

Right To Education: Status Of Muslim Girls Students Of Purba Medinipur District

Ms Tanmoyee Bhattacharjee, Dr. Jyoti Sankar Pradhan

Assistant Professor Midnapore City College, Kuturia, Bhadutala, Paschim Medinipur, West Bengal, India
Associate Professor P.G. Department of Education, Fakir Mohan University, Vyasa Vihar, Balasore, Odisha, India

Abstract: The present study is an attempt to study the status of Muslim girl students at upper primary level . The sample comprised of 40 families and 4 primary schools of Purba Medinipur district. The objectives of the study are to study the status of Muslim girl students at upper primary level in Purba Medinipur District and to identify the various factors affecting the education of Muslim girls students at upper primary level in Purba Medinipur District. Investigators have employed survey method and self prepared questionnaire, information sheet. were used as tools for collection of data. The collected data were analysed by using percentage and accordingly interpretation was made. The study found 21(53.85%) students left the school which belong to low status group, 18(46.15%) students left the school which belong to middle status group and all students continue their education in school which belong to high status group. 07(35%) teachers believe that early marriage is one of the major factor affecting education of Muslim girls. 06(30%) teacher said, parents have lack of awareness about education of their children. 02(10%) teachers gave their opinion poverty and 03(15%) teachers gave their opinion conservative mindset of parents is the main factor which affecting education of Muslim girl students. 02(10%) teacher consider lack of interest among students are also some driving factor which affect their education

Keywords: Right to Education, Muslim Girls, Purba Medinipur

Date of Submission: 21-05-2020

Date of Acceptance: 08-06-2020

I. INTRODUCTION

It is apparent from the Holy Quaran and Hadiths that the acquisition of knowledge is obligatory for women in the same way as in the case of men. The study of the life of the Holy prophet also shows that he himself made special arrangements for the education and training of women.(Dr. Raheeq Ahmad Abassi,2009). Throughout the history it has been seen that women education played an important role in Muslim society. Even Muhammad himself used to teach women along with men. During the colonial era, until the early 20th century there was a gender struggle among Muslims in the British empire; educating women was viewed as a prelude to social chaos, a threat to the moral order, and the man's world was viewed as a source of Muslim identity. Muslim women in British India nevertheless pressed for their rights independent of men. By the 1930s 2.5 million girls had entered schools of which 0.5 million were Muslims. In 2013 statement the organization of Islamic cooperation noted that restricted access to education is among the challenges faced by girls and women in the developing world, including OIC member states. UNICEF notes that out of 24 nations with less than 60% females primary enrollment rates, 17 were Islamic nations; more than half the adult population is illiterate in several Islamic countries and the proportion reaches 70% among Muslims.

Concept of Right to Education

The right of children to free and compulsory education act or right to education act is an act of the parliament of India enacted on 4 August 2009, which describes the modalities of the importance of free and compulsory education for children between the age of 6 to 14 years in India under article 21A of the Indian constitution. India became one of 135 countries to make education a fundamental right of every child when the act came into force on 1 April 2010. It makes education a fundamental right of every child between the ages of 6 and 14 and specifies minimum norms in elementary schools. There is also a provision for special training of school dropouts to bring them up to the par with students of same age. RTI incorporates the words 'free and compulsory'. Free education means that no child who has been admitted by his/her parents to a school which is not supported by the appropriate Govt. shall be liable to pay any kind of fee or charges which may prevent him or her from pursuing and completing elementary education. Compulsory education casts an obligation on the

appropriate Govt. and local authorities to provide and ensure admission, attendance and completion of elementary education by all children in the 6-14 age groups.

Highlights of RTE

1. No child shall be held back, expelled or required to pass a board exam until the completion of elementary education.
2. If a child above 6 years of age has not been admitted in any school or could not complete his or her elementary education, then he or she shall be admitted in a class appropriate to his or her age. He or she shall have a right to receive special training within such time limits as may be prescribed.
3. A child who completes elementary education shall be awarded a certificate.
4. Twenty five percent reservations for economically disadvantaged communities in admission to class 1 in all private schools is to be done.
5. School infrastructure need to be improved in every 3 years, else recognition will be cancelled.
6. This act makes education a fundamental right of every child between the ages of 6 and 14 and specifies norms in elementary school.
7. It also prohibits all unrecognized schools from practice and makes provisions for no donation or capitation fees and no interview of the child or parent for admission.
8. The RTE act requires survey that will monitor all neighborhoods, identify children requiring education, and set up facilities for providing it.

Rationale of the Study

According to the census 2011 literacy rates, 42.7% of Muslims in India are illiterate while the literacy rate for the entire population taken together is 36.9%. among them 48.1% illiterate are female and 37.59% are male. In West Bengal literacy rate is 76.26% among which female literacy rate is 70.54% for male this rate is 81.69%. As per the census 2011 out of total population 11.6% people live in urban area while 88.4% lives in the rural areas. Among them 14.59% are Muslims. There is no concrete data regarding the percentage of Muslim girl student in elementary education. If we follow the general trend of Muslim education then it can be observed that there is backwardness in Muslim education among which girl student's conditions are the worst. So to throw light in this particular situation the study is proposed to have a general idea about the status of Muslim girl student in Purba Medinipur district.

Statement of the Problem

The researcher stated the current study as “**Right to Education: Status of Muslim Girls Students of Purba Medinipur District**”.

Operational Definition of the Terms

Right To Education: Right to education means that education is the fundamental right of every individual and it is the government's responsibility to ensure that individuals are able to exercise their right. Article 21-A of the Constitution of India lays down the rules and regulations to be followed to ensure the right to education.

Muslim Girl Students: Here the Muslim proportion of population particularly Muslim girl students of Purba Medinipur District.

Objectives

- i) To study the status of Muslim girl students at upper primary level in Purba Medinipur District.
- ii) To study the facilities available in the upper primary schools of Purba Medinipur District.
- iii) To identify the various factors affecting the education of Muslim girl students in Purba Medinipur District.

Research Questions

- i) What is the educational statuses of Muslim girls students studying in Purba Medinipur District?
- ii) What are the facilities available in the upper primary schools of Purba Medinipur District?
- iii) What are the various factors influencing the education of Muslim girl students in Purba Medinipur District?

Scope of the Study

This study is delimited to 40 families and 20 elementary school teachers from 3 schools of Tamluk Block of Purba Medinipur District of West Bengal only. Only the students of v to viii classes are taken.

Procedure

The present research is a descriptive survey type study, designed to obtain precise information concerning the Right to Education: Status of Muslim Girls Students of Purba Medinipur District. The sample for the study consists of 40 families and 20 elementary school teachers from 3 schools of Tamluk Block of Purba Medinipur District of West Bengal. The sample was selected by using simple random sampling techniques. Self developed questionnaires and information sheet were used. One questionnaire for the parents and another for the teachers. The questionnaires for the parents include 22 items whereas the questionnaires for the teachers include 26 items. The collected data were analyzed by using percentage and pie chart, Bar diagram etc.

Analysis and Interpretation

Table No.-1: Distribution of Family Income

Sl. No.	Income (per annum)	Status	No. of Families	Percentage	No. of Non-School Going Children	Percentage
1	Below 50000	Low	13	32.5	21	53.85
2	50000-100000	Middle	22	55	18	46.15
3	Above 100000	High	5	12.5	00	00
	Total		40	100	39	100

The table reveals that majority of people i.e. 22(55%) people comes under middle income status. The reasons may be lack of jobs, less education, lack of opportunities due to poverty etc. 13(32.5%) people comes under low income status as they are mainly involved in different occupations like labor, auto driver etc. Only 05(12.5 %) people comes under high income status. Their occupation are mainly businessman, private tutor etc. so there is disparity in economic status of family.

Further the table shows that 21(53.85%) students left the school which belong to low status group, 18(46.15%) students left the school which belong to middle status group and all students continue their education in school which belong to high status group.

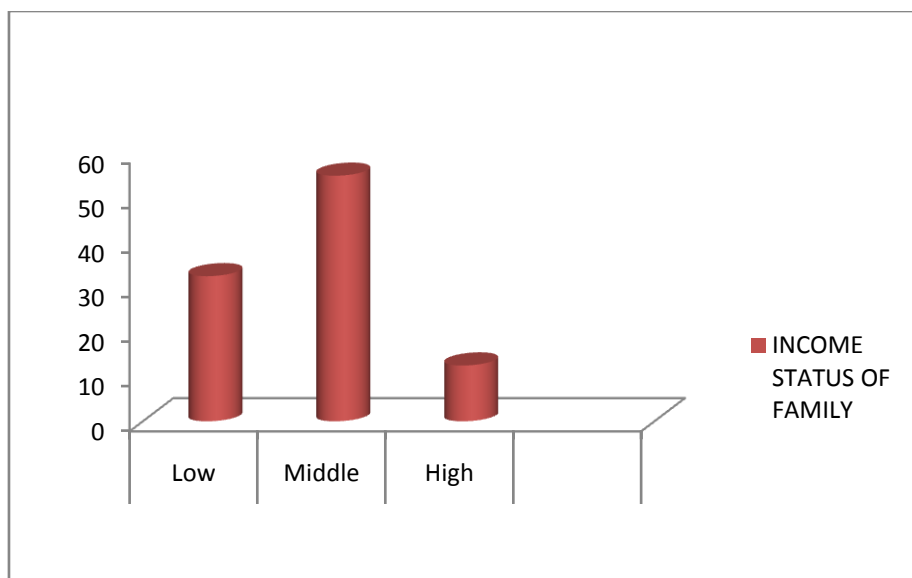


Table No.-2: Factors Affecting Education of Muslim Student (Parent's View)

Factors	No. of Parents	Percentage
Early Marriage	18	45
Poor School Environment	6	15
Poverty	4	10
Traditional Thinking	12	30
Total	40	100

The table indicates that 18(45%) parents believe that early marriage is one of the major factor affecting education of muslim girls. As per their view , more number of children in their family force to early marriage of their daughters due to poverty 12(30%) parents have traditional thinking regarding society as they consider girl

as 'Parayadhan' as a result they do not prefer to send their children to the school. So ultimately it also leads to early marriage. 06(15%) parents believe poverty and 04(10%) parents believe poor school environment are the major reasons affecting education of muslim girl students.

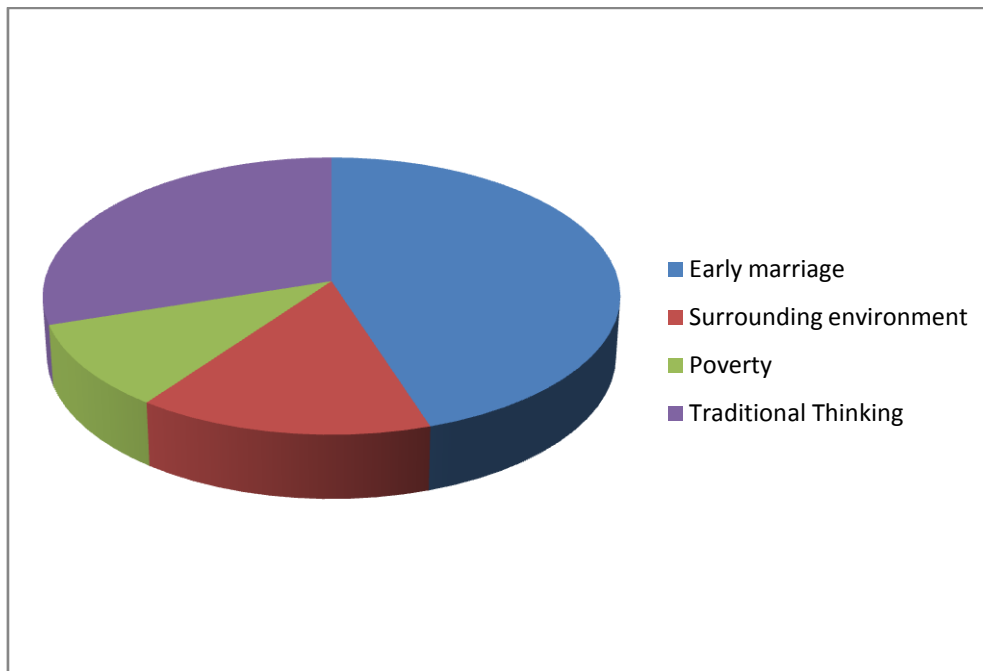


Table No. -3: Opinions of Parents Regarding School and Education

Components	No. of Parents	Percentage
Awareness of Govt. Scheme	20	50
Girl as 'Parayadhan'	12	30
Knowledge of RTE	02	05
School facility Near Home	06	15
Total	40	100

The table reveals that 20(50%) Muslim parents are aware about govt. schemes regarding their girls education. Generally the Muslim girl student get 1000-1200 rupees yearly. But 12(30%) parents consider their daughter as 'parayadhan' which prohibit their progress in education.02(05%) parents have knowledge about RTE. 06(15%) parents believe that school facility near home particularly girls school is a serious problem.

Table No.-4: Facility Available in the School

Component	Yes		No	
	No. of School	Percentage	No. of School	Percentage
Playground	04	100	00	00
Boundary Wall	02	50	02	50
Separate Toilet	04	100	00	00
Mid day Meal	04	100	00	00
Drinking Water	04	100	00	00

The table shows that all the of schools 04 (100%) have separate toilet for girls, provisions for mid- day meal, drinking water etc. Only 02(50%) school have boundary wall. So it indicates that schools provide all the facilities required for education but parents remarked that schools facility is not sufficient for education of their children.

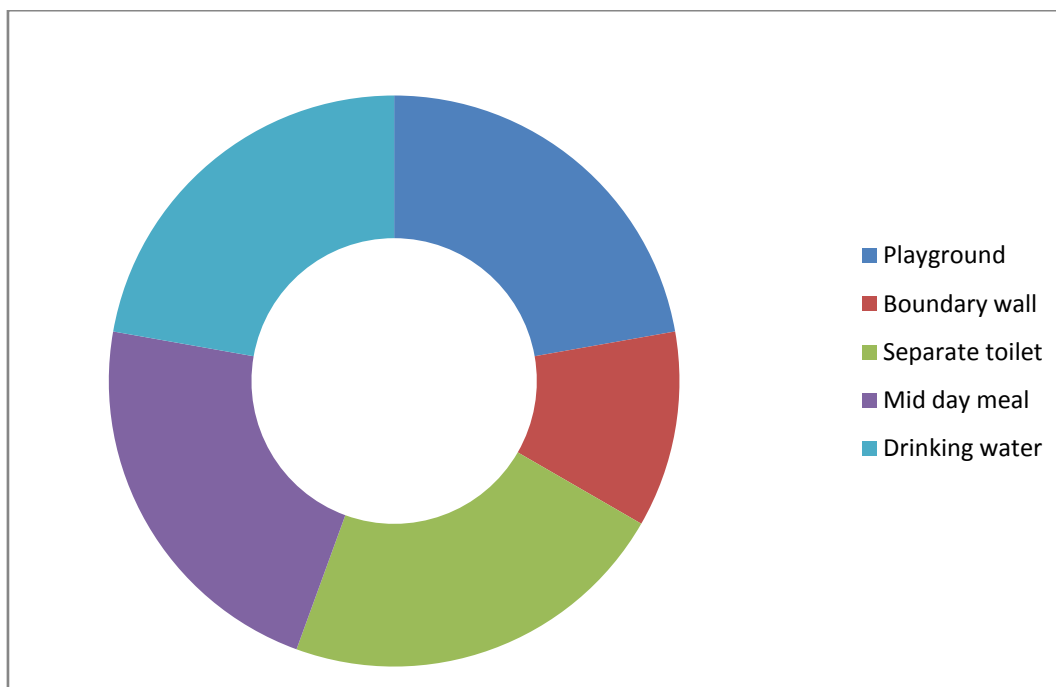


Table No-5: Quality of Teaching in School

Component	Yes		No	
	No. of School	Percentage	No. of School	Percentage
Use of Teaching Aids	03	75	01	25
Use of Modern Teaching Methods	02	50	02	50
Regular Homework	04	100	00	00
Use of Projector	02	50	02	50
Organization of Remedial Class	00	00	00	00

The table indicates that 03(75%) schools use teaching aids, 02(50%) schools use modern teaching methods and all the schools give regular homework to the students. It will promote better progress in their studies. But 02(50%) schools use projector while remaining 02(50%) don't have any projector and all 04(100%) schools do not organize remedial class for academically backward students. The reasons may be due to lack of interest of the teachers or lack of funding.

Table No.-6: Opinion of Teachers Regarding School Activity

Component	Yes		No	
	No. of School	Percentage	No. of School	Percentage
Provide Mid-Day-Meal	04	100	00	00
Corporal Punishment to Students	00	00	04	100
Organize Regular Class	04	100	00	00
Organize Co-curricular Activity	04	100	00	00

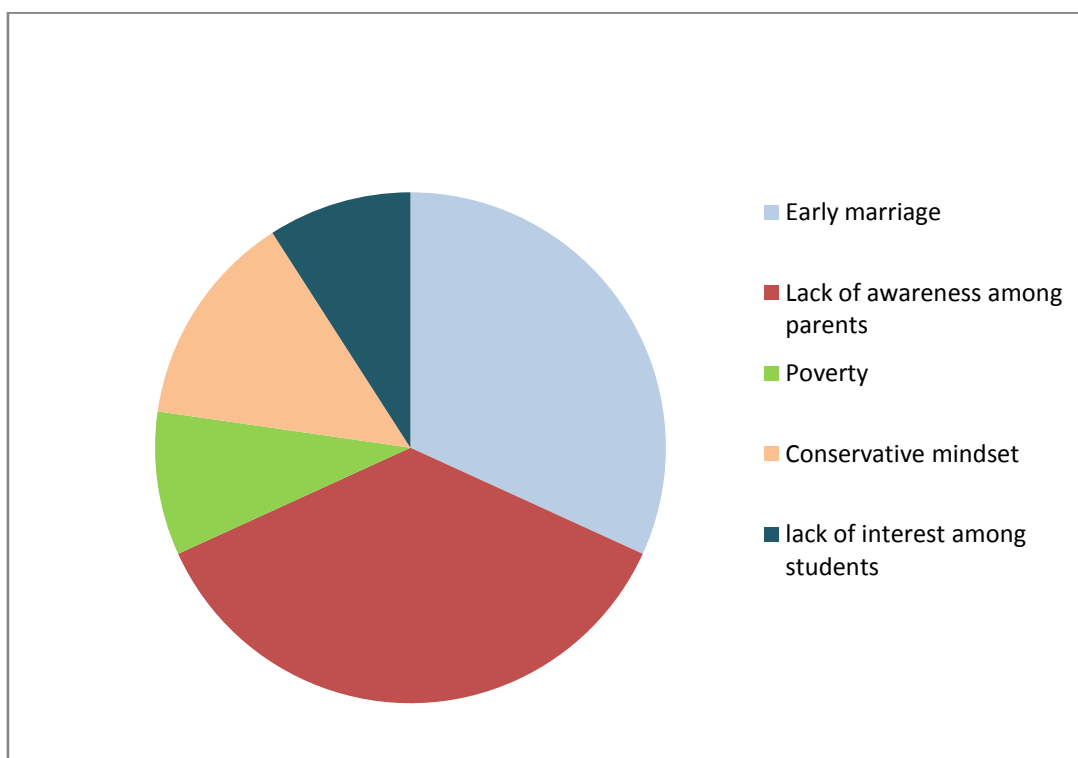
The table shows that according to teacher's mid-day-meal has been providing regularly in all 04(100%) schools. Corporal punishment is prohibited in all 04(100%) schools. Regular class has been organize in all 04(100%) schools for the students. And co-curricular activity has been organize in all 04(100) schools. In spite of organization of regular co-curricular activity, Muslim students rarely participate in those activities particularly in dance programs.

Table No .-7: Factors Affecting Education of Muslim Girl Students(Teacher's View)

Factors	No. of Teachers	Percentage
Early Marriage	07	35
Lack of Awareness Among Parents	06	30
Poverty	02	10
Conservative Mindset of Parents	03	15

Lack of Interest Among Students	02	10
Total	20	100

The table reveals that 07(35%) teachers believe that early marriage is one of the major factors affecting education of Muslim girls. As per their view , more number of children in their family force to early marriage. The reasons maybe lack of literacy among parents, more no of children in the family etc. Maximum parents consider girl as ‘Parayadhan’. So ultimately it also leads to early marriage.06(30%) teacher said, parents have lack of awareness about education of their children. 02(10%) teachers gave their opinion poverty and 03(15%) teachers gave their opinion conservative mindset of parents is the main factor which affecting education of Muslim girl students. Muslims girls generally prefer wear ‘dupatta’ on their head. Some schools allow this practice whereas some schools prohibit such customs. In that case the girls generally dropout from school. 02(10%) teacher consider lack of interest among students are also some driving factor which affect their education. It may be due to lack of awareness or illiteracy of their parents.



Major Findings of the Study

- 22(55%) people comes under middle income status group. 13(32.5%) people comes under low income status group, only 05(12.5 %) people comes under high income status group. And 21(53.85%) students left the school which belong to low income status group, 18(46.15%) students left the school which belong to middle income status group and all students continue their education in school which belong to high status group.
- 18(45%) parents believe that early marriage is one of the major factor affecting education of Muslim girls. As per their view , more number of children in their family force to early marriage of their daughters due to poverty 12(30%) parents have traditional thinking regarding society as they consider girl as ‘Parayadhan’ as a result they do not prefer to send their children to the school. 06(15%) parents believe poverty and 04(10%) parents believe poor school environment are the major reasons affecting education of Muslim girl students.
- 20(50%) Muslim parents are aware about govt. schemes regarding their girls education. But 12(30%) parents consider their daughter as ‘parayadhan’ which prohibit their progress in education. 02(05%) parents have knowledge about RTE. 06(15%) parents believe that school facility near home particularly girls school is a serious problem.
- All the schools 04(100%) have separate toilet for girls, provisions for mid- day meal, drinking water etc and only 02(50%) school have boundary wall.
- 03(75%) schools use teaching aids, 02(50%) schools use modern teaching methods and all the schools give regular homework to the students. It will promote better progress in their studies. But 02(50%) schools use

projector while remaining 02(50%) don't have any projector and all 04(100%) schools do not organize remedial class for academically backward students.

- According to teacher's mid-day-meal has been providing regularly in all 04(100%) schools. Corporal punishment is prohibited in all 04(100%) schools. Regular class has been organize in all 04(100%) schools for the students. And co-curricular activity has been organize in all 04(100) schools. In spite of organization of regular co-curricular activity, Muslim students rarely participate in those activities particularly in Dance programs.
- 07(35%) teachers believe that early marriage is one of the major factor affecting education of Muslim girls. 06(30%) teacher said, parents have lack of awareness about education of their children. 02(10%) teachers gave their opinion poverty and 03(15%) teachers gave their opinion conservative mindset of parents is the main factor which affecting education of Muslim girl students. 02(10%) teacher consider lack of interest among students are also some driving factor which affect their education.

Educational Implication of the Study

In the light of the present study the following recommendations has been put forwarded for the improvement of Muslim girls education.

- The study highlights that early marriage is the main reason for drop out among Muslim girl children. So the authorities must take strict measures to prevent early marriage. In that case social workers should take initiatives to aware the parents about the higher education and to motivate their daughter to continue their education.
- It is seen from the results that lack of awareness among parents about their children's education is a significant issue so govt. and non govt. organization should create awareness among them as a result they can understand importance of education.
- The state authorities should take initiatives for imparting orientation programs for the parents and the students about various ongoing academic courses, institutions, and the availability of financial aid.
- Free tuition and remedial classes should be provided to Muslim students because due to poverty parents can not afford tuitions fees for their children.
- Gender discrimination is a significant factor in our society. It should be encouraged that both son and daughter are equal. For this govt. and non govt. organization should create awareness programme among them.
- Teachers should provide extra care and special attention towards Muslim girls students as a result they do not leave school before completion of their education.

II. CONCLUSION

Despite universalization of education Muslim are still lagging behind in their education particularly Muslim girls. Household work, taking care of younger siblings, is some responsibilities endured by mainly Muslim girls. This indirectly affects their education. Particularly girls once they attain puberty prefer to take 'Dupatta' whereas some schools does not allow this so is also a cause for early drop out of Muslim students. Overall whether poverty or conservative mindset of people, parents attitude must be changed towards education of Muslim girls. They should be aware about the implication of higher education for Muslim Girls. Education is the only means through which empowerment of women is possible. Particularly in this patriarchal society only women are capable of gaining their rightful positions. In fact now a days women are in every sphere of our society whether its economy, politics, research or science. So Muslim girls should also be encouraged so that they can also gain their foothold in this society.

REFERENCE

- [1]. Basant, R. (2012). Education and Employment Among Muslims In India: An Analysis Of Patterns And Trends. Indian Institute and Management, Ahmedabad, India.
- [2]. Brahma, G.(2015).Elementary Educational Development of Religious Minority Child in Mondia Block of Barpeta District, Assam, India. International Journal of Interdisciplinary Research in Science Society and Culture(IJRSSC). Vol 1(2) pp 130-139.
- [3]. Devi, Manjula (2011): Primary Education Of Muslim Girls , Research Journal, Nalbari.
- [4]. Devi, A.A. & Bhagabati, N. (2016).Minority Muslim Girls' In Manipur: An Analytical Study Of Their Enrolment In Primary Education. International Journal Of Advanced Research In Education And Technology. Vol. 3 (3).
- [5]. Government of India (2011). Report On The Standing Committee Of The National Monitoring Committee For Minority Education, Ministry Of Human Resource Development. New Delhi: MHRD.
- [6]. Hoque, Z (2016).Muslim Education in Murshidabad District of West Bengal: Problems and Solutions.International Journal of Humanities & Social Science Studies (IJHSSS).Vol 2 (6) pp.268-272.

- [7]. Hamid, S.(1985). Educational Status Of Indian Muslims, International Journal Of Scientific And Research Publication. Vol. 5 (7).
- [8]. Hasan, Z. & Menon, R (2004).Unequal Citizens: A Study of Muslim Women inIndia. New Delhi: Oxford University Press.
- [9]. Hesam Z. Menon R (2004). Unequal Citizens: A Study Of Muslim Women In India. New Delhi: Oxford University Press.
- [10]. Hossain, I. (2012). Muslim women of West Bengal: An Enquiry into their minority status. IOSR Journal Of Humanities And Social Science (JHSS). Vol 4(3)pp.14-21.

Ms Tanmoyee Bhattacharjee, et. al. "Right To Education: Status Of Muslim Girls Students Of Purba Medinipur District." *IOSR Journal of Humanities and Social Science (IOSR-JHSS)*, 25(6), 2020, pp. 40-47.