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PROBLEMS AND STATEMENT OF THE STUDY

1.1 INTRODUCTION

India attained its independence in 1947 and its constitution was formed and dedicated to its citizens on 26th January, 1950. All the citizens have been given equal rights in the constitution. 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. “Talbul Ilme Farija” means compulsory education for every man and woman.

A Sufi Saint of Muslim religion has rightly said – “Get education, you may have to go to China for it”.

There is no discrimination between man and woman in Islam for acquiring education. But, due to some fundamentalists and stubborn religions heads very less or almost nil importance is given towards education for women in Muslim community. Before independence, woman education was very less in India because male dominance prevailed in our fundamentalist Indian society. At that time, men were allowed to get education to do any profession and hold economic responsibilities for their families, but women were confined to household works and bringing up of their children. In old days in Muslim society, women could get education upto primary level and with the increase in age and height at the age of 12 to 15 years they were confined to remain in four walls of their houses, that is, they were forced to remaining ‘Parda’, the system that prevails even today.
Today we find some improvement in this situation. Now people understand the importance to women education. As a result, new directions and opportunities are opening for women education in the society.

Education enables physical, mental and intellectual development of children. Moreover, good virtues develop in human beings. Educated girls can make that lives more virtuous and happy at the later stage.

**Gujarat Secondary Education Board:**

After independence, the primary education was made free and compulsory and universal for all. So, the readiness of certain castes to get education grew more and more day by day, whereas dejection towards education among the dalits, tribals and Muslim grew more and more. The responsibility of education for dalits and tribals was borne by the Central and the State Governments by giving economic assistance to them. But, the central and the state government did not show any interest towards providing education to Muslims. Therefore Muslims, particularly the Muslim women remained deprived of the education. Education makes overall development of woman life. It mentally, physically and intellectually develops a woman life. A well educated woman can stand on her own and she can face any struggle in her life. Previously, it was believed that girl-child is a bunch of snakes, but if she is made well-educated she can be helpful to her parents, her husband and family, and can enlighten the society.

It is the first and the foremost duty of every parent to make their daughters the enlightened lamps of society through education. The researcher herself has been brought up in Muslim society and she has come to know from experiences that the proportion of women education is less than that of Muslim man education and Muslim girls are found in be more intelligent than Muslim boys. Besides, it has been known with the contacts of certain good Muslim girl students that their result had been good and were no less than any girl of other community. But the proportion of Muslim girls getting education is very less. Why is it so? Why do Muslim girls drop out of the schools after acquiring primary or less education? Which are the factors which stop them for getting further education? Such and other questions stormed in the researcher’s mind and at last, she
was determined to know the problems and condition about woman education. So, the researcher has selected this subject due to these thoughts and inspiration.

### 1.2 NEED OF THE STUDY

After the independence when the constitution was formed, a provision was made in the constitution’s article 45 to provide free and compulsory education to all the citizens of the country. It was expected that the education should be easily accessible to boys and girls of the country. This research will be helpful in this direction. Some years ago there was male dominance in our fundamentalist society. Men had the responsibility to get education and take any profession or business whereas it was believed that woman should remain in the four walls of their houses, should bring up their children and thus remain aloof from the education. Such beliefs prevailed over the whole of our society. This research will also be useful for change and improvement in such beliefs. Due to ‘Parda’ system in Muslim society, the proportion of education in Muslim women is found to be very insignificant. This research will act as a guide for education of Muslim women. Due to such conservative social customs, there is a reason to believe that Muslim women had faced many problems in the past about getting education. This research will be helpful in bringing changes in conservative society. This research is necessary for solving problems pertaining to education of Muslim women. In this days developing age, it is essential for Muslim women to acquire education for the development of Muslim society. What will happen after the husband says “Talaak, talaak, talaak” with the help of education. The Muslim women will be able to come out of such danger and live independently and happily forever. This research will be helpful in making Muslim women more self-dependent. The Muslim girls be suffering from inferiority complex and lag behind in comparison to the girls from majority class. This research will also help such Muslim girls to free themselves from such inferiority complex. The weaker economic condition or lacks of education among the parents of Muslim girls are also the factors responsible for their low education. This research will be useful in solving the economical problem of the
parents of Muslim girls. This research will provide an overall idea of the educational condition of Muslim girls. The inferences and suggestions of this research will be useful for communicating the social problems of Muslim women.

An idea sprang up in the researcher’s mind about the aforesaid and many other problems pertaining to the education of the Muslim girls and she decided to make study on such problems. This research will be useful in improving the level of education in Muslim girls, and will also be useful for teachers, social organizations, religions heads and government who are trying to make improvement in women education. According to the researcher, this research will be a blessing for girls from minority (Muslim) community.

1.3 STATEMENT OF THE PROBLEM

The Indian state of Gujarat has 33 districts. Gujarat consists of people following Hinduism, Islam, Judaism, Jainism, Buddhism, Christianity and Zoroastrianism, making it a religiously diverse state. Hinduism is major religion of the state, as 89.09% population of the state is Hindu. Muslims are the biggest minority in the state with 9.89%.

Interim report by the Amitabh Kundu-led committee which highlighted that the socio-economic condition of Muslims had not improved despite the implementation of welfare schemes since the acceptance of the Justice Sachar report in 2006. The Union government in August 2013 formed a 10-member committee to evaluate the socio-economic condition of the Muslim community since the implementation of the Sachar committee’s recommendation. The recent findings are part of a research paper by Dr Kundu, who analysed the state-wise NSS statistics. In rural Gujarat for instance, the number of Muslims below poverty line (BPL) fell from 31% (about one-third of their population)

Gujarat and UP are two states where the number of Muslim school dropouts has increased, not reduced as has been the overall trend according to a recent survey of Indian government. The statistics are shameful for Gujarat too because of the pride the state takes in its overall economic growth. In the state of Gujarat The report says “For
instance, the Scheduled Castes comprise 6.7% of the state’s population and their enrolment has held steady between 7.70 (2010-11) and 7.59 (2012-13). Enrolment among Muslims, who comprise 9.06% of the state’s population, has been on the rise - 8.41% in 2011-12 to 8.59% in 2012-13. For its part, the Gujarat government has been working towards improving school enrollments though programmes like Shala Praveshotsav and Kanya Kelavani, which are focused on rural areas particularly girls.”

There is a scope for improvement every student in all the time in Gujarat but unfortunately Girls Muslim students are not improve herself because they faced many problems like Social, Economic, Political, Ethical, Religious etc. The Researcher has many questions in mind but she want to know social problems are effect on scholastic achievement of Girls of Muslim Students or not? Therefore the researcher has selected the under mention subject for her research.

Impact of Social Problems on Scholastic Achievement of Girls of Minority Secondary School of Gujarat State

1.4 DEFINITION OF SOME KEY WORDS

To make the reading easier it would be necessary to define certain words in the statement. They are as under:

(1) Social Problems:

Social problems A generic term applied to the range of conditions and aberrant behaviors which are held to be manifestations of social disorganization. These problems include many forms of deviant behavior (such as crime, juvenile delinquency, prostitution, mental illness, drug addiction, suicide)

According to Horten & Lesley – “Social problem is a condition which effects significantly on the strength of the people, and people believe that something can be done collectively about such condition”.

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Nisbet (1971) says – “A social problem is a way of behavior that is regarded by substantial part of social order as being in violation of one or more generally accepted or approved norm”.

**Operational Definition of Social problem:**

In this study the score of Social Problem Inventory (Social Problem Status Scale) is the social problem score for the Students. The Social Problem inventory (social problem status) score is considering as social problem of Muslim girl students in this study.

**(2) Scholastic Achievement:**

*Education* in the largest sense is any act or experience that has a formative effect on the mind, character or physical ability of an individual. In its technical sense, education is the process by which society deliberately transmits its accumulated knowledge, skills and values from one generation to another.

The word education is derived from *educare* (Latin) “bring up”, which is related to *educere* “bring out”, “bring forth what is within”, “bring out potential” and *ducere*, “to lead”.

Scholastic achievement can be defined as excellence in all academic disciplines, in class as well as extracurricular activities. It includes excellence is porting, behavior, confidence, communication skills, punctuality, assertiveness, Arts, Culture, and the like. Scholastic achievement is something you do or achieve at school, college or university - in class, in a laboratory, library or fieldwork. It does not include sport or music. Scholastic achievement, such as graduating 1st in one’s class, is sometimes a purely quantitative matter, while having the findings of lengthy, comprehensive research published by a recognized journal is also a notable academic achievement. Being named head/chairman of a particular department at a university is both a professional and an academic achievement.
Operational Definition of Scholastic Achievement:

Score obtained by the students in final examination in the previous year were considered as scholastic achievement.

(3) Minority:

1. **SMALLER GROUP**: a group of people or things that is a small part of a much larger group

2. **GROUP WITH INSUFFICIENT VOTES TO WIN**: a group that has fewer votes in an organization than another group or groups

3. **SMALLER SOCIALLY DEFINED GROUP**: a group of people, within a society, whose members have different ethnic, racial, national, religious, sexual, political, linguistic, or other characteristics from the rest of society

4. **OFFENSIVE TERM**: an offensive term for a member of a minority group

5. **LAW NON ADULTHOOD**: the state or period of being younger than the legal age of adulthood

According to Indian constitution, religions or people of religions who do not come in the category of majority are called minority for e.g. Muslim, Christian. In this research problem researcher has been taken Muslim as a Minority.

**Operational definition of Minority Secondary School:**

The secondary school that is run by Muslim Trust and most of the students are from Muslim Community was considered as Minority secondary school for the present study.
1.5 VARIABLES OF THE STUDY

In this study there are two main kinds of variables i.e. level of social problems and scholastic achievement scores. Variables of this study are,

**Dependent Variable**: Scholastic Achievement

**Independent Variable**:

1. **Social problems scores**- High Social problems scores, Average Social problems scores and Low Social problems scores.
2. **Standard**- Standard 9th and standard 10th

1.6 OBJECTIVES OF THE STUDY

Objectives give the perfect direction to the research and researcher. By keeping in mind the objectives of the study, the whole process of research is analyzed. To do any work it is first necessary to decide its objectives. Objectives have its own importance in any research work. The objectives of this research are shown below:

1. To study the social problems of Muslim girl students of Minority Secondary Schools.
2. To study the Scholastic achievement of Muslim girl students of Minority Secondary schools.
3. To study the effect of Social Problems on Scholastic achievement of Muslim girl students of Minority Secondary Schools.
4. To study the effect of Standard on scholastic achievement of the Muslim girl students of Minority Secondary Schools.
5. To study the effect of interaction between Standard and Social Problem on Scholastic achievement of the Muslim girl students of Minority Secondary Schools.
1.7 HYPOTHESIS OF THE STUDY

A hypothesis is a researcher’s tentative prediction of the results of the research findings. It states the researcher expectation concerning the relationship between the variable in the research problem. The present study was experimental in nature. The following main null hypothesis was formulated to realize the present study:

**HO**: There will be no significant effect on the mean scores of scholastic achievement of the Muslim girl students of Minority Secondary Schools having social problems.

**HO**: There will be no significant difference between mean scores of scholastic achievement of Muslim girl students of Minority Secondary Schools having Low social problems and Average social problems.

**HO**: There will be no significant difference between mean score of scholastic achievement of Muslim girl students of Minority Secondary Schools having Average social problems and High social problems.

**HO**: There will be no significant difference between mean score of scholastic achievement of Muslim girl students of Minority Secondary Schools having Low social problems and High social problems.

**HO**: There will be no significant difference between mean score of scholastic achievement of Muslim girl students of Minority Secondary Schools of standard 9th and standard 10th.

**HO**: There will be no significant effect of social problems on mean score of scholastic achievement of Muslim girl students of Minority Secondary Schools.

**HO**: There will be no significant effect of standard on mean score of scholastic achievement of Muslim girl students of Minority Secondary Schools.
HO$_4$: There will be no significant effect on mean score of scholastic achievement of the interaction between social problems and standard of Muslim girl students of Minority Secondary Schools.

HO$_{4,1}$: There will be no significance different between mean scores of scholastic achievement of the Muslim girl students of std 9$^{th}$ having Low social problems and the Muslim girl students of std 10$^{th}$ having Average social problems of Minority secondary schools.

HO$_{4,2}$: There will be no significance different between mean scores of scholastic achievement of the Muslim girl students of std 10$^{th}$ having Low social problems and the Muslim girl students of std 10$^{th}$ having High social problems of Minority secondary schools.

HO$_{4,3}$: There will be no significance different between mean scores of scholastic achievement of the Muslim girl students of std 10$^{th}$ having Middle social problems and the Muslim girl students of std 10$^{th}$ having High social problems of Minority secondary schools.

HO$_{4,4}$: There will be no significance different between mean scores of scholastic achievement of the Muslim girl students of std 9$^{th}$ having High social problems and the Muslim girl students of std 10$^{th}$ having High social problems of Minority secondary schools.

HO$_{4,5}$: There will be no significance different between mean scores of scholastic achievement of the Muslim girl students of std 9$^{th}$ having Low social problems and the Muslim girl students of std 9$^{th}$ having High social problems of Minority secondary schools.

HO$_{4,6}$: There will be no significance different between mean scores of scholastic achievement of the Muslim girl students of std 10$^{th}$ having Low social problems
and the Muslim girl students of std 9\textsuperscript{th} having High social problems of Minority secondary schools.

\textbf{H}O_{4.7}: There will be no significance different between mean scores of scholastic achievement of the Muslim girl students of std 9\textsuperscript{th} having Average social problems and the Muslim girl students of std 9\textsuperscript{th} having High social problems of Minority secondary schools.

\textbf{H}O_{4.8}: There will be no significance different between mean scores of scholastic achievement of the Muslim girl students of std 10\textsuperscript{th} having Average social problems and the Muslim girl students of std 9\textsuperscript{th} having High social problems of Minority secondary schools.

\textbf{H}O_{4.9}: There will be no significance different between mean scores of scholastic achievement of the Muslim girl students of std 9\textsuperscript{th} having Middle social problems and the Muslim girl students of std 10\textsuperscript{th} having Average social problems of Minority secondary schools.

\subsection*{1.8 Delimitation of the Study}

Delimitations are the boundaries of the study they help the research in conducting the study. The findings of the study also confine to these delimitations. The present study was conducted with the following delimitations,

1. This study is delimited only for secondary school’s Muslim girl Pupils of Gujarati medium.
2. Self-made tool’s delimitation is one more delimitation of this study.
3. This study is delimited to grant in aid secondary schools which are run by Muslim trust and most of the students are from Muslim family.
1.9 SCHEME OF CHAPTERAISATION

The scheme of chapteraisation for the present study is as under:

CHAPTER 1: This chapter deals about the introduction of the present study statement of the problem, definition of key terms, objectives of the study, limitations of the study, hypothesis of the study as well as scheme of chapterization.

CHAPTER 2: This chapter provides the overview of the related literature / research work And its introduction description of previous related literature as well as the significant of present study.

CHAPTER 3: This chapter deals with the research design, the researcher will furnish description of the self-made tool, population and sample of the study and method of data analysis.

CHAPTER 4: This chapter deals with analysis and interpretation of data, the researcher will provide calculation on the basis of the obtained scores will interpret the data objectively and in the light of the objective prescribed.

CHAPTER 5: This chapter deals with finding and suggestion, The researcher will also draw attention of the future research towards the unexplored areas of the research. The chapter will ends with concluding remarks of the investigator.

1.10 CONCLUSION

There are five chapters in this study. In this chapter, the researcher has elaborated problem its objectives, hypothesis, limitations, importance of the study. The investigator also mentioned the details contain in other chapter. The next chapter begins with the review of related literature.

Gujarati Muslim Marriage, a dedicated service to assist Gujarati Muslims to marry within the community.


Leiden: E.J. Brill. p. 68. Retrieved 29 January 2014. “Up to about the tenth century the largest settlement of Arabs and Persian Muslim traders are not found in Malabar however but rather more to the north in coastal towns of the Konkan and Gujarat, where in pre-Islamic times the Persians dominated the trade with the west. Here the main impetus to Muslim settlement came from the merchants of the Persian Gulf and Oman, with a minority from Hadramaut.”

Muslim Peoples: A World Ethnographic Survey editor Richard V Weekes pages 294 to 297

People of India Gujarat Volume XXI Part Two edited by R.B Lal, P.B.S.V Padmanabham, G Krishnan & M Azeez Mohideen pages 487-491

S.P.Sukhiya & Mehrotra (1966); “Elements of Educational Research”; (Bombay : Allied Publication Pvt. Ltd.), P-73
