CHAPTER-III

METHODOLOGY

In the previous chapter a few researches, which are related to the study, were reviewed. This chapter is devoted the methodology used for making an in-depth enquiry into the problem, which has been presented under the following sub heads

1. Statement of the Problem
2. Objectives of the Study
3. Operational Definitions of the Terms Used
4. Methodology
   i) Design of the Study
   ii) Source of the Data
   iii) Information Schedules and Personally Visits.
   iv) Sample
5) Procedure used for of the Collection of the Data
6) Procedure of Analysis of Data
3.1 **Statement of the Problem**

The problem selected for the purpose of personal research is: "A Study on Constitutional Provisions for Educational Rights of Women and Minorities in India with Its implementations in Karnataka State"

3.2 **Objectives of the Study**

1. To study the article 15(1) and 15(3) for Educational Rights of women in India.
2. To Study the Important Committees and Commission on Women and Girls Education
3. To study the centrally sponsored schemes and programmes for women and Girls Education in India.
4. To study the implementations of schemes and programmes for Education of women and girls in Karnataka State.
5. To study the article 29, 30 and 350(A) for Educational Rights of Minorities in India.
6. To study the implementation of centrally sponsored schemes and programmes for Minorities Education in India.
7. To study the implementation of schemes and programmes for Education of Minorities in Karnataka State.

3.3 **Operational Definitions of the Terms Used**

In the present study the concept of operational definitions of the terms used pursued as follows;

**i. Educational Rights**

Education is the basic requirement for human development and right to education is a fundamental human right. This fact has been recognized by our Constitution, various international conventions, and declarations. Every person irrespective of their sex, caste, creed religion should be provided with opportunities to avail education to
attain complete human development. Education is a concurrent subject and the Constitution of India contains the following provisions concerning it.

*Right to Education (Article 21 A) 93rd Amendment*

The founding fathers of the Constitution of India had not included Right to education in part – III of the Constitution as the situation of the country after independence was not conducive to grant such a right to its citizens. Making right to education a fundamental right meant a huge responsibility on the state as it did not have the sufficient resources at that time. Considering the economic status of the country at the time of its independence granting a fundamental right to education also meant that the state had to battle a large chunk of litigation against it filed for enforcing the fundamental right guaranteed under the Constitution.

**ii. Educational Rights of Women**

A special feature of emancipation of education among women is referred as women education. There were several results of the wide emancipation which followed in the wake of independence. A general decline in orthodoxy and religious observance was apparent among the younger educated people. The cost of living rose to high level. Economic pressure forced the women, specially middle class women to work outside the home to supplement the family income. This is all due to women education.

Girls' and Women's education in India. While the general narrative has a national focus, concrete examples, experiences, case studies and voices from the field have been drawn from Rajasthan. Given the size of India and the enormity of the problem, it is not possible to do justice to a wide range of issues impacting on girls and women's education. A study was commissioned by UNESCOPROAP in 1996-97 and this resulted in the book titled Bridging The Gap Between Intention And Action - Girls' And Women's Education In South Asia.
Many of the issues discussed in the book have not been repeated, and where absolutely essential, specific items have been quoted. The author has drawn upon recent survey data on education and development, latest progress reports of special programmes and schemes of Government of India.

'Women’s rights' in their literal meaning simply refer to a set of rights which are exclusively enjoyed, or rather enjoyable, by women in particular, to the exclusion of men. A narrow sense of the phrase implies only those rights that are recognized in an individual state. In this regard, the definitional formats of rights are the socio-economic-cultural-religious and legal settings of a particular country in which women stand. In a broader sense, women rights signify a wide range of 'entitlements' that women are entitled to by virtue of their humanity and are the same for all.

The recommendations of the Vienna Declaration led the General Assembly to adopt the Declaration on the Elimination of Violence against Women in 1993. This Declaration is much more explicit and clear than prior conferences in defining the nature and scope of violence against women. Article 3 of the Declaration provides, amongst other things, women’s rights to life, rights to equal protection of law and rights to be free from all forms of discrimination. It seeks to strengthen and complement the process of effective implementation of the CEDAW.

**iii. Concept of Minority:**

Definition of Minority

Section 2(f) of the National Commission for Minority Educational Institutions Act, 2004 states “minority”, for the purpose of this Act, means a community notified as such by the Central Government.

MHRD vide their notification of 18th Jan. 2005 notified the following communities as the minority communities, namely: **Muslims, Christians, Sikhs, Buddhists and Zoroastrians (Parsi).**
The expression 'minority' has been derived from the Latin work 'minor' and the Suffix it which means “small in number”.

According to Encyclopedia Britannica ‘minorities’ means ‘group held together by ties of common descent, language or repeats from the majority of the inhabitants of a given political entity’, J.A. Laponce in his book "The Protection to Minority" describes “minority” as a group of persons having different race language or religion from that of majority inhabitants. In the year book on Human Rights U.N. Publication 1950 ed. Minority has been described as non-dominant group having different religion or linguistic traditions than the majority population.

The concept of minorities as given by various authorities and authentic sources are presented below:

The word ‘minority’ has not been defend in the Constitution, The Motilal Nehru Report (1928) showed a prominent desire to afford protection to minorities. But did not define the expression. The Sapru Report (1945) also proposed inter alia, Minorities Commission but did not define minority.

The Year Book Human Rights (1950) page 490, the U. N. Sub-Commission on Prevention of Discrimination and Protection of Minorities has defined 'minority' (by an inclusive definition) as under: The term ‘minority’ includes only those non dominant group in a population which possess and wish to preserve stable ethnic, religious or linguistic tradition or characteristics markedly different from those of the rest of the population;

But after the drafting committee considered the clause on 1st November 1947, it emerged with substitute of ‘section of citizens’, (B. Siva Rao, Select documents (1957), Vol. 3 pages 525-26. clause 23, draft constitution). It was explained that the intention had always been to use minority in a wide sense, so as to include Bengal. (7 C.A.D. Pages 522-23).
The concept of minorities as follows;

i. The word ‘minority’ is not defined in the constitution according to the popular sense of community, which is numerically less than 50 percent of the population of the state concerned.

ii. When the law, which is impugned as violating article 30, is a state law. Applicable to the territory the state as whole and not only particular reason thereof conversely, if it is a state law. A minority community of the state would be entitled to the protection article 30 (1) even through it may not constitute a minority in relation to the whole India.

iii. The ‘minority’ referred to in article 30 must be a minority based either on religion or language need not be both.

iv. Again for me purpose of article 30(1) a community may constitute a minority based on language even though they may not have a separate script; it would be enough if they have separate spoken language.

v. It has been held that Ramkrishna and his disciple Swami Vivekananda Preached Hindu religion and not a minority religion called Ramakrishna Religion district and separate from Hindu religion.

vi. A school which other wise a minority school would continue to be so whether the government declared it as such or not government declaration is out the best may a recognition of an guessing teach.

iv. Educational Rights of Minorities

“All minorities, whether based on religion or language, shall have the right to establish and administer educational institutions of their choice.”
“In making any law providing for the compulsory acquisition of any property of an educational institution established and administered by a minority, referred to in Clause (1), the state shall ensure that the amount fixed by or determined under such law for the acquisition of property is such as would not restrict or abrogate the right guaranteed under the clause.”

“The State shall, in particular, direct its policy towards securing that the citizens, men and women, equally have the right to an adequate means of livelihood.”

Let us conclude with that Justice Khanna along with Justice Mathew observed in a very important case. Part of the observation reads:

“The idea of giving some special rights to the minorities is not to have a kind of privileged or pampered section of the population, but to give to the Minorities a sense of security and a feeling of confidence. Special rights for Minorities were designed not to create inequality. Their real effect was to bring about equality.”

3.4 Methodology

i) Design of the Study

The study involves tracing the path or progress of education of women and minorities in India hence the study involves the historical survey method of research.

Historical method was used for study of provisions for Educational rights (articles) of women and minorities. (Objective 1, Objective 2 and Objective 5)

Descriptive Survey method was used for the study of schemes and programmes of women and minorities education in India as well as Karnataka state for collecting information through State Department of Offices, District / Block Offices and Various Institutions, Website, Libraries, E-books and some people of the sources.
Descriptive analytical Survey method was used for the tracing in depth analysis about the schemes and programmes of the educational provisions of women and Minorities Education.

Historical research was a procedure supplementary to observation in which the researcher seeks to test the authenticity of the reports or observation made by other. This is the systematic collection and objective evaluation data related to fast occurrence to determine causes, affects or trends of those events that may help explain present events and anticipate future events (Read – Cover story. “The Resilent Brahmin” by Debashish Mukarji – The Week. Nov. 10,2002 p 36-46)

**ii) Sources**

**a) Primary Sources**

“By a ‘source’ the historian means material that is contemporary to the events being examined. Such sources include, among other things, diaries, letters, newspapers, magazine articles, tape recording, pictures, and maps. Such material may have appeared in print before, edited or unedited, and still be a source. The term is meant to be restrictive rather than inclusive, in that it attempts to indicate that works of secondary scholarship, or synthesis, are not sources, since the data have been distilled by another person. One good way for the novice historian to lose credibility among his serious-minded fellows is to call a biography of Mahatma Gandhi or an analysis of the Magna Charta a ‘source’.

“A primary source gives the words of the witnesses or the first recorders of an event. Primary sources include manuscripts, archives, letters, diaries, and speeches. Secondary sources are descriptions of the event derived from and based on primary sources’. The line between primary and secondary sources is often indistinct, for example, a single document may be a primary source on some matter and a secondary source on others.” (Helen J. Poulton)
"A primary source is distinguished from a secondary by the fact that the former gives the words of the witnesses or first recorders of an event – for example, the diaries of Count Ciano written under Mussolini's regime. The researcher, using a number of such primary sources, produces a secondary sources.” (Jacques Barzun)

The following primary sources were tapped for collecting the required data.

- Commissions Report – 2003 Karnataka State Minorities Commission, Bangalore.
- Directorate of Minority Welfare, Govt. of Karnataka 2011-12.
- Education Dept. Govt. of Karnataka Annual Report 2005-09.
- Education in Karnataka – 2009-10. An Analytical Report, Govt. of Karnataka Dept. of Public Instruction.
- Major Initiatives Educational Advancement of Minorities, MHRD, Govt. of India - 2011.
• Minorities in Karnataka – Vision 2025. Karnataka State Minorities Commission.


• Resource Kit, South India Cell for Human Right Education and Monitoring.

• Schemes of the Dept. of Minorities Welfare Govt. of Karnataka – 2009.

• Strategy for Girl Child Education for the State of Andhra Pradesh, Dr. MCR HRD IAP Campus Road, Jubilee Hills, Hyderabad-500 003.

• The Karnataka Minority Development Corporation Ltd. 2011-12.

b) Secondary Sources

In the words of Kerlinger, “A secondary source is an account or record of an historical or circumstance one or more steps removed from an original history”. Secondary sources are the reports of a person who relates the testimony of actual witness of, or participant in an event. The writer of the secondary source who was not on the scene of the event, merely reports what the person who was there said or wrote. Secondary sources of data are usually of limited worth for research purposes due to the error that may result when information is passed on from one person to another. Most history books and encyclopedias are examples of secondary source.

Some types of material may be secondary sources for some purposes and primary sources for other, e.g., a high school text-book in American History in ordinary a secondary source. But if one was making a study of the changing emphasis on nationalism in high school American history text-books, the book will be a primary document or source of data.
The secondary sources were consulted for the required data were:


**iii) Information Schedules, interview and personal visits.**

The interview and the personal visits, both utilize the question asking approach. Theses instruments can be used to obtain information
concerning facts, beliefs, feelings, intentions and so on. In an interview, data are collected through face-to-face or telephone interaction between the interviewer and the respondent. Personal visits obtains information through the respondent's written responses to a list of questions. The researcher has prepared the information schedules and personally visited to collect data from the following categories of respondents:

1. **State officials**: Information from the state headquarters related to the year of inception of the scheme, coverage of the scheme, criteria for selection of districts/ blocks/ institutions, status of grant received and its utilization and present status of the scheme etc.

2. **District / Block level officials**: This was prepared to get information related to the number of blocks covered, status of work undertaken under the scheme, enrolments, utilization of grant and opinion of block officials, Schools / Institutions and beneficiaries about the scheme.

iv) **Sample**

For the purpose of gathering the following information, we seek.

1) MHRD Department of Women and Minorities Govt. of India.

2) Educational districts from Karnataka State have randomly selected from 29 districts respondents as follows in the tables:
### Table No. 3.1: State Offices and departments of Women and Girls Education

<table>
<thead>
<tr>
<th>Sl.No.</th>
<th>Name of Departments</th>
<th>Whom meet</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Department of Women and Child Welfare, M.S. Building, Bangalore</td>
<td>Director</td>
</tr>
<tr>
<td>2</td>
<td>Karnataka State Commission for Women, M.S. Building, Bangalore</td>
<td>Chairman</td>
</tr>
<tr>
<td>3</td>
<td>Directorate of Child Women and Child Welfare, M.S. Building, Bangalore</td>
<td>Director</td>
</tr>
<tr>
<td>4</td>
<td>Directorate of Collegiate Education, K.R. Circle, Bangalore.</td>
<td>Commissioner</td>
</tr>
<tr>
<td>5</td>
<td>Director PU Education, Malleshwaraum, Bangalore.</td>
<td>Director / Project Officer</td>
</tr>
<tr>
<td>6</td>
<td>Department of Technical Education, K.R. Circle, Bangalore.</td>
<td>Office Superindent</td>
</tr>
<tr>
<td>7</td>
<td>Director SSA K.R. Circle, Bangalore</td>
<td>Project Officer</td>
</tr>
</tbody>
</table>

### Table No. 3.2: State Departments and Offices of minority

<table>
<thead>
<tr>
<th>Sl.No.</th>
<th>Name of Departments</th>
<th>Whom meet</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Department of Minority Welfare, Vikas Soudha, Bangalore</td>
<td>Director</td>
</tr>
<tr>
<td>2</td>
<td>Karnataka State Wakf Council, Utility Building, Bangalore</td>
<td>Chairman</td>
</tr>
<tr>
<td>3</td>
<td>Directorate of Child Women and Child Welfare, M.S. Building, Bangalore</td>
<td>Director / Office Superindent</td>
</tr>
<tr>
<td>4</td>
<td>State Minorities Commission, Utility Building, Bangalore</td>
<td>President</td>
</tr>
<tr>
<td>Sl.No.</td>
<td>Name of Departments</td>
<td>Whom meet</td>
</tr>
<tr>
<td>-------</td>
<td>---------------------</td>
<td>--------------------------------</td>
</tr>
<tr>
<td>1</td>
<td>Deputy Director Public Instructor, Gulbarga.</td>
<td>DDPI</td>
</tr>
<tr>
<td>2</td>
<td>Department of Minorities Gulbarga</td>
<td>Director / Office Superindent</td>
</tr>
<tr>
<td>3</td>
<td>Department of Child &amp; Women's Welfare, Gulbarga</td>
<td>Director / Office Superindent</td>
</tr>
<tr>
<td>4</td>
<td>Joint Director PU Board, Gulbarga</td>
<td>JD</td>
</tr>
<tr>
<td>5</td>
<td>Deputy Director Public Instructor, Dharwad.</td>
<td>DDPI</td>
</tr>
<tr>
<td>6</td>
<td>Department of Minorities Mini Vidansouda, Dharwad.</td>
<td>Director / Office Superindent</td>
</tr>
<tr>
<td>7</td>
<td>Department of Child &amp; Women's Welfare, Mini Vidansouda, Dharwad.</td>
<td>Director / Office Superindent</td>
</tr>
<tr>
<td>8</td>
<td>Joint-Director Collegiate Education, Mini Vidansouda, Dharwad.</td>
<td>JD</td>
</tr>
<tr>
<td>9</td>
<td>Deputy Director Public Instructor, K.R.C. Circle, Belagavi.</td>
<td>DDPI</td>
</tr>
<tr>
<td>10</td>
<td>Department of Minorities Mini Vidansouda, Belagavi.</td>
<td>Director / Office Superindent</td>
</tr>
<tr>
<td>11</td>
<td>Department of Child &amp; Women's Welfare, Mini Vidansouda, Belagavi.</td>
<td>Director / Office Superindent</td>
</tr>
<tr>
<td>12</td>
<td>Joint-Director Collegiate Education, K.R.C. Circle, Belagavi.</td>
<td>JD</td>
</tr>
<tr>
<td>13</td>
<td>Deputy Director Public Instructor, Mangalore</td>
<td>DDPI</td>
</tr>
<tr>
<td>14</td>
<td>Department of Minorities Mangalore</td>
<td>Assistant Director / Office Superindent</td>
</tr>
<tr>
<td>15</td>
<td>Department of Child &amp; Women's Welfare, Mangalore</td>
<td>Director / Office Superindent</td>
</tr>
<tr>
<td>16</td>
<td>Joint-Director Collegiate Education, Mangalore</td>
<td>JD</td>
</tr>
</tbody>
</table>
### Table No 3.4: List of Educational Institutions for Women and minorities.

<table>
<thead>
<tr>
<th>Sl.No.</th>
<th>Name of Departments</th>
<th>Whom meet</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>BLDE Girls High School, Bijapur</td>
<td>Head master</td>
</tr>
<tr>
<td>2</td>
<td>Chandbibi Minority Institution, Gulbarga</td>
<td>Principal</td>
</tr>
<tr>
<td>3</td>
<td>Anjuman PU College, Dharwad</td>
<td>Principal</td>
</tr>
<tr>
<td>4</td>
<td>Mahilamandal Womens Degree College Belgaum.</td>
<td>Principal</td>
</tr>
<tr>
<td>5</td>
<td>Govt. High School for Girls Ramnagar</td>
<td>Head master</td>
</tr>
<tr>
<td>6</td>
<td>Govt. Urdu Residential High School, Bidar</td>
<td>Principal</td>
</tr>
<tr>
<td>7</td>
<td>Women's Degree College Yadgiri</td>
<td>Principal</td>
</tr>
<tr>
<td>8</td>
<td>KLE Girls High School Athani</td>
<td>Head master</td>
</tr>
<tr>
<td>9</td>
<td>Muslim Minority Institution Kundapur.</td>
<td>Head master</td>
</tr>
<tr>
<td>10</td>
<td>Shaikh Urdu High School, Batkal</td>
<td>Head master</td>
</tr>
<tr>
<td>11</td>
<td>Haji Abdullah High School Udupi</td>
<td>Head master</td>
</tr>
<tr>
<td>12</td>
<td>Mr. Feroz Khan urdu High School Bidar</td>
<td>Head master</td>
</tr>
<tr>
<td>13</td>
<td>Govt. Girls College Gulbarga</td>
<td>Principal</td>
</tr>
<tr>
<td>14</td>
<td>Govt. Urdu High School Munirabad</td>
<td>Head master</td>
</tr>
<tr>
<td>15</td>
<td>Govt. Residential Urdu School Gulbarga</td>
<td>Principal</td>
</tr>
</tbody>
</table>
3.5) Procedure used for the collection of data

In order to collect data this quantitative information which includes, the state, district and block officials of various concerned departments of all district of Karnataka State was taken.

For qualitative information we seek MHRD, Department of women and child Development and Department of Minority Government of India and Karnataka was taken.

3.6) Procedure of Analysis of Data :

Analysis of the data was based on enumeration and then converting the number into percentages. Analysis of information collected through personal visit which were aimed at gathering information of year of inception of the scheme, coverage of the scheme, criteria for selection of districts / blocks / institutions, status of grant received and its utilization and present status of the scheme etc. were compiled state wise and used in the report. Information collected through personal visit regarding the status of Women and girls and minorities were more descriptive in nature and, therefore, analysed and interpreted objective wise in the succeeding chapter.