



## RESEARCH ARTICLE

### EMPOWERING OF MUSLIM WOMEN THROUGH RADICAL EDUCATIONAL CHANGE: A CASE STUDY OF MAGRAHAT BLOCK II, SOUTH 24 PARGANAS, WEST BENGAL

**\*Biswajeet Saha**

Post Graduate Geography Student, Bhairab Ganguly College, West Bengal State University

#### ARTICLE INFO

##### Article History:

Received 08<sup>th</sup> April, 2016  
Received in revised form  
20<sup>th</sup> May, 2016  
Accepted 25<sup>th</sup> June, 2016  
Published online 16<sup>th</sup> July, 2016

##### Key words:

Empowerment,  
Discrimination,  
Victimized,  
Tortured,  
Equal opportunity,  
Deprived.

#### ABSTRACT

Empowerment of Women is the newest contemporary issue in the present day context. We are the civilised people and we are proud to be Indian but there is a big question has raised recently that are we really civilized Indian, because it has been considered properly that there is a discrimination between male and female and the Indian superstitious people make this discrimination line markedly since last decadal era. Our Indian Constitution has established the fact, there is no neglecting or separating boundary between male and female and everybody should empower their opinion independently and this opinion might have justified in changing the curse of civilisation. Women are now become deprived from the context of family, education, decision making, and societal administration as well as deprived from getting equal opportunities in the sector of employment. In this context, Magrahat, Block II, study area has been taken into consideration to point out the scenario of deprivation of women from the context of rural West Bengal. This study area is under Diamond Harbour subdivision and a gargantuan number of women belong to Muslim community and most of them are illiterate and even being deprived in the context of education, social customs as well as administrative empowerment. These women's are being victimized by physical and mental tortured by their family members as well as by their neighbours. Therefore they have been discriminated as an illiterate Muslim women in between the boundary of literate Muslim and Hindu women. Education or establishment of women education is the only way out through which these Muslim women will get the equal opportunity and they will bring the empowering status in the rural village Magrahat. Therefore, in this research paper an attempt has been made to point out the problems of Muslim women in the Magrahat village followed by some strategic educable suggestion through which these women will make their position further in the base of education, societal change, rituals and societal decision followed by some stringent suggestions which will bring the empowerment of Muslim women near future in Magrahat suburb.

*Copyright©2016, Biswajeet Saha. This is an open access article distributed under the Creative Commons Attribution License, which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited.*

**Citation: Biswajeet Saha, 2016.** "Empowering of Muslim women through radical educational change: a case study of Magrahat block II, south 24 Parganas, West Bengal", *International Journal of Current Research*, 8, (06), 34439-34442.

#### INTRODUCTION

In Magrahat, number of Muslim community people is higher than Hindu and Christian community people. However, Muslim women are being deprived by the others. Literacy status is very low in this study area and these Muslim women are engaged in various household activities. However there is a need of educational change to promote those Muslim women in this advanced society and empowering them for a better future.

**Objectives:** Several objectives have been incorporated to fulfill its original dimension:

- To make an assessment on socio-economic status of Muslim women of Magrahat Block II.
- To state literacy and illiteracy status of those Muslim women.
- To identify various household activities of those Muslim women.
- To point out the standard of living.
- To highlight the problems of the Muslim women followed by some recommended suggestions for empowering the Muslim women through radical educational change.

#### MATERIALS AND METHODS

To make the paper more scientific, various methods have been taken into consideration which include –

*\*Corresponding author: Biswajeet Saha,*  
Post Graduate Geography Student, Bhairab Ganguly College, West Bengal State University

(1) **Initial phase:** Primary survey has been done on the Muslim women based on structured questionnaire in Magrahat village of South 24 Parganas. However, some photographs have snapped out by the author.

(2) **Final phase:** In this stage, data have been processed on the basis of primary survey and photographs as well as cartograms are made to make research paper more scientific, descriptive as well as technical.

**Location of the study area:**

The latitudinal and longitudinal extension of Magrahat block II is 22°14'25'' N 88°22'42''E and total area of Magrahat block II is 51.99 sq mi (134.65 km<sup>2</sup>).

**RESULTS AND DISCUSSION**

**Family Status:** Primary survey has done on 36 Muslim women and 28 Muslim men, which is shown in figure no. 1. However, during primary survey it has been pointed out that, number of Muslim women is quite high rather than Muslim men.

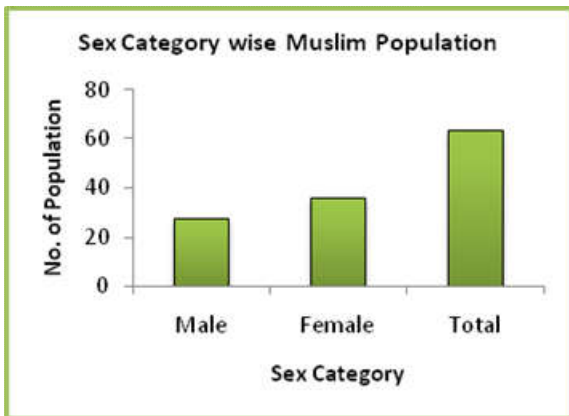


Fig. 1.

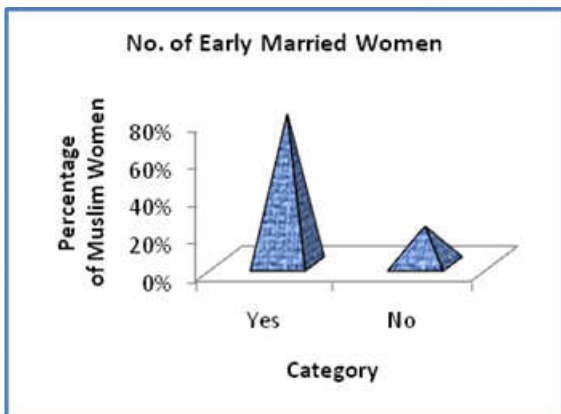


Fig. 2.

Source: Primary Survey, February 2016

(Fig: 2) Almost 80% Muslim women are early married. In this regard, they are not getting proper education or high level of education. Basically, most of the aged Muslim women are early married. However, still now early marriage has been going on in that particular area.

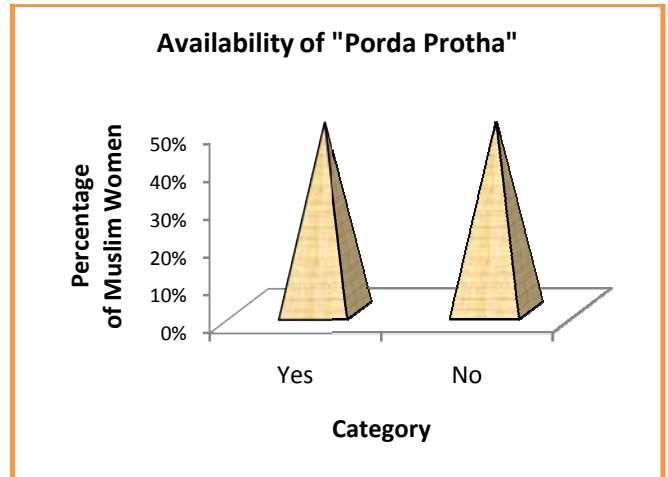


Fig. 3.

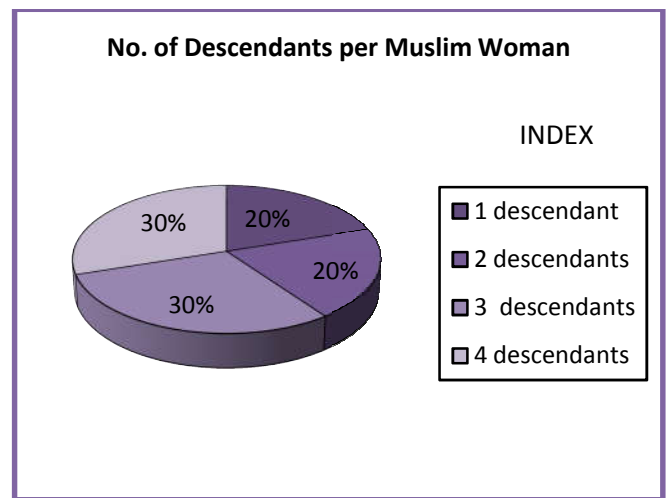


Fig. 4.

Source: Primary Survey, February 2016

(Fig: 3) Almost 50% Muslim women believe in ‘PordaProtha’ (those women who usually cover their full body with black clothes). Rest of all use scarfs to cover their half body starting from head. On the other hand, (Fig: 4) 20% Muslim women have 1 descendant and 2 descendants as well as 30% Muslim women have 3 descendants and 4 descendants. However, their family status is not well as they believe in various religious activities and low consciousness of their education.

**Educational Status:** Education is a very important part of our life but most of the Muslim women of Magrahat block II are not educated up to higher level of education.

From primary survey, it has been found that, almost 17% Muslim women are illiterate and highest numbers of Muslim women are literate up to Primary level. However, 22% and 8% Muslim women are literate up to class VIII and class X. Only 3% are literate up to Higher Secondary level and there is no one, who is literate up to graduation. Therefore, educational status of Muslim women of Magrahat block II is not so well due to the causes of early marriage, absence of family planning and poverty.

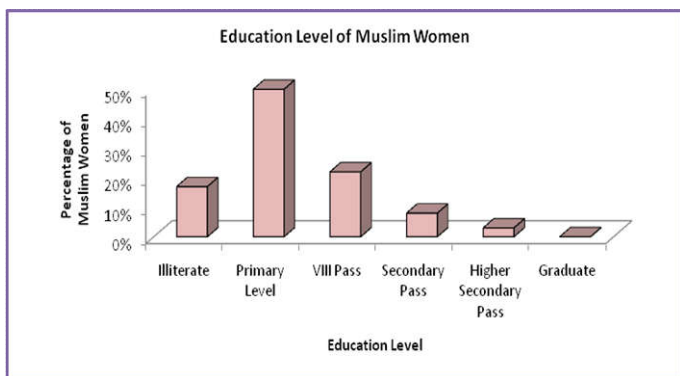


Fig.5.

Source: Primary Survey, February 2016

**House Type and Standard of Living:** House type of Muslim families of Magrahat block II is not so well and their standard of living is very poor as their income level is very below.

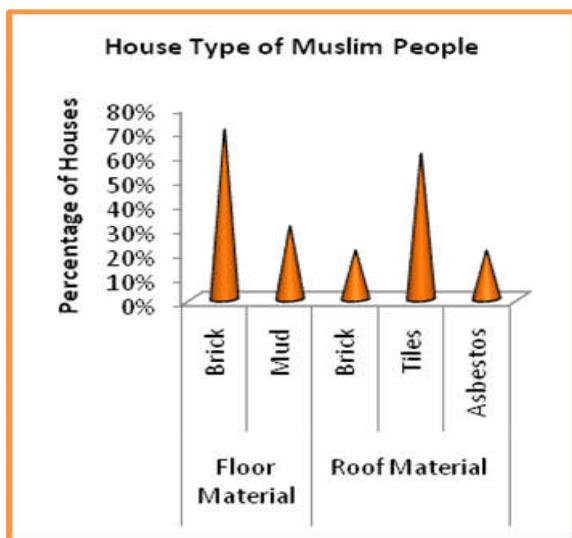


Fig.6.

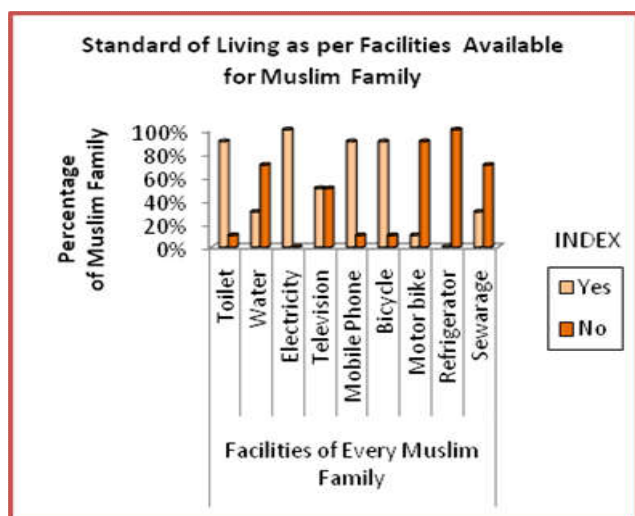


Fig.7.

Source: Primary Survey, February 2016

(Fig: 6) Almost 70% Muslim people use Brick as floor material and 30% use Mud as floor material. But, 20% use Brick as roof material, 60% use Tiles and 20% use Asbestos as roof material. On the other hand, (Fig: 7) 10% Muslim families don't have toilet or latrine facility, 70% families don't have any taps or tube wells or any kind of water facility and sewerage system in their houses.

**Work experience of Muslim Women:** Work experience is one of the basic source of economical support in our everyday life. However, a gargantuan number of Muslim women of Magrahat block II are engaged in various types of work.

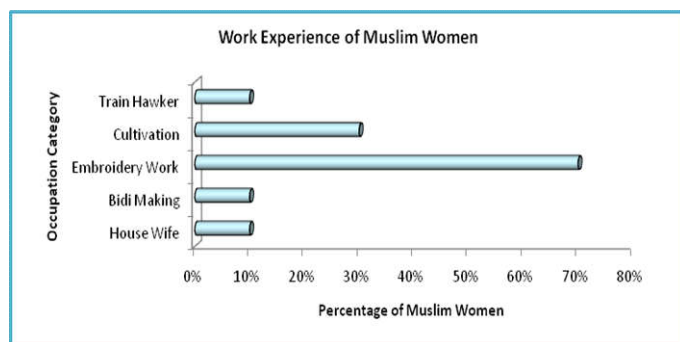


Fig. 8.

Source: Primary Survey, February 2016

(Fig: 8) Almost 10% Muslim women are local Train hawker, 10% are engaged in Bidi (a kind of slender cigarette rolled in a tree leaf) making. However, 30% of them are engaged in cultivation of various vegetables and 70% Muslim women are engaged in Embroidery work. Embroidery work is famous in Magrahat. Most of the Muslim women are doing this kind of work in their houses. They call it 'Dhadda', because, they need bamboo to make the structure of machine but, they are not getting so much profit due to some obvious reasons.

**Problems of empowerment of Muslim women: At present, there are some of the problems**

1. Literacy level is very low.
2. Still now, there are some of the illiterate Muslim Women.
3. Most of the Muslim women are early married, as they cannot continue their education.
4. The income level of the family is low due to some obvious reason, as they cannot effort their modern lifestyle.
5. As they believe on ritual aspects, 'Porda Protha (those women who usually cover their full body except eyes with black clothes)' has been going on.
6. The Muslim Women work through middle women, by which they get only rs. 1200-1400 per Embroidery work, but, the actual price is 3000-5000 rupees.
7. As the Muslim women, who are engaged in other kinds of work, they do not get so much profit.

**Recommended Suggestions:**

- Proper institution should be there, by which the interested Muslim women could learn the Embroidery work.

- Night School as well as Night College should be there.
- Proper educational programme should be reached to every Muslim woman.
- From schools and colleges, Muslim Women should be aware of early marriage and encourage for higher education.
- Agriculture studies as a discipline should be going on in proper institution to educate Muslim women.

### **Conclusion**

Education is one of the most important parts of our life. However, Muslim women of Magrahat Block II are very backward in class. Empowerment of Muslim women is very necessary in our modern society. Though Muslim women have their family problem regarding 'Porda Protha', 'Early Marriage', they should focus on education.

Through higher education and proper institution, the empowerment of Muslim women could be highly appreciated.

### **REFERENCES**

- Government of West Bengal: Status of Compliance of Right to Education, U-DISE Report 2011-2012, MIS CELL, Sarva Shikha Mission, Kolkata
- Government of West Bengal: Status of Compliance of Right to Education, U-DISE Report 2012-2013, MIS CELL, Sarva Shikha Mission, Kolkata
- Government of West Bengal: Status of Compliance of Right to Education, U-DISE Report 2013-2014, MIS CELL, Sarva Shikha Mission, Kolkata
- Rana, K.A. Sen 2011. The Pratichi Educational Report, Delhi

\*\*\*\*\*