

**Chapter-V**

**Findings, Conclusions and**

**Suggestions**

## **Chapter- V**

### **Findings, Conclusion and Suggestions.**

**General Idea of the Chapter:** On the basis of data analysis and interpretation of the data collected for the study purpose, this chapter reveals the major findings of the study, precisely arranged as per the study objective. Based on the findings the present chapter draws the conclusions as well as the suggestions of the study

**(Section-A)- Findings related to the study background:** This section of the study findings is related with the background study findings such as the school profiles, the profile of the respondents.

**Table:5.0 Profile of the Muslim managed schools as study background**

| <b>Particulars</b>                 | <b>Findings</b>  |
|------------------------------------|--|
| Inception                          | 1980's   |
| Type of School                     | Private  |
| Medium of Instruction              | Gujarati   |
| Affiliation                        | Gujarat Secondary and Higher Secondary Education Board |
| School demography                  | Co-education   |
| Streams offered in HSC             | Commerce   |
| Gender wise Teacher's distribution | More Female teachers                                   |

**About the Profile of the School:** From the table 5.0, the data reveals that majority of the Muslim Managed schools chosen for the study were private schools who had their inception during 1980's, was offering Gujarati language as a medium of instruction and its association with Gujarat Secondary and Higher Secondary Education board. Widely, the schools were co-education school and was offering the commerce stream in higher secondary classes. Almost all the schools had more female teachers than male teachers.

**Table :5.0.1 Demographic profile of the respondents as background information of the study**

| <b>Particulars</b>                              | <b>Principals</b>  | <b>Teachers</b>    | <b>Girls</b>                                     | <b>Parents</b>                 |     |
|---|--------------------|--------------------|--|--------------------------------|-----|
| Age Group                                       | 41-50              | 31-40              | 15-17  | 31-40                          |     |
| Educational qualification                       | B. Ed              | B. Ed              | From 11 <sup>th</sup> and 12 <sup>th</sup> class | F                              | M   |
|   |                    |                    |  | Sec                            | Pri |
| Total Work Experience                           | More than 10 years | More than 10 years | NA   | NA                             |     |
| Work experience as principal/ in current school | More than 5 years  | 1-5 years          | NA   | NA                             |     |
| Occupation of Father                            | NA                 | NA                 | NA   | Business and Daily wage earner |     |
| Occupation of Mother                            | NA                 | NA                 | NA   | Home Makers                    |     |
| Type of Family                                  | NA                 | NA                 | Nuclear  | NA                             |     |
| Monthly Income                                  | NA                 | NA                 | Less than 10,000                                 | 10,001-20,0001                 |     |

**Demographic profile of Principals:** From the table 5.0.1, the data indicates that majority of the principals were belonging to the age group of 41-50 years, having B.Ed. as their educational qualification and work experience of more than 10 years. Majority of the principals were serving as principal for more than 5 years.

This indicates that majority of the principals were qualified and possessed good academic experience.

**Demographic profile of Higher Secondary School Teachers:** The data reveals that majority of the higher secondary school teachers from the Muslim managed schools chosen for the study, were from the age group of 31-40 years, possessing B.Ed. as their educational qualification, with more than 10 years of working experience and their association of 1-5 years with the schools chosen for the study.

This specifies that widely the teachers in the schools chosen were qualified and owned good academic experience.

**Demographic profile of Muslim girls:** Conveniently, the study chose Muslim girls studying in standard XI and XI in the age group of 15-17 years. Majority of the girls belonged to nuclear families possessing the monthly income of less than 10,000 ₹.

This shows that majority of the girls were from the lower income families.

**Demographic profile of Parents of Muslim girls:** Through convenient and snowball technique, majority of parents were in the age group of 31-40 years, majority of fathers were educated till secondary classes, whereas majority of the mothers were educated till primary classes. Looking in to the occupation, majority of the fathers were either having small scale business, and number of girls whose fathers were daily wage earners were also more. Comparatively, the majority of mothers were home makers. The families that fall within the income level of 10,001-20,000 Rs were also more.

The findings shows that there was lack of higher education among both the parents of the Muslim girls. Further, comparison indicates that the education level among mothers is lower than the fathers. The occupation status also indicates that majority of the parents were managing their own business or were daily wage earners whereas mothers were the home makers. Therefore, it can be said that because of the lower educational status among the parents, there is less participation of parents towards the workforce and, further comparing the participation of male and females, females are more home makers.

**(Section-B) - Findings related to the elementary information of the study:** This section of the study findings is related with the elementary study information such as the Gender equality in education by the Muslim community, the enrolment rate, the drop-out rate, the growth rate of Muslim girls, availability of infrastructural facilities within the schools as specified in the study objective No- 2. This section also highlights the findings for lower higher education among Muslim girls.

**Table: 5.1.1 Enrolment and drop-out data of Muslim girls from secondary to higher secondary classes as elementary study information.**

| <b>Particulars</b>  | <b>Findings</b>   |
|---|---|
| <b>Gender Equality in education</b>   | Views form Parents<br>62%- No gender discrimination<br>38%- More preference to boy's education  |
| <b>Findings</b>   | There is no gender discrimination in terms of education   |
| <b>Class Strength of Muslim girls in Secondary classes (2017-2018) (2018-2019)</b>        | 50-100  |
| <b>Class Strength of Muslim girls in higher Secondary classes (2017-2018) (2018-2019)</b> | Less than 50  |
| <b>Findings of Comparison between secondary and H.SC classes</b>                          | It can be noted that the drop-out rate is higher in higher secondary classes. Precisely those studying in government schools drop-out earlier than those girls studying in the aided and the private schools  |
| <b>Implications:</b>  | So, it can be implied that rate of drop out girls in higher education is more.  |
| <b>Reasons for the drop-out rate</b>  | 76.19% - Principals accounted Lack of awareness on importance of education among the Muslim community, as one of major reason for high drop-out of girls from higher secondary classes.<br>53.84% - Teachers stated conservative mindset of parents and lack of support from the family members for higher education is a reason for high drop-out rate of girls from higher secondary classes. |

|                     |  |
|---------------------|--|
| <b>Findings</b>     | Majority of the principals as well as the teachers connected the lack of awareness among the Muslim parents/ community as the major responsible factor for the drop-out of Muslim girls from the schools, due to which less priority and less support is provided to girls for higher education. |
| <b>Implications</b> | Lack of awareness and lack of sensitization towards the education of girls among the community, there is a high drop-out rates among the girls from higher secondary classes.  |

**About the Enrolment of Muslim Girls in Schools:** Majority of the enrolment of Muslim girls were found in private schools. The class strength of Muslim girls in secondary classes was 50-100, and it reduced to less than 50 in higher secondary classes. This shows that the drop-out rates of Muslim girls are higher in higher secondary classes.

Analyzing the data, it can be said that though, they say that there is no gender inequality in terms of education, however, the drop- out rates of Muslim girls from higher secondary classes, depicts that there is gender inequality, specifically for higher education of Muslim girls. Therefore, it can be said that the schools are been established, planned and organized to improve the educational status of the community, yet unable to control the drop- out rates of girls especially from higher education classes.

Connecting “Strategic drift” concept with establishment of schools, it can be said that the schools have been established looking in to the cultural factors and historical data of lower educational status among Muslim girls, but the outcome is not very successful in coming their pace with the present social, economic, and educational situation of the country.

**Table: 5.1.2 Findings of Infrastructural facilities in schools and its impact on school enrolment as elementary study information**

| <b>Views of girls on</b>                 | <b>Findings</b>   |         |                        |         |                       |         |
|--|---|---------|------------------------|---------|-----------------------|---------|
| <b>Classroom Facilities</b>              | Satisfied-  |         | Moderately satisfied - |         | Needs Improvement     |         |
|  | Govt & aided schools  | 45.75%  | Private schools        | 36.36 % | Govt, Private & Aided | 17.87%: |
|  | Total   | 45.75%  | Total                  | 36.36%  | Total                 | 17.87%  |
| <b>Implications</b>                      | It can be implied that the private schools are lacking the basic essential facilities in classrooms.  |         |                        |         |                       |         |
| <b>Library facilities</b>                | Using Sometimes   |         | Not Using              |         | No library            |         |
|  | Private   | 27.57%  | Govt                   | 14.51%  | Private               | 20%     |
|  | Aided   | 11.51%  | Aided                  | 9.39%   | Govt                  | 5.45%   |
|  | Govt  | 4.84%   | Private                | 6.66%   |                       |         |
|  | Total   | 43.92%  | Total                  | 30.56%  | Total                 | 25.45%  |
| <b>Implications</b>                      | It can be implied that the Government, and aided schools were having library facility in the school, whereas some private schools did not have library facility.  |         |                        |         |                       |         |
| <b>Computer lab/ Science lab</b>         | During Period   |         | Not Using              |         | No Labs               |         |
|  | Private   | 24.84%  | Private                | 23.33%  | Private               | 6.06%   |
|  | Aided   | 11.51%  | Aided                  | 9.39%   |                       |         |
|  | Govt  | 3.03%   | Govt                   | 21.81%  |                       |         |
|  | Total   | 39.38%  | Total                  | 54.53%  | Total                 | 6.06    |
| <b>Implications</b>                      | Majority of the girls are not using labs. It can be implied that all the government and aided schools are having the lab facilities, and some private schools does not have the lab facilities. Thus, Private schools are lacking in the adequate infrastructural facilities. |         |                        |         |                       |         |
| <b>Indoor/ outdoor sports facilities</b> | During Period   |         | Not Using              |         | No Labs               |         |
|  | Private   | 23.333% | Private                | 2.42%   | Private               | 22.72%  |
|  | Aided   | 13.03%  | Aided                  | 16.06%  |                       |         |
|  | Govt  | 22.42%  | Govt                   |         |                       |         |
|  | Total   | 58.78%  | Total                  | 18.48%  | Total                 | 22.72%  |
| <b>Implications</b>                      | It can be inferred that the girls show less interest towards participation in sports activities. Thus, Private schools are lacking in the suitable sports facilities, so there are less opportunities for physical growth and development of students.                        |         |                        |         |                       |         |
|  | Using Sometimes   |         | Using Regularly        |         | Not Using:            |         |

|                            |  |         |                |         |            |        |
|----------------------------|--|---------|----------------|---------|------------|--------|
| <b>Washroom facilities</b> | Private and government   | 38.78%- | Private        | 11.51%- | Private    | 22.12% |
|                            | Aided  | 13.93%- | Aided          | 1.21%   | Aided      | 5.75%  |
|                            |  |         | Govt           | 5.15%   | Govt       | 1.51%  |
|                            | Total  | 52.71%  | Total          | 17.87%  | Total:     | 29.38  |
| <b>Implications</b>        | It can be implied that the private schools lack proper cleanliness of washroom facilities.   |         |                |         |            |        |
| <b>Canteen Facilities</b>  | No Canteen   |         | Not using      |         |            |        |
|                            | Private  | 41.21%- | Private        | 11.21%  |            |        |
|                            | Aided  | 18.18%  | Aided &        | 4.54%-  |            |        |
|                            | Govt   | 24.84%  | Govt           |         |            |        |
|                            | Total  | 84.23%  | Total          | 15.75%  |            |        |
| <b>Implications</b>        | It can be inferred from the explicit data, that the girls are not using the canteen, they prefer to go back their homes as most of the girls are enrolled in school in and around their residential areas. |         |                |         |            |        |
| <b>Assembly Hall</b>       | No Hall  |         | Need Based     |         |            |        |
|                            | Private  | 41.21%  | Private        | 13.03%  |            |        |
|                            |  |         | Aided          | 20.9%   |            |        |
|                            | Govt   | 0.9%-   | Govt           | 23.93%- |            |        |
|                            | Total  | 42.11%  | Total          | 57.86%  |            |        |
| <b>Implications</b>        | It can be inferred that the assembly halls are available in government and aided schools, which are used as per need only. Private schools did not have the provision of assembly hall.                    |         |                |         |            |        |
| <b>Rest Rooms</b>          | No Rest Room   |         | Need Based     |         |            |        |
|                            | Private  | 41.21%  | Private & Govt | 26.96-  |            |        |
|                            |  |         | Aided          | 20.9%-  |            |        |
|                            | Govt   | 10.69%  |                |         |            |        |
|                            | Total  | 51.9    | Total:         | 47.86   |            |        |
| <b>Implications</b>        | It can be said that majority of the schools do not have the rest room facility for girls.  |         |                |         |            |        |
| <b>Washing Area</b>        | Required   |         | Available      |         | Not needed |        |
|                            | Private  | 29.69%\ | Private        | 13.03%  | Private    | 11.51% |
|                            | Aided & Govt   | 4.24 %  | Aided          | 20.9%   |            |        |
|                            |  |         | Govt           | 18.18%  | Govt       | 2.42%  |
|                            | Total  | 33.93   | Total:         | 52.11   | Total      | 13.93  |
| <b>Implications</b>        | It can be inferred that the school management are also taking care of their religious prayers and the essential facilities required in the school premises   |         |                |         |            |        |
| <b>Prayer room</b>         | Required   |         | Available      |         | Not needed |        |
|                            | Private  | 24.24%  | Private        | 57.57%  | Private    | 11.51% |
|                            |  |         | Aided & Govt   |         | Aided      |        |
|                            | Govt   | 4.24%   |                |         | Govt       | 2.42%- |



|   |   |        |                        |        |        |       |
|---|---|--------|------------------------|--------|--------|-------|
|   | Total   | 28.48  | Total:                 | 57.57  | Total: | 13.93 |
| <b>Implications</b>   | <p>Majority of the schools do provide the other required facilities to Muslim students along with the basic infrastructural facilities in schools.</p> <p>Hence it can also be said that the parents of the Muslim girls look in to the provision of such facilities in school while enrolling their daughters in schools.</p>  |        |                        |        |        |       |
| <b>Impact of Infrastructural facilities on enrolment of Muslim girls in Schools</b> |   |        |                        |        |        |       |
| From the perspective of Principal   | Agreed that it has its impact   | 76.19% | Do not have its impact | 23.80% |        |       |
| From the Perspective of Teachers  | Agreed that it has its impact   | 79.12% | Impact to some extent  | 18.68% |        |       |
|   |   |        | Can't Say              | 2.19%  |        |       |
| <b>Findings</b>   | <p>Obvious data that the availability of good infrastructural facilities in school is a decision-making factor for parents as well as girls studying to get themselves enrolled in good schools with adequate infrastructural facilities.</p>   |        |                        |        |        |       |
| <b>Implications</b>   | <p><b>From the School authorities:</b> It can be said that, though 76.19% of principals and 79.12% of teachers agree that the infrastructural facilities have impact over the enrolment of girls, yet the schools are lacking in strategic as well as succession planning to plan for the upgradation of the required facilities in the schools, specifically the private schools, since they have access to as well as have autonomy in decision making.</p> <p><b>From the Parents:</b> It can be inferred that the parents do not give more attention to the availability of good infrastructural facilities, rather prefer sending their daughters in the schools which is nearby the residential area.</p> |        |                        |        |        |       |
| <b>Future Plan on Infrastructural Development</b>                                   |   |        |                        |        |        |       |
| From the perspective of Principal   | <p>12.08% - Focused on Technological Upgradation<br/> 7.69% - Focused on Infrastructural development<br/> 3.29% - They do not have autonomy and power to take decisions<br/> 76.94% - Not responded</p>   |        |                        |        |        |       |
| <b>Findings</b>   | <p>Private schools are lacking in providing essential facilities in classrooms, library, computer labs/ science labs, indoor/ outdoor sports facilities and the principals are planning to have such facilities for future.</p>   |        |                        |        |        |       |
| <b>Implications</b>   | <p>Hence it can be Implied that the private schools have the autonomy to make their decisions pertaining to the developmental plans, yet there is lack of strategic management for the development of the students as well as the staff, among the private school.</p> <p>Whereas in government and aided schools totally rely on the availability and budgets from the government</p>  |        |                        |        |        |       |

**Conclusions: Availability and Significance of the Infrastructural facilities in school:**

Pertaining to the availability of Infrastructural facilities in school, the private schools have all the authorities and have the autonomy in taking decisions pertaining to the upgradation of basic as well as educational infrastructural facilities within the school premises, yet the schools covered under the study are lacking in providing such basic educational as well as infrastructural facilities in schools.

Connecting the Human Capital Theory, it can be said that the “Human Resource” Investment is found lacking by these schools in terms of providing the adequate classroom as well as basic educational infrastructural facilities in school.

**Suggestions:**

Based on the findings and conclusions related to the availability and accessibility of infrastructural facilities, it can be suggested that the private Muslim managed schools covered under the study, should develop “Student centric” approach for providing the needed educational infrastructural facilities for the progress, development of the students and special facilities for girls students such as a provision of hygienic washroom and cleanliness facilities, and rest rooms for the students studying in the schools as one the “Schools” are considered as one of the important stakeholder performing the role of facilitator in rendering quality education

Relating “Power/ Interest Matrix”. The matrix helps in thinking through stakeholder influences on the development of strategy, thus the school administrators need to focus on the required needs for the development and upgradation using all the power and autonomy they have in decision making

**Table: 5.1.3 Educational Status among Muslim Girls in schools and attitude towards higher education as elementary study information**

| <b>Quantitative data analysis</b>  |   |
|--|---|
| <b>Class Performance of Muslim girls</b>   | From the perspective of teachers:<br>41.75%- Academic performance is good<br>25.27%- Need encouragement/ motivation   |
| <b>Findings</b>  | Majority of the teachers finds that the girls are really doing good in academics in higher secondary classes.   |
| <b>Implications</b>  | It can be implied from the data that the because of lack of awareness, lack of parent's education, financial constraints in the family and social and religious restrictions, though they are having good class performance, yet they are unable to go for higher education |
| <b>Qualitative data analysis</b>   |   |
| <b>Findings</b>  | The data reveals that that the teachers are really making efforts to retain the girls in school by implementing various ways of guidance and counselling to retain the students in the class.   |
| <b>Reasons of lower enrolment of Muslim girls in higher education</b>  | 62.63%- Lack of family support/ a smaller number of universities for girls<br>41.75%- Less priority of girl's education/ conservative mindset of the community  |
| <b>Findings</b>  | The data shows that because of the lack of family support and a smaller number of universities only for girls, girls are not allowed for higher education.  |
| <b>Implications</b>  | Hence, it can be implied that because of safety issues, and fear of wrong peer influence, parents do not prefer to send their daughters in a co-education university, and because of lack of such universities, they do not allow girls for higher education                |
| <p><b>Conclusion:</b> The data on the higher educational status among Muslim girls reveals that there is high drop-out rate of Muslim girls in standard XI and XII classes, because of lack of education, lack of awareness, financial crunches within the family, there is lack of sensitization towards education, the outcome of which is less enrolment of girls in higher education, which subsequently impacts their contribution in the social development as well as the economic contribution of the nation</p> <p><b>Suggestions:</b> Based on the data, it can be suggested an "Investment" has to be made in spreading awareness pertaining to the importance of education among the community. This can be done through strategic management and active collaboration of all the key stakeholders such as the schools, the educationist, the social workers and other educated members of the community. The spreading and disseminating of the information and investment made in such domain will bring about return in the positive way in the long run.</p> |   |

**(Section-C)- Findings related to the Direct Impact of Schools towards the education of Muslim girls:** This section of the study indicates the direct impact of schooling on the education of Muslim girls ; such as the training of teachers , the innovative pedagogies used by the teachers in their classroom teaching, the impact of teachers counselling in retention of Muslim girls in higher secondary classes, the impact of initiatives taken by schools for the social and psychological development of students; the parental factors like the education, the occupation, the involvement of parents in the education of girls, the home environment of the girls.

**Table:5.2.1 Teachers training and teaching quality of teachers as direct impact of schools**

|   |  |
|---|--|
| <b>Training of Teachers</b>   | <b>From the Perspective of Principals: (Quantitative)</b><br>61.9%-personal and professional growth of teachers such as communication skills, personality development (Yearly Basis)<br>38.09% said that they want to give training for the technological upgradation of teachers. (Future planning)   |
| <b>Findings</b>   | Majority of the Principals said that the schools are planning, organizing as well as conducting the training session for the teaching staff on the development of soft skills.   |
| <b>Implications</b>   | From the data, it can be implied that the schools lack in organizing a need-based training programme, the training programmes are organized once a year by the school management in all the type of school- private, Government and aided. Hence the “investment” in the human resources specifically reflected by Human Capital Theory is less and also the provision of “equal opportunities” reflected in person centered approach is also inevitable practiced in the schools covered under the study. |
| <b>Impact of teacher’s Counselling on retention of Muslim girls in higher secondary classes</b> | 70.32% yes it helps in retention (Through Counselling to parents/ girls and sometimes home visits)<br>23.07%- Partially was able to retain (Through Counselling to parents/ girls and sometimes home visits)<br>6.59%- No they were not successful   |
| <b>Findings</b>   | From the data it can be said that the teachers are really making efforts to retain the girls in school by adopting various measures as a part of their ethical responsibility, however the investment done is not giving the expected outcome.   |
| <b>Implications</b>   | From the data it can be said that girls are able to complete their higher secondary classes and are not pursuing higher education, hence it can be pointed that the higher education among Muslim girls is very less   |

| <b>Qualitative data analysis from the perspective of students</b>   |  |  |
|---|--|--|
| <b>Teaching Quality and use of innovative pedagogies in teaching</b>  | From the obvious data that in majority of the schools, whether private, government or aided, the teachers are having good subject knowledge and are using textbooks in their daily teaching, the use of audio-visual aids in teaching is less. | Hence it can be implied that because of lack of audio- visual aids in classrooms, the teachers are using textbooks and supplement the concepts through examples. |
| <b>Conclusion: Teacher's Training</b>   |  |  |
| <p>Pertaining to the Training of Teachers: Training comprise an essential part in an educational institution. The ANOVA Single factor test conducted for the study also reveals that the teachers training, pedagogy used and implemented, and availability of infrastructural facilities have a strong impact on the student's development, From the data, it can be said that the training programmes are planned, organized and implemented by the government schools and the aided schools, yet the private schools lag behind in conducting need-based training for the teachers. Relating the Human Relation approach, the teachers as well as the students should be provided with the equal opportunities for their own progress and development, to deliver the best outcome, is found deficient in the private Muslim Management schools selected underthe study.</p> |  |  |
| <b>Suggestions:</b>   |  |  |
| <p>The school authorities through its proper "Investment" in planning for resources should ensure availability and accessibility of educational infrastructural facilities such as projectors, audio- visual system within the classroom and should ensure its usage which shall bring subject clarity and interest among the students which subsequently will develop interest towards studies.</p>  |  |  |

**Table 5.2.2: Analysis of initiatives taken for students for academic, social and psychological development as direct impact over the educational status of Muslim girls**

| <b>Quantitative data analysis</b>                                 |  |   |
|---|--|---|
| <b>Activities for Academic development of students</b>            | 38.09%- Organizing competition<br>33.33%- Classes for academically weak students<br>28.57%- only academics/ no extra activities  |   |
| <b>Findings</b>   | Majority of the schools are organizing elocution, essay writing, science exhibition, for the development of cognitive, innovative, leadership qualities among the students by planning and organizing such activities, subsequently encouraging active participation for further enhancement of skills.  |   |
| <b>Implications:</b>  | It can be inferred from the data, that the schools are really taking active actions by planning and organizing the competitions for the academic development of students.  |   |
| <b>Social &amp; Psychological development of students</b>         | 28.57%- Conducting Expert's session, counselling by teachers (Govt, private and aided)<br>23.80%- Encouraging for co- curricular activities (Private and aided)<br>19.04% - only academics/ no extra activities (Govt Schools)   |   |
| <b>Findings</b>   | It can be said from the data, that there are initiatives planned and undertaken for the development of the students by the school authorities as well as teachers are also performing the roles of the facilitator by taking counselling session so as to retain the students in higher secondary classes as well as motivating them for higher studies.   |   |
| <b>Implications</b>   | Connecting the development aspects of both the teachers as well as the students, it can be implied that the private schools lack in the strategic management in providing the developmental opportunities to the teaching staff, whereas the government schools exhibit lacuna in undertaking the activities for the development of students.<br><br>Hence, there is a lack of Comprehensive management aspects in the schools which look in to overall development of all the associated stakeholder. |   |
| <b>Qualitative data analysis from the perspective of students</b> |  |   |
| <b>Students Development</b>                                       | Majority of the schools and the teachers do take care and provides encouragement and motivation to girls for higher studies as well as give counselling to parents, and also organize aid them by providing special classes, waiving off fees and providing stationeries to the needy students   | It can be implied that the majority of the school's support students through resources, but proper career guidance and counselling by experts is not stressed on. |

**Conclusion:**

Connecting the return of Investment (ROI) concept with the inputs undertaken for the academic, social as well as social and psychological development of students by the schools as well as the teachers with an attempt to increase and higher educational rate among Muslim girls, it can be concluded that the investment done by the schools by organizing remedial classes, counselling by teachers, various activities and competitions organized by the schools is not giving expected returns on the investment done.

**Suggestions on Student's Academic, social and psychological development:**

Along with focus of organizing competition and remedial classes for academically weak students, there should also be training and orientation for the essential skills such as leadership, problem solving and Interpersonal skills which subsequently will help them in future prospects as well.

More orientation, lecture and workshops shall be organized by the school authorities which provides them information about the importance of education, the success stories of the girls of the Muslim community who have excelled in their field of profession, organizing career and guidance workshops, right from the time of their transition from secondary to higher secondary classes i.e from standard X.

**Table:5.2.3 Parental factors as direct impact over the educational status of Muslim girls.**

| <b>Quantitative data analysis on various school aspects - Frequency</b>                    |  |  |
|--|--|--|
| <b>Age and Gender of the parents</b>   | Majority of Fathers are from the age group of 41-50 years (n=51)<br>And Majority of Mothers are from the age group of 31- 40 years (n= 36)   |  |
| <b>Occupation of the parents</b>   | Majority of the Fathers are owning small business or are daily wage earners (n=29) such as running a garage, a provision or a stationery shop/ selling dairy products, are suppliers to automobile / or owning the garment shop, vegetable vendors, auto- rickshaw drivers, working as helper in some other shops.<br><br>Majority of the mothers are the home makers (n=34)   |  |
| <b>Findings</b>  | The data indicates that majority of the mothers are from the age group of 31-40 years, and are only performing their roles in their homes.   |  |
| <b>Implications</b>  | From the data, the age difference among both the parents can be indicated, mothers at the age of 31-40 years are having their daughters of 15-17 years, hence the inferential says that majority of mothers were married early.<br><br>Because of lack of education, since mothers were married early, they all accepted the household responsibility and hence they are not making any contribution towards the economic development of the nation. |  |
| <b>Parents satisfaction with Infrastructural facilities at schools and related aspects</b> | Satisfied<br>31% - Govt,<br>25% - private,<br>15% aided  | Needs Improvement<br>11% - private,<br>4% - aided<br>1% - govt school- |
|  | The mean and correlation of parent's satisfaction with the infrastructural facilities in the school premises, and other aspects like implementation of the curriculum, approach of teachers and principals demonstrated negative correlation   |  |
| <b>Findings</b>  | Negative correlation was observed between the parents as an influencer and other related aspects with the school. They are not concerned about the infrastructural facilities, neither are demanding,  |  |
| <b>Implications</b>  | It can be said that because of lack of education among parents, and less involvement of parents in the education of girls, they are contended to the infrastructural facilities as well as the quality in teaching by the schools, and for them the quality in teaching is not a matter of concern, rather prefer to send their daughters in schools which is near their residential areas.  |  |
| <b>Qualitative data analysis on various school aspects - Content Analysis</b>              |  |  |
| <b>Reasons for enrolment of</b>  | 46%- A school with good infrastructural facilities and Muslim culture  |  |



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| <b>daughters in Muslim Managed schools</b>                                     | 41%- A Muslim cultured school, nearby residence and a low budget school<br>13% was derived where parents said that they prefer to send their daughters to schools which are near the residential areas.  |
| <b>Findings</b>  | Parents give less preference towards the availability of good infrastructural facilities in school and the quality education, but rather prefer to send their daughters in schools which is nearby their residential areas and the schools which has Muslim culture in terms of their Uniforms, allowed to do prayers on time etc. |
| <b>Implications</b>  | Parents are more concerned about the safety and they have fear of wrong peer influence, and so they prefer to send to the schools nearby their residence only.<br><br>This shows that there is impact of cultural influence on taking decision pertaining to the enrolment of their daughters in schools.                          |
| <b>Parents views on Quality in Teaching</b>                                    | 62%- Teachers are well acquainted, approachable and give clarity<br>29%- Teachers are not co-operative.<br>9%-parents said that the teachers are only using the textbooks for teaching, innovative pedagogies need to be used by the teachers  |
| <b>Findings</b>  | Majority of the parents were satisfied with the quality in education rendered by teachers in schools,  |
| <b>Implications</b>  | Because of the lack of education and less involvement of parents in the education of girls, they are contended to the infrastructural facilities as well as the quality in teaching by the schools, and for them the quality in teaching is not a matter of concern.   |
| <b>Parents views on guidance to Students by teachers</b>                       | 49%- Teachers provides guidance<br>28%- Extra classes are arranged by teachers<br>23%- No guidance and counselling   |
| <b>Findings</b>  | Majority of the schools' teachers are providing guidance support to both the parents as well to their parents, especially when they come to schools during the result timings  |
| <b>Implications</b>  | Schools are taking active efforts to promote higher education among girls but because of the lack of education and conservative mindset of the parents and the community, the girls are not permitted for higher education.  |
| <b>Impact of Schooling on Social and Psychological development of students</b> | 54%-daughters realize the importance of higher education and they are aspiring for higher education, have gained self-confidence, has become mature in their disposition<br>52%- their daughters have developed understanding and are mature in their behaviors<br>30%- Monitor their daughters- they are in wrong peer influence  |
| <b>Findings</b>  | Majority of the parents shared optimistic development of their student due to their schooling.   |
| <b>Implications</b>  | Analyzing the parents' perspective, it can be implied that Return on investment over their daughter's education is sustaining to the parents   |

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| <b>Parents occupation and their support for higher education</b> | <p>Occupation of the parents is a very detrimental factor in the education of the daughters, majority of the fathers who were in service sector (n=15) realized the importance of education and spoke that they will support their daughter's education.</p> <p>Majority of mothers were the homemakers, they also said that they will support their daughters for higher education</p>   |
| <b>Views on girl's safety in schools</b>                         | 53%-Management takes active steps in maintain safety 38%-Entry/ Exit of the outsiders have to be monitored 9%- Satisfied with safety, but emphasized towards femalecounsellor   |
| <b>Findings</b>  | Girl's safety is taken care of in all the schools   |
| <b>Implications</b>  | Since the schools are situated amidst the residential areas, there are no strict rules and regulations pertaining to the entry of the outsiders as well as the parents also walk in at any point of time which needs to be worked on by the school management. There has to be proper utilization of authority/ power by the school authorities which should prevent entry and exit of frequent visitors within the school premises.  |
| <b>Acceptance of parent's suggestion</b>                         | 57%- Management accepts and implements the suggestion<br>23%-No PTM is held<br>11%- Do not participate in meetings<br>9%- Suggestions are taken but not implemented   |
| <b>Findings</b>  | In majority of the Muslim managed school Parent Teacher' s Meetings are organized and the suggestions shared by the parents during meetings is well taken in to consideration and are implemented as well   |
| <b>Implications</b>  | <p>It can be implied that those parents who really do not pay much attention towards the education of their daughters said that they do not participate in the meetings organized by the school.</p> <p>Relating to the stakeholder, it can be said that the schools are takingparents suggestions as the external stakeholder for further, improvements, developments needed in the school.</p>  |
| <b>Findings</b>  | <p>Based on the data, it can be said that there is lack of education among both the parents, which is subsequently evident from their contribution in the employment sector.</p> <p>Due to lack of awareness and less importance driven towards girls' education, parents prefer to enroll their daughters in the schools which is nearby the residential areas, accessibility of infrastructural facility is of no importance to them. Moreover, tit was observed that they were satisfied with the overall development of their children.</p> <p>Occupation of the parents is one of the decisive factors, Fathers who were in the service sector, were involved in the education of their daughters and were willing to support their daughters, Whereas, majority of mothers were home makers, yet they wanted to support their daughters for their higher education, but they did not had autonomy in decision making.</p> |
| <b>Implications</b>  | It can be implied that various factors such as education of parents, their occupation, their support and involvement towards the education of their daughters is influencing factor for the higher  |

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|   | <p>education of girls.</p> <p>Hence, analyzing parents as stakeholder, it can be said that there is a gap in the power matrix, they have the power and autonomy, yet they are unable to utilize their power in appropriate manner, because of the cultural influence</p>   |
| <p><b>Qualitative data analysis on educational status among Muslims- Content Analysis</b></p> |  |
| <p><b>Reasons of lower higher educational status among Muslim girls</b></p>                   | <p>43% - responded Financial Constraints and parental restriction<br/> 31% -Safety issue and lack of proper guidance, 19% conservative mindset of the community.<br/> 7%- Religious obligations</p>  |
| <p><b>Findings</b></p>  | <p>Majority of the parents said that the Muslim girls are not sent for higher education, and considers financial constraints and parental restrictions as the main reasons for hindering the higher educational status among Muslim</p>  |
| <p><b>Implications</b></p>  | <p>It can be said that due to lack of education, parents are mostly in small business and moreover, because of the conservative mindset of the parents and the community, parents impose restrictions like wearing Hijab/ Burkha, not permitting their daughters to study in co-education universities, which results in lower enrolment of Muslim girls in higher education.</p> <p>Analyzing, the reasons it can be said that there are environmental and cultural influences that obstructs the stakeholders like schools, resulting in lower educational status.</p> |
| <p><b>Reason for supporting higher education for their daughters.</b></p>                     | <p>31%- (Mothers) and 24% (Fathers) for their own better future<br/> 9%- (Mothers) and 11 % of (Fathers) Respectable position in the community<br/> 7% (Mothers) and 3% of (Fathers) not allowed to go for higher studies</p>  |
| <p><b>Findings</b></p>  | <p>Majority of the mothers are willing to support the higher education of their daughters.</p>   |
| <p><b>Implication</b></p>   | <p>Mothers want their daughters to be self-reliant, confident, but majority of them are not the decision makers of the family, so they were not confident enough to say that they will strongly support for higher education of their daughters.</p> <p>Relating the power matrix, the lack of decision-making power is one another factor obstructing because of patriarchal dominance in the culture.</p>  |
| <p><b>Findings</b></p>  | <p>Larger segment of the populations felt that there is a need to spread awareness among the community pertaining to the relevance and importance of education.</p>  |
| <p><b>Implications</b></p>  | <p>It needs to have joint collaboration among all the stakeholders, the school, the social workers, the non-government organizations, the voluntary organizations, the educationist of the community, with an intention to give access to equal opportunities for the development of the individual, society and the nation.</p>   |
| <p><b>Suggestions</b></p>   | <p>It can be suggested that, since parents becomes an important stakeholder and their decision is very important factor, hence it is</p>   |

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|  | <p>important to get their support and so, there should be awareness created by active collaboration of all the stakeholders such as schools, the social worker, the educationist.</p> <p>Because of lack of awareness among the community, the parents experience community pressure for not permitting daughters for higher education, hence the awareness on importance of education has to be created among the community.</p> |
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**Table:5.2.4 Home environment as the direct impact over the educational status among Muslim girls**

| <b>Qualitative data analysis of home environment - Content Analysis</b> |   |
|---|---|
| <b>Particulars</b>  | <b>Findings</b>   |
| <b>Age of Parents</b>   | Majority of mother's, in the age group of 31-40 years, whereas majority of the parents both mother and father were in the age group of 41-50 years.   |
| <b>Occupation and Education of Fathers</b>                              | Higher education among Muslim males is less and majority of them are having business as their occupation  |
| <b>Occupation and Education of Mothers</b>                              | Participation of Muslim females in work force is very less as only 3.33% of Muslim females are in to the service.   |
| <b>Type of Family and Monthly Income</b>                                | Muslim girls came from a nuclear family background, with majority of them having monthly income to be less than 10,000 ₹  |
| <b>Monthly Income and enrollment in schools</b>                         | Majority of girls have their family monthly income less than 10,000₹, yet they are enrolled with private Muslim managed schools.  |
| <b>Guidance, Monitoring and Academic Help</b>                           | Majorly mothers are having their education till primary classes, they are not able to help in academics of their children, however, they keep track about the related aspects such as punctuality, instruction and constant reminders to do well and to study is done by mothers. |
| <b>Participation of Parents in Parent Teachers Meetings</b>             | Because of lack of education, there is less preference given towards the education of girls and hence parental involvement is found to be less among the respondents.   |
| <b>Autonomy to girls in going to school/coaching classes</b>            | Majority of the girls are allowed to go independently to school / coaching classes.   |

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| <p><b>Responsibility of Domestic chores/ Compulsions/ freedom to take decisions</b></p> | <p>There is no autonomy/ freedom given to girls in terms of taking decision pertaining to the educational as well as recreational needs, they have compulsions in terms of their attire. So, it can be inferred from the implicit data that because of such restrictions imposed on the girls, they lack self-confidence, unable to partake in the workforce and also are unable to achieve their aspirations</p>   |
| <p><b>Implications</b></p>  | <p>Because of lack of education among the parents, and lower family income among the families and due to safety issues, they are enrolling their daughters which are nearby the residential areas. Lack of education among parents also prevents them to get involved in to the education of their children.</p> <p>Along with the social and economic factors, they are also very much under cultural influence, which restricts their mobility, which subsequently is impacting on their decision of having professional careers. The imposition of restrictions does not lead to comprehensive professional development and hence they are unable to partake in the employment sector.</p> <p>Overall, which has its impact on the standard of living and have its deep impact on social, economic and political development of the community and the nation at large.</p> |
| <p><b>Suggestions</b></p>   | <p>Persistent awareness pertaining to the importance of education is needed. The school authorities who are the primary stakeholders in the educational institutions should plan and implement the seminars, the lectures, the talks which caters the issues relating to importance of education. Special guidance and counselling sessions can be organized.</p> <p>The active collaboration of all the stakeholders is needed to address the issue of lack of higher education among Muslim girls.</p>  |

**Table:5.2.5 Analysis of career aspiration of girls as a direct impact of the educational status among Muslim girls**

| <b>Quantitative data analysis of career aspirations – Mean</b> |  |
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| <b>Particulars</b>   | <b>Findings</b>  |
| <b>Career Aspirations</b>                                      | Majority of the data (52.4%) join profession but no proper guidance<br>(18%)- did not have any clarity about professional fields<br>(12.7%)- want to adopt their hobbies as their career<br>(7.6%)- Government Jobs<br>(3.9%)- Aviation and Hotel management<br>(3.03%)- Not allowed for higher education<br>(1.5%)- aspire for higher education abroad<br>(0.9%)- Entrepreneurs   |
| <b>Guidance to choose a profession</b>                         | Majority of the girls (70.14%) had their career aspirations to join profession such as Teachers, Chartered Accountant, but they did not have any guidance to choose a profession, and also majority of them were not having any idea about different professional field as well.   |
| <b>Family permission for higher studies</b>                    | 43.9% said Yes<br>21%- said No<br>29.1- said Not sure  |
| <b>Implications</b>  | From the data derived for the career aspirations, it can be said that majority of the girls aspired to join professional after completing their higher studies, but they did not have any guidance about various professional fields.<br><br>Moreover, majority of the girls were not permitted for higher studies or were not sure of whether they will be permitted for the same.<br><br>Hence, human development theory in this context, it can be said that there is lack of opportunities provided to excel by the associated stakeholders. |
| <b>Suggestions:</b>  | The schools can play a role of facilitator to bridge the gap between the lack of information and the students as the beneficiaries, which shall be an investment for the future resources of the country.  |

**(Section-D)- Findings related to the Indirect Impact of community and government towards the education of Muslim girls:** This section of the study indicates the indirect impact of community and the government on the education of Muslim girls; such as the financial and non- financial support of the community towards the higher education of girls, the awareness about the government scholarships and schemes among the beneficiaries.

**Table:5.3.0 Community and government support as an indirect impact over the educational status of Muslim girls**

| <b>Qualitative data analysis on educational status among Muslims- Content Analysis</b> |   |   |
|--|---|---|
| <b>Community Support for Higher education</b>  | Views from Teachers<br>48.35% lack of family support (Community pressure)<br>46.15% Social and religious obligations<br>5.5% Financial scarcity   | Views from Parents<br>55%- Advised by community for not permitting daughters for Higher Education.<br>45%- The rate has increased |
| <b>Findings</b>  | It can be interpreted that from the response of teachers and parents that because of conservative mindset of the community and lower educational status among parents, there is less preference given over the higher education for girls and under the influence of the community, the parents or the family members do not provide financial/ motivational support to the girls to pursue higher education. |   |
| <b>Support by NGO/VO</b>   | Views from Teachers<br>54.94% had awareness<br>28.57% No such aid given<br>5.49% support from rural communities   | Views from Parents<br>76%- are not aware<br>19%- aware and availing benefit<br>5%- aware but not availing                         |
| <b>Findings</b>  | It can be interpreted that there is lack of awareness about the NGO/VO offering the services to facilitate the educational progress for girls among the beneficiaries i.e (the parents),  |   |



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| <b>Government Support for Higher education</b> | From Teachers<br>83.15% were about government schemes  | From Parents<br>13% were aware and only 8% are scheme beneficiaries |
| <b>Findings</b>                                | Majority of the teachers were aware about pre-metric and post-metric scholarships, as the scholarships have to be managed by the school itself, though the data shows lack of awareness about the scheme.  |   |
| <b>Implications</b>                            | There are efforts by the government to regulate and facilitates the education especially for the minorities, but there is lack of awareness among the masses   |   |
| <b>Suggestions</b>                             | Awareness aspect is a major lacking aspect, and this can be taken up by the school authorities and teachers as an educational stakeholder, they should take proactive steps pertaining to spreading awareness related to the beneficiaries' schemes as well as on the importance of education. It is with these efforts only "Return on Investment" shall be evident |   |

## **5.4 Major Findings:**

**This Section of the chapter describes the major findings of the study as:**

- A) Findings related to background study information**
- B) Findings related to elementary study information**
- C) Findings related to direct impact of the study**
- D) Findings related to indirect impact of the study**

### **5.4.1 Section-A) Findings related to the study background:**

**School Profile:** Majority of the Muslim Managed schools chosen for the study were private schools who had their inception during 1980's, was offering Gujarati language as a medium of instruction and its association with Gujarat Secondary and Higher Secondary Education board. Widely, the schools were co-education school and were offering the commerce stream in higher secondary classes. The schools possessed more female teachers.

**Profile of Principals and Higher Secondary school teachers:** majority of the schools had male principals, having B.Ed. as their educational qualification and possessed good academic experience of more than 10 years, whereas majority of the schools had more of female teachers in their higher secondary classes with B.Ed. as their educational qualification and work experience of more than 10 years.

**Profile of the Muslim girls:** Majority of the girls belonged to nuclear families possessing the monthly income of less than 10,000 ₹

**Profile of the Parents of Muslim girls:** Majority of parents were in the age group of 31-40 years, majority of fathers were educated till secondary classes, whereas majority of the mothers were educated till primary classes. Looking in to the occupation, majority of the fathers were either having small scale business, and number of girls whose fathers were daily wage earners were also more. Comparatively, the majority of mothers were home makers. The families that fall within the income level of 10,001-20,000 ₹ were also more.

The findings shows that there was lack of higher education among both the parents of the Muslim girls. Further, comparison indicates that the education level among mothers is lower than the fathers. The occupation status also indicates that majority of the parents were

managing their own business or were daily wage earners whereas mothers were the homemakers. Therefore, it can be said that because of the lower educational status among the parents, there is less participation of parents towards the workforce and further comparing the participation of male and females, females are more home makers.

#### **5.4.2 Section-B) - Findings related to the elementary information of the study:**

**Objective: 1 a) To study the number of Muslim girls in secondary and higher secondary classes in and around Vadodara.**

**About the Enrolment of Muslim Girls in Schools:** Majority of the enrolment of Muslim girls were found in private schools. The class strength of Muslim girls in secondary classes was 50-100, and it reduced to less than 50 in higher secondary classes. This shows that the drop-out rates of Muslim girls are higher in higher secondary classes.

**Objective: 2 a) Exploring the role of school as an educational stakeholder**

**Infrastructural facility in schools:** Majority of the private schools were having inadequate facilities of library, computer lab/ science lab, inadequate classroom facilities, improper hygiene and sanitation facilities. Whereas government and aided schools were in a better position in provision of such facilities. Additionally, Government and aided schools were also providing other facilities such as prayer room and washing area for the afternoon prayers within the school premises.

**Impact of Infrastructural facilities on School Enrolment:** 76.19% of Principals and 79.12% of Teachers said that availability of good infrastructural facilities in school is a decision-making factor for parents as well as girls studying to get themselves enrolled in good schools with adequate infrastructural facilities.

**Future plan of Principals on Infrastructural Development:** 12.08%- Focused on Technological Upgradation, 7.69%- Focused on Infrastructural development, 3.29%- They do not have autonomy and power to take decisions 76.94%- Not responded.

**Teacher's views on class performance of Muslim girls:** 41.75%- Academic performance is good, 25.27%- Need encouragement/ motivation.

**Teacher's views on reasons of lower enrolment of Muslim girls in higher education:** 62.63%- Lack of family support/ a smaller number of universities for girls and 41.75%- Less priority of girl's education/ conservative mindset of the community. Hence because of the lack of family support and a smaller number of universities only for girls, girls are not allowed for higher education.

### **5.4.3 Section-C)- Findings related to the Direct Impact of Schools towards the education of Muslim girls:**

#### **Objective: 2 a) Exploring the role of school as an educational stakeholder**

**Training of Teachers:** The schools lack in organizing a need-based training programme, the training programmes are organized once a year by the school management in all the type of school- private, Government and aided.

#### **Impact of Teacher's Counselling on retention of Muslim girls higher secondary classes:**

70.32% yes it helps in retention (Through Counselling to parents/ girls and sometimes home visits), 23.07%- Partially was able to retain (Through Counselling to parents/ girls and sometimes home visits), 6.59%- No they were not successful. Hence it can be said that the teachers are really making efforts to retain the girls in school by adopting various measures as a part of their ethical responsibility, however the investment done is not giving the expected outcome.

**Views of girls on subjective knowledge among teachers:** 38.78%- Private schools, 24.54%- Government schools, and 16.66%- aided schools, hence majority 79.98% of girls were satisfied with the subjective knowledge of their teachers.

**Use of Innovative Pedagogies by teachers in classroom teaching:** majority of the teachers are using textbooks and supplement the classroom teaching by some examples.

**Initiatives taken for student's academic development:** 38.09% of schools are organizing elocution, essay writing, science exhibition, for the development of cognitive, innovative, leadership qualities among the students by planning and organizing such activities, subsequently encouraging active participation for further enhancement of skills.

**Initiatives taken for students' social development:** 28.57%- Conducting Expert's session, counselling by teachers (Govt, private and aided), hence, there are initiatives planned and undertaken for the development of the students by the school authorities as well as teachers are also performing the roles of the facilitator by taking counselling session so as to retain the students in higher secondary classes as well as motivating them for higher studies.

#### **5.4.4 (Section-C)- Findings related to the Direct Impact of Schools towards the education of Muslim girls**

**Objective: 2 b) Exploring the role of parents of Muslim girls as an educational stakeholder**

**Parental satisfaction with the availability of infrastructural facilities in school:**

Negative correlation was observed between the parents as an influencer and other related aspects with the school. They are not concerned about the infrastructural facilities, neither are demanding.

**Reason of Enrolment of daughters in Muslim managed schools:** 46%- A school with good infrastructural facilities and Muslim culture, 41% - A Muslim cultured school, nearby residence and a low budget school. Hence it can be said that parents give less preference towards the availability of good infrastructural facilities in school and the quality education, but rather prefer to send their daughters in schools which is nearby their residential areas and the schools which has Muslim culture in terms of their Uniforms, allowed to do prayer on time.

**Parents views on teaching quality in schools:** Majority of the parents 62% were satisfied with the quality in education rendered by teachers in schools.

**Parents views on guidance provided by teachers to students:** 49% of parents said that the schools' teachers are providing guidance for higher education as well as for performance improvement to both the parents as well to their parents, especially when they come to schools during the result timings.

**Parents views on impact of schooling on Social and Psychological development of students:** 54% of parents shared optimistic development of their wards due to their schooling.

**Parents occupation and their support for higher education:** Majority of the fathers who were in service sector (n=15) realized the importance of education and said that they will support their daughter's education.

**Parents views on girls' safety in schools: 53% of parents said that education and is taken care of by the school management.**

**Acceptance of parent's suggestion: 57% of parents said that the Parent Teacher' s Meetings (PTM) are organized and the suggestions shared by the parents during meetings is well taken into consideration and are implemented as well.**

**Parents views on lower higher educational status among Muslim girls:** Majority of the parents 43%, said that the Muslim girls are not sent for higher education, and considers financial constraints and parental restrictions as the main reasons for hindering the higher educational status among Muslim.

**Parents views on supporting their daughters in attaining higher education:** 31% (Mothers) and 24% (Fathers) for their own better future, 9% (Mothers) and 11 % of (Fathers) Respectable position in the community and 7% (Mothers) and 3% of (Fathers) not allowed to go for higher studies. Hence Majority of the mothers are willing to support the higher education of their daughters.

### **5.4.5 Objective 3: To study the home environment of Muslim girls**

**Type of Family and Monthly Income:** Muslim girls came from a nuclear family background, with majority of them having monthly income to be less than 10,000 ₹ per month.

**Monthly Income and enrollment in schools:** Majority of girls have their family monthly income less than 10,000 ₹, yet they are enrolled with private Muslim managed schools.

**Parents views on Guidance, Monitoring and Academic Help to their daughters:** Majority of the mothers are having their education till primary classes, and hence they are not able to help in academics of their children, however, they monitor related aspects such as punctuality, they instruct their wards for the regularity and punctuality, to focus on studies when their wards at home and constant reminders about their homework.

**Participation of Parents in Parent Teachers Meetings:** Because of lack of education, there is less preference given towards the education of girls and hence parental involvement is found to be less among the parents of the Muslim girls.

**Autonomy to girls in going to school/coaching classes:** Majority of the girls are allowed to go independently to school/ coaching classes.

**Responsibility of Domestic chores/ Compulsions/ freedom to take decisions:** There is no autonomy/ freedom given to girls in terms of taking decision pertaining to the educational as well as recreational needs, they have compulsions in terms of their attire.



#### **5.4.6 (Section-C)- Findings related to the Direct Impact of Schools towards the education of Muslim girls**

**Objective 4: To find out the career aspirations of Muslim girls.**

**Career Aspirations and Guidance to choose a profession:** Majority of the girls (70.14%) had their career aspirations to join profession such as Teachers, Chartered Accountant, but they did not have any guidance to choose a profession, nor any clarity about various professional fields.

**Family permission for higher studies:** 43.9% said Yes, 21%- said No, 29.1-said Not sure. Hence it can be said that majority of the girls were not permitted for higher studies or were not sure of whether they will be permitted to go for higher studies.

**5.4.7 (Section-D)- Findings related to the Indirect Impact of community and government towards the education of Muslim girls.**

**Objective 2 c) Exploring the role of community as an Educational Stakeholder**

**Community Support for Higher education:** 48.35% of teachers and 55% of parents said that conservative mindset of the community, lower educational status among parents, there is less preference towards the higher education for girls, Community pressure for not sending the daughters is also one reason why parents/ family members do not provide financial/ motivational support to the girls to pursue higher education.

**Educational Support by NGO/VO:** 54.94% of teachers had awareness about the educational support provided by NGO/VO's, whereas, 76% of parents were not aware. Hence it can be said that there is lack of awareness about the NGO/VO's offering the services to facilitate the educational progress for girls among the beneficiaries i.e (the parents).

**Objective 2 d) Exploring the role of government as an Educational Stakeholder**

**Government Support for Higher education:** 83.15% of Teachers were aware about government schemes and 13% of parents were having awareness about various government schemes and programmes and only 8% of them were availing its benefits.

## **5.5 Discussions of Results:**

From the findings of the study, it can be said that the enrolment of Muslim girls in school have increased over a period of time, however the study shows high dropout rate of Muslim girls from secondary and higher secondary classes. Thus, this indicates that still, the ratio of girls moving from secondary to higher secondary has not given the satisfactory results. Tremendous persistent efforts and measures are required as education is the only medium to bring positive social as well as economic changes within the society.

Identifying the reasons for the lower higher educational status, the study finds various socio-economic factors, ((**Siddiqui 1987**); (**Mondal 1997**); (**Begum 1999**); (**Chaturvedi 2004**); (**Hasan and Menon 2005**); (**Pande 2006**)) one of which is conservative mindset among the community, which is due to lower education among previous generation (Parents/ other family members). The other factors include weaker socio-economic status, which is also a subsequently of lower representation among Muslim community skilled workforce of the nation.

Another associated is less preference given towards the higher education of girls, because of various socio- cultural beliefs prevailing among Muslim Community ((**Waseem 2012**); (**Hussain 2018**); (**Saha 2020**)) which deprives Muslim women from attaining higher education, consequently restricting women's ability as decision makers in the family.)

Identifying the role and contribution of associated stakeholders, majority of the researches undertaken focused on the reasons, the dropout rates of the girls from the schools, Hence, it can be said that along with identifying the reasons for the lower higher educational status among Muslim girls, the role of all the associated stakeholders such as schools, Teachers, the parents, the community, the government comprehensively, need to be focused on , as the stakeholders' initiatives and contributions make a huge impact in bringing about social as well as economic change in the economy of the nation.

## **5.6 Conclusions of the Study:**

**Pertaining to the availability of Infrastructural facilities in school:** The private schools have all the authorities and have the autonomy in taking decisions pertaining to the upgradation of basic as well as educational infrastructural facilities within the school premises, yet the schools covered under the study are lacking in providing such basic educational as well as infrastructural facilities in schools.

**Pertaining to Higher Educational Status among Muslim Girls:** There is high drop-out rate of Muslim girls in standard XI and XII, because of lack of education, lack of awareness, financial crunches within the family, there is lack of sensitization towards education, the outcome of which is less enrolment of girls in higher education, which subsequently impacts their contribution in the social development as well as the economic contribution of the nation.

**Pertaining to the Training of Teachers:** Training comprise an essential part in an educational institution. The ANOVA Single factor test conducted for the study also reveals that the teachers training, pedagogy used and implemented, and availability of infrastructural facilities have a strong impact on the student's development.

**Pertaining to Student's development:** The investment done by the schools by organizing remedial classes, counselling by teachers, various activities and competitions organized by the schools is not giving expected returns on the investment done.

**Pertaining to Home environment of Muslim girls:** Because of lack of education among the parents, and lower family income among the families and due to safety issues, they are enrolling their daughters which are nearby the residential areas. Lack of education among parents also prevents them to get involved in the education of their children.

Along with the social and economic factors, they are also very much under cultural influence, which restricts their mobility, which subsequently is impacting on their decision of having professional careers.

**Pertaining to Career Aspirations:** The restrictions, lack of awareness and societal pressure are responsible for lack of opportunities provided to excel by the associated stakeholders.

## **5.7 Suggestions from the Study:**

### **Suggestions for the School as an Internal Stakeholder:**

- 1) To bring in the new culture of education and confirming sustainability.

**Training:** Comprehensive training of the teaching staff is to be planned and organized on a frequent basis which should cater to the concept of school management comprising of use of innovative pedagogies, ensuring quality education, with the intention of developing creative, innovative thinking abilities among the students, which subsequently will develop interest in the student population for the higher education.

**Infrastructural development:** For the usage of innovative techniques and pedagogies, an “Investment” to upgrade the human resources is to be done especially for the needed infrastructural development such as availability and access to computer labs, library, audio-visual devices within the classrooms, certain basic hygienic and potable drinking water facilities in the schools. Additionally, the schools should make their investment in overall development by encouraging students to participate in co-curricular activities also leading to physical, socio- emotional development as well.

**Guidance and Counselling to the students:** It was observed from the data, that students lack basic ideas on availability of various career guidance, so an “investment” by conducting seminars and workshops on career guidance can be given to the students, which shall bring its return on investment among the future generation.

**Guidance and Counselling to parents:** The schools should also frequently organize the seminars, workshops, the talks for the parents of the girls which gives them importance of education, the available financial assistance for girl’s education by the government as well as non-government organizations, which will in the long run increase the educational status of Muslim girls. The educational upliftment from one set of society will definitely bring in improvement in the other segments of the society. Teachers can play a vital role in disseminating the authentic information for the students and ensuring the developmental pace of the girls.

**Record Keeping for the Sustainable development of girls:** The Schools should adopt a measure of maintaining the track record of girls who join in higher education after completing standard XII, which will further motivate the upcoming generation for higher education.

### **Suggestions for the parents as an External Stakeholder**

#### **Enabling safe learning environment and motivating girls at home.**

**Through Involvement:** Increase in participation of parents in students learning, showing involvement in terms of taking regular feedbacks and updates about the daughter's progress from the teachers will strengthen the ground of monitoring of parents and will also serve as a motivational factor among the girls. The third stage of Maslow's theory of hierarchy of needs of love and belonging can be linked herewith, as the love, care, interest from the parents will pave its way for girls moving for the fourth stage of achieving self-esteem and recognition, ultimately, they shall begin developing the interest for higher education through support and motivation from parents as the findings of the study suggests that the decision of parents is very detrimental in decision making for girls.

### **Suggestions For Community as an External Stakeholder**

**Creating Psychological safety and empathetic understanding:** Performing the role of supporter: The study data reveals that the Muslim community in the contemporary situation is performing the role an obstructor rather than the supporter. Hence the role reversal of the community is required in following ways:

- a) Collaboration of various stakeholders of the community such as schools, the educationist, the social workers, the members from NGO/VO's should work on the modus operandi of sensitizing the community on the matters connected with the higher education of girls through organizing frequent seminars, expert lectures, talks at various occasions.
- b) Correct leaders need to be identified from the community, there is a strong need to identify the accurate, educated and neutral leadership from the community member, who have influencing potentials towards the other masses of the community, so that they can spread right information among the masses.

c) Identification and collaboration with the social workers/ the professionals need to be developed with an intention to develop a healthy collaboration among the school management, teaching staff, the parents of the girls, in order to have a wholistic learning and further advancement of the community and the nations as a whole.

**Adopting the Successful Models from the community:** The successful models of the schools which are established at various places by eminent and the influential community leaders in the rural areas of the city such as Kalla school at Karjan, Hanifa school at Borsad, Refai school at kalol shall be adopted to increase the level of higher education in the urban areas also.

### **Suggestions for the Government as an External Stakeholder**

**1) Leveraging the best practices within the school network and undergoing partnership/ collaboration with grass root level organization:** The government should perform the role of regulator by analyzing the best possible practices adopted by the schools, should include them as a part of the school management, and should make a “learning model” for the schools which can be utilized in the interest and benefits of the students as well as the teaching staff, within the framework of New Education Policy 2020

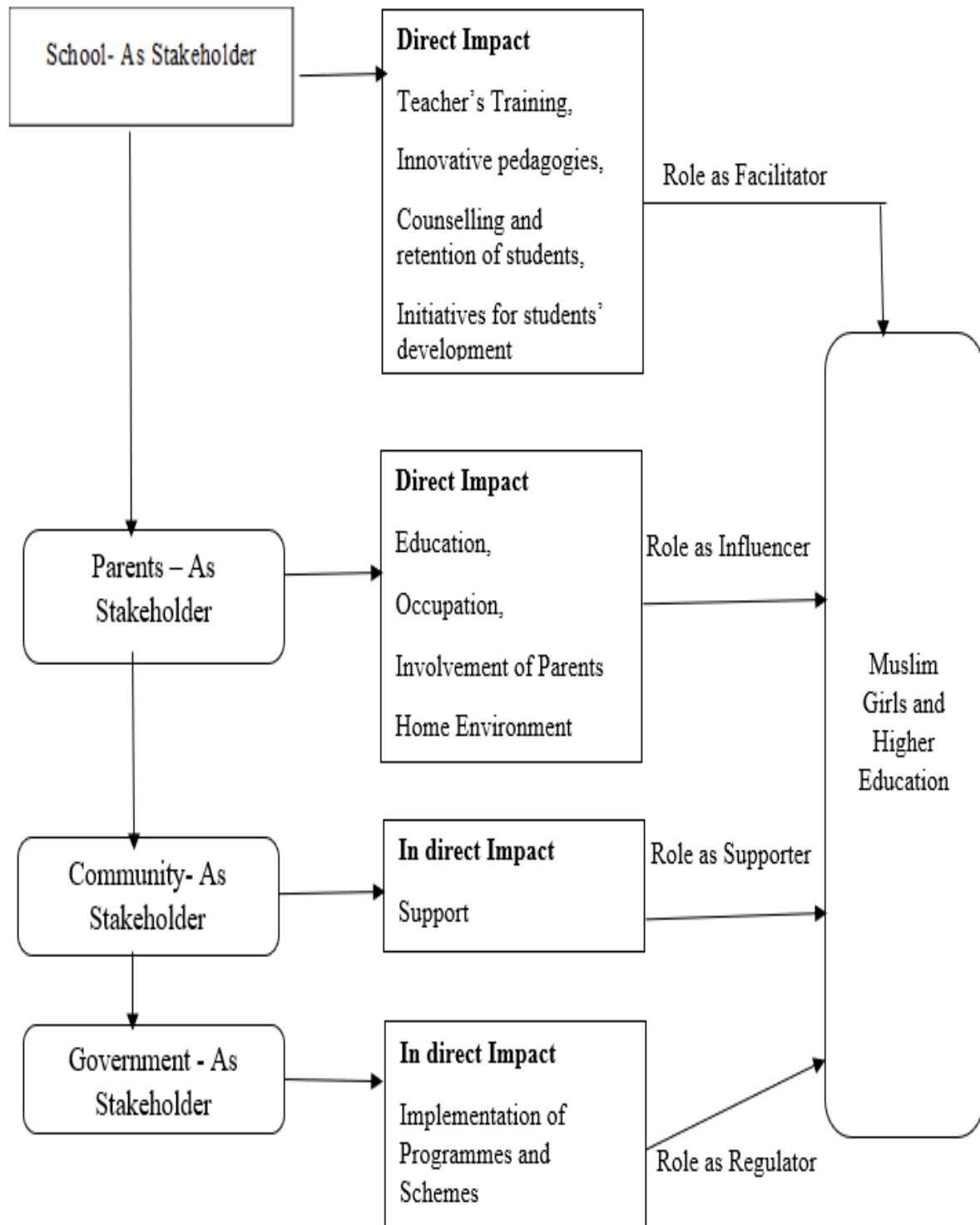
The government should also look in to certain revision in terms of teacher’s appointments, the compensation paid to the teachers in the policies as it is the primary motivational factor for any individual to work with dedication and commitment and perform to the best of one’s capacity

## 5.8 Summary table of the Suggestions

| <b>Suggestions</b> |   |
|--------------------|---|
| For Schools        | Should develop People centric approach- and “investment” to be done for providing infrastructural facilities, especially the Private schools who have the autonomy in their budgeting |
|                    | Need based training programmes for teachers – covering “School management”- Planning, Organizing, Directing, and Controlling  |
|                    | Career guidance and Counselling sessions to students, personality development, interpersonal skills should be organized   |
|                    | Counselling and awareness sessions for the parents can be organized by the schools to motivate and counsel parents to send their daughters for higher education                       |
|                    | Awareness on various financial and non-financial aid should be given to parents and the students to avail the maximum benefit of the same.  |
|                    | Seminars, lectures, talks – importance of education should be organized for parents   |
|                    | Follow up of the girls going for higher education after HSC should be done – model for the other students from the schools.   |
| For Community      | Stakeholders from the community- should spread awareness on the importance of education   |
|                    | NGO/ VO’s- Should approach the schools and provide information to students  |
| For Government     | Effective check on the implementation of the schemes and programmes.  |



**Figure:5.9 Theoretical Framework Based on the Study Findings**



## 5.9 Explanation of the Theoretical Frame Work

From the above diagrammatic theoretical framework, following are the roles of various stakeholders associated with the education of Muslim girls in and around city of Vadodara,

**Role of School:** The Schools performs the role of Facilitator towards the education of Muslim girl. Various components like need based training to teachers, innovative pedagogies incorporated by the teachers in their classroom teaching, retention of Muslim girls in higher secondary classes through teachers counselling, and the initiatives and activities planned and undertaken by the school for the Physical, Cognitive and Social development of Muslim girls, have direct impact towards the higher education of Muslim girls.

**Role of Parents:** Another important stakeholder identified by the current study are the parents of the Muslim girls, The associated aspects like the parental education, the occupation, their involvement towards the education of their daughters and the home environment have direct impact and they perform the role of an influencer towards the higher education of Muslim girls.

**Role of Community:** Community is also identified as one key stakeholder towards the higher education of Muslim girls. The support, the beliefs, practices, value of higher education has in direct impact towards the higher education of girls, as it varies upon person to person, family to family, region to region. The support rendered by the community plays an important role as that of a supporter towards the higher education of Muslim girls.

**Role of Government:** Regulation is very much essential for effective management of any institutions. Education as an institution needs government as a regulatory mechanism by levying and implementing various programmes, schemes to support the higher education of Muslim girls, which performs the role of a regulator.

## **5.10 SCOPE OF FURTHER RESEARCH**

- The Present study covered Muslim managed schools offering higher secondary classes. These schools noted to have wide variation in terms of availability of infrastructural facilities, aspects related to teachers such as training, innovative pedagogies depending upon the type of school. Further Management research on education Management of girls (comprising of all the communities) can be undertaken in other schools of Baroda city.
- Need Assessment can be undertaken to identify the gaps in the available infrastructural facilities for girls in various schools.
- Further research in Higher education institutes can also be undertaken to know their motivation and career aspiration of Muslim girls.
- A study on contribution of Muslim girls/ women's – who have been successful in achieving their career aspirations to education of girls can be undertaken.
- An Impact assessment of various initiatives undertaken by various NGO's/ VO's towards the education of Muslim girls can be undertaken as a research study.
- Need assessment of all the Muslim managed schools and educational institutions, can be undertaken.

## **5.11 AN ACTION RESEARCH PLAN FOR PROMOTING GIRLS FROM MINORITY COMMUNITY FOR HIGHER EDUCATION**

**Background:** A descriptive study on “Role of stakeholders towards the education of Muslim girls in and around Vadodara”, was undertaken in the city of Vadodara from 21 Muslim managed schools of Vadodara district. For the purpose of the study, extensive literature review on studies related to the educational status among Muslims, the role of the stakeholders was undertaken. For the purpose of the study, both, literature review and the data analysis of the study indicates that there are higher school dropout rates of girls belonging to minority community in higher secondary classes. The study also examines various associated community factors such as lack of awareness related to girls’ education, conservative mindset of the community as one of the major responsible factors for restricting girls from higher education. Along with the social aspect, the study explores the roles of the associated stakeholders both internal and external such as school administration, teachers, parents, and the government for promoting higher educational status among girls.

It is with this backdrop, the following field action plan in relation with the study findings are proposed.

Objectives:

- 1) To spread awareness among the Minority Community related to importance of higher education.
- 2) To impart training to school administration and teachers pertaining to the concept of School Management including the practice of innovative pedagogies, improving the infrastructural facilities and simultaneously providing the developmental opportunities to students as well as teachers, as envisaged by National Education Policy 2020.
- 3) To counsel and motivate the parents of girls enrolled in secondary and higher secondary classes for supporting the higher education of their daughters.
- 4) To disseminate information about both the monetary as well as non-monetary benefits rendered by Government as well as various voluntary organization supporting the higher education of girls.
- 5) To motivate the girls of minority community studying in higher secondary classes for higher education and providing them career guidance for choosing the right career.