CHAPTER II

The Problem under Investigation

2.1 Emergence of the problem

Some time in January 1979 a check list enumerating some common problem ordinarily found among adolescent girl students was prepared by the investigator (vide Appendix I) with the help of this check list teachers' opinions were sought from a number of girl schools in Calcutta in regard to the most common type of problem which the teachers frequently came across in the class room situations. An analysis of the teachers' opinion at once revealed that the problem of backwardness received the maximum frequency. (Vide Appendix I(A) ) As a teacher the investigator also faces the problem of those children who lag behind from other children. These children do not benefit from the traditional method of class teaching. The teachers, parents and social workers are all concerned with this typical group of children called backwards. This is why the problem of backwardness was chosen for the present investigation. The main objectives of the present investigation is to discover the intellectual as well as some non-intellectual factors behind scholastic backwardness of the girl students.
and to suggest in this connection the appropriate remedial measure. In fact, the cardinal issue of our study is centred round a very pertinent question as to what extent backwardness encountered in the classroom is due to factors beyond our control and to what extent caused by factors which the teacher can manipulate, for backwardness may be of different types and is caused by multi factors.

2.2 Statement of the Problem

The problem of drop-out and stagnation particularly among girl students is very great and it tends to a great liability for the society. If this problem continues to last long, it will be a great loss to the society. So it is the responsibility of all concerned to try to solve this problem and that is why the work of

"AN INVESTIGATION INTO PROBLEMS OF SCHOLASTIC BACKWARDNESS OF ADOLESCENT GIRL STUDENTS IN AND AROUND CALCUTTA" has been taken up for study by the investigator.

Definition of Key Terms in the problem:

The very Title of the problem involves in some classification and explanation of some of the items such as

"SCHOLASTIC BACKWARDNESS OF ADOLESCENT GIRL STUDENTS IN AND AROUND CALCUTTA"
Scholastic Backwardness is defined as a difference of two years and above between the class age and chronological age. Class Age being the higher i.e. Chronological age = Class age = 2 plus (at least). The students who retained in the same class for consecutive two years (at least) are identified as scholastically backward students.

Further the students who are identified by the teachers as scholastically backwards and supported by school achievement record i.e. securing bottom 20 p.c. marks among the students in the class are also taken as scholastically backwards.

Adolescent Girl Students

According to Lovell (1958) adolescence is defined "A period of psychological as well as physiological change" in between infancy and adulthood. The age range is about 11 plus to 19 plus. For our study adolescent girl students are defined as the girls of Class VII to Class X i.e. High School age group of 12 plus to 16 plus. Those students who attend class with their names in the class register are taken as students.
By "in and around Calcutta" is meant the area of the city of Calcutta under the jurisdiction of the Corporation of Calcutta (vide Appendix 2).

2.3 **Issues of the present investigation**

The issues of the present investigation may be noted as follows:

1) To determine the importance of intellectual factors behind scholastic backwardness.

2) To indicate the role of personality factors leading to educational backwardness.

3) To ascertain the influence of home conditions, study habit and socio economic factors on scholastic backwardness.

4) To study how far backwardness encountered in school situation can be successfully tackled through remedial teaching.

2.4 **Limitations of the study**

1) The study was restricted to a few secondary schools in the southern region of the city of Calcutta.

2) The sample was drawn from Bengali speaking student population.

3) No standardised tests of achievement was used.
by the investigator. The schools' marks were taken as indices of Scholastic achievement.

4) For assessing the personality factors only questionnaires were used and it was not subsequently corroborated by any projective test.

5) For the purpose of correlational studies marks of promotional examinations were not converted into standard scores. On the otherhand percentage of marks was taken into consideration.

6) For measuring mental ability a group verbal test was used. The investigator feels that the use of individual intelligence test would have been much more appropriate.

7) Lastly all the cases constituting the sample were not individually interviewed, only some representative cases have been mentioned.