



Educational interest of minority boys and girls in Balrampur district

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Abstract

The educational interest of children is a cornerstone of social development. It is not merely a means of knowledge transfer, but a powerful tool for the social, economic, and cultural empowerment of individuals. In a diverse country like India, the educational interest of children becomes even more important, especially in the context of minority communities. Balrampur district, considered a backward region of Uttar Pradesh, still faces many challenges regarding the educational status of minority communities. The educational pursuits of boys and girls are the backbone of any society, and for Balrampur's minority community, they can become a powerful tool for self-reliance, equality, and empowerment. The quality of boys and girls' educational pursuits can only be ensured when adequate resources are made available and utilized equitably. If the government, society, and community work together, the dream of "educational interest for all" can be realized, and the minority community of Balrampur can also play an active role in the mainstream of national development. The educational interest of boys and girls is an integral part of the overall development of society.

Keywords: Educational interest, Minority community, Empowerment

Introduction

The most important goal of education is the all-round development of the human being. "All-round development" means becoming comprehensively proficient in intellectual, emotional, social, and physical aspects according to scientific standards. Although knowledge of human development is essential to understand the scientific standards of intellectual, emotional, and physical development, human development is a complex process that includes physical, mental, emotional, and social aspects. This development is driven by the interaction of various factors. An educated society can create a prosperous and inclusive society where everyone has equal opportunities, equal rights, and a better standard of living. Therefore, it is essential for every segment of society to prioritize the educational attainment of children so that everyone can improve their lives and contribute to nation-building. The educational attainment of children is the foundation of progress and development in any society. It is not only key to personal development but also plays a vital role in bringing about widespread social change and economic progress. The educational interest of boys and girls can be an important tool in achieving equal opportunities, equal rights, and social justice for every section of society. The multidimensional impact of the educational interest of boys and girls: The impact of the educational interest of boys and girls is not simply one-dimensional. It profoundly impacts various aspects of society, culture, personal life, and the economy. It influences the structure of society, the thinking of individuals, and the process of change in various areas of life. The multifaceted impact of children's educational disinterest shapes society and personal

life in many ways. Educational interest among children not only enhances an individual's abilities and skills but also contributes to building a stronger, more prosperous, and inclusive society. Thus, educational interest among children is not just a means to improve living standards but also a step towards holistic development and well-being.

The multifaceted impact of educational interest among children can be seen in the following aspects:

- a) **Contribution to economic development:** Children's educational interest enhances individuals' skills, helping them secure employment. This paves the way for economic prosperity, as an educated society becomes more productive and competitive. Furthermore, children's educational interest fosters entrepreneurship, which creates new employment opportunities and contributes to overall development.
- b) **Social equality and inclusion:** Educational access for children serves as a symbol of equality in society, as it provides equal opportunities to all sections of society, regardless of caste, religion, or gender. Equality of educational opportunities reduces discrimination and inequalities in society. Educational access for children empowers women, the poor, and marginalized groups, allowing them to improve their status and enjoy equal rights.
- c) **Social awareness and citizenship:** Children's educational interest increases their level of social awareness. It makes citizens aware of their rights and responsibilities and encourages participation in democratic institutions. An educated society creates more responsible and sensitive citizens who actively work for social change.

- d) **Moral and cultural development:** Children's educational interests promote moral values in society. It teaches individuals values such as truth, nonviolence, tolerance, and compassion. It also promotes understanding and respect for cultural diversity. An educated society understands its history, culture, and traditions and takes responsibility for preserving them.
- e) **Improved health and well-being:** The educational attainment of children has a profound impact on the health of society. Educated individuals are more knowledgeable about hygiene, personal care, nutritious diets, and disease prevention measures. As a result, health levels in the community improve, and life expectancy increases.
- f) **Better use of natural resources:** An educated society is sensitive to the environment and natural resources. The educational interest of boys and girls instills in individuals a sense of environmental protection and conservation, thereby ensuring judicious and sustainable use of natural resources.
- g) **Social and political stability:** The educational interest of children creates a stable and peaceful environment in society. It promotes social harmony and fosters understanding between different sections of society. Furthermore, the educational interest of children increases the tendency to adhere to law and order in society, which is essential for political stability.

Objectives

- Analyze the educational aspirations of minority communities in Balrampur district.
- Assess the educational resources and facilities available in the area.
- Understand the community's educational achievement and the barriers they face.
- Recommend policy reforms for the educational progress of minority communities.

Review of literature

- Ansari, M. I. (2014) [3], in his research titled "Education and Development of Minorities in India: A Study of Muslim Women," found that among minority communities particularly Muslim women higher education is viewed as a means of life improvement; however, traditional mindsets and social pressures influence this trend.
- Ali, F. (2015). Muslim Women and Higher Education in India: Challenges and Opportunities. According to Ali, Muslim women often lack family support in pursuing higher education, and marriage is perceived as a major impediment on their educational path.
- Yadav, R. (2022), in his study titled "Government Interventions and Their Impact on Higher Education for Minorities," noted that the Prime Minister's Scholarship Scheme, the Maulana Azad Foundation Scholarship, and other state-level schemes have contributed to increasing the educational attainment rates among minority students.
- According to Rajput, A. (2023), the study "Higher Education Trends among Minority Students in India"

found that in contexts where assistance is specifically provided to minority students by governmental and non-governmental organizations, the propensity to pursue education has increased, and the dropout rate has declined.

Sample

A total of 100 minority boys and girls, residing in equal numbers in rural and urban areas of Balrampur district, were selected using the Purposive Sampling Method. The selection process was conducted according to Tables 1, 2, and 3 and Diagrams 1, 2, and 3.

Socio-demographic details of the respondents

Table 1

Gender variation	Participants
Male	60
Female	40

Table 2

	Muslim	Sikh	Buddhist
Male	30	14	16
Female	20	8	12

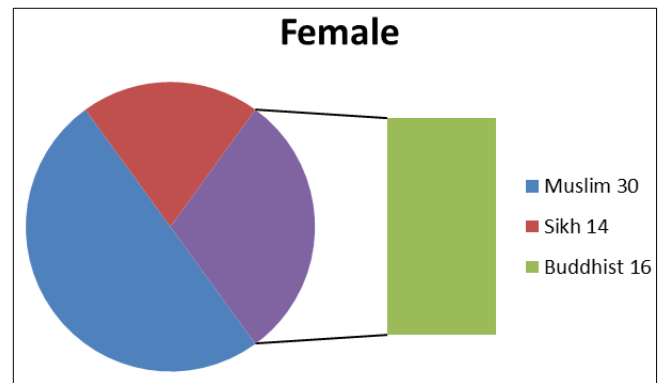


Fig 1

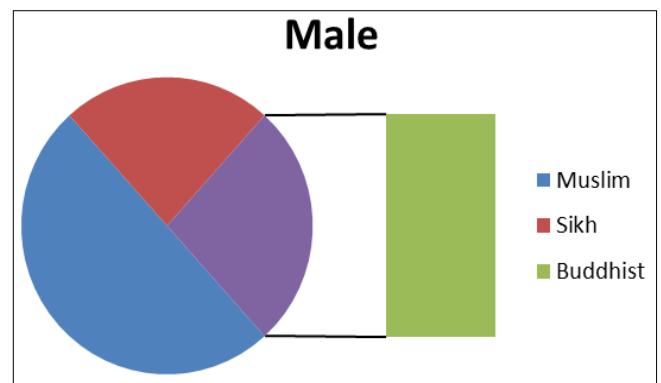


Fig 2

Instrument

To measure the attitude towards pursuing secondary and higher education among minorities, a self-constructed *Likert Scale* questionnaire was developed with the assistance of a research supervisor and other subject matter experts. This questionnaire

comprises 25 items related to personal motivation, academic interest, familial and social support, and socio-economic factors. On this scale, a high score indicates a highly positive

attitude towards pursuing higher education.

Results

Table 3

Gender difference/dimension	Male	Female
Personal Motivation	16	15.56
Academic Interest	16.8	15.75
Family and Social Support	18	17.26
Socio-economic Factors	17.5	16.5

Table 4

Gender difference/dimension	Overall average attitude	T	<i>p</i> ≤0.05
Male	71.38	1.78	1.58
Female	68.36		

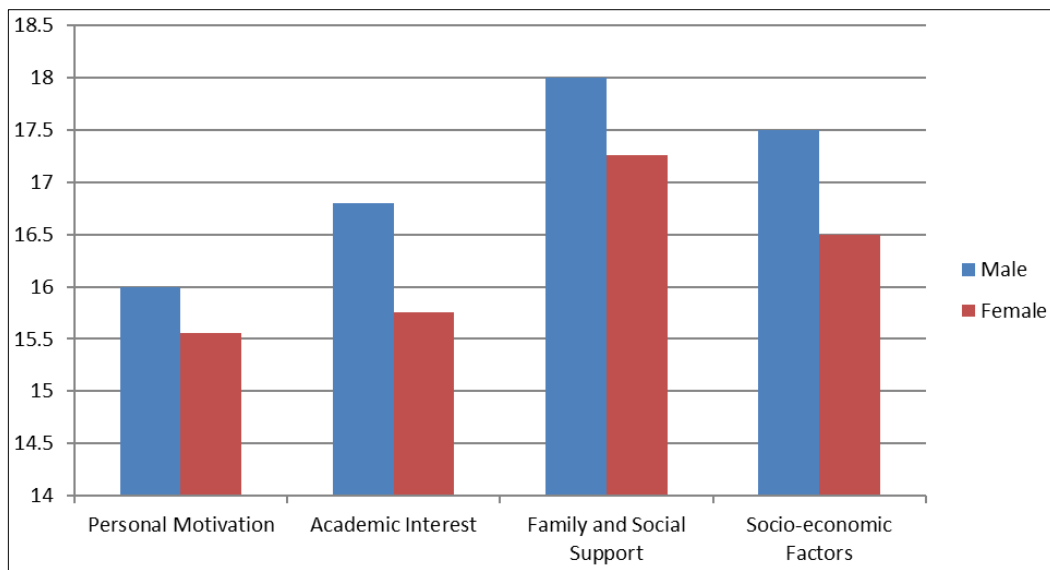


Fig 3

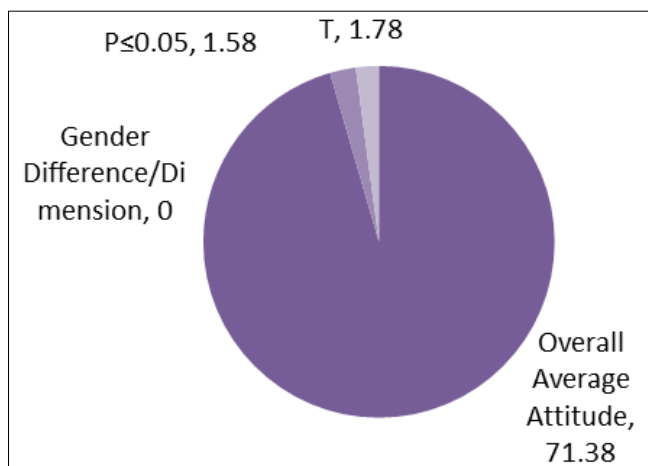


Fig 4

The objective of this study was to compare the attitudes of men and women toward pursuing secondary and higher education. The presented data clearly indicate that the overall average attitude score of men (71.38) is higher than that of women (68.36). This difference can be understood in the context of various dimensions, as follows:

- a) Personal motivation**
A minimal difference was observed between men (16) and women (15.56) regarding scores for personal motivation, suggesting that both groups consider higher education to be crucial for personal development.
- b) Academic interest**
In terms of academic interest, the average score of men (16.8) was higher than that of women (15.75). This suggests that men may possess a greater interest in learning new things and participating in academic activities.
- c) Family and social support**
Regarding the support received from family and society, men (18) also received greater support compared to women (17.26). This indicates that men may receive more encouragement at both the familial and social levels to pursue higher education.
- d) Socio-economic factors**
From a socio-economic perspective as well, the score of men (17.5) was found to be higher than that of women (16.5). This suggests that men may have access to greater financial resources and opportunities for pursuing higher education.

Statistical analysis of results

According to the statistical test (t-Test), the obtained t-value is 1.78, which is close to the critical value of 1.58 ($p \leq 0.05$) found in the t-table. Since the t-value falls near the significance threshold, it indicates that a statistically significant difference exists between men and women regarding their attitudes toward pursuing higher education.

Conclusion

The state of education among minority communities particularly Muslims is relatively weak. Poverty, social prejudice, familial pressure, and a scarcity of resources act as impediments to their access to secondary and higher education. The government has launched several schemes to promote education among minorities; however, there remains a need for greater awareness and effective implementation.

The inclination to pursue secondary and higher education within minority communities is influenced by a multitude of internal and external factors. Factors such as economic status, familial support, gender inequality, a lack of awareness regarding government schemes, and a dearth of employment opportunities constitute the primary obstacles in this regard.

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