



EDUCATIONAL PROBLEMS OF MINORITY COMMUNITY STUDENTS AT ELEMENTARY LEVEL IN PURULIA DISTRICT

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ABSTRACT

In a caste diversify country; it should have giving equal importance to all caste and sub-caste. Irrespective of caste, creed, race, religion, the main mantra should be of these countries is social equity and equal educational opportunity. Otherwise the nation will not be to develop properly. In India the whole World knows that in India here live so many types of Caste, Community. One of them Minority Community is important Community (including Muslim, Christian, Buddhist, Shikh, Parsi and Jain) is important Community in India. Minority Community is one of the backward Communities in our society. Especially Muslims are behind in all aspects of life. In Education they are not so good like other forward communities. All levels of our Education System they are still behind. As like in the Elementary level they have so many Educational Problems. West Bengal is one of the important State of India, but Purulia district of West Bengal is most backward district.

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INTRODUCTION

The Indian Constitution is committed to the equality of citizen and the responsibility of the State to preserve, protect and assure the rights of minorities in matters of language, religion and culture. The United Nations Declaration on the Rights of Persons Belonging to National, Ethnic, Religious and Linguistic Minorities says that the promotion and protection of the rights of persons belonging to such minorities contribute to the political and social stability of the countries in which they live. Meeting their aspirations and ensuring their rights acknowledge the dignity and equality of all individuals and furthers participatory development [1]. The constitution of India contains many Articles protecting the well being of minorities. The Article 14 of the Constitution of India ensures equality of all before law and equal protection by the law. Article 15 prohibits discrimination on the grounds of religion, race, caste, sex and place of birth. Article 21 says that no person shall be deprived of his life or personal liberty except through the procedure by law. Article 25 ensures freedom of conscience and the right to freely profess, practice and propagate religion. Article 26 ensures right to manage religious institutions, religious affairs, subject to public order, morality and health. Article 29 protects Minorities right to conserve their language, script or culture. Article 30 provides for the protection of the interest of Minorities by giving them a right to establish and administer educational institutions of their choice [2].

Vincent Smith said about India “unity in diversity”. The whole World knows that in India here live so many types of Caste, Community. One of them Minority Community is important Community. In India we know that the Ethnicity system is going on from ancient period, today this system is not so tremendously but it is still we can see everywhere. In the urban areas it is little, but in the rural areas of India it is very high. And this Ethnicity system creates Class system. The stratification system mainly depends on 3 factors, these are – Power, property and Prestige. So, being there is some stratification or Class system it naturally creates some forward Classes and some backward classes. One of them Minority community (including Muslim, Christian, Budhha, Shikh, Parsi andJain) is important Community in India. Minority Community is one of the backward Communities in our society. Especially Muslims are behind in all aspects of life. In Education they are not so good like other forward communities. All levels of our Education System they are still behind. As like in the Elementary level they have so many Educational Problems.West Bengal is one of the important State of India, but Purulia district of West Bengal is most backward district. In west Bengal Minority Community means- only Muslims are mainly emphasized, although we know that there are also 5 Communities involved.All of we know that Purulia district is behind in all side. Literacy Percentage of this district is not so good in all level. In the Elementary level there is also various Educational Problems of Minority Community.

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Rationalization of the Study

"No democracy can long survive which does not accept as fundamental to its very existence the recognition of the rights of minorities" said Franklin D Roosevelt, the 32nd US President [3]. Dr Kalam also offers a solution to achieve such a society, when he says: "... education with value system ... religions graduating into spiritual forces ... economic prosperity through national vision". We are Indian. Out of 121 corers (2011-12 census report) here lives various type of major and backward communities. One of them Minority community (including Muslim, Christian, Buddha, Sikh, Parsi and Jain) is important Community. And Muslim is little in India. Very few Muslim students can complete their primary education. Some problem involve it, these are some family related problem, economic problem, religious problem, communication problem, linguistic problem and some personal and mental problem involve. And we never underestimate the drop out and wastage of in this level. These are the main Educational Problem which appears a great barrier for Muslim community at Elementary level. In another side we know the importance or need of Elementary Education. Such kind of Descriptive Research is never conducted in the district of Purulia. Therefore the Researcher chooses this kind of topic.

Statement of the Problem

The researcher has tried find out the various Educational Problems among the Minority Community Students at Elementary Level in the district of Purulia through the present study. Therefore the researcher selected the following as her research title:-

"Educational Problems of Minority Community Students at Elementary Level in the District of Purulia"

REVIEW OF RELATED LITERATURE

Narula, M. (2014), [4] has conducted a study entitled as "Educational Development of Muslim Minority: With Special Reference to Muslim Concentrated States of India",

Objectives of the study were:1. To presents a brief discussion of policies and programs implemented for the development of education of the Muslim minority.2.To portray the progress of school education in terms of access, participation, retention of Muslim children in the Muslim concentrated states.

Findings of the study were:1.The paper revealed that over the years the number of institutions, enrolment, teachers, and physical facilities have increased; still educational progress of Muslims is not satisfactory in terms of literacy rates, enrolment, and retention and in completion of grades. 2.Result revealed that Maharashtra, in comparison with Bihar, West Bengal and Uttar Pradesh, is far ahead in educational development of the Muslim minority. However, West Bengal is also higher than the national average. 3.The paper also revealed gender disparity as one of the reasons of educational backwardness of the Muslim minority. The negative attitude and low aspirations of parents towards girls" education, early marriages and cultural preference for a domestic role for women delimits women's role in participation of formal education.

Rahman, F. (2016),[5] has conducted a study entitled as "Education, Minorities and Constitution of India". This study highlighted following areas: Envisioning Problems &

Polemics, Evolution of Minorities' Right in India, Pre-Constitution Phase, Post- Constitution Phase, etc.

Rong, M. (2009),[6] has conducted a study entitled as "The development of minority education and the practice of bilingual education in Xinjiang Uyghur Autonomous Region", Higher Education Press and Springer-Verlag 2009, 4(2): pp-188-251.

Objective of the study was:1. To defines the fundamental modes and development processes of minority education in Xinjiang.

Findings of the study were:1. It is found that, Southern Xinjiang, with its low population density and high minority proportions, is a special area. There is a great necessity for the Autonomous Region government to make special programs for educational development in the three prefectures of southern Xinjiang. 2. It is also found that Han schools in some minority areas of Xinjiang should open Uyghur language courses for Han students and students of Min kao Han because such courses would benefit those students in developing and obtaining employment locally.

Molishree, (2006),[7] has conducted a study entitled as "Minority Educational Institutions: A Critical Analysis", Summer Research Internship Program 2006, CCS Working Paper No. 154.

Objective of the study was: 1.To analyze various rulings of the Supreme Court regarding minority educational institutions.

Findings of the study were:1. Result revealed that emerged out of research, the researcher came to the upshot that every successive government since Independence has paid lip service to the causes of the amelioration of the fate of the minority. 2.It is also found that The enactment of Article 29 and 30 was also designed and contrived as a part of electoral politics and minority appeasement.

Delimitations of the Study

The term "delimitation" means to select certain boundaries for the study. This investigation was delimited to both urban and rural secondary level schools of Purulia district.

Sample: -The researcher has selected only 200 students (Urban and Rural) of standard VIII from the secondary schools (Urban and Rural) and 70 teachers of those schools (Urban and Rural) of Purulia district.

Area:-The researcher delimited the area and took only 5 schools of the mentioned district due to lack of time period. Three Rural schools and Two Rural School were taken.

Statistical Techniques:-The researcher has used Mean, S.D. 't'-Test to analysis and represent the collected data in her present student.

Objectives of the Study

1. To find out the Various Educational Problems of Minority Community Students at Elementary level in the district of Purulia.
2. To find out the differences between Minority Boys and Girls Students' regarding their Educational Problems at Elementary level in the district of Purulia.
3. To find out the differences between Rural and Urban of Minority Community Students regarding their

Educational Problems at Elementary level in the district of Purulia.

4. To find out the differences between Urban Boys and Girls of Minority Community Students regarding their Educational Problems at Elementary level in the district of Purulia.
5. To find out the differences between Rural Boys and Girls of Minority Community Students regarding their Educational Problems at Elementary level in the district of Purulia.
6. To find out the differences between Urban Boys and Rural Boys Students of Minority Community regarding their Educational Problems at Elementary level in the district of Purulia.
7. To find out the differences between Urban Girls and Rural Girls Students of Minority Community regarding their Educational Problems at Elementary level in the district of Purulia.
8. To find out the differences between Male and Female teachers perception on Educational Problems of Minority Community Students at Elementary level in the district of Purulia.
9. To find out the differences between Students and Teachers perception on Educational Problems of Minority Community Students at Elementary level in the district of Purulia.

Hypotheses of the Study

The hypotheses were formulated in null form.

- H₀₁:** There is low level of Educational Problems of Minority Community Students at Elementary level in the district of Purulia.
- H₀₂:** There is no significant difference between Minority Boys and Girls Students regarding their Educational Problems at Elementary level in the district of Purulia.
- H₀₃:** There is significant difference between Rural and Urban Minority Community Students regarding their Educational Problems at Elementary level in the district of Purulia.
- H₀₄:** There is significant difference between Urban Boys and Girls of Minority Community Students regarding their Educational Problems at Elementary level in the district of Purulia.
- H₀₅:** There is significant difference between Rural Boys and Girls of Minority Community Students regarding their Educational Problems at Elementary level in the district of Purulia.
- H₀₆:** There is significant difference between Urban Boys and Rural Boys Students of Minority Community regarding their Educational Problems at Elementary level in the district of Purulia.

Table 1 Dimensions of the Study (Students Related Questionnaire)

Sl. No.	Dimensions	No. of Positive Statements (Direct Scoring)	No. of Negative statements (Reverse Scoring)	Scoring Principle
1	Family related Educational Problems	1,2,3,5,	4,6,7,8,9	[Direct Scoring] SA – 5, A-4, U-3 D-2,SD-1
2	Social related Educational Problems	10,13,15,	11,12,14,16,17	
3	Economic related Educational Problems	18,22,23,25	19,20,21,24	
4	Personal and Mental related Educational Problems	26,27	28,29,30,31,32	
5	Communication related Educational Problems	35,36,38	33,34,37	
6	Curriculum and School related Educational Problems	39,40,41,43	42,44,45,46	
7	Religious Related Educational Problems	48,49,50	47,51,52	[Reverse Scoring] SD-5, D-4, U-3, A-2, SA-1
8	Language Related Educational Problems	53,58,60	54,55,56,57,59	
	Total	26	34	60

Table 2 Dimensions of the Study (Teachers Related Questionnaire)

Sl. No.	Dimensions	Positive Statements (Direct Scoring)	Negative Statements (Reverse Scoring)	Scoring Principle
1	Family related Educational Problems	2,3,5,	1,4,6,7,8,9	[Direct Scoring]
2	Social related Educational Problems	11,13,16	10,12,14,15,17	SA – 5, A-4, U-3, D-2, SD-1
3	Economic related Educational Problems	22,23	18,19,20,21,24,25	
4	Personal and Mental related Educational Problems	27,29,32	26,28,30,31	
5	Communication related Educational Problems	33,34,38	35,36,37	[Reverse Scoring] SD-5, D -4, U-3, A-2 , SA-1
6	Curriculum and School related Educational Problems	40,42,	39,41,42,43,44,45,46	
7	Religious Related Educational Problems	49,51	47,48,50,52	
8	Language Related Educational Problems	53,60	54,55,56,57,58,59	
	Total	21	39	60

H₀₇: There is significant difference between Urban Girls and Rural Girls Students of Minority Community regarding their Educational Problems at Elementary level in the district of Purulia

H₀₈: There is significant difference between Male and Female Teachers' perception on Educational Problems of Minority Community Students at Elementary level in the district of Purulia.

H₀₉: There is significant difference between Students and Teachers perception on Educational Problems of Minority Community Students at Elementary level in the district of Purulia.

Methodology of the Study

Method of the Study

The present study is Descriptive type in nature. Descriptive type survey method has been used in this study. Therefore, naturally different tools, techniques, strategies and methods of Descriptive survey type research have been used to collect analysis and interpret the data. This study was conducted to identify Various Educational Problems of Minority Community at Elementary level. To achieve this objective Quantitative research method was opted.

Variables of the Study

1. Gender- Boys and Girls/ Male and Female
2. Area-Urban and Rural
3. Educational Problems

Population and Sample of the Study

The target learners' population in this study was all the students who were studying in Standard viii in present academic year i.e. 2014-2015. Although the researcher has drawn a sample of 200 Students (both Urban and Rural) and 70 Teachers from the five selected Secondary Schools which are situated in the district of Purulia.

Construction of the Instrument

To know the Various Educational Problems of Minority Community Students at Elementary level, a close ended questionnaire had been prepared. It consisted of 60 items or statements in 8 different dimensions. The dimensions were prepared based on the psychological aspects of the students. Every dimension has some positive statements and some negative statements. For each statement 5 options or choices were provided to choose from. The choices were: 'SA' – Strongly Agree; 'A' - Agree; 'U' – Undecided; 'D' – Disagree; 'SD' – Strongly Disagree. Scoring Method for positive Statements was direct and for negative Statements it was reverse as shown in the Table.

RESULTS AND DISCUSSION

H₀₁: There is low level of Educational Problems of Minority Community Students at Elementary level in the district of Purulia.

The H₀₁ verified through cut off point. Here cut off point is $M \pm \sigma$, $M + \sigma = 195.15 + 24.31 = 219.46$, $M - \sigma = 195.15 - 24.31 = 170.84$. On the basis of Cut off Point from the above table, we can see that out of the total 200 Students, 17% Students have scored above 195.15, 71% Students have scored between 170.84 to 195.15 and 12% Students have scored below 170.84 on the Various Educational Problems at Elementary level

related Questionnaire constructed by the researcher for the Students.

Table 3 Shows the Mean and Standard Deviation of Scores of the Minority Community Students about their Educational Problems and Teachers

SL No	Groups/ Variables	Number	Mean	S.D
1	Boys	79	193.19	24.02
2	Girls	121	196.42	24.52
3	Rural Boys	54	189.96	23.95
4	Urban Boys	25	200.16	23.12
5	Rural Girls	65	202.49	25.26
6	Urban Girls	56	189.38	21.79
7	Rural Students	119	192.70	22.62
8	Urban Students	81	192.70	22.62
9	Male Teachers	65	177.66	21.81
10	Female Teachers	5	200.40	33.34
11	Total Students	200	195.15	24.31
12	Total Teachers	70	179.29	23.25

Table 4 Shows the Number, Mean and S.D of the Total Students

Group	Number	Mean	S.D
Students	200	195.15	24.31

Table 5 Shows the Analysis of Level of Educational Problems on the basis of Cut off Point

Scores	Frequency	Percentage	Level of Attitude
Above-195.15	34	17%	High
Between 195.15-170.84	142	71%	Moderate
Below 170.84	24	12%	Low
Total	200	100%	

Therefore, we can see that maximum percentage (%) of the Students have scored between 170.84 to 195.15, which indicates that the level of Educational Problems Of Minority Community Students at Elementary in the district Purulia is at Moderate.

A. Family Cause Related Educational Problems

Group	Mean Scores
Boys	31.98
Girls	31.26
Rural Boys	33.87
Urban Boys	32.56
Rural Girl	31.52
Urban Girls	30.39
Rural Students	32.70
Urban Students	31.48
Male Teachers	23.22
Female Teachers	21.2

B. Social Cause Related Educational Problems

Group	Mean Scores
Boys	24.63
Girls	24.27
Rural Boys	25.15
Urban Boys	25.32
Rural Girl	25.79
Urban Girls	22.14
Rural Students	25.47
Urban Students	23.73
Male Teachers	22.35
Female Teachers	20.2

C. Social Cause Related Educational Problems

Group	Mean Scores
Boys	24.63
Girls	24.27
Rural Boys	25.15

Educational Problems of Minority Community Students at Elementary Level in Purulia District

Urban Boys	25.32
Rural Girl	25.79
Urban Girls	22.14
Rural Students	25.47
Urban Students	23.73
Male Teachers	22.35
Female Teachers	20.2

D Personal and Mental Cause Related Educational Problems

Group	Mean Scores
Boys	23.51
Girls	23.02
Rural Boys	26.32
Urban Boys	25.20
Rural Girl	24.27
Urban Girls	20.84
Rural Students	25.30
Urban Students	23.02
Male Teachers	21.92
Female Teachers	23.00

E Personal and Mental Cause Related Educational Problems

Group	Mean Scores
Boys	23.51
Girls	23.02
Rural Boys	26.32
Urban Boys	25.20
Rural Girl	24.27
Urban Girls	20.84
Rural Students	25.30
Urban Students	23.02
Male Teachers	21.92
Female Teachers	23.00

F. Curriculum and School Cause Related Educational Problems

Group	Mean Scores
Boys	25.40
Girls	26.11
Rural Boys	27.98
Urban Boys	24.60
Rural Girl	26.30
Urban Girls	25.17
Rural Students	27.14
Urban Students	24.89
Male Teachers	26.29
Female Teachers	32.4

G. Curriculum and School Cause Related Educational Problems

Group	Mean Scores
Boys	25.40
Girls	26.11
Rural Boys	27.98
Urban Boys	24.60
Rural Girl	26.30
Urban Girls	25.17
Rural Students	27.14
Urban Students	24.89
Male Teachers	26.29
Female Teachers	32.4

H. Language Cause Related Educational Problems

Group	Mean Scores
Boys	26.73
Girls	27.89
Rural Boys	27.39
Urban Boys	31.20
Rural Girl	27.06
Urban Girls	28.33
Rural Students	27.23
Urban Students	29.76
Male Teachers	27.23
Female Teachers	29.76

H₀₂: There is no significant difference between Minority Boys and Girls Students regarding their Educational Problems at Elementary level in the district of Purulia.

Table 6 Shows the difference between Minority Boys and Girls Students regarding their Educational Problems at Elementary level in the district of Purulia

Gender	N	Mean	S.D	Mean Difference	SED	df	t-value	Level of Significance
Boys	79	193.19	24.02	3.23	3.52	198	0.91	Not
Girls	121	196.42	24.52					Significant at 0.05 level

From the above table it is observed that the calculated t-value (0.91) is lower than table value at 0.05 level of significance (1.96 at 0.05 level of significance). Therefore, the result is not significant and it indicates that there is no significant difference between Minority Boys and Girls Students regarding their Educational Problems at Elementary in the district of Purulia. Hence, the Null hypothesis is accepted.

H₀₃: There is no significant difference between Rural and Urban Minority Community Students regarding their Educational Problems at Elementary level in the district of Purulia.

Table 7 Shows the difference between Rural and Urban Minority Community Students regarding their Educational Problems at Elementary level in the district of Purulia

Area	N	Mean	S.D	Mean Difference	SED	df	t-value	Level of Significance
Rural	119	196.81	25.36	4.10	3.50	198	1.17	Not Significant
Urban	81	192.70	22.62					At 0.05 level

From the above table it is observed that the calculated t-value (1.17) is lower than table value at 0.05 level of significance (1.96 at 0.05 level of significance). Therefore, the result is not significant and it indicates that there is no significant difference between Minority Rural and Urban Students regarding their Educational Problems at Elementary in the district of Purulia. Hence, the Null hypothesis is accepted.

H₀₄: There is no significant difference between Urban Boys and Girls Minority Community Students regarding their Educational Problems at Elementary level in the district of Purulia.

Table 8 Shows the difference between Urban Boys and Girls Minority Community Students regarding their Educational Problems at Elementary level in the district of Purulia

Urban	N	Mean	S.D	Mean Difference	SED	df	t-value	Level of Significance
Boys	25	200.16	23.12	10.78	5.34	79	2.02	Significant at 0.05 level
Girls	56	189.38	21.79					

From the above table, it is observed that the calculated t-value (2.02) is greater than table value at 0.05 level of Significance (1.96 at 0.05 level of Significance). Therefore, the result is Significant and it indicates that there is significant difference between Minority Urban Boys and Urban Girls Students at Elementary in the district of Purulia. Hence, the Null hypothesis is rejected.

H₀₅: There is no significant difference between Rural Boys and Girls Minority Community Students regarding their Educational Problems at Elementary level in the district of Purulia.

Table 9 Shows the difference between Rural Boys and Girls Minority Community Students regarding their Educational Problems at Elementary level in the district of Purulia

Rural	N	Mean	S.D	Mean Difference	S _{ED}	df	t-value	Level of Significance
Boys	54	189.96	23.95	12.53	4.54	117	2.75	Significant at 0.05 and 0.01 level
Girls	65	202.49	25.26					

From the above table, it is observed that the calculated t-value (2.75) is greater than table value at 0.01 level of Significance (2.58 at 0.01 level of significance). Therefore, the result is significant and it indicates that there is significant difference between Minority Rural Boys and Rural Girls Students at Elementary in the district of Purulia. Hence, the Null hypothesis is rejected.

H₀₆: There is no significant difference between Urban Boys and Rural Boys Students of Minority Community regarding their Educational Problems at Elementary level in the district of Purulia.

Table 10 Shows the difference between Urban Boys and Rural Boys Students of Minority Community regarding their Educational Problems at Elementary level in the district of Purulia

Boys	N	Mean	S.D	Mean Difference	S _{ED}	df	t-value	Level of Significance
Urban	25	200.16	23.12	10.20	5.73	77	1.77	Not Significant at 0.05 level
Rural	54	189.96	23.95					

From the above table, it is observed that the calculated t-value (1.77) is lower than table value at 0.05 level of Significance (1.96 at 0.05 level of Significance). Therefore, the result is not significant and it indicates that there is no significant difference between Minority Urban Boys and Rural Boys Students at Elementary in the district of Purulia. Hence, the Null hypothesis is accepted.

H₀₇: There is no significant difference between Urban Girls and Rural Girls Students of Minority Community regarding their Educational Problems at Elementary level in the district of Purulia.

Table 11 Shows the difference between Urban Girls and Rural Girls Students of Minority Community regarding their Educational Problems at Elementary level in the district of Purulia

Girls	N	Mean	S.D	Mean Difference	S _{ED}	df	t-value	Level of Significance
Urban	56	189.38	21.79	13.12	4.32	119	3.033	Significant at both 0.05 and 0.01 level
Rural	65	202.49	25.26					

From the above table, it is observed that the calculated t-value (3.033) is greater than table value at both 0.01 and 0.05 level of Significance (2.58 at 0.01 and 0.05 levels of Significance). Therefore, the result is significant and it indicates that there is significant difference between Minority Urban Girls and Rural Girls regarding their Educational Problems at Elementary in the district of Purulia. Hence, the Null hypothesis is rejected.

H₀₈: There is no significant difference between Male and Female Teachers' attitude towards Educational Problems of Minority Community Students at Elementary level in the district of Purulia.

Table 12 Shows the difference between Male and Female Teachers' attitude towards Educational Problems of Minority Community Students at Elementary level in the district of Purulia

Sex	N	Mean	S.D	Mean Difference	S _{ED}	df	t-value	Level of Significance
Male Teacher	65	177.66	21.81	22.74	3.34	268	4.75	Significant at both 0.01 and 0.05 level
Female Teacher	5	200.40	33.34					

From the above table, it is observed that the calculated t-value (4.750) is greater than table value at both 0.01 and 0.05 levels of Significance (2.58 at 0.01 and 0.05 levels of Significance). Therefore, the result is Significant and it indicates that there is significant difference between Male and Female Teachers' attitude towards Educational Problems of Minority Community Students at Elementary in the district of Purulia. Hence, the Null hypothesis is rejected.

H₀₉: There is no significant difference between Students and Teachers attitude towards Educational Problems of Minority Community Students at Elementary level in the district of Purulia.

Table 13 Shows the difference between Students and Teachers attitude towards Educational Problems of Minority Community Students at Elementary level in the district of Purulia

Group	N	Mean	S.D	Mean Difference	S _{ED}	df	t-value	Level of Significance
Total Students	200	195.15	24.31	15.86	3.34	268	4.75	Significant at both 0.01 and 0.05 levels
Total Teachers	70	179.29	23.25					

From the above table, it is observed that the calculated t-value (4.750) is greater than table value at 0.01 level of Significance (2.58 at 0.01 level of Significance). Therefore, the result is Significant and it indicates that there is significant difference between Total Students and total Teachers towards Educational Problems of Minority Community Students at Elementary in the district of Purulia. So the Null hypothesis is rejected.

Limitations of the Study

The following limitations have been found in the present study:

1. Due to shortage of time the researcher has conducted his study only 200 Students of secondary schools in the district of Purulia. For this delimitation, the findings of the study have been found like above.
2. As the present study has been delimited to the area of Purulia district only, therefore such kind of findings have been found through the present study.
3. As the present study has been carried out 70 Teachers only, therefore the above findings have been found through the study.
4. Due to shortage of time the researcher has conducted his study only 5 (Urban and Rural) Schools in the district of Purulia. For this delimitation, the findings of the study have been found like above.
5. The researcher has conducted his study at Elementary level in the district of Purulia. For this delimitation, the findings of the study have been found like above.

Recommendations for Further Study

1. A similar study can be conducted by including larger samples from various areas.
2. A similar study can be conducted on parents to find out the attitude of them towards the Educational Problems of Minority Community Students at Elementary Level.
3. A similar study can be conducted at Secondary or Higher Level in the district of Purulia
4. A similar study can be conducted at different District to find out the Educational Problems of Minority Community at Elementary level.
5. A similar study can be conducted at different States to find out the Educational Problems of Minority Community at Elementary level.

CONCLUDING REMARKS

In India, Minority Community (Especially Muslim) is one of the important Communities. But, we know that this Community has lots of Problems in all contexts. Educational Problems at Elementary level in the district of Purulia is one of the major problems of this Community. So many Researches has been conducted to show the various Educational Problems of Minority Community. And we see that there are so many problems in all aspect- like Family related Educational Problems, social related Educational Problems, Economic related Educational Problems, Language related Educational Problems, School related Educational Problems, Personal related Educational Problems, Religious related Educational Problems and Communication related Educational Problems. Through this study it is found that there are so many Educational Problems of Minority Community Students at Elementary level in the district of Purulia. In the findings we are seen that there is moderate level Educational Problems of Minority Community at Elementary Level in the district of Purulia. And in the family related aspect we are seen that Urban Boys have more Educational Problems than Rural Boys, Female Teachers' Attitude is weaker than Male Teachers towards the Educational problems of Minority Community Students at Elementary level. Minority Urban Girls were more suffering than Rural Girls in the aspect of Social related Educational Problems at Elementary level, and Minority Urban students were more suffering than Rural Students in the aspect of Social related Educational problems at Elementary level. In the Economic Aspect Minority Boys student were more suffering than Girls in the aspect of Economic related Educational problems, Minority Rural Boys were more suffering than Urban Boys in the aspect of Economic related Educational Problems, Minority Rural students were more suffering than Urban Students in the aspect of Economic related Educational problems, Female Teachers' Attitude is weaker than Male Teachers in the aspect of in the aspect of Economic related Educational problems of Minority Community Students at Elementary level.

In the Personal and Mental aspect Minority Urban Girls were more suffering than Rural Girls in Personal and Mental related Educational problems, Minority Urban students were more suffering than Rural Students in the aspect of Personal and Mental related Educational problems, and Male Teachers' Attitude is weaker than Female Teachers in the aspect of Personal related Educational problems of Minority Community Students at Elementary level. In the Communication aspect there are not so many Educational problems between Minority Boys and Girls, Urban boys and Rural boys, Urban Students and Rural Students, Male Teachers and Female Teachers, but Minority Urban Girls were more suffering than Rural Girls in the aspect of Communication related Educational problems at Elementary level. In the school and Curriculum aspect Minority Urban Boys were more suffering than Rural Boys in the aspect of School and Curriculum related Educational problems and Male Teachers' Attitude is weaker than Female Teachers in the aspect of Curriculum related Educational problems of Minority Community Students at Elementary level. In the religious aspect only Female Teachers' Attitude is weaker than Male Teachers in the aspect of Religious related Educational problems of Minority Community Students at Elementary level. In the Language aspect Minority Rural Boys were more suffering than Urban Boys in the aspect of Language related Educational problems at Elementary level.

So, it is cleared for us that especially which aspects Minority Community students had more Educational Problems at Elementary level in the district of Purulia and who were suffered more on those aspects. So the Researcher thought that this study would be so important or meaningful for Minority Community in the district of Purulia as well as West Bengal and India.

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