between educational aspiration and academic achievement of secondary school girls. Girls from urban area are significantly higher in their achievement in all school subjects, educational aspiration, and self-concept than girls from rural area. Tribal girls when considered on the location of schools split exhibited similar trend except in self-concept where no significant difference is observed between tribal girls from urban area and rural area. Tribal girls and non-tribal girls did not differ significantly in their achievement in all school subjects and educational aspiration. But the self- concept of girls is found affected by the different racial backgrounds in which non-tribal girls perceived themselves higher than the tribal girls.

**Kumari. (1996)** carried out a study a study on “The social attitudes of the problems of minority girls in secondary schools in Karnataka”. The study recommended for effective and suitable guidance to minimize the problems of students in minority category. Efforts should also be made to implement the remedial measures to develop favourable attitude to certain social issues.

**Obiakor, Festus E. (1993)** carried out a study on “The Politics of Higher Education: Perspectives for Minorities in the 21st Century”. Minorities face a myriad of fundamental problems in educational programs. These problems are tied to ever increasing politics prevalent in higher education. Traditionally, politics has been linked to education raising questions concerning first, the role of higher education in reducing endemic problems confronting minorities, and second, the pursuit of educational goals by minority groups within the political setting. Since education continues to be the key for upward class mobility of minorities in the American society, there is a need for intrinsically engineered and institutionally established strategies that go beyond mere acceptability to productivity in higher education. Institutions need to infuse multiculturalism into their programs through restructuring curricula, reforming testing and instruction, and adopt non-traditional methods. Four strategic phases can be identified for minorities in the 21st century: acceptance, acclimatization, responsibility and productivity.

**Bhattacharya.S (1992)** carried out a study on “The problems of scholastic backwardness of adolescent girl students in all around Calcutta in the University of Calcutta”. Main findings of the study- i. Intelligence and academic achievement were positively related,

the poorer the mental ability, the poorer was the scholastic achievement ii. Poor mental ability was not the only cause of scholastic backwardness, personality characteristic such as extroversion, introversion, home and school factors like attitude towards the school, towards teachers, towards different subjects of study economic and educational condition of the parents affected the educational achievement of the students. iii. Absence of frequent assessment of class work was found to be another important reason that led very often to neglect and delayed action or no action at all.

**Joseph. J (1992)** Conduct a study on “The role of education in the struggles of depressed-class Christians in the context of their position among the Christians of Kerala”. Major Findings of the study is (i) the study of these movements showed that even among Christians; caste was a very strong factor. The depressed class Christians who joined Christianity to release themselves from the bondage of caste and tradition could not absorb the ideals of equality fully. The sub-caste feeling which became so strong that it could topple a movement aimed at their own autonomy, proved this case. (2) The role played by education in changing these values was very little. Both Syrian Christians and the depressed – class Christians, even after their higher education, continued to accept castism. Only those who were highly politicized and highly conscious of the liberation of the whole of humanity could rise above caste feelings. This was true in the case of both Syrian Christians and the depressed class Christians. It showed that the question of caste and casteism had also got a political dimension. The answer to the question lies in the wider society. Only with a change in the social structure, essentially a political process, could this problem be solved.

**Pathan, N.M. (1986)** carried out a study on “A Critical Study of the Causes Responsible for the Educational Backwardness of the Muslim Women and to Suggest Ways and Means for Improvement”. Main objectives of the study are i. To study the effects of economic, social, religious and political factors and other causes responsible for the educational backwardness of the Muslim women and ii. To suggest measures to improve the educational backwardness of the Muslim. Main findings of the study is- Giving less education to the girls was the common attitude in the parents both in rural and urban areas. The lack of social stimulation and encouragement on the one hand and the opposition of relatives and family members on the other contributed heavily to Muslim women’s educational backwardness. In urban area, the main factors responsible for the educational backwardness of the Muslims women were found to be economic, whereas in the case of the rural Muslim women there was a wide

diversity of causes. Religious factors were less responsible for educational backwardness in comparison with other factors. Muslim women, especially in rural areas, were unaware of the different government schemes and facilities available for women.

### **Knowledge Gap:**

From the several related literature, it is observed that different studies have been conducted on Educational Vision of Minorities in India, Problems and almost less studies conducted on related to Educational problems of higher secondary minority students. Most of the available studies were reviewed and findings were indicated that there may be no researches have been conducted on Identification of Educational needs, aspirations & problems of higher secondary minority students (girl's) in West Bengal all together. So there is a knowledge gap existing in this area. Keeping this view in the mind, the researcher wants to conduct the study on Identification of Educational needs, aspirations & problems of higher secondary minority students (girl's) in West Bengal.

Hence this study will not be replication of the earlier studies. It differs from earlier studies in respect of essential purpose, region and conditions in which it will be conducted. Population and mode of exploring the relationship between variables will be involved.

### **1.3 SIGNIFICANCE OF THE STUDY:**

*When God created man and woman, he was thinking, 'Who shall I give the power to, to give birth to the next human being?' And God chose woman. And this is the big evidence that women are powerful and education is important for them.*

Malala Yousafzai

Girls education have a great value in examining their diverse social situation as well as facet of multi-dimensional roles played in different societies and in generating awareness regarding various natures of problem faced by them in a tradition bound multi-cultural society like India. Due to differences in culture and tradition, the status of women differs from society to society across the world. This is an important area of enquiry in social science research which is gaining impetus in recent times globally. The main objective of such kind of study is to empower women in their movement for liberation, their struggle against inequality and to attain due recognition on par with men.

Now in 21st century Education is the single most important instrument for social and economic transformation. It plays a vital role through up gradation of depriving marginalized sections, especially women in society. Because women are the backbone of society, they are

the mother of the race, and guardian of future generation, so their education is very much necessary. In word of **Swami Vivekananda** “women must be educated, for it is the women who mould the next generation and hence the destiny of the country”.

But present picture is different, according to 2011 census report women are consist 48.2% of the total population, but they have had limited access to higher education. However, literacy among girls and women has always been at a low key and In case of Minority girl’s this percentage was very low. The participation of minority girls in school was also very low. The educational backwardness of Minority girls is a matter of particular concern, especially the high drop-out rate, resulting in subsequently fewer proportions of them managing to complete high school, and even less availing of higher education.

Not surprisingly, Minority girls account for the lowest levels of educational attainment. Even if girls are enrolled, they are withdrawn at an early age to marry them off. This leads to a higher drop-out rate among Minority girls. It is evident that the condition of Minorities in West Bengal in the field of education is very poor, even poorer than SCs/STs. Again, girl’s education among Minorities in the state is lower than men. It is seen that the educational status of Minorities in West Bengal, like other parts of the country, is also depressing.

Here the researcher only wants to delimit this study to higher secondary Minority girl students, as because the future of the students’ is almost decided during this stage. The students have to select a particular educational stream in the higher secondary level and their future prospects depend on it. Now a day’s girls are also very ambitious about their education, but somehow there educational situation is depressing .For the study the researcher have taken minority girls at higher secondary level because many of them dropout from the school after completing school education because of early marriage and other socio-economic reason – family pressure, household chores, daily labour and the like.

The girls students who are there in the high school classes does represent the retained minority sub-cast who in spite of facing many difficulties have been retained in the educational system

Through this study The researcher attempts to identify the Educational needs, aspirations & problems of higher secondary minority girls’ students in West Bengal and on the basis of findings to recommend some suitable suggestions to fulfill the needs, aspirations and reduce the educational problem of higher secondary minority girls in West Bengal as well as India and it will be give some suggestion to the policy makers, educators, and also the parents Education related issues of the students.



When in India, equality of educational opportunities with special reference to girls' education being in limelight, the study will open great avenues for bringing girls at par with the boys learners.

#### **1.4 RESEARCH QUESTIONS:**

After going through the various research reviews the researcher has come across the following research questions in her mind. This are-

1. What are the educational problems of minority female students at higher secondary level?
2. What are the educational needs of minority female students at higher secondary level?
3. What are the educational aspirations of minority female students at higher secondary level?

#### **1.5 STATEMENT OF THE PROBLEM:**

To answer the above mentioned research questions the researcher has designed the present study as- *“Problems of higher secondary Minority girls’ in West Bengal”*.

#### **1.6 OBJECTIVES OF THE STUDY:**

1. To identify the educational problems of minority female students at higher secondary level in West Bengal.
2. To identify the educational needs of minority female students at higher secondary level in West Bengal.
3. To identify the educational aspirations of minority female students at higher secondary level in West Bengal.
4. To study the differences found in regard to Educational needs, aspirations & problems among various minority groups.
5. To study the locational differences found in regard to Educational needs, aspirations & problems among various minority groups.

#### **1.7 OPERATIONAL DEFINITIONS OF THE TERMS USED:**

##### **Educational Problems:**

It includes the problems being faced by the learners both inside and outside classroom.

**Educational needs:**

Educational needs are defined as the needs of Minority girls expected from the existing educational system.

**Educational aspirations:**

Educational Aspiration is defined as individual's strong desire regarding Education. Educational Aspirations help an individual to achieve his goal set by him

**Minority:**

In a single sentence we say that, A minority group is any group of people who are numerically smaller than the rest of population of the country, state or a part of the state.

**Higher secondary Students:**

Higher Secondary school students are those studying in higher secondary classes (11<sup>th</sup> and 12<sup>th</sup>) of different board of education.

**1.8 DELIMITATION OF THE STUDY:**

This study will be delimited to the following aspects-

1. Only higher secondary Minority girl's school students studying in 11<sup>th</sup> class will be chosen for the study.
2. Only 600 higher secondary minority girl students from eleventh class will be taken under consideration.

**1.9 METHODOLOGY****1.9.1 METHOD:**

Considering the demand and the nature of the study 'Descriptive survey Study' method will be used.

**1.9.2 POPULATION:**

In this study all the minority students studying at higher secondary level in West Bengal will be considered as the population for the study.

### **1.9.3 SAMPLE AND SAMPLE SIZE:**

The sample of present study will be comprises of 600 higher secondary girls' student (minority) and which will be randomly selected.

**1.9.4 SAMPLING TECHNIQUE:** Random Sampling technique will be used for the study.

### **1.9.5 TOOLS:**

To collect the desired data for the study Researcher will develop-

- A standardized questionnaire on Status of higher secondary girls' students (Minority) Education will be developed by researcher herself to study the educational needs.
- One standardized research tools namely Educational Aspiration Scale developed by Sharma and Gupta, 2009 will be used.
- Interview/questionnaire will be used for assessing the educational problems of the minority girl's students.

### **1.9.6 DATA COLLECTION:**

The data will be collected by the researcher by the personal visit to all the selected schools with the help of tools designed.

**1.10 DATA ANALYSIS AND INTERPRETATION:** The data will be analyzed through mean, standard deviation and t-test method and interpretation will be done appropriately.

**1.11 Summary and Conclusion:** Conclusion will be based on results obtained.

## **TENTATIVE CHAPTERISATION:**

### **CHAPTER –I**

1.0 Introduction

1.1 Rationale of the study

1.2 Research questions

1.3 Statement of the problem

1.4 Objectives of the study

1.5 Operational definitions

1.6 Delimitations of the study

### **CHAPTER –III**

Review of related literature

### **CHAPTER –IV**

Methodology

### **CHAPTER –V**

Data analysis and interpretation

### **CHAPTER –VI**

Major findings and conclusion

### **BIBLIOGRAPHY**

### **APPENDIXS**

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