

A STUDY OF THE REASONS FOR DROP OUT OF MUSLIM GIRLSFROM EDUCATION

M. Ed. Dissertation



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CERTIFICATE

This is to certify that **Ms. Aksha Malek** has conducted her dissertation work entitled **A STUDY OF THE REASONS FOR DROP OUT OF MUSLIM GIRLS FROM EDUCATION** under my guidance and supervision for the partial fulfilment of the degree of Master of Education (M.Ed.) at Centre of Advanced study in education (CASE) , Faculty Education and Psychology , The Maharaja Sayajirao University of Baroda, Vadodara. To the best of my knowledge, this dissertation is her genuine and original work. I find it satisfactory and fit for submission and evaluation.

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DECLARATION

I **AkshaMalek**, here by declare that the dissertation entitled “**A STUDY OF THE REASONS FOR DROP OUT OF MUSLIM GIRLSFROM EDUCATION**” conducted and submitted by me for the partial fulfilment of the M.Ed. programme at The Department of Education , Faculty of Education & Psychology ,The Maharaja Sayajirao University of Baroda, Vadodara , is my original work and has not been submitted earlier either to The Maharaja Sayajirao university of Baroda or to any other institution for any course requirement . I also declare that no chapter of this dissertation in whole or in part is taken from any earlier work done either by me or any other person.

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CHAPTER – I

CONCEPTUAL FRAMEWORK

CHAPTER-I

CONCEPTUAL FRAMEWORK

1.0 INTRODUCTION

Education is the basic and fundamental requirement for the progress and development of overall society. Gender disparities in education reflect the unequal position of women in highly gender biased social order. This is true not only of developed societies but also of developing societies like India where women are at a disadvantage despite a series of educational programs and reforms. Among all the religious communities, Muslims are the lowest educated section of Indian Society and Muslim women the least one. The backwardness among Muslim women in comparison with non-Muslim women in India has become a matter of concern at present. Although Islam as a religion gives its full emphasis on attainment of women's education, yet there are several social reasons for their backwardness such as large family size, poverty, negative attitude towards girl's education, lack of link between madrassa education and modern education, etc. The study aims to highlight the educational status of Muslim women in India, the reasons for their backwardness, the issues and challenges they face and recommendations for their integration with the mainstream society.

The role of education in facilitating social and economic progress is well accepted today. The ability of a nation's population to learn and perform in an environment where scientific and technological knowledge is changing rapidly is critical for its growth. While the importance of human capital and its augmentation for a nation's development cannot be under-emphasized, its microeconomic consequences also need to be acknowledged. Improvements in the functional and analytical ability of children and youth through education open up opportunities leading to both individual and group entitlements. Improvements in education are not only expected to enhance efficiency but also augment democratic participation, upgrade health and quality of life. At the time of adopting the Constitution the Indian state had committed itself to provide elementary education under Article 45 of the Directive Principles of State policy. Article 45 stated that "The State shall endeavour to provide within a period of ten years from the commencement of this Constitution, for free and compulsory education for all children until they complete the age of fourteen years." In 1993, in a landmark judgment, the Supreme Court ruled that the right to education is a fundamental right flowing from the Right to Life in Article 21 of the constitution.

1.1 EDUCATION IN ISLAM

Education has played a central role in Islam since early times, owing in part to the centrality of scripture and its study in the Islamic tradition. Before the modern era, education would begin at a young age with study of Arabic and the Quran. Some students would then proceed to training in tafsir (Quranic exegesis) and fiqh (Islamic jurisprudence), which was seen as particularly important. For the first few centuries of Islam, educational settings were entirely informal, but beginning in the 11th and 12th centuries, the ruling elites began to establish institutions of higher religious learning known as madrasas in an effort to secure support and cooperation of the ulema (religious scholars). Madrasas soon multiplied throughout the Islamic world, which helped to spread Islamic learning beyond urban centres and to unite diverse Islamic communities in a shared cultural project.

- I. Madrasas were devoted principally to study of Islamic law, but they also offered other subjects such as theology, medicine, and mathematics.
- II. Muslims historically distinguished disciplines inherited from pre-Islamic civilizations, such as philosophy and medicine, which they called "sciences of the ancients" or "rational sciences", from Islamic religious sciences. Sciences of the former type flourished for several centuries, and their transmission formed part of the educational framework in classical and medieval Islam. In some cases, they were supported by institutions such as the House of Wisdom in Baghdad, but more often they were transmitted informally from teacher to student.
- III. While formal studies in madrasas were open only to men, women of prominent urban families were commonly educated in private settings and many of them received and later issued ijazas (diplomas) in hadith studies, calligraphy and poetry recitation. Working women learned religious texts and practical skills primarily from each other, though they also received some instruction together with men in mosques and private homes.

1.2 WOMEN EDUCATION IN ISLAM

In Islam, men and women are moral equals in God's sight and are expected to fulfil the same duties of worship, prayer, faith, almsgiving, fasting, and pilgrimage to Mecca. Islam generally improved the status of women compared to earlier Arab cultures, prohibiting female infanticide and recognizing women's full personhood. Islamic law emphasizes the contractual nature of marriage, requiring that a dowry be paid to the woman rather than to her family and guaranteeing women's rights of inheritance and to own and manage property.

Women were also granted the right to live in the matrimonial home and receive financial maintenance during marriage and a waiting period following death and divorce.

The historical record shows that Muhammad consulted women and weighed their opinions seriously. At least one woman, Umm Waraqah , was appointed imam over her household by Muhammad. Women contributed significantly to the canonization of the Quran. A woman is known to have corrected the authoritative ruling of Caliph Umar on dowry. Women prayed in mosques unsegregated from men, were involved in hadith transmission, gave sanctuary to men, engaged in commercial transactions, were encouraged to seek knowledge, and were both instructors and pupils in the early Islamic period. Muhammad's last wife, Aishah, was a well known authority in medicine, history, and rhetoric. The Quran refers to women who pledged an oath of allegiance to Muhammad independently of their male kin. Some distinguished women converted to Islam prior to their husbands, a demonstration of Islam's recognition of their capacity for independent action. Caliph Umar appointed women to serve as officials in the market of Medina. Biographies of distinguished women, especially in Muhammad's household, show that women behaved relatively autonomously in early Islam. In Sufi circles, women were recognized as teachers, adherents, “spiritual mothers,” and even inheritors of the spiritual secrets of their fathers.

No woman held religious titles in Islam, but many women held political power, some jointly with their husbands, others independently. The best-known women rulers in the promoter era include Khayzuran , who governed the Muslim Empire under three Abbasid caliphs in the eighth century; MalikaAsma bint Shihab al-Sulayhiyya and MalikaArwa bint Ahmad al-Sulayhiyya , who both held power in Yemen in the eleventh century; Sitt al-Mulk , a Fatimid queen of Egypt in the eleventh century; the Berber queen Zaynab al-Nafzawiyah (r. 1061 – 1107); two thirteenthcenturyMamluk queens, Shajar al-Durr in Cairo and Radiyyah in Delhi; six Mongol queens, including KutlughKhatun (thirteenth century) and her daughter Padishah Khatun of the KutlughKhanid dynasty the fifteenth-century Andalusian queen Aishah al-Hurra , known by the Spaniards as Sultana Madre de Boabdil ; Sayyida al-Hurra , governor of Tetouán in Morocco (r. 1510 – 1542); and four seventhcentury Indonesian queens.

Nevertheless, the status of women in pre-modern Islam in generalconformed not to Quranic ideals but to prevailing patriarchal cultural norms. As a result, improvement of the status of women became a major issue in modern, reformist Islam.Since the mid-nineteenth century, men and women have questioned the legal and social restrictions on women, especially

regarding education, seclusion, strict veiling, polygon, slavery, and concubinage. Women have published works advocating reforms, established schools for girls, opposed veiling and polygyny, and engaged in student and nationalist movements. Nationalist movements and new states that emerged in the post–World War II period perceived women and gender issues as crucial to social development. State policies enabled groups of women to enter the male-dominated political sphere and professions previously closed to them, although these policies often caused popular and religious backlash.

1.3 EDUCATION OF MUSLIM WOMEN IN INDIA AFTER INDEPENDENCE

After independence in India in Muslim women education 1991 Census, there were over 48 million Muslim women in India; in 2001 the number rose to 62.5 million. In popular perception, these women are typically seen as a monolithic entity undistinguished and indistinguishable in their homogeneity. The spotlight, when it falls on them, tends to do no more than view the role of religion in their lives and reinforce the usual stereotypes: pardah, multiple marriages, triple talaq, the male privilege of unilateral divorce and the bogey of personal law. The truth, however, is that like women from other communities, Muslim women too are differentiated across class, caste, community, and geographical location (including the great rural-urban divide). Despite these differences within their lot, when compared to women from other faiths in India, the majority of Muslim women are among the most disadvantaged, least literate, most economically impoverished and politically marginalized sections of Indian society. While debates on personal law and divorce are pertinent and timely, and one is not for a minute running down these issues, Muslim women need to be seen as social beings too, entitled to the same rights that the Constitution of India grants to all its citizens . The right to education, especially at the primary level is mandated by the Constitution, yet over six decades after Independence less than 50% of Muslim women in India are literate.

According to an ORG-Marg Muslim Women's Survey — commissioned by the Nehru Memorial Museum and Library, New Delhi — conducted in 2000-2001 in 40 districts spanning 12 states, the enrolment percentage of Muslim girl children is a mere 40.66 per cent. As a consequence, the proportion of Muslim women in higher education is a mere 3.56 per cent, lower even than that of scheduled castes (4.25 per cent). On all-India basis, 66 per cent Muslim women are stated to be illiterate. The illiteracy is most widespread in Haryana while Kerala has least illiteracy among Muslim women closely followed by Tamil Nadu.

Muslim women are found to be more literate than their Hindu counterparts in the states of Madhya Pradesh, Maharashtra, Andhra Pradesh, Karnataka and Tamil Nadu. Most of the northern states are in urgent need of vigorous and sustained literacy campaigns.

The very low level of schooling is one of the most depressing findings of the survey. In fact, nearly 60 per cent of the total Muslim respondents never attended school. There is a negative correlation between education and employment among Muslims and the minuscule proportion of Muslims in formal employment or wealth-creating occupations. The proportion of Muslim women who are illiterate is substantially higher for rural north India than for the entire country more than 85 per cent reported themselves to be illiterate. Fewer than 17 per cent of Muslim women ever enrolled completed eight years of schooling and fewer than 10 per cent completed higher secondary education, which is below the national average.

One of the most striking insights into the situation of Muslim women comes from their dismal work participation rate — estimated at 11.4 percent for urban Muslim women and 20 per cent for rural Muslim women. This low figure is especially striking in the light of the obvious deprivation of most of these women. Significantly, only a minuscule 0.14 per cent of Muslim women respondents cited *pardah* as the reason for not working.

1.4 DROP OUT OF STUDENTS FROM HIGH SCHOOL

Many reasons are there for dropout of high school students, like, bad influence, academic difficulty, kid's health, family problems, kids friend group, kids socially uncomfortable and many more.

Bad influence on children is the most common reason for children dropping out of school. Early or unlimited exposure to alcohol, drugs, internet, and television can distract children from pursuing academics and initiated. Academic difficulty, inability to cope with the academic pressure is another reason for kids to opt out of school. Studies prove that kids who do not read proficiently by fourth grade are four times more likely to drop out of school. Studies also reinstate the fact that students who fail in math and English in the eighth grade are 75% more likely to drop out of high school.

The number of students who drop out of high school has fallen significantly since 1990. According to the National Center for Education Statistics (NCES), “the status dropout rate decreased from 12.1 percent in 1990 to 6.5 percent in 2014.” Despite this improvement,

many of today's young people still face troubles that put them at risk. Without completing high school, these students will have a harder time succeeding in today's workforce.

Very common reasons students drop out of high school are family and socio-economic needs, lack of family supports, poor health, disengagement and other common reasons. The dropout reasons for boys and girls are mostly not similar. Family always provide best facilities to boys than girls. This is one basic fundamental reason for girls to drop out from schools.

In research studies, students list many reasons for dropping out of high school. More than 27 percent say that they leave school because they are failing too many classes. Nearly 26 percent report boredom as a contributing cause. About 26 percent also say that they dropped out to become caregivers, and more than 20 percent say that school simply wasn't relevant to their lives. Only a small percentage say that they drop out because of school environments, ineffective teachers, residential instability, mental health issues, or getting kicked out of school.

Researchers have connected many of these factors to socioeconomic status. Students from low income areas are 2.4 times more likely to drop out of school than those from middle-income neighbourhoods. When students need to worry about necessities like food, shelter, and safety, they cannot expend energy on school.

Possessing high school qualification makes student earn a livelihood of some dignity. Qualification makes student able to apply for employment in different government offices and even private concerns. Being literate to the level of mastery of a particular stream, arts, science and commerce, provide them opportunity of employment better than a school dropout. In the days of online employment and out sourcing high school qualification along with good communication ability qualifies a student for good employment. Research in American situation revealed that earning a high school diploma has become essential to the financial success of people living in the United States. Data from the Bureau of Labour Statistics shows that high school graduates earn a median \$678 per week. Workers without high school diplomas, however, earn a median \$493 per week. Over one year, a high school graduate can expect to earn about \$9,617 more than someone who dropped out of school. After a decade of work, the high school graduate can expect to make nearly \$100,000 more than someone who drops out of high school. Students who drop out also face higher

unemployment rates. In 2015, the national unemployment rate for high school graduates was 5.4 percent. High school dropouts faced an 8 percent unemployment rate.

1.5 DROP OUT RATES OF WOMEN IN EDUCATION IN INDIA

According to the ministry of human resource development (MHRD), 62.1 million children are out of school in India. The 2011 Census estimated the figure at 84 million—nearly 20% of the age group covered under the Right to Education (RTE) Act. At this stage, traditional gender norms push girls into helping with household chores and sibling care, leading to irregular attendance that eventually results in dropouts. Early marriage, lack of safety in schools and low aspirations related to girls' education also lead to them dropping out.

Additional problems arise when the girl reaches secondary education. As the recent Annual Survey of Education Report (Aser) 2017 findings suggest, while on average the difference between enrolment levels of boys and girls at age 14 are declining, by 18, when the state doesn't enforce compulsory education through the RTE Act, 32% girls are not enrolled—compared to 28% boys. Bridging mechanisms for out-of-school children exist at the elementary stage, but are absent for secondary education. Hence girls find it difficult to re-enter education once they have dropped out. The number of schools also decreases sharply beyond upper primary. In 2015-16, for every 100 elementary schools (classes I to VIII) in rural India, there were 14 offering secondary (classes IX-X) and only six offering higher secondary grades (classes XI-XII). It has not helped that so many secondary schools are privately-owned, fee-charging schools. At the elementary level, only 5% listed in the official statistics are private unaided schools while 40% schools offering secondary or higher secondary grades are private, unaided institutions. This stacks the odds against girls' education and leads to dropouts.

While the problems are severe, they are not insurmountable. A wealth of experience exists on how to keep girls in school and ensure quality of education. The recent recommendation by the Central Advisory Board of Education sub-committee to extend Kasturba Gandhi Vidyalayas till class XII and the plans by MHRD to develop action plans for girls' education are welcome. The RTE Act appears to be playing its part in helping girls stay in school and it is time to amend it to extend it to include secondary education. The government's slogan of Beti Bachao, Beti Padhao cannot be achieved without a fundamental right to secondary education backed by measures that make free quality public education institutions available and accessible for all, especially girls.

It is critical to have a mechanism to identify girls at risk of dropping out and implement mechanisms to bring those that have dropped out back into school. The new definition of a dropout, 30 days of continuous unexcused absence, is a start, but would be inadequate; more regular touch points are needed to create timely corrective measures to ensure timely regular attendance.

For dropouts, the provision for “special training”, and accelerated learning opportunities for out of school children should be introduced at the secondary level, but the implementation of this provision at the elementary level should also be strengthened. CARE-India's research on the implementation of special training highlights the need for revision of implementation guidelines to address the reliance on untrained, under-qualified and poorly remunerated unprofessional teachers, absence of necessary learning materials and infrastructure in special training centres, inadequate budgeting and delayed release of funds.

Aser suggests that the predominant reason for girls dropping out is family constraints (32.5% at secondary level). Mechanisms for dialogue with parents and community are critical to change social norms towards girls' education. The presence of strong female role models in the community, such as women teachers, are key to changing popular perceptions in terms of what girls can do. This is critical for the education of not only this generation, but also the next. Aser 2017 finds that 70.7% out-of-school.

1.6 POSSIBLE REASONS FOR LACK OF EDUCATION IN MUSLIM WOMEN

1.6.1. PARENTAL INVESTMENT

Parental investment for children's well-being can sometimes become gender biased. Although parents are altruistic to the gender of their children, they do not invest in education equally for all. In this regard, there are considerable evidences in the literature (Glick & Sahn, 2000; Kingdon, 2005) supporting this view whereby that, there is gender bias or pro-male bias in case of parental investment in children. Leung and Zhang (2008) found that parents' preference for sons encourage more of them to invest for in their sons' well-being to take care of parents in the future. In fact, parental gender bias investment occurs particularly when parents have limited or lower income and resource, causing girls to leave school earlier than boys. Fuller and Laing (1999) and Grant and Hallman 2006) found an association between a family's financial strength and the likelihood of the daughter's dropout in South Africa.

1.6.2. SCHOOL FEE

Direct and indirect schooling costs are important factors for the education of children and some research indicate that schooling costs especially school fees, are a central reason for early dropout from schools. Schooling costs are sometimes linked to the gender of the children as parents are sometimes become unwilling to pay schooling fees for their daughters. Brown and Park (2002) investigated that in rural China, parents in capability to pay compensate school fees was the reason for the dropout of 47% of girls while only 33% of boys' dropout in elementary schools; in junior secondary high school, fees were half for the girls but only 8% for the boys.

Hunter and May (2002) found that school fees were significant reason for the dropout rate of 27% of boys but 30 % of girls before secondary school graduation in South Africa. From the families' perspective, Shovan Ghosh Susmita & Sengupta (2012) observe that in poor households in India, the costs of schooling for girls are likely to be higher while the benefits more tenuous for them than the boys. Lloyd et. al. (2000) also found that in Kenya, higher school fees increases the likelihood of dropping out for girls but not for boys.

1.6.3. EARLY MARRIAGE

According to study 16 percent of the respondents have dropped out due to early marriage. The researcher had found that the reason of the early marriage among the girls is mobile phones. Through the phones they had fall in love and decided to marriage. Where they do not have enough knowledge of marriage but the spirit of being teenagers makes them to run away from the home. Even the parents support the marriage since they have low economic status; they do not have enough money to give them schooling. Some of the respondent stated that they feel shy to go back to school after the marriage so that they had to leave the school.

1.6.4. SCHOOL DISTANCE

School distance is an important determinant of school dropout for female students. Juneja(2001) observes that if school distance is considered too far from home, young girls tend to drop out more due to for the vulnerability to sexual harassment (Colclough *et al.*, 2000; Nekatibeb, 2002). Parents are afraid for the safety of their children when they have to travel longer distances to school. Ainsworth et. al. (2005) found that the likelihood of attending secondary school for girls decreases with the greater the distance compared to the

nearer secondary schools. Nekatibeb(2002) also determinant that school distance is the foremost obstacle for girl's education in many countries in Africa. A large number of studies in African regions report that school distance can discourage girls from being educated for two major problems. One of them is the length of time and energy needed to cover the distance for children with empty stomachs. Another is parental anxiety about sexual safeguard of their daughters. School distance gives the motivation to girls to stay in school. Ainsworth et al. (2005) found that close proximity to schools had a positive motivating impact on girls.

The schools are toxic to student learning, students, parents and staff. Students are suspended for minor infractions (such as "talking back to the teacher"), or placed in "remedial classes." The schools have a culture of low expectations. They lack adequate guidance counselling. The curriculum is not relevant to the needs of the students being taught. Passive instructional strategies are being used without regard to individual student learning styles. Teachers are not trained in the latest teaching/learning/technology techniques. Funding is based on property values so that low-income neighbourhoods receive less funding than wealthy neighbourhoods.

Because some states pass budgets in a less than timely matter, teachers are not hired in time producing over-sized classrooms.

1.6.5. LESS INTEREST IN STUDIES

It is the most important factors that leads to the school dropped out. percent of the respondent stated that low interest in studies is one of the reasons of dropout. Lack of interest in studies refers to poor academic performance where the respondent shows continually failure in examination. Due to continuous failure, it makes them depressed and they will choose to discontinue instead of focusing why they were performing so low. Low interest in studies comes from the family also, where some of the family doesn't have study environment, they don't show much of the important to study instead they kept their children busy in some other work. It indicates the lack of socialization at the very beginning level. The social environment of the child also plays an important role. If a child associate with the friends who are not interest at all with studies, then it may affect the child where the child slowly has the low interest in studies.

1.6.6. LACK OF SUPPORTING FAMILY

It is unfortunate that students have to give up their education in the face of economic reasons. The inability to pay the school fee can be one such reason. Several demanding situations can surface where adolescent children of the family are asked or looked upon as a helping hand to the family. Here, these children are often emotionally led into abandoning their academic life and focus their attention to the family crisis. It is also somewhere because of the notion that more the number of helping hands in a family, the better it is.

1.7 RATIONALE OF THE STUDY

Dropping out from school is very common in every part of the country. School dropout in India is high in which most of the children do not complete their elementary education. The problem of being out of school is quite a critical issue that creates not only problems of an uneducated future generation, but also contributes to the proliferation of antisocial elements in the country. Most of the out of school children who live in remote regions and the plantation sectors are employed as domestic servant by their parents to earn money for the family. There are many reasons why students leave school, some due to poor academic performance, while others lack interest in studies, failure in examination is also among the causal factors of dropping out, early marriage and early pregnancy are the reasons that lead children to dropout.

“Education for all” is one of the major tasks being carried out by the Indian government but still we have the lowest female literacy rate in Asia. India is working but the pace is slow as we haven’t achieved what we should have achieved a long time ago. Parents especially in lower strata of society send their male child to school but not the girl child. This is one problem where parents do not send their daughters to school. Secondly, it is also common to see that parents especially in urban areas often send their male child to better schools. According to Napoleon, “Nation's progress is impossible without trained and uneducated mothers. If the women of my country are not educated, about half of the people will be ignorant.” Education liberates women from ignorance, increase self-esteem and helps them take control over their own lives and guide the progress of their families. Women are the backbone of a society. They are as equally important as men are. The role of women cannot be denied in any society or culture. Women must be educated for a healthy and a happy life. An educated woman can be a better human being, successful mother and a responsible citizen.

The researcher has chosen this study as it will help in getting a clear understanding and gain information on the number of children who are school dropouts. The study would also explain on the various factors which lead to the particular issue. Hence, the study would appraise the socioeconomic, cultural background of the school dropout from the study area. Education is said to be one of the opportunities in getting employment, it also influences health factors, so it is essential that every child should attend school and get a proper education. The researcher believes it is an urgent need to study the issue with the increasing of school dropout every day.

1.8 STATEMENT OF THE PROBLEM

A Study of the Reasons for Drop Out of Muslim Girls from Education.

1.9 OBJECTIVES OF THE STUDY

To study the reasons for drop out of Muslim Girls from education

1.10 DELIMITATION OF THE STUDY

The Present study was Delimited to the Secondary Schools Managed By Muslim Community in Vadodara City.

CHEPTER-II

REVIEW OF RELATED LITERATURE

CHEPTER-II

REVIEW OF RELATED LITERATURE

2.0 INTRODUCTION

Review of related literature is an essential aspect of any educational research. It helps the investigator to develop an insight in to the previous work that has been done in the area of research related to the study. Hence, here an attempt is made by the investigator to include large numbers of studies regarding the problem. The studies reviewed are categorised under the following heads.

2.1 STUDY CONDUCTED IN INDIA

Hamid (2005) in his article on Muslim education in India explained that the development and growth of education is slow and poor. The study reveals that Muslims remain backward when compared to other religious groups.

Pithan (2006) have analysed the cause for the emergence and development of the Muslim elite. The research focussed on the Belguam district. The study shows that there is less representation of Muslim women in elite class.

Rekha(2006)Muslim womeon and Girls education, A Case study of Hyderabad. The study identified the main reason for the girls not being sent to the college is early marriage, and for the boys it is poverty. Due to the low socio-economic status parents is not prefer higher education for boys. The socio economic status of the family is satisfactory, then the prefer to give higher education to the boys in comparison to girls because boys will be their bread earner for the family and girls would get married and go to another house.

Pandey, Guri (2012) A comparative study of dropouts among boys and girls (6-14 years) in rural areas of Aligarh district (Uttar Pradesh) find an absence of gender differentiated treatments in households' decision to enroll boys and girls in school, in particular, for children in the basic education school-going age cohorts (6-12 years and 13-15 years) albeit an important gender bias is observed in households' conditional education expenditure for this age group of children: while a pro-male bias is detected in case of primary school-aged children, a significant pro-female bias is present in the case of junior secondary school -aged children. Evidence on pro-female bias in households' education expenditure

Shahiya (2013)Educational status of Muslim girls child in contemporary India: A case study of U.P. the study the general assumption among the regarding the girls education is not to

completely true, modern time has shifted attitude of community as education of girls child is welcome equally.

Khan (2014) focuses on the socio-economic indicators based on the secondary data. The study reveals that the Muslim community in the Malabar region still remain backward in their socioeconomic status. The study suggests generating public consciousness to the Muslim community to mainstream them.

Sateesh and Dr.T.V. (2014) Factors leading to school dropout in India : an analysis of national family health survey-3 Data Data the study is has the national family health survey (NFHS – 3) connected in 2005-6 the study found that the Article the school drop out of children age 6- 16 years to find out the extent of school dropout and Household and parental characteristics the school drop out from first Standard to tenth standard discontinue the education

Abdul MALIK Iddrisu (2017) Gender bias in households' educational expenditures: does the stage of schooling matter? the results, the introduction of the massive supply-side factors such as the establishment of more public basic schools and related subsidy programmes including the famous school feeding programme as well as the Education for All (EFA) campaign have played an important role in dampening the negative cultural attitudes towards female education and thereby have helped improve female school participation at the basic education level; thus the non-existence of gender differentiated treatment in the choice of a positive education expenditure for boys and girls at age groups 6-12 and 13-15. However, the non-existence of similar programmes at the post-basic education level in many developing countries, especially those in SSA might explain households' continual disincentive to give boys and girls an equal chance of schooling

Ministry and minority affairs (2017) committee on the establishment of education institutions for educationally backward minority the committee recognized the fact that the minority in Muslims education and socially backward the literacy rate among minority muslims was below the national average. Dropout rate of the minority Muslim children was much higher than the rest of the children of other communities..

Pandya(2017) A study of the situation for the growth of the Muslim girls studying in the Ahmedabad city the study found that the weak economic condition of Muslim parents, farm labouring seem more. Muslim girls have to stay at home to take care of their young brother-sister and due to poor economic condition, the can not go to school regularly, depend on the economic and social conditions.

Sarikhani (2017) intends to report the individual autonomy of Muslim working women in government offices in Mysore and Ahvaz cities and discussed the effective factors in increasing the autonomy of Muslim working women in their families. The tool used was interview and questionnaire. Sample consists of 300 Muslim working women in the government sectors from India and Iran. The results reveal that although autonomy of Muslim working women is low, a positive change in the attitude of Muslim men towards women can be observed. Muslim women are also involved in the process of decision making. The study indicates that there is a shift from male authority to sharing the power by both husband and wife.

FATIMA KHAAN (2018) Muslim girls less likely to dropout of school than boys at higher education level. A study published in IIT- kharangpure researchers sohbehit goel and zakir Hussain has debunked the general perception that gender disparities in schools drop out rate would be higher among the marginalised communities. The research has conducted a statistical analysis of the national sample survey on employment and unemployment 2011-2012 and found that gender disparity in the Muslim community grows narrower with higher levels of education and eventually become negative i.e. more boys drop out than girls.

Sathwika and Geetha (2019) A study on adolescent girls school dropout in mhabubnagar district of telangana state, India. Survey to 60 schools selected the study use method interview and self – development questionnaire used for data collection. The findings of the study and conforming that personal reasons pre group influence and family environment are all related to school drop out.

Manzoor Hussain (2018) Educational status of muslim women in India: issues and changes, It is observed that Muslim have limited attainment of education for higher effect on the higher education. Some progress has been made in their environment in high education in the are backward in education.

Nures (2018) Education of Muslim women in India A Brief discussion from past to present the study found the girls education effect to many reasons poor economic condition of the Muslim parents in rural India. Female students drop out, madrasa and makhtabs running at traditional pattern in our country etc.

Reshmi (2018) Factors affecting Gender Disparity in Muslim education in India. The data from the 68th round of National Sample Survey 2011–2012 is used to define the response variable for education participation as individuals' current level of attendance in an educational institution. The study found Results from the empirical analysis show that Muslim female and male children are less likely to attend any educational institution if they

belong to the lower income status households and more likely to attend if they belong to the upper income status households.

Yasir and Sampath (2020) Cultural constraints of Muslim girl's access to higher education in Bandipora District, Jammu and Kashmir India. The research made use of systematic random sampling techniques to select 404 girls from government degree college of Bandipora. The study found that nearly thirty percent of girls agree with the statement that they have the lack of permission to study in other far places.

Fauzia Khan Right to education: status of muslim girl children in rural Uttar Pradesh. the author conducted a study among the parents and teachers of the dropout girls from Muslim and other disadvantaged groups. According the article There might be various barriers affecting girls' education such as poverty, traditional customs, cultural practices, gender based discrimination, and traditional notion of the family.

Hussain and Syed Interrogating Psycho-social problem of the Muslim women the Indian experience. the study paper are based on both the secondary sources and primary sources of data and survey the study found Psycho-social problem in a gender equality, in a decision making process the Muslim women in the society have nothing men key role in decision making power both inside and outside the Households besides their domination in public and community.

Mahmud Muslim women education in some villages of the west Bengal India and Bangladesh a comparative study in aspect of their educational status problem and prospects the study found the lack of education of interest in female education, economic condition of the Muslim is seriously hampering the education of Muslim women. The girls hailed for lower socio- economic background dropped out form the school early age.

Shobhit Goel and Zakir Husain Muslim girls are less likely to drop out of school at the higher secondary level than boys of the community. the study found that gender disparity in the Muslim community grows narrower with higher levels of education, and eventually, becomes negative, i.e. more boys drop out than girls. In rural areas, Muslim and Hindu Schedule Castes (SCs) have a lower gender disparity in drop-out rates than Hindu forward castes. In urban areas, while girls from all socio-religious groups are at a higher risk of dropping out than those from the Hindu forward castes, the risk for Muslim girls is just 1 per

2.2 IMPLICATIONS OF THE REVIEW OF RELATED LITERATURE

Studies conducted in India mainly focused on Education in Muslims (Hamid, 2005; Pithan, 2006); Muslim women education to different states and the educational status of Muslim women (Rekha, 2006; Fauzia Khan, 2013; Pandya K.P 2017; Mahmud, Shahadat Hussain, Nures Salam, 2018; Manzoor Hussain, 2018; Yasir and Sampath, 2020). Most of the studies emphasised on Muslim girls education, (Shahiya Amin, 2013) dropout rate and performance (Fatima Khaan, 2018; Goel and Zakir Hussain; Abdul Malik, 2017; Pandey, Guri 2012; Sathwika B and Geetha Reddy 2019). Main reasons found out from these studies for Muslim women education problems and dropout reasons are early marriages, lack of family supports, socio-economic problem, and culture.

The investigator has conducted a thorough analysis of the literature reviewed and it was observed that the studies pertaining to the factors leading to the educational backwardness of women in general and Muslim women in particular are very scanty. This motivated the investigator to conduct a thorough research on the issues and problems faced by the Muslim women in Vadodara city, Gujarat. The focus of investigator is to find out the reasons for drop out of Muslim girls from education at school level.

CHAPTER–III

RESEARCH METHODOLOGY

CHAPTER–III

RESEARCH METHODOLOGY

3.0 INTRODUCTION

In any given investigation, it is desirable to identify and use the most appropriate research method based on the objectives of the study. The decision about the method to be employed however depends upon the nature of the problem selected and the kind of data necessary for its solution. Any research program should really add not on to the fund of knowledge but also to provide the possible solutions to some of the vital issues in the society.

This chapter provides an idea about how the entire research study was conducted. It speaks about the sampling procedure adopted by the investigator, design and development of tools for the study with respect to various objectives, method used for the collection of data and data analysis done for the interpretation of the results.

3.1 METHODOLOGY OF THE STUDY

Descriptive methodology was used in the present study. For collecting data survey was used. In the survey research, data is collected from a large sample and analyzed representing a specific population. On the basis of the analysis of data the description of the group is done and on the basis of the inference statistics the inference is done for the entire population. It seeks to find the real facts with regard to existing conditions.

3.2 POPULATION OF THE STUDY

All the secondary schools run by Muslim Management in Vadodara city will constitute the population for the present study.

3.3 SAMPLE OF THE STUDY

Purposeful Sampling technique was used in the study.

There is one faize secondary school in Vadodara city. Hence, the sample comprises of the school Principal, teachers teaching in Std. IX.

All the Muslim Girls Studying in the 9th Standard of the purposefully selected Secondary School run by Muslim Community constituted the sample for the present study.

3.4 TOOLS FOR DATA COLLECTION

The following tools were used to collect data for the present study.

- Unstructured Interview – An Unstructured Interview was conducted with Principal And Teachers
- Group Discussion – A Focussed Group Discussion was conducted with Muslim girls studying in IX Standard.

3.5 DATA COLLECTION

Investigator visited the school personally to collect data from Principal, Teachers and Girl Students of Std. IX.

3.6 ANALYSIS OF DATA

Data collected from the sample was content analysed and detailed analysis and interpretation of data is given in chapter IV.

CHAPTER–IV

ANALYSIS AND INTERPRETATION OF DATA

CHAPTER–IV

ANALYSIS AND INTERPRETATION OF DATA

4.0 INTRODUCTION

The present chapter deals with the analysis and Interpretation of collected data. Data analysis and Interpretation become an important aspect of the research.

In the previous chapter, a detailed description of the research methodology and tools for data collection was presented. Also, the process of data collection and the methods applied for analysis interviews, group discussion with students, teachers and principal. The data analysis for the study is qualitative and done with help of content analysis of data collected.

4.1 OBJECTIVE WISE DATA ANALYSIS AND INTERPRETATION

The investigator collected information by conducting interview with Principal and Teaches. Group discussion was conducted with students.

4.1.1 DATA ANALYSIS

Objective : To study the reasons for drop out of Muslim girls from education

The data was analyzed through content analysis and results were presented in the following paragraphs.

4.1.1.1 Principal

Information was obtained from the principal of the school through interview. The reasons given by the Principal were as follows.

Society on girls' education

- The school principal said that it is mostly seen that the society has a negative impact on continuation of girls' education after certain age.
- However, in the present time, it is being seen that some girls are moving forward to study further and gain good employment also.

Parent's economic status on girls' education.

- The school principal said that sometimes it is seen that parents cannot even support the education of girls. Because of that also girls have to leave their studies because mostly girls come here from rural areas.
- The economic condition has a huge impact on the education of girls. Many times it happens that girls are forced to leave school for not paying their fees.
- Scholarships provided by school and Government make a great impact in the continuation of education of girls in the absence of parental support.

4.1.1.2. Teachers

The information was taken from the school teacher by unstructured interview.

School Fee and Girls Education

- The teacher told that girls stop coming to school because they are not in a position to pay school fees and drop out of school in the middle of schooling.
- But when the trustee of the school came to know about this, some assistance in the form of scholarship was provided towards payment of school fees of the girls. Because of this, now girls also come to school and are able to pay on their fees.
- The teachers told that with the help of the trustee's scholarship and the government which gives scholarships for the girls and has provided them bicycles for commuting. With all such help, girls are coming to school.

Girls drop out of school because of household chores

- One of the reasons was that girls could not come to school and complete their curriculum even because of household chores.
- The teachers of the school told that when the girls come in the ninth standard, their household chores burden increases due to which they are not able to pay much attention in studies.
- Girls get involved in helping their mother with household chores, due to which she is not able to do much school work, which is the reason for her leaving school.

Society on girls' Education

- The teachers of the school told that many times it is found that parents are not interested in continuing the education of girls after some stage of schooling.
- Teacher told that parents' main focus is to settle the girls by marrying them off at early age. In this condition they feel that high level education is not needed for girls and stop their education.
- The elder grandparents of the house generally interfere in such matters and influence the educational aspects of girls. After marriage girls have to look after house so what will they do by studying further?
- Teachers of the school told that once girls studying in class IX leave school in the middle, without informing reason. Only the parents of the girls come and take the leaving certificate of the girl. Beyond that they did not know much about actual reason for leaving the school.
- School teachers also told that due to Corona, the drop out of girls has increased a lot. Teachers told that when there are two or three children coming to school from same house, boy's online education was given more importance than girls'. The online classes go on at the same time for all the students of school. Due to this clash of time, girls are not able to attend classes due to lack of phone facility and they are discontinuing their studies.

- The teacher told that the girls of the school here are very good in studies as compared to the boys. Girls are able to read well, writing is also very good and their focus in studies is very good but still they discontinue education.

4.1.1.3 Students

- Interaction with class IX girl students was done using group discussion .The girl students of std. IX of the school came to participate in the group discussion with the researcher. During the group discussion with the ninth standard girls, the following reasons came up for dropping out from the school.
- Girls told that they want to study and continue with education, but elders in the house and neighbours never encourage them. Because of which they get demotivated and leave studied in middle.
- The girls of the school told that when they had online classes during the Corona time, when they were studying online classes from phone or laptop, then people around them used to taunt that girls could be spoiled by studying.
- The girl students of the school told that the girls here earlier could not study further after 10th. But now the school here has eleventh and twelfth standard, so they can pursue their studies further.

4.3 INTERPRETATION OF THE FINDINGS

When the reasons for the drop out are analysed, societal awareness, parental support and economic support came up as the main supporting structures for Muslim girls' education. The opinions expressed by principal, teachers and students were focusing on lack of the above said points. Society has a huge impact on girl's education. Because of society, girls are not able to study much and reason for the girls' dropout. Similarly, there is a study match with the same opinion. Abdul Malik Iddrisu (2017). Because of Corona, studies have been affected a lot. In that too girls are suffering due to importance given to boys for online education.

Parents not able to pay school fees for the girls education was stated as one reason for the dropout of girls from schools by sample. Same opinion was expressed in reports of studies conducted by Pandya K.P (2017)

Due to household chores and responsibilities, girls are less able to concentrate in studies and stop going to school. Same opinion was expressed in reports of studies conducted by Guri (2015)

Teachers told that school performance of girls is better than boys in studies and they pass in better marks than boys. Same opinion was expressed in the study conducted by ?

Because of Corona, studies have been affected a lot. In that too girls and boys are getting more impact on the education of Corona is the reason for girls to drop out of school.

CHAPTER–V

SUMMARY, DISCUSSION AND CONCLUSION

CHAPTER –V

SUMMARY, DISCUSSION AND CONCLUSION

5.0 INTRODUCTION

This chapter presents the summary of the entire study, major findings of the present study, discussions of the major findings and suggestions for the future endeavours. The findings are drawn out from the analysis of the data and the interpretations of the data arrived from the data analyzed.

5.1 INTRODUCTION OF THE STUDY

Education is the basic and fundamental requirement for the progress and development of overall society. Gender disparities in education reflect the unequal position of women in highly gender biased social order. This is true not only of developed societies but also of developing societies like India where women are at a disadvantage despite a series of educational programs and reforms. Among all the religious communities, Muslims are the lowest educated section of Indian Society and Muslim women the least one. The backwardness among Muslim women in comparison with non-Muslim women in India has become a matter of concern at present. Although Islam as a religion gives its full emphasis on attainment of women's education, yet there are several social reasons for their backwardness such as large family size, poverty, negative attitude towards girl's education, lack of link between madrasa education and modern education, etc. The study aims to highlight the educational status of Muslim women in India, the reasons for their backwardness, the issues and challenges they face and recommendations for their integration with the mainstream society.

5.2 IMPLICATIONS OF THE REVIEW OF RELATED LITERATURE

Studies conducted in India mainly focused on Education in Muslims (Hamid, 2005; Pithan, 2006); Muslim women education to different states and the educational status of Muslim women (Rekha, 2006; Fauzia khan, 2013; Pandya K.P 2017; Mahmud, shahadat Hussain, Nures Salam, 2018; Manzoor Hussain, 2018; Yasir and Sampath, 2020). Most of the studies emphasised on Muslim girls education, (Shahiya Amin, 2013) dropout rate and performance (Fatima Khaan, 2018; Goel and Zakir Hussain; Abdul Malik, 2017; Pandey, Guri 2012; SathwikaB and Geetha Reddy 2019). Main reasons found out from these studies for Muslim women education problems and dropout reasons are early marriages, lack of family supports, socio-economic problem, and culture.

The investigator has conducted a thorough analysis of the literature reviewed and it was observed that the studies pertaining to the factors leading to the educational backwardness of women in general and Muslim women in particular are very scanty. This motivated the investigator to conduct a thorough research on the issues and problems faced by the Muslim women in Vadodara city, Gujarat. The focus of investigator is to find out the reasons for drop out of Muslim girls from education at school level.

5.3 RATIONALE OF THE STUDY

Dropping out from school is very common in every part of the country. School dropout in India is high in which most of the children do not complete their elementary education. The problem of being out of school is quite a critical issue that creates not only problems of an uneducated future generation, but also contributes to the proliferation of antisocial elements in the country. Most of the out of school children who lives in remote regions and the plantation sectors are employed outs domestic servant by their parents to earn money for the family. There are many reasons why students leave school, some due to poor academic performance, while others lack interest in studies, failure in examination is also among the causal factors of dropping out, early marriage and early pregnancy are the reasons that lead children to dropout.

“Education for all” is one of the major tasks being carried out by the Indian government but still we have the lowest female literacy rate in Asia. India is working but the pace is slow as we haven’t achieved what we should have achieved a long time ago. Parents especially in lower strata of society send their male child to school but not the girl child. This is one problem where parents do not send their daughters to school. Secondly, it is also common to see that parents especially in urban areas often send their male child to better schools. According to Napoleon, “Nation's progress is impossible without trained and uneducated mothers. If the women of my country are not educated, about half of the people will be ignorant.” Education liberates women from ignorance, increase self-esteem and helps them take control over their own lives and guide the progress of their families. Women are the backbone of a society. They are as equally important as men are. The role of women cannot be denied in any society or culture. Women must be educated for a healthy and a happy life. An educated woman can be a better human being, successful mother and a responsible citizen.

The researcher has chosen this study as it will help in getting a clear understanding and gain information on the number of children who are school dropouts. The study would also explain on the various factors which lead to the particular issue. Hence, the study would appraise the socioeconomic, cultural background of the school dropout from the study area. Education is said to be one of the opportunities in getting employment, it also influences health factors, so it is essential that every child should attend school and get a proper education. The researcher believes it is an urgent need to study the issue with the increasing of school dropout every day.

5.4 STATEMENT OF THE PROBLEM

A Study of the Reasons for Drop Out Of Muslim Girls from Education

5.5 OBJECTIVES OF THE STUDY

To study the reasons for drop out of Muslim women from education

5.6 DELIMITATION OF THE STUDY

The Present Research Will Be Delimited to the Secondary Schools Managed By Muslim Community in Vadodara City.

5.7 METHODOLOGY OF THE STUDY

Descriptive methodology was used in the present study. For collecting data survey was used. In the survey research, data is collected from a large sample and analyzed representing a specific population. On the basis of the analysis of data the description of the group is done and on the basis of the inference statistics the inference is done for the entire population. It seeks to find the real facts with regard to existing conditions.

5.8 POPULATION OF THE STUDY

All the secondary schools run by Muslim Management in Vadodara city will constitute the population for the present study.

5.9 SAMPLE OF THE STUDY

Purposeful Sampling technique was used in the study.

There is one faize secondary school in Vadodara city. Hence, the sample comprises of the school Principal, teachers teaching in Std. IX.

All the Muslim Girls Studying in the 9th Standard of the purposefully selected Secondary School run by Muslim Community constituted the sample for the present study.

5.10 TOOLS FOR DATA COLLECTION

The following tools were used to collect data for the present study.

- Unstructured Interview – An Unstructured Interview was conducted with Principal And Teachers
- Group Discussion – A Focussed Group Discussion was conducted with Muslim girls studying in IX Standard.

5.11 DATA COLLECTION

Investigator visited the school personally to collect data from Principal, Teachers and Girl Students of Std. IX.

5.12 ANALYSIS OF DATA

Data collected from the sample was content analysed and detailed analysis and interpretation of data is given in chapter IV.

5.13 FINDINGS OF THE RESULTS

- The school principal said that it is mostly seen that the society has a negative impact on continuation of girls' education after certain age. However, in the present time, it is being seen that some girls are moving forward to study further and gain good employment also.
- The school principal said that sometimes it is seen that parents cannot even support the education of girls. Because of that also girls have to leave their studies because mostly girls come here from rural areas.
- The economic condition has a huge impact on the education of girls. Many times it happens that girls are forced to leave school for not paying their fees.
- Scholarships provided by school and Government make a great impact in the continuation of education of girls in the absence of parental support
- The teacher told that girls stop coming to school because they are not in a position to pay school fees and drop out of school in the middle of schooling.
- But when the trustee of the school came to know about this, some assistance in the form of scholarship was provided towards payment of school fees of the girls. Because of this, now girls also come to school and are able to pay on their fees.
- The teachers told that with the help of the trustee's scholarship and the government which gives scholarships for the girls and has provided them bicycles for commuting. With all such help, girls are coming to school.
- One of the reasons was that girls could not come to school and complete their curriculum even because of household chores.
- The teachers of the school told that when the girls come in the ninth standard, their household chores burden increases due to which they are not able to pay much attention in studies.
- Girls get involved in helping their mother with household chores, due to which she is not able to do much school work, which is the reason for her leaving school
- The teachers of the school told that many times it is found that parents are not interested in continuing the education of girls after some stage of schooling.
- Teacher told that parents' main focus is to settle the girls by marrying them off at early age. In this condition they feel that high level education is not needed for girls and stop their education.
- The elder grandparents of the house generally interfere in such matters and influence the educational aspects of girls. After marriage girls have to look after house so what will they do by studying further?
- Teachers of the school told that once girls studying in class IX leave school in the middle, without informing reason. Only the parents of the girls come and take the leaving certificate of the girl. Beyond that they did not know much about actual reason for leaving the school.
- School teachers also told that due to Corona, the drop out of girls has increased a lot. Teachers told that when there are two or three children coming to school from same house, boy's online education was given more importance than girls'. The online classes go on at the same time for all the students of school. Due to this clash of time, girls are not able to attend classes due to lack of phone facility and they are discontinuing their studies.

- The teacher told that the girls of the school here are very good in studies as compared to the boys. Girls are able to read well, writing is also very good and their focus in studies is very good but still they discontinue education.
- Girls told that they want to study and continue with education, but elders in the house and neighbours never encourage them. Because of which they get demotivated and leave studied in middle.
- The girls of the school told that when they had online classes during the Corona time, when they were studying online classes from phone or laptop, then people around them used to taunt that girls could be spoiled by studying.
- The girl students of the school told that the girls here earlier could not study further after 10th. But now the school here has eleventh and twelfth standard, so they can pursue their studies further.

5.14 DISCUSSION

Present study on drop-out rates of Muslim girls from schools came up with almost same reasons as earlier studies done on the same. Lack of parental support, preference to boys' education even during times of Corona, lack of community awareness, poor economic condition of family, burden of household chores is identified as reasons for girls drop out from schools. Because of these reasons they cannot concentrate on studies and during secondary they cannot follow syllabus if absent from school continuously, so become drop outs. These results shows that there is not much change in majority of girls' situation even after attempts done by government to improve conditions. Findings also showed that facilities like scholarships from management and government are encouraging girls to continue education. Some are able to move forward with good education and employment. However channels need to be identified to improve situations for majority of girls to continue education to improve their living conditions.

5.15 SUGGESTIONS FOR THE FURTHER RESEARCH

The present research was limited to Secondary School students, teachers principle affiliated to faize schools of Vadodara in Gujarat. The researcher would like to suggest some more area and issues for the further studies which are as below.

1. Same study can be conducted in other schools.
2. Similar study can be conducted into other standards and in different affiliated schools.
3. The studies could be conducted with a little bigger sample.

Implications of the present study

The present study has implications to following authorities

- School management to support Muslim girls' education through required services
- Government and non-government organizations to think of attractive ways to reduce girl students' drop outs from schools

5.16 CONCLUSION

The present study findings are showing that much need to be done to improve the conditions for majority of girls especially from Muslim community to continue education to gain living opportunities. Continuous and conscious efforts are needed from government, community and society to take up the cause to support education of Muslim girls' to reduce drop out from early stages of education.

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