



**EDUCATIONAL STATUS OF JAIN MINORITY SECONDARY
SCHOOLS IN SOLAPUR CITY: A STUDY**

Dr. Ashwin Kailas Bondarde

Associate Professor , Kasturba College of Education, Solapur.

ABSTRACT

This study is important in a view that the school head masters and teachers should be aware about Jain minority. The head masters, teachers, students and parents know the Maharashtra government schemes of Jain minority. The head masters of schools are aware about the scholarships given by central Government and State Government to Jain minority students. It will show the awareness of the head masters, teachers and students regarding the Jain minority. This research will give a systematic reporting of the head masters and teachers' opinions, perceptions and problems in maintaining Jain minority. The study will help in analyzing the present status of Jain minority schools and students in Solapur city. It will definitely increase the teachers and students belief about Jain minority.

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KEY WORDS: Education, Government, KCE, Teacher Education, Teacher Education Institution, NCTE, Jain, Minority, Minority institution, Secondary Education, Central Government, Solapur City.

INTRODUCTION

The Jain interest for minority status is very nearly extremely old, when in British India the Viceroy and Governor General of India, Lord Minto took a choice on a fundamental level of offering portrayal to significant minorities in the Central Legislature. Seth Manek Chand Hirachand from Mumbai, a famous Jain pioneer from Mumbai and the then Acting President of the Bharatvarshiya Digamber Jain Subha made an



intrigue in 1909 to the Governor General for the incorporation of the Jain people group for portrayal in the Council. In a Memorandum by the Representative of the Jain Community to the Constituent Assembly in March/April 1947 a solid intrigue was made for the incorporation of the Jain people group as a minority religious network. In his discourse on third Sept.1949, Jawahar Lal Nehru stated: No uncertainty India has a lion's share of Hindus, however they couldn't overlook in certainty there are likewise minorities Muslims, Christians, Parsis and Jains.

In 1993, the National Minorities Commission touched base at their proposal that the Jain people group be announced as a minority religious network. It made plans to prescribe to the Government of India that the Jains have the right to be perceived as a particular religious minority, and that, in this manner the Government of India may consider incorporating them in the posting of "Minorities.

MEANING OF MINORITY EDUCATIONAL INSTITUTION:

"Minority Educational Institution" means a college or institution (other than a University) established or maintained by a person or group of persons from amongst the minorities"

"Minority Educational Institution" means an institution established and administered by the minorities under clause (1) of article 30 of the Constitution and so declared by an Act of Parliament or by the Central Government or declared as a minority educational institution under the National Commission for Minority Educational Institutions Act, 2004;

On a reading of Article 30(1) of the Constitution read with several authoritative pronouncements of the Supreme Court and the definitions of Minority Educational Institution in Section 2(g) of the Act and Section 2(f) of the Central Educational Institutions (Reservation in Admission) Act, 2006, the following facts should be proved for grant of minority status to an educational institution on religious basis:

- (i) That the educational institution was established by a member/ members of the religious minority community;
- (ii) That the educational institution was established for the benefit of the minority community; and
- (iii) That the educational institution is being administered by the minority community.

BENEFITS TO INSTITUTES

There are, broadly, three benefits available to a minority institution that are not available to other institutions:

1. Minority educational institutions do not have to maintain reservation in employment or admissions for SCs, STs and OBCs as required to be done by other educational institutions.
2. In terms of control over employees, minority educational institutions have much greater powers than other institutions. For instance, in the selection of teachers and principals the minority educational institution can have a selection committee which does not include the university representative. Similarly, while in ordinary schools the headmasters normally have to be appointed on the basis of seniority, minority managements can select a headmaster of their choice.
3. In matters of admission of students, minority educational institutions can have reservation of up to 50 per cent for students of their community. A minority institution can be self-financed as well as government aided. There are other organizations too, which provide financial assistance to minority institution.

Article 30. Right of Minorities to establish and administer educational institution:

(1) All minorities, whether based on religion or language shall have the right to establish and administer educational institution of their choice (1A) In making any law providing for the compulsory acquisition of any property of and educational institution established and administered by a majority, referred to in clause (1) ,the State shall ensure that the amount fixed by or determined under such law for the acquisition of such property is such as would not restrict or abrogate the right guaranteed under the clause

(2)The State shall not, in granting aid to educational institutions, discriminate against any educational institution on the ground that it is under the management of minority whether based on religion or language.

Jain Minority Status:

Literacy percentage by Religion, 2001.

Religion	Literacy percentage
Jains	94.1
Christians	80.3
Buddhists	72.7
Sikhs	69.4
Hindus	65.1
Muslims	59.1

Jain Minority States Population:

Sr. No.	Name of the State	Jain Population
01	Maharashtra	13,01,842
02	Rajasthan	6,50,493
03	Madhya Pradesh	5,45,448
04	Karnataka	4,12,654
05	Uttar Pradesh	2,07,111
06	Delhi	1,55,122
07	West Bengal	55,223
08	Uttaranchal	9,249
09	Jharkhand	16,103

Sr. No.	Major Religious Communities	Population	Percentage to Total Population
1	Hindus	827,578,868	80.45
2	Muslims	138,188,240	13.44
3	Christians	24,080,016	2.35
4	Sikhs	19,215,730	1.86
5	Buddhists	7,955,207	0.78
6	Jains	4,225,053	0.41
7	Others	6,639,626	0.64
8	Religion Not stated	727,588	0.07
Total	1,028,610,328		100

RESEARCH PROBLEM:

Study of Educational Status of Jain Minority Secondary Schools in Solapur city

OBJECTIVES OF THE STUDY:

The study has following objectives:

1. To study the Jain minority secondary education schools in Solapur city.
2. To study the problems faced by the Jain minority students in learning.
3. To study the availability and use of Government schemes for Jain minority students.
4. To study the Head master's and teacher's opinion regarding status of Jain minority students.
5. To study the parents role in Jain minority students education.

RESEARCH QUESTION OF THE STUDY:

1. What is the present situation of Jain minority secondary education schools in Solapur city?
2. Which problems are faced by the Jain minority students in learning?
3. Are they know about availability and use of Government schemes for Jain minority students?

4. What is the Head master’s and teacher’s opinion regarding status of Jain minority students?
5. What is the parents’ role in Jain minority student’s education?

SELECTION OF RESEARCH METHOD:-

The study is related to a question, “what is the present position?” Descriptive research involves the description, recording, analysis and interpretation of condition that exist. It involves some type of comparison or contrast and attempt to discover relationship between existing non – manipulated variable. In view of the research problem and the framed research questions, Survey research method was selected to carry out the research work.

SELECTION OF THE SAMPLE:-

There are about 91 aided Secondary Schools in Solapur City. The researcher selected 100 % Jain minority secondary education schools as a study sample. The 100 % teachers and head masters were selected. The researcher taken interview of Teachers and Head masters. Researcher also taken interview of 117 Jain minority students’ parents.

Total aided Secondary Schools in Solapur City.	91
Jain minority secondary education schools	9
Researcher selected Jain minority secondary education schools	9
Headmasters	9
Teachers	63
Parents	117

SELECTION OF TOOLS AND TECHNIQUES OF RESEARCH

Head Masters Interview: There are about 91 aided Secondary Schools in Solapur City. The researcher selected 100 % Jain minority secondary education schools. They are 9 schools as a study sample. The 100 % head masters were selected. The researcher taken interview of Head masters to study the problems faced by the Jain minority students in learning, to study the availability and use of Government schemes for Jain minority students, to study the Head master’s opinion regarding status of Jain minority students.

Parents Interview: There are about 91 aided Secondary Schools in Solapur City. The researcher selected 100 % Jain minority secondary education schools as a study sample. The 100 % teachers and head masters were selected. The researcher taken interview of Teachers and Head masters to study the problems faced by the Jain minority students in learning, to study the availability and use of Government schemes for Jain minority students, to study the Head master’s and teacher’s opinion regarding status of Jain minority students. The researcher did not study the un-aided secondary schools. The researcher studied the status of students at various levels other than secondary school.

Teachers Questionnaire: The researcher selected 9 schools as a study sample. The 100 % teachers were selected. The researcher taken interview of Head masters to study the problems faced by the Jain minority students in learning, to study the availability and use of Government schemes for Jain minority students, to study the Head master’s opinion regarding status of Jain minority students.

MAJOR FINDINGS:

1. There is very high self-motivation towards education they have seen in 47.62% Jain minority students.
2. Jain minority student’s educational achievements is positive by 30.16% teachers and 1.59% teachers opinion is that Jain minority students educational achievements is negative.
3. 55.55% Head masters told that scholarship policy was implemented by Maharashtra Government for Jain Minority Secondary school. 33.33 % headmasters told that free books policy was implemented by Maharashtra Government for Jain Minority Secondary school.

4. 77.77 % Head masters told that there are administrative problems for getting government policies. 100.00 % Head masters told that there are lack of grant problems for getting government policies. 88.88 % Head masters told that there are changing rules for government policies. 55.55 % Head masters told that there are documentation & information problems for getting government policies.
5. 22.22 % Head masters told that they received school building construction. 11.11 % headmasters told that they received development hostel grant. 66.66 % headmasters told that they didn't get any type of grant by Maharashtra Government for Jain Minority Secondary school.
6. 55.55 % Head masters told that because of lack of admitted minority students percentage they haven't received any Jain Minority grant. 22.22 % headmasters told that because of lack of awareness they haven't received any Jain Minority grant. 22.22 % headmasters told that because of Policy conditions and regulations they haven't received any Jain Minority grant.
7. 55.55% Head masters told that the parents of Jain Minority students are fully aware about Education. 44.44% Head masters told that the parents of Jain Minority students are partiall aware about Education. 00.00% Head masters told that the parents of Jain Minority students are minimum aware about Education. 00.00% Head masters told that the parents of Jain Minority students are not aware about Education.
8. 9.52 % teachers told that 20 to 39 % Jain minority students are in first class. 4.76 teachers told that 10 to 19 % Jain minority students are in first class.
9. 66.66% Head masters told that the above 80% Jain Minority students take Participation in School Programmes.
10. 90.48% Teachers told that the parents of Jain Minority students inquiring their child's Educational progress.
11. 95.24% teachers told that Jain minority students parents approach about education is positive.
12. 2.56 % Parents told that they were taken free ship for their child. . 8.55 % parents told that they were taken school dress for their child. And 16.24 % parents told that they were taken free books for their child. 30.77 % parents told that they were taken scholarships for their child. 41.88 % parents told that they weren't taken any government's policy for their child.

CONCLUSION AND CONTRIBUTION TO THE SOCIETY –

This study is important in a view that the school head masters and teachers should be aware about Jain minority. The head masters, teachers, students and parents know the Maharashtra government schemes of Jain minority. This research will give a systematic reporting of the head masters and teachers' opinions, perceptions and problems in maintaining Jain minority. The study will help in analyzing the present status of Jain minority schools and students in Solapur city. It will definitely increase the teachers and students belief about Jain minority.

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