

# Causes of Educational Backwardness Among Backward Section in West Bengal

Obaidul Islam<sup>1</sup>, Tapash Das<sup>2</sup>, Ankur Nandi<sup>3</sup>, Prof (Dr.) Tarini Halder<sup>4</sup>

<sup>1</sup>M.A Student, Department of Education, Kazi Nazrul University, Asansol, West Bengal

<sup>2</sup>Assistant Professor, Department of Education, Kazi Nazrul University, Asansol, West Bengal

<sup>3</sup>Junior Research Fellow, Department of Education, University of Kalyani, Nadia, West Bengal

<sup>4</sup>Professor, Department of Education, Kalyani University, Nadia, West Bengal

Corresponding Author: Obaidul Islam

DOI: <https://doi.org/10.52403/ijrr.20221120>

## ABSTRACT

One of the main issues in both contemporary and traditional communities has been and is education. It is a potent tool that determines the fate of humanity. In the modern era, achieving greater and more difficult goals has become a crucial issue for every independent nation, but some nations, like our own, face unique difficulties because some minorities, particularly backward class who live in poverty and hardship, are unable to contribute to the economy and development of the nation. The main purpose of the current research is to find out the causes of educational backwardness among backward section. Present study is descriptive survey and qualitative research. In present study self-prepared questionnaire used, and a percentage calculation used for data analysis. Financial difficulties and family financial crises are some of the factors that contribute to educational backwardness among disadvantaged students. Additionally, educational institutions do not put-up specific awareness efforts to attract underprivileged students. Factors contributing to the educational backwardness of backward learners include an unsuitable home environment for learning, family members who are illiterate, a lack of empathy on the part of teachers, a lack of opportunity, and an education that is not adapted to their requirements.

**Key Words:** Educational Backwardness, Backward Section

## INTRODUCTION

One of the main issues in both modern and traditional communities has been and is education. It is a potent tool that determines the fate of humanity. It is a significant driving factor behind the advancements that humanity has made thus far and will make in the future. To ensure the continuation of the same tradition, every new generation must receive instruction on the customs of the group. Every society has different strategies for meeting this demand. One of the most important methods to meet this demand is through "education," which is now widely acknowledged. Education is now widely acknowledged as one of the requirements for social change and advancement. Every nation in the globe has set a high value on education.

The most effective tool we have for informing ourselves and influencing the world is education. A vast range of life options and future success depends on education. To meet changing requirements, the impact of political, economic, and religious forces on education must also be modified. Education has long been recognized as a crucial tool for fostering social and economic progress. It is necessary for both a person's and a nation's overall physical, mental, and spiritual growth. Development is mostly based on education. It strengthens nations and gives citizens more power. It is a potent

"equalizer," providing opportunities for everyone to escape poverty. Every society has different strategies for meeting this demand. One of the most important methods to meet this demand is through "education," which is now widely acknowledged. Education is now widely acknowledged as one of the requirements for social change and advancement. Every nation in the globe has set a high value on education.

Gopalan (2020) explored the fact that a majority of participants are in favour of the act's provision regarding EWS reservations based on what they do know about the law and its requirements. Additionally, they think it's important to create the concept of a "creamy layer" for SCs and at the state level in Tamilnadu, where people aren't familiar with it because it hasn't been implemented, and to issue reservations depending on economic status.

Roy Choudhury (2018) discovered that every slum youngster was ignoring their right to an education. One of the biggest problems is that a lot of kids still don't realise that education is a basic human right. 3.65% of the 76 illiterate kids in the slums never attended school, and 21.59% dropped out. Financial difficulties, a hatred of school, a lack of friends, a dislike of the teachers, a problem with the medium of instruction, having small siblings to look after, doing home chores, and an unfavourable environment were among the reasons given for not attending school. Few parents were aware that elementary school is both free and required. Children living in slums had to deal with child labour, a lack of space and time for studying at home, and other educational challenges.

Khan et al. (2017) revealed that due to financial limitations, such as the inability to pay fees, buy books and other educational resources, etc., inadequate family income has an effect on a child's educational progress and can lead to school dropouts.

Backward section should receive priority in education since they are a valuable resource for a country. A nation's development is correlated with the advancement of

backward section. Backward section need not always go to school, but they must do so if they want to make a positive contribution to society. Backward section who has received an education can benefit their families, communities, and society in general. In order for women to succeed in society, education is crucial. Backward section that are educated have a greater understanding of their surroundings.

## STATEMENT OF THE PROBLEM

In this present study, the investigator attempts to make a try and look at the problem of educational backwardness within the age organization 18-25 years within the better training stage students (UG and PG) some of the Backward Section in Paschim Burdwan District of West Bengal and the problem has been said as: "*Causes of Educational Backwardness among Backward Section in West Bengal*".

## OBJECTIVES

### Objectives of the present study -

1. To find out the educational backwardness among backward section learners on the basis of educational facilities related dimension.
2. To find out the educational backwardness among backward section learners on the basis of financial factor & home environment related dimension.
3. To find out the educational backwardness among backward section learners on the basis of teacher-related dimension.
4. To find out the educational backwardness among backward section learners on the basis of social factor.

## DELIMITATION OF THE STUDY

The study has the following delimitations:

- This research delimited only higher-level students.
- This research delimited to Backward section students -Scheduled Caste (SC), Scheduled Tribes (ST), Other Backward Classes (OBC) and Women only.

- This research delimited only in in Paschim Burdwan District of West Bengal state.

### RATIONALE OF THE STUDY

Our nation is democratic, and as such, it is required of a democracy that all racial and ethnic groups receive equal opportunity for development, that all citizens have equal rights, and that no tribe may be ignored in any area, whether its social fairness, the economics, or education.

### METHODOLOGY OF THE STUDY

- **Method of the study:** The current study was descriptive type survey and a qualitative study.
- **Population of the Study:** All the higher education level students in West Bengal selected as population for the present study.
- **Sample of the study:** 275 students in all, drawn at purposively for the current study.

- **Sampling technique:** A purposive sampling technique is used in this study for collecting data from the sample.
- **Instrument of data collection:** A self-prepared questionnaire is used for collecting data in this present study. In which include both open-ended and close ended statements.
- **Data collection procedure:** This study collected data through both offline and as well as online modes. Firstly, some data is collected offline mode by using the self-made questionnaire. Also, due to the summer vacation, some data collected online in the mode through a google form.
- **Data analysis technique:** Percentage Analysis was used to be done from the collected data through close-ended questions and the information obtained through open-ended questions is analysed.

### ANALYSIS AND INTERPRETATION: Dimension wise

#### 1. Educational Backwardness among Backward Section Learners on the basis of Educational Facilities related dimension.

Table 1: Item wise percentage of response towards Educational Facilities dimension regarding Educational Backwardness among Backward Section Learners.

Item No.	Statements of Educational facilities	Response			Percentage		
		Agree	Neutral	Disagree	Agree	Neutral	Disagree
1	I got a scholarship from the government to continue my studies.	166	35	74	60.36	12.72	26.9
2	I have ample opportunities in government jobs.	68	89	118	24.72	32.36	42.9
3	Provides encouragement to study education-related schemes approved by the government.	108	70	37	61.09	25.45	13.45
4	There are separate project arrangements for girls.	191	54	30	69.45	19.63	10.9
5	Not all tuition fees are covered by government scholarships.	176	57	42	64	20.72	15.27
6	The authorities of educational institutions arrange rewards for motivating the backward students.	80	110	85	29.09	40	30.9
7	The authorities of educational institutions provide special scholarships to backward students.	95	96	84	34.54	34.9	30.54
8	The authorities of educational institutions arrange various programs to identify the problems of girls' education.	89	91	95	32.36	33.09	34.54
9	The authorities of the educational institutions waive the admission expenses of the backward students.	54	108	113	19.63	39.27	41.09
10	The authorities of the educational institutions provide teaching and learning materials to backward students.	75	90	110	27.27	32.72	36.36
11	The authorities of the educational Institutional offer free hostels to backward students.	45	98	132	16.36	35.63	48
12	Backward students in educational institutions often have to face language problems.	165	71	39	60.66	25.81	14.18
13	Special awareness programs are organized by educational institutions to bring backward students into the field of education.	108	92	75	39.09	33.45	27.27
14	Educational institutions provide a suitable learning environment for all students.	164	71	40	48.72	25.81	14.54

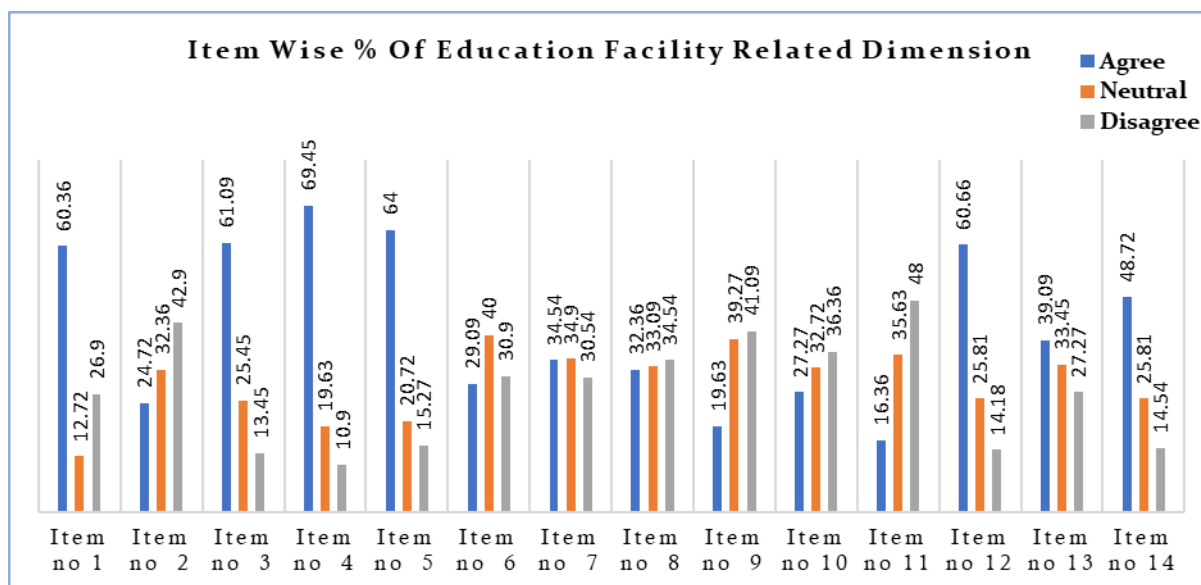


Fig 01: Item wise Percentage of Educational Facility related dimension

**Interpretation:** A survey of 275 higher education level students had been done to study the causes of educational backwardness among backward section on the basis of educational facilities dimension. This dimension had been studied on the basis of 14 statement out of total students, 166 students (60.36% out of total) respondent agree, 35 students (12.72% out of total) respondent neutral and 74 students (26.9% out of total) respondent disagree on the statement 1; out of total students 68 students (24.72% of total) respondent agree, 89 students (32.36% of total) respondent neutral and 118 students (42.9% of total) respondent disagree on the statement 2; out of total students 108 students (61.09% of total) respondent agree, 70 students (25.45% of total) respondent neutral and 37 students (13.45% of total) respondent disagree on the statement 3; out of total students, 191 students (69.45% of total) respondent agree, 54 students (19.63% of total) respondent neutral and 30 students (10.9% of total) respondent disagree on the statement 4; out of total students, 176 students (64% of total) respondent agree, 57 students (20.72% of total) respondent neutral and 42 students (15.27% of total) respondent disagree on the statement 5 ; out of total students, 80 students (29.09% of total) respondent agree, 110 students (40%

of total) respondent neutral and 85 students (30.9% of total) respondent disagree on the statement 6; out of total students, 95 students (34.54% of total) respondent agree, 96 students (34.9% of total) respondent neutral and 84 students (30.54% of total) respondent disagree on the statement 7 ; out of total students, 89 students (32.36% of total) respondent agree, 91 students (33.09% of total) respondent neutral and 95 students (34.54% of total) respondent disagree on the statement 8; out of total students, 54 students (19.63% of total) respondent agree, 108 students (39.27% of total) respondent neutral and 113 students (41.09% of total) respondent disagree on the statement 9; out of total students, 75 students (27.27% of total) respondent agree, 90 students (32.72% of total) respondent neutral and 110 students (36.36% of total) respondent disagree on the statement 10 ; out of total students, 45 students (16.36% of total) respondent agree, 98 students (35.63% of total) respondent neutral and 132 students (48% of total) respondent disagree on the statement 11 ; out of total students, 165 students (60.66% of total) respondent agree, 71 students (25.81% of total) respondent neutral and 39 students (14.18% of total) respondent disagree on the statement 12; out of total students, 108 students (39.09% of

total) respondent agree, 92 students (33.45% of total) respondent neutral and 75 students (27.27% of total) respondent disagree on the statement 13; out of total students, 164 students (48.72% of total)

respondent agree, 71 students (25.81% of total) respondent neutral and 40 students (14.54% of total) respondent disagree on the statement 14.

## 2. Educational Backwardness among Backward Section Learners on the basis of Financial Factor & Home Environment related dimension.

Table 2: Item wise percentage of response towards financial factor & home environment regarding Educational Backwardness among Backward Section Learners.

Item no	Statements of Financial factor & home environment	Response (person)			Percentage (%)		
		Agree	Neutral	Disagree	Agree	Neutral	Disagree
15	My family's financial difficulties make it difficult for me to pay for my education.	160	60	55	58.18	21.81	20
16	Due to financial crisis in the family, along with study engaged with working in a different field to manage the expenditure of study.	150	59	66	54.54	21.45	24
17	The family cannot always afford adequate learning materials.	167	44	64	60.72	16	23.27
18	The home environment interferes with my studies.	86	77	112	31.27	28	40.72
19	Girls get married from home before finishing their studies.	169	67	39	61.45	24.36	14.18
20	I get the money I need for education from home.	168	55	52	61.09	20	18.9
21	Most members of the household are involved in studies.	125	72	78	45.45	26.18	28.36

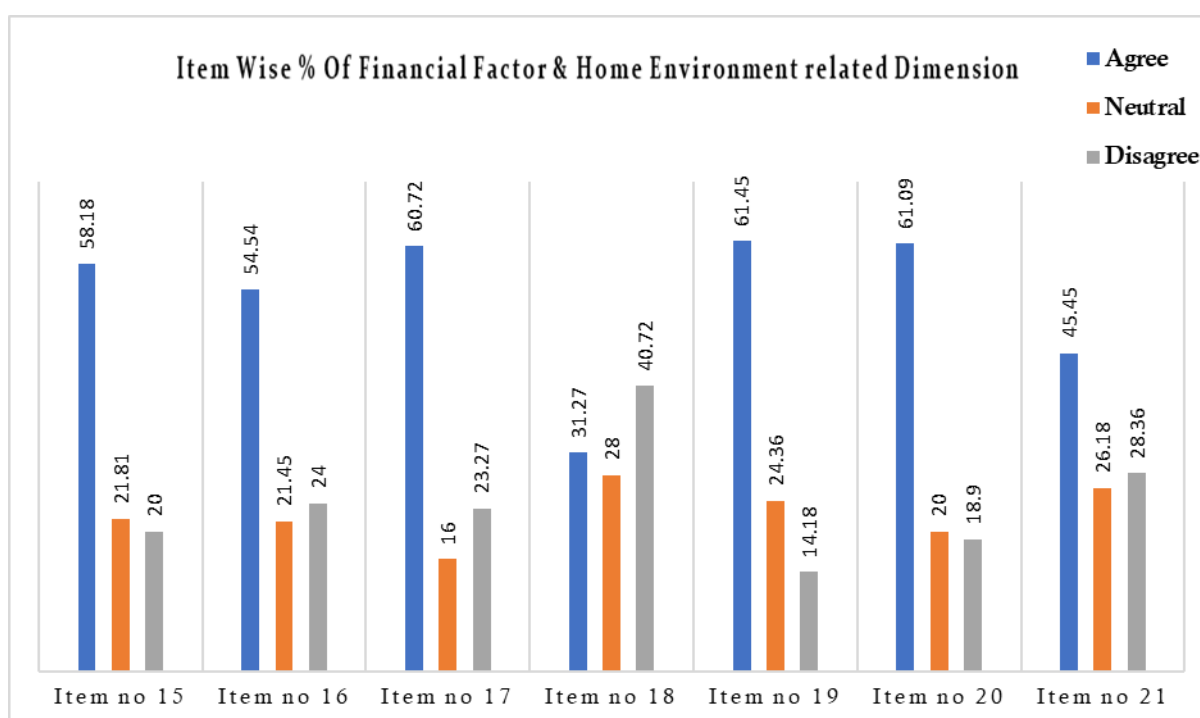


Fig 02: Item wise Percentage of Financial Factor and Home Environment related dimension

**Interpretation:** A survey of 275 higher education level students had been done to study the causes of educational backwardness among backward section on the basis of financial factor & home environment dimension. This dimension had been studied on the basis of 7 statement. Out of total students, 160 students (58.18% of total) respondent agree, 60 students

(21.81% of total) respondent neutral and 55 students (20% of total) respondent disagree on the statement 15; out of total students, 150 students (54.54% of total) respondent agree, 59 students (21.45% of total) respondent neutral and 66 students (24% of total) respondent disagree on the statement 16; out of total students, 167 students (60.72% of total) respondent agree, 44



students (16% of total) respondent neutral and 64 students (23.27% of total) respondent disagree on the statement 17; out of total students, 86 students (31.27% of total) respondent agree, 77 students (28% of total) respondent neutral and 112 students (40.72% of total) respondent disagree on the statement 18; out of total students, 169 students (61.45% of total) respondent agree, 67 students (24.36% of total) respondent neutral and 39 students

(14.18% of total) respondent disagree on the statement 19; out of total students, 168 students (61.09% of total) respondent agree, 55 students (20% of total) respondent neutral and 52 students (18.09% of total) respondent disagree on the statement 20; out of total students, 125 students (45.45% of total) respondent agree, 72 students (26.18% of total) respondent neutral and 78 (28.36% of total) respondent disagree on the statement 21.

### 3. Educational Backwardness among Backward Section Learners on the basis of Teacher related dimension.

Table 3: Item wise percentage of response towards Teacher related dimension regarding Educational Backwardness among Backward Section Learners.

Item no	Statements of Teacher-related	Response (person)			Percentage (%)		
		Agree	Neutral	Disagree	Agree	Neutral	Disagree
22	Teachers teach according to my needs and abilities	142	75	59	51.63	27.27	21.45
23	The teacher gives equal importance to all the students in the classroom.	181	50	44	65.81	18.18	16
24	The teachers inspire and encourage me to study.	230	30	15	83.63	10.9	0.81
25	Teachers are not equally concerned with the education of all students.	120	76	79	43.63	27.63	28.72
26	Teachers are very careful about educating girls.	163	71	41	59.27	14.9	16.03
27	The teachers are sympathetic to me.	196	51	28	71.27	18.54	10.18

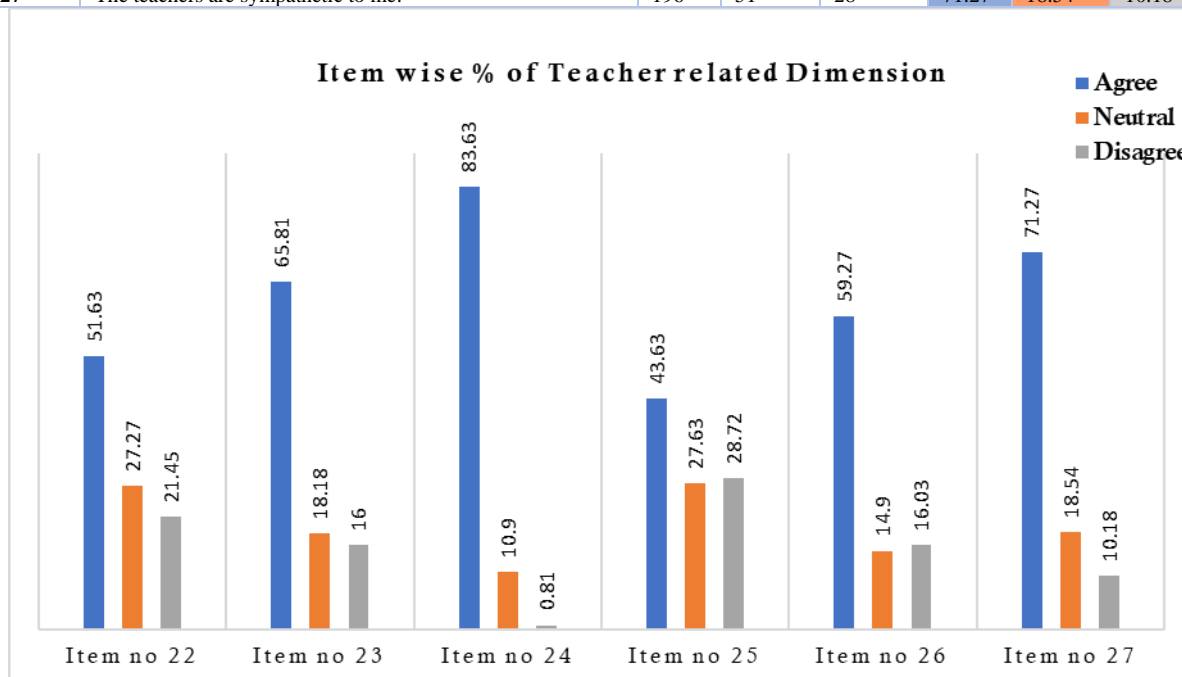


Fig 03: Item wise Percentage of Teacher related dimension

**Interpretation:** A survey of 275 higher education level students had been done to study the causes of educational backwardness among backward section on the basis of financial factor & home environment dimension. This dimension

had been studied on the basis of 7 statement. Out of total students, 142 students (51.63% of total) respondent agree, 75 students (27.27% of total) respondent neutral and 59 students (21.45% of total) respondent disagree on the statement 22; out of total

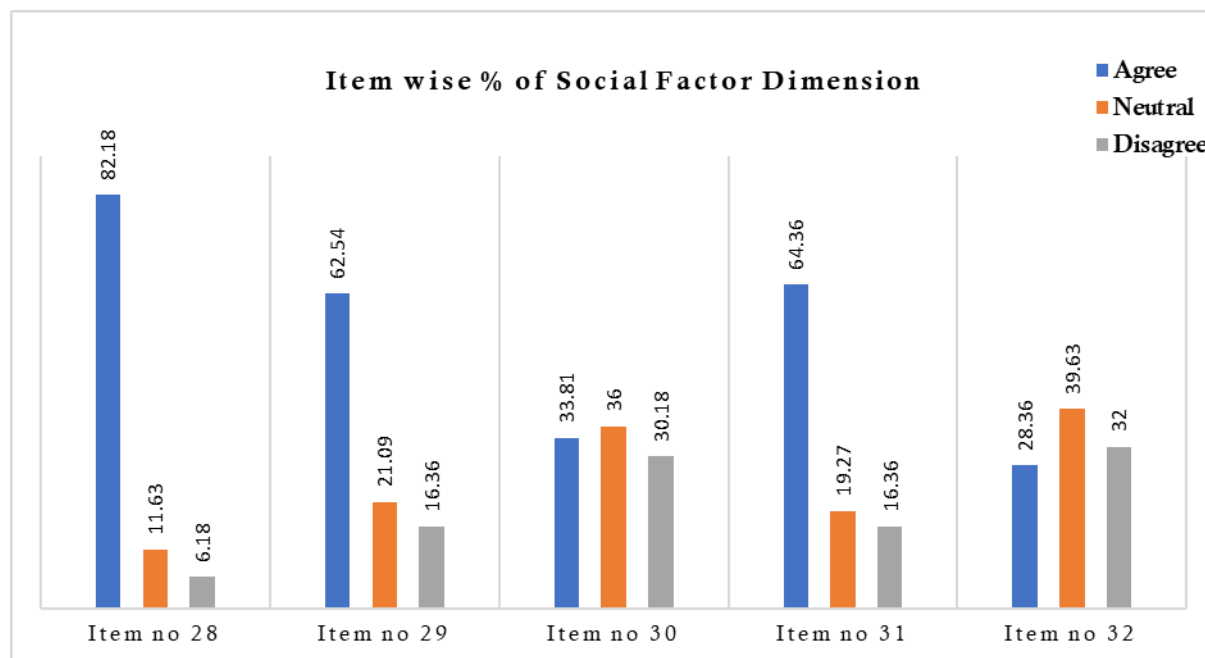
students, 181 students (65.81% of total) respondent agree, 50 students (18.18% of total) respondent neutral and 44 students (16% of total) respondent disagree on the statement 23; out of total students, 230 students (83.63% of total) respondent agree, 76 students (10.9% of total) respondent neutral and 15 students (0.81% of total) respondent disagree on the statement 24; out of total students, 120 students (43.63% of total) respondent agree, 76 students (27.63% of total) respondent neutral and 79 students (28.72%

of total) respondent disagree on the statement 25; out of total students, 163 students (59.27% of total) respondent agree, 71 students (14.9% of total) respondent neutral and 41 students (16.03% of total) respondent disagree on the statement 26; out of total students, 196 students (71.27% of total) respondent agree, 51 students (18.54% of total) respondent neutral and 28 students (10.18% of total) respondent disagree on the statement 27.

#### 4. Educational Backwardness among Backward Section Learners on the basis of Social Factor dimension.

Table 4: Item wise percentage of response towards Social Factor dimension regarding Educational Backwardness among Backward Section Learners.

Item no	Statements of Social factor	Response (person)			Percentage (%)		
		Agree	Neutral	Disagree	Agree	Neutral	Disagree
28	Lack of awareness among people in society towards the education of backward students.	226	32	17	82.18	11.63	6.18
29	Going to get higher education, one has to listen to various insults from society.	172	58	45	62.54	21.09	16.36
30	I get encouragement from society to get education.	93	99	83	33.81	36	30.18
31	The educated people of the society make me interested in studying.	177	53	45	64.36	19.27	16.36
32	Neighbours discriminate against me.	78	109	88	28.36	39.63	32



**Interpretation:** A survey of 275 higher education level students had been done to study the causes of educational backwardness among backward section on the basis of social factor dimension. This

dimension had been studied on the basis of 5 statement. Out of total students, 226 students (82.18% of total) respondent agree, 32 students (11.63%) of total respondent neutral and 17 students (6.18%

of total) respondent disagree on the statement 28; out of total students, 172 students (62.54% of total) respondent agree, 58 students (21.09% of total) respondent neutral and 45 students (16.36% of total) respondent disagree on the statement 29; out of total students, 93 students (33.81% of total) respondent agree, 99 students (36% of total) respondent neutral and 83 students (30.18% of total) respondent disagree on the statement 30; out of total students, out of total students, 177 students (64.36% of total) respondent agree, 53 students (19.27% of total) respondent neutral and 45 students (16.36%) of total respondent disagree on the statement 31; out of total students, 78 students (28.36% of total) respondent agree, 109 students (39.63% of total) respondent neutral and 88 students (32% of total) respondent disagree on the statement 32.

### **Analysis of Open-ended questions**

#### **33. In your opinion, what are the reasons behind the educational backwardness of the backward class students?**

The reasons behind the educational backwardness of the backward class students are given below – which were the opinion of most of the sample. The reasons behind educational survival of backward students are- Lack of awareness among people about the importance of education, poor social condition, Lack of money, Political causes, Environmental causes, Lack of Infrastructure, Not getting such help from the government, Lack of special facilities, Family problems, Family stress at an early age, The collapse of the education system, Child labour, Online Class, Main problem caste system, Early marriage, Traditional thinking, The low mentality of the upper class people of the society, Involvement of peers in other matter, Lack of motivation, Lack of proper guidance, The indifference of the teachers, Students have to face harshness, Goal lessness, Bad behaviour towards backward students, Lack

of encouragement from family, Lack of food, Lack of interest in education.

#### **34. How do you think backward class students can overcome educational backwardness?**

Majority person of sample were apprising that how to overcome educational backwardness among backward section. If we give by spreading awareness among about the importance of education in society and by helping them financially, provide remedial coaching, Provide free coaching, Help by government, The government has to ensure jobs for the backward section, get job, Communication system should be facilitated, The government needs to adopt some policies, introduce schemes, not just introduce schemes, but look at who can implement them properly, Help by family, Adopting special plans, Various social programs, Reduce caste system, Reduce early marriage, Provide scholarship at the right time, Free hostel facilities, Eliminated of social discrimination, Adults should be brought to the courtyard of education, Given the opportunity to earn money through other activities besides studying, Adequate number of teachers need to be recruited, Improve communication system, Reduce gender inequality, Provide free education, self-awareness, Individual skill development, Good behaviour towards backward students, To take less money from students for higher education, New government scheme, Making education compulsory at the political level then they will improve academically.

### **FINDINGS**

The findings of the research study are as follows:

1. It is found from educational facilities dimension that the causes of educational backwardness among backward learners are educational institution does not offer free hostels to backward students; educational institutions are not provided special scholarships to backward students; educational institutions arrange



various programs to identify the problems of girls' education; lack of scholarship from the government to continue study; special awareness programs are not organized by educational institutions to bring backward students into the field of education.

2. It is found from financial factor & home environment dimension that the causes of educational backwardness among backward learners are Financial difficulties of family; due to financial crisis in the family, along with study engaged with working in a different field to manage the expenditure of study; family cannot always afford adequate learning materials; home environment not suitable for study and the illiteracy of family members; girls get married from home before finishing their studies.
3. It is found from teacher related dimension that the causes of educational backwardness among backward learners are not feel sympathy from teachers; lack of opportunities; they are not received education accordance with their needs and opportunities.
4. It is found from social factor dimension that lack of awareness among people in society towards the education of backward students; criticism to get higher education, to listen to various insults from society; lack of encouragement from society.

## **DISCUSSION AND CONCLUSION**

A few variables in the educational backwardness of backward learners include- Education institutions' failure to provide free housing for disadvantaged students, their refusal to offer disadvantaged students special scholarships, their refusal to set up programmes to identify issues with girls' education, and their lack of government scholarships for further study are among the causes of educational backwardness among disadvantaged students. There are no specific awareness initiatives run by

educational institutions to entice impoverished kids to become teachers. Financial difficulties and crises in the family; involvement in a job in a different field while studying to cover study costs; inability of the family to always afford adequate learning materials; an unsuitable home environment for study; illiteracy of family members; and girls getting married from home before finishing their studies are some of the factors that cause educational backwardness in backward learners; and a lack of education adapted to their requirements and chances. Lack of social support, disapproval of seeking higher education, having to put up with a lot of teasing from society, and lack of understanding of the education of underprivileged students are all factors. Financial difficulties and family financial crises are some of the factors that contribute to educational backwardness among disadvantaged students. Additionally, educational institutions do not put-up specific awareness efforts to attract underprivileged students also, the factors contributing to the educational backwardness of backward learners include an unsuitable home environment for learning, family members who are illiterate, a lack of empathy on the part of teachers, a lack of opportunity, and an education that is not adapted to their requirements.

## **IMPLICATION OF THE STUDY**

The study has following implication-

- The study's findings contribute to the body of knowledge in the subject
- Findings of research also serve as a review of the literature for future research and offer instructions for conducting policy analysis.
- Beneficial to a welfare state.
- The study's findings helpful to educational planners, academics, policymakers, social workers, NGOs, and administrators of the state, in particular, and the country, in general. They would provide empirical data at the local level to determine secondary

education's need to become a necessity for the people.

**Conflict of Interest:** None

## REFERENCES

1. Ashappa, R. (2015). A Sociological Study of Scheduled Caste Girls in Degree Colleges: A Sample Survey in Kalaburagi City. *IOSR Journal of Humanities and Social Science*, 20 (7). 45-49.
2. Das, A. (2012). The purpose of this study is to find out the educational status of Muslims in West Bengal. *International Journal of Child Health and Human Development* 5 (3), 349-371
3. Gopalan, K. R. (2020). A Study on Reservations in the Educational Sector for the Economically Weaker Sections. *Parishodh Journal* 9 (2), 6175-6182.
4. Khan, A. A. (2000). Education in backward community in Kanpur city. Chhatrapati Sahuji Maharaj University. <http://hdl.handle.net/10603/259743>
5. Khan, N., Naz, A., Khan, N., and Khan, S. (2017). A co-relational study of Family Income and poor parenting in child's educational performance in district Dir lower. *Pakistan Journal of Global Research in Education and Social Science* 10 (1), 1-5.
6. Lokhande, M. A. (2016). Problems of Socio-economically backward Class Entrepreneurs: An Analysis by responses. *Journal of Research in Business and Management* 4 (8), 53-60.
7. Lokhande, M. A. (2016). Problems of Socio-economically backward Class Entrepreneurs: An Analysis by responses. *Journal of Research in Business and Management*, 4 (8). 53-60.
8. Roychoudhury, A. K. (2018). A study on the educational backwardness of children in urban slums with special reference to the Guwahati city. <http://hdl.handle.net/10603/233601>
9. Vijay, R. S. & Nair, S. B. (2017). Educational Backwardness among Weaker Sections a Sociological Analysis. *Educere-the BCM Journal of Social Work* 13 (2), 110-119.
10. Vijay, R. S. & Nair, S. B. (2017). Educational Backwardness among Weaker Sections- a Sociological Analysis. *Educere-the BCM Journal of Social Work*, 13 (2). 110-119.

How to cite this article: Obaidul Islam, Tapash Das, Ankur Nandi et.al. Causes of educational backwardness among backward section in West Bengal. *International Journal of Research and Review*. 2022; 9(11): 130-139. DOI: <https://doi.org/10.52403/ijrr.20221120>

\*\*\*\*\*