

Chapter-IV
Data Analysis And
Interpretation

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Data analysis And Interpretation

General Idea of the Chapter: Adopting the research design as specified in chapter-3, the data was gathered from different categories of respondents using different research tools designed for each of them. The present chapter reveals the analysis of the data gathered, which is methodically presented as follows:

- A) **Background information-** This section of the chapter depicts background information findings such as the school profiles, the profile of the respondents.

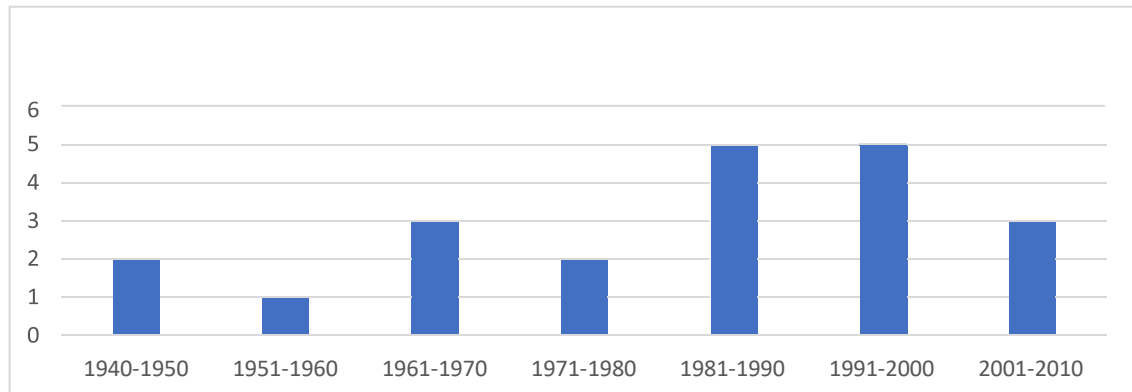
- B) **Elementary Information-** This section of the study findings is related with the elementary study information such as the Gender equality in education by the Muslim community, the enrolment rate, the drop-out rate, the growth rate of Muslim girls, availability of infrastructural facilities within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

- C) **Direct Impact-** 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, the career aspirations, permission from the family members for higher education.

- D) **Indirect Impact -** 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.

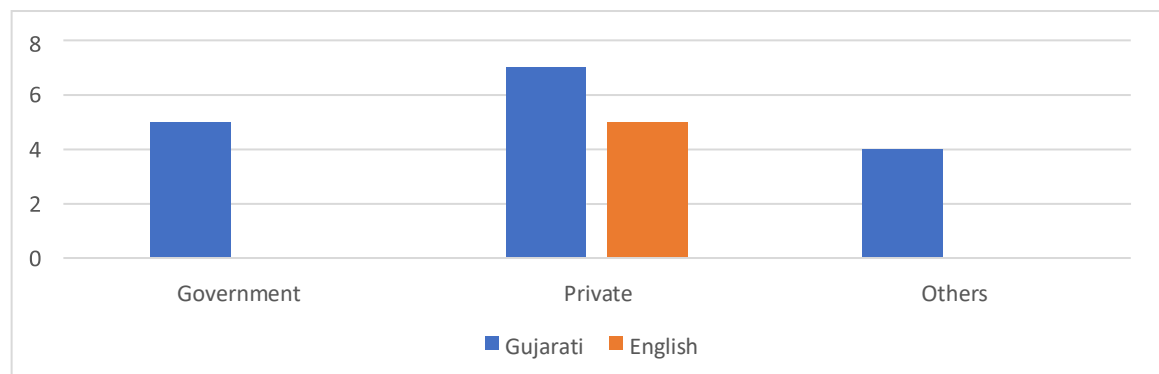
Section- A Background Information of the schools

Fig-4.0: Year of establishments of schools



From the above graph, it can be said from that majority of the schools covered under the study had its inceptions during 1980's to 2000, by combining the period from 1981-2000. The schools are established with the primary intention of planning and establishing the schools to improve the educational status among the Muslim community.

Fig :4.0.1 Details on type of schools and the medium of instruction in schools.



The above graph in the table 4.0.1 represents that majority of the schools were private schools having its affiliation with Gujarat Secondary and Higher Secondary Education Board (GSHSEB), offering Gujarati as a medium of instruction in schools.

Hence, categorizing the type of schools of the schools taken under the study, it can be said that the majority of the schools are having its affiliation with the educational boards in the existing Indian education system.

Table:4.0.2 Details about the type of school, school demography and streams offered in higher secondary section.

Particulars (Offered streams and type of school)			School Demography		Total
			Co-education	For Girls	
Commerce and Science	type of school	Government	1	1	2
		Private	2	0	2
	Total		3	1	4
only commerce	type of school	Government	3	0	3
		Private	10	0	10
		Others	2	0	2
	Total		15	0	15
Commerce, Science and Arts	type of school	Others	2	0	2
		Total		2	0
	Sub Total		20	1	21

The data from the table 4.0.2 shows that majority of the schools covered under the study were private schools with co-education and majority of the schools were offering only commerce stream in their higher education classes.

It can be noted that participation of Muslim managed private schools offering commerce as a stream in higher education classes is quite high as compared to government schools.

Table :4.0.3 Details of teaching staff in the schools.

No. of Teaching Staff		
No. of Male Teachers	No. of Female Teachers	Total Strength
198	254	452

The data in the table 4.0.3 represents the number of teaching staff in schools, managed by Muslim trusts/organizations. It shows that there are a greater number of female teachers in the schools than the male teachers.

Table - 4.0.4 Demographic profile of the respondents as background information of the study.

Particulars	Principals	Teachers	Girls	Parents	
Age Group	41-50	31-40	15-17	31-40	
Edu-qualification	B. Ed	B. Ed	From 11 th and 12 th class	F	M
				Sec	Primary
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 4.0.4, 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 11th and 12th standard 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 Rs.

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

Demographic profile of 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 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 Elementary Information of the schools

4.1.0 - Qualitative analysis of views of parents on Gender equality towards the education through content analysis

The content analysis noticeably depicts that majority of the parents 62% said that there is no gender discrimination towards the education, whereas moderate responses of 38% were seen where parents responded that majorly the preference is given more towards the education of son by sending them to English medium private schools, and girls are majorly sent to schools either nearby their residential area or are government school.

Therefore, it can be seen from the noticeable data that according to parents, there is no gender discrimination in terms of education of boys and girls.

4.1.1 Comparative perspective of enrolment of girls in higher secondary classes.

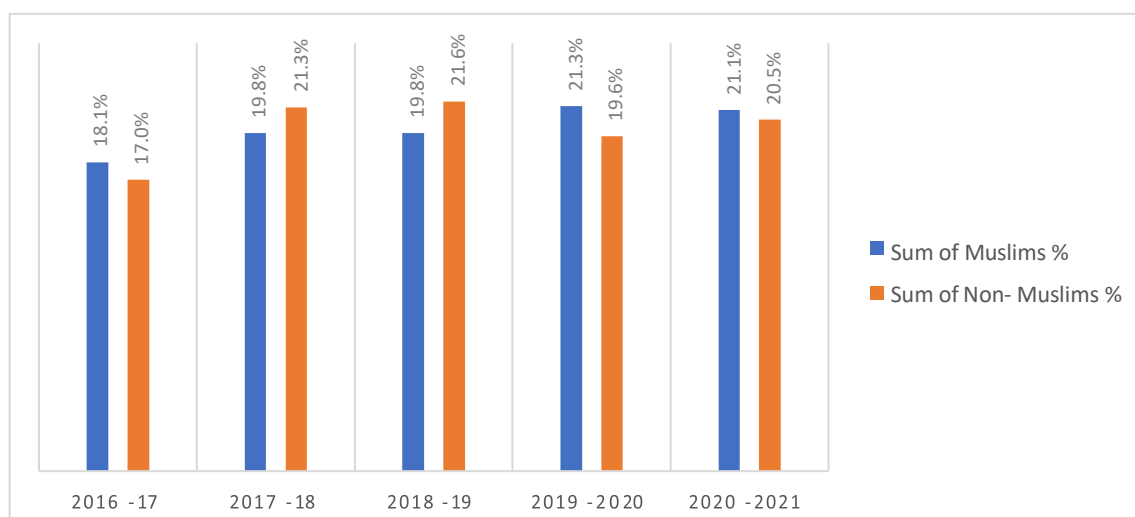


Figure- 4.1.1 represents the comparative perspective of enrolment of girls in higher secondary classes, it can be interpreted from the data that the enrolment of Muslim girls in the selected schools under the study was 18.1% in the academic year 2016-17, which increased to 21.1% in the academic year 2020-21. Whereas, the enrolment of non- Muslim girls was noted to be 17% in the academic year 2016-17, which also showed increase in enrolment rate to 20.5% in the academic year 2020-21.

Therefore, it can be interpreted that there is an increase by 3% in the enrolment rate of Muslim and 3.5% of non- Muslim girls in higher secondary classes.

Fig-4.1.2 Comparative perspective of drop-out of girls from higher secondary classes.

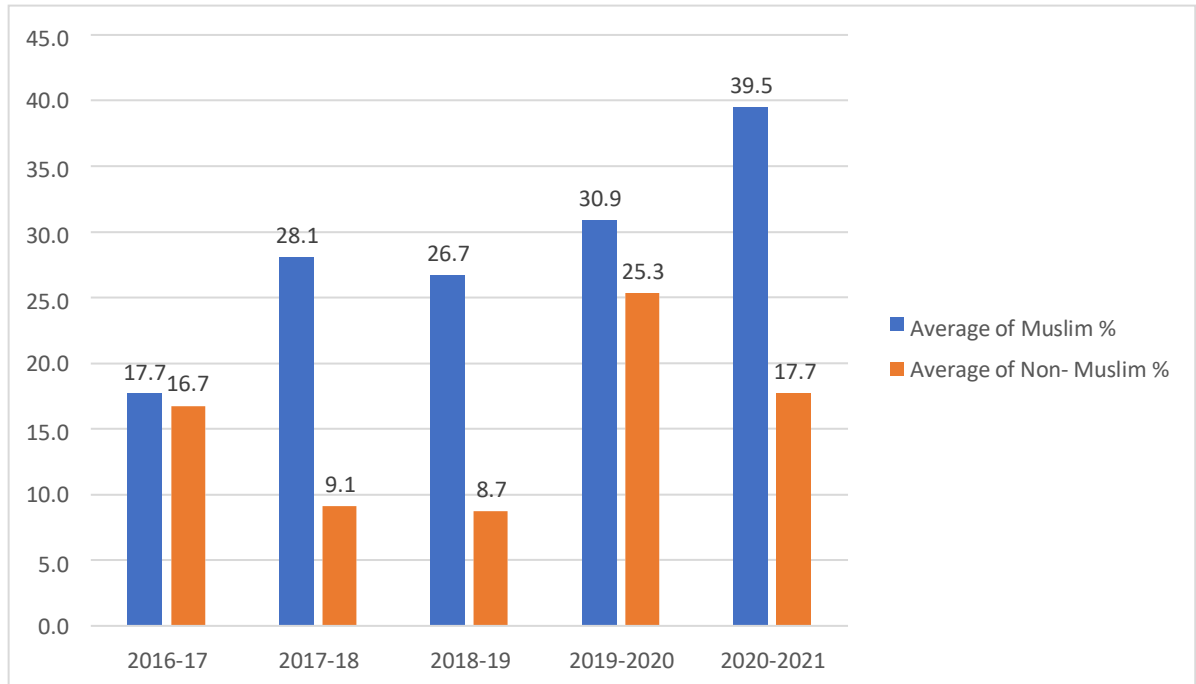
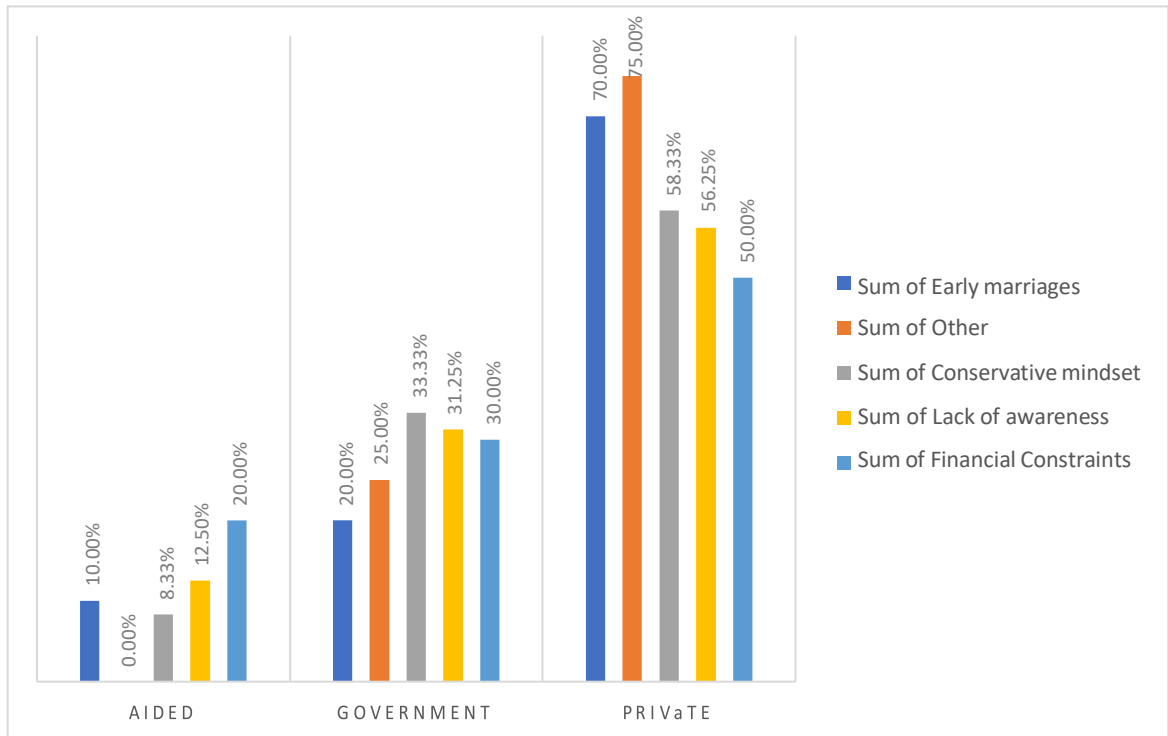


Figure- 4.1.2 represents the comparative perspective of drop-out rate of girls from higher secondary classes, it can be interpreted from the data that the drop-out rate of Muslim girls in the selected schools under the study was 17.7% in the academic year 2016-17, which increased to 39.5% in the academic year 2020-21. Whereas, the drop-out rate of non-Muslim girls was noted to be 16.7% in the academic year 2016-17, which exhibited increased in drop-out rate to 17.7% in the academic year 2020-21.

Therefore, it can be interpreted that there is 21.8% increase in the drop-out rate of Muslim girls from higher secondary classes, whereas, the data shows only 1% increase in the drop-out rate of non-Muslim girls.

Comparing the enrolment and the drop-out data, it can be said that the enrolment rate of Muslim girls in higher secondary classes has increased by 3%, whereas the drop-out rate has increased by 21.8%. This clearly shows that there is high drop-out rate of Muslim girls from higher secondary classes.

Fig:4.1.3: Response of principals on the reasons of drop out of Muslim girls from the school



The pictorial data 4.1.3 represents that the principals from the private schools 75% considers less priority of education towards girls among Muslims as one of the major reason for the drop-out of girls from higher secondary classes, and majority of the principals from the aided schools i.e 33.33 % considers conservative mindset among parents for education of girls , whereas, 12.5% of principals from aided schools held early marriages as one of the primary reason for drop-out of Muslim girls from higher secondary classes.

Thus, it can be said that majority of the principals associated the less priority over girls' education among the Muslim parents/ community as the responsible factor for the drop-out of Muslim girls from the schools.

Table: 4.1.4 Findings of Infrastructural facilities in schools and its impact on school enrolment as elementary study information

Views of girls on	Findings					
Classroom Facilities	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%
Findings & Implications	<p>Majority of the girls studying in government and aided schools were satisfied with the available classroom facilities in schools.</p> <p>It can be implied that the private schools are lacking the basic essential facilities in classrooms.</p>					
Library facilities	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%
Findings & Implications	<p>It can be said that the usage of library facilities is less by girls in all the schools.</p> <p>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.</p>					
Computer lab/ Science lab	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
Findings & Implications	<p>The data shows that majority of the schools are having the facilities of computer lab/ science labs and girls are using the labs as per the scheduled time table given to them.</p> <p>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.</p>					
Indoor/ outdoor sports facilities	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%
Findings & Implications	<p>It can be interpreted from the data, that majority of the government, aided and private schools have the indoor/ outdoor sports facilities but they are only used by the girls in PT period only.</p>					

	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.					
Washroom facilities	Using Sometimes		Using Regularly		Not Using:	
	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	
Findings & Implications	<p>It can be interpreted from the data that the majority of the girls from the private schools said that the washroom facilities in the school lacks cleanliness and hence they are not using it</p> <p>It can be implied that the private schools lack proper cleanliness of washroom facilities.</p>					
Canteen Facilities	No Canteen		Not using			
	Private	41.21%-	Private	11.21%		
	Aided	18.18%	Aided & Govt	4.54%-		
	Govt	24.84%		15.75%		
Total	84.23%	Total	15.75%			
Findings & Implications	<p>It can be interpreted that the majority of the schools did not have canteen facilities in the school premises</p> <p>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.</p>					
Assembly Hall	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%			
Findings & Implications	<p>Majority of the private schools did not have the assembly hall facilities.</p> <p>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.</p>					
Rest Rooms	No Rest Room		Need Based			
	Private	41.21%	Private & Govt	26.96-		
			Aided	20.9%-		
	Govt	10.69%				
Total	51.9	Total:	47.86			

Findings & Implications	<p>It can be interpreted from the data, that there are no restroom facilities for girls in government and private school, aided schools do have the provision for the same</p> <p>It can be said that majority of the schools do not have the rest room facility for girls.</p>					
Washing Area	Required		Available		Not needed	
	Private	29.69%	Private	13.03%	Private	11.51%
	Aided & Govt	4.24 %	Aided	20.9%	Govt	2.42%
	Total	33.93	Total:	52.11	Total	13.93
Findings & Implications	<p>It can be interpreted that aided and the few government schools are taking care of the washing area facilities in the school premises itself, so that the girls can perform their afternoon prayers in the school itself</p> <p>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</p>					
Prayer room	Required		Available		Not needed	
	Private	24.24%	Private	57.57%	Private	11.51%
	Govt	4.24%	Aided & Govt		Aided	
	Total	28.48	Govt		Govt	2.42%-
		Total:	57.57	Total:	13.93	
Findings & Implications	<p>Majority of the schools do provide the other required facilities to Muslim students along with the basic infrastructural facilities in schools, so as to improve the attendance ratio of girls in school</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>					
Application of Management Concept	<p>Relating the Human Capital Theory with this context, it can be said that the private schools selected for the study lacks to provide basic essential facilities and thus are required to make proper “Human Resource” investments by providing the adequate classroom, educational infrastructural facilities and other needed facilities so as to facilitate and provide right kind of knowledge and information to the girls studying in school.</p>					

Table: 4.1.5 Findings of Impact of Infrastructural facilities in schoolson enrolment of Muslim girls in schools as elementary study information

Impact of Infrastructural facilities on enrolment of Muslim girls in Schools				
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%
Findings	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.			
Implications	<p>From the School authorities: It can be said that, though 76.19% of principals and 79.12% of teachers agrees 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>From the Parents: 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>			
Application of Management Concept	<p>Relating the person-centered approach with the availability of infrastructural facilities in school management, it can be said that the basic infrastructural facilities are fundamentally methodical conducts to guarantee that schooling is assuring the requirements of all the basic infrastructural facilities within the school premises to cater to the needs of each child.</p> <p>With this context, analyzing the availability of Infrastructural facilities in the selected schools, it can be noticed that the private schools are lacking in the basic infrastructural facilities like adequate classroom facilities, library, computer lab/ other labs, hygienic washrooms, indoor/ outdoor sports facilities, Assembly Hall facilities in schools.</p> <p>Relating with parents as a stakeholder, availability of good infrastructural facilities in school becomes an important aspect of enrolling their daughters in school.</p>			

Table: 4.1.6 Findings of future planning of principals for infrastructural development in schools as elementary study information

Future Plan on Infrastructural Development	
From the perspective of Principal	<p>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</p>
Findings	<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>
Implications	<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>
Application of Management Concept	<p>Budgeting is one of the main factors for the future developmental plans.</p> <p>The controlling and budgeting of the schools is dependent on the type of schools and the availability of resources.</p>

Table: 4.1.7 a) Findings on infrastructural facilities, teaching quality and related aspects through mean.

No	Statements	Mean	Standard Error
1	Infrastructural makes teaching easier	4.14	0.21
2	Infrastructure motivates students	4.24	0.15
3	Infrastructure leads to overall development	4.19	0.15
4	Infrastructure brings active participation	4.14	0.14
5	Supporting facility is used by teachers	4.38	0.18
6	Infrastructure is motivation for teachers	4.48	0.11
7	Infrastructure makes teacher works with dedication	4.14	0.16
8	Separate washroom for girls	4.14	0.19
9	Special provision for girls	4.33	0.16
10	Girls use library	3.43	0.34
11	Girls use computer labs	4.05	0.25
12	Girls use other labs	3.86	0.29
13	Infrastructure leads to school effectiveness	4.48	0.13

The statistical data from the above table depicts that the infrastructural facilities in schools benefits the students in terms of deriving active participation, it makes the teaching learning process easier, motivates the students as well as facilitates to the overall development of students.

The data on infrastructural facilities from teachers' perspective indicates that the availability of good infrastructural facilities also enables the teachers to work with dedication and commitment.

Hence, it can be interpreted from the mean score that the infrastructural facilities in school not only benefits the students but is also facilitates in the teaching learning process.

Table: 4.1.7 b) Findings on infrastructural facilities, teaching quality and related aspects through correlation

Particulars	1	2	3	4	5	6	7	8	9	10	11	12
Infrastructural makes teaching easier	1											
Infrastructure motivates students	0.91	1										
Infrastructure leads to overall development	0.49	0.43	1									
Infrastructure brings active participation	0.6	0.58	0.61	1								
Supporting facility is used by teachers	0.64	0.45	0.77	0.65	1							
Infrastructure is motivation for teachers	0.56	0.5	0.59	0.53	0.63	1						
Infrastructure makes teacher works with dedication	0.33	0.32	0.25	0.48	0.16	0.35	1					
Special provision for girls	0.07	0.03	-0.03	0	0.11	0.09	0	1				
Girls use library	0.16	0.09	0.4	0.38	0.51	0.55	0.17	0.13	1			
Girls use computer labs	0.04	0.05	0.3	0.19	0.19	0.46	0.23	0.45	0.69	1		
Girls use other labs	0.14	0.04	0.42	0.32	0.48	0.48	0.18	0.42	0.8	0.86	1	
Infrastructure leads to school effectiveness	0.48	0.43	0.62	0.58	0.54	0.69	0.18	0.3	0.2	0.4	0.41	1

0.9- 0.8- Highly significant

0.6-0.5- Significant

0.79-0.6- Good Significant

0.5-0.4- Moderately Significant

4.1.7 c) Findings on infrastructural facilities, and teaching performance of Teachers

Particulars	1	2	3	4	5	6	7	8	9	10	11	12
Infrastructural makes teaching easier	1											
Supporting facility is used by teachers	0.64	0.45	0.77	0.65	1							
Infrastructure is motivation for teachers	0.56	0.5	0.59	0.53	0.63	1						
Infrastructure makes teacher works with dedication	0.33	0.32	0.25	0.48	0.16	0.35	1					
Infrastructure leads to school effectiveness	0.48	0.43	0.62	0.58	0.54	0.69	0.18	0.3	0.2	0.4	0.41	1

0.9- 0.8- Highly significant

0.6-0.5- Significant

0.79-0.6- Good Significant

0.5-0.4- Moderately Significant

4.1.7 d) Findings on infrastructural facilities, and Overall Development of Students

Particulars	1	2	3	4	5	6	7	8	9	10	11	12
Infrastructural facilities motivate students	1											
Infrastructural facilities lead to overall development of students	0.43	1										
Infrastructural facilities bring active participation	0.58	0.61	1									
Special Provision of girl	0.07	0.03	-0.03	0	0.11	0.09	0	1				
Girls use library	0.16	0.09	0.4	0.38	0.51	0.55	0.17	0.13	1			
Girls use computer labs	0.04	0.05	0.3	0.19	0.19	0.46	0.23	0.45	0.69	1		
Girls use other labs	0.14	0.04	0.42	0.32	0.48	0.48	0.18	0.42	0.8	0.86	1	
Infrastructure leads to school effectiveness	0.48	0.43	0.62	0.58	0.54	0.69	0.18	0.3	0.2	0.4	0.41	1

0.9- 0.8- Highly significant

0.6-0.5- Significant

0.79-0.6- Good Significant

0.5-0.4- Moderately Significant

The data from the table (4.1.7 a, b and c) depicts highly significant correlation in infrastructure motivation to students, usage of computer labs and other labs by girls ($r=0.86$). Whereas good correlation can be seen among the active participation of students in class with good infrastructural facilities and its usage as well as it contributes towards the effectiveness of schools ($r=0.69$). Significant correlation ($r=1$) among the variables, the usage of supporting facilities by the teachers in schools is observed from the data, and very moderate correlation ($r=0.18$) on the variable infrastructure facilitates teacher to work with dedication was noticed.

Hence it can be interpreted that there was positive correlation between the availability of good infrastructural facilities and the motivation of girls to come to school according to the principals, on the other hand, moderate correlation was seen among the benefits of infrastructural facilities for the teachers.

Table: 4.1.7 e) i) Analysis of Variance of Teachers related aspects by ANOVA Single Factor

Factors	N	Sum	Mean	SD	Df	F	Sig.
Infrastructure	92	402.37	4.37	0.28	3	5.71	0.01
Pedagogy	92	386.87	4.21	0.47			
Training	92	396.71	4.31	0.31			
Focus on Girl Education	92	417.20	4.53	0.16			

Table: 4.1.7 e) ii) Analysis of Variance of Teachers related aspects by ANOVA Single Factor

Particulars	Infrastructure	Pedagogy	Training	Focus on Girl Education
Infrastructure	1			
Pedagogy	0.27	1		
Training	0.26	0.33	1	
Focus on Girl Education	0.42	0.38	0.43	1

Table 4.1.7 e) i and ii explains analysis of variance with P-value 0.01 and F value 5.71 indicates that the groups/content like infrastructure, pedagogy, Training, and focus on Girl Child learnings do makes an impact in Girls participating in learning which subsequently helps in their comprehensive development.

Relating people-centered management approach observed data, focus on interest and understanding of the teachers to make use of available infrastructural facilities, making use of innovative pedagogies and implementing learning derived from the training of teachers strengthens and subsequently leads to positive impact on learning for girls and contribute towards comprehensive development.

Table:4.1.8: Response of teachers on class performance of Muslim girls in higher secondary classes as elementary study information

Class performance of Muslim girls in higher secondary classes	
Class Performance of Muslim girls	From the perspective of teachers: 41.75%- Academic performance is good 25.27%- Need encouragement/ motivation
Findings	Majority of the teachers finds that the girls are really doing good in academics in higher secondary classes.
Implications	It can be implied from the data that 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

Table:4.1.9: Response of teachers on reasons for lower enrolment of Muslim girls in higher education as elementary study information

Reasons of lower enrolment of Muslim girls in higher education	62.63%- Lack of family support/ a smaller number of universities for girls 41.75%- Less priority of girl's education/ conservative mindset of the community
Findings	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.
Implications	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

Table:4.1.10: Reasons for lower enrolment of Muslim girls in higher education as elementary study information

<p>Lower enrolment of Muslim girls in higher education</p>	<p>62.63%- Lack of family support/ a smaller number of universities for girls 41.75%- Less priority of girl's education/ conservative mindset of the community</p>
<p>Findings</p>	<p>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.</p>
<p>Implications</p>	<p>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>

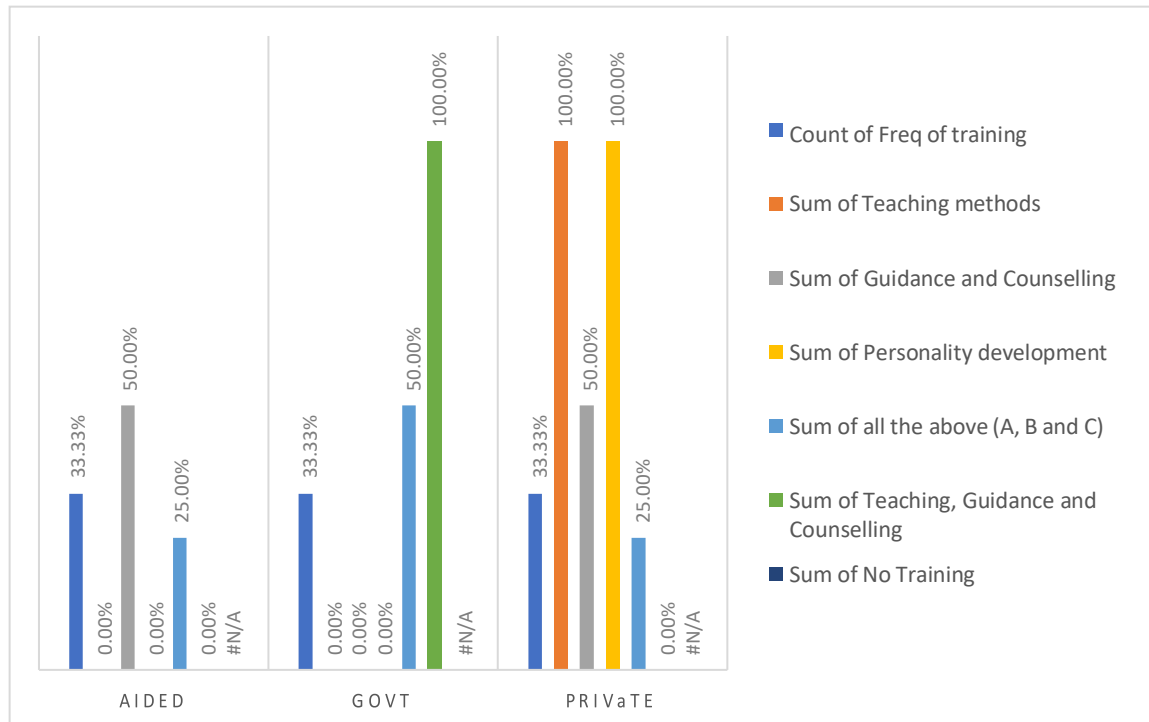
Table:4.1.11: Response of school authorities on attitudes of Muslim parents towards higher education of girls as elementary study information

Particulars		Mean Score
No. of Muslim girls in Higher Secondary Classes is satisfactory	Principals	3.14
	Teachers	3.49
Parents monitors girl's education	Principals	3.03
	Teachers	3.34
Parents supports girl's education	Principals	3.10
	Teachers	3.38
Parent's counselling is needed	Principals	4.14
	Teachers	4.19
Parent's restricts girls for higher education	Principals	3.63
	Teachers	3.21

The statistical data from the above table indicates that the principals and the higher secondary teachers expressed neutrality on satisfactory ratio of Muslim girls in higher education, monitoring of higher education by Muslim parents, support of parents for higher education of girls. Both the principals and the teachers agreed to the statement that the parents of the Muslim girls need to be given counselling to support their daughters for higher education. There was difference of opinion observed among principals and teachers where principals agree that the parents impose restriction on girls for pursuing higher education, whereas, the teachers expressed neutrality of the same. Therefore, it can be interpreted that majority of the principals said that Muslim parents needs to be given counselling for higher education.

Section- C Direct Impact of schools towards the education of Muslim girls in schools

Table:4.2.0: Training of teachers and teaching quality as direct impact towards education of girls.



From the above graph on the training of teachers, it can be said that the private schools are actively organizing teachers training on personality development and teaching methodologies, government schools are organizing training on teaching methodologies as well as guidance and counselling methods, aided schools are providing training on guidance and counselling.

Related to the frequency of training period, it can be interpreted that all the schools; private, government or aided are having frequency of 33.33% - i.e once a year. Training is very vital component in any organization. Therefore, it can be said that the schools lack initiative in organizing training programme which subsequently provide the developmental opportunities for their staff.

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 practiced in the schools covered under the study.

Table:4.2.1: Findings on aspects related to teaching quality as direct impact towards education of girls.

Subject knowledge of teachers	Satisfied 38.78% - Private schools 24.54% - Government schools 16.66% - aided schools	Moderately satisfied 12.12% Private school 3.63% government schools	Not satisfied 3.33% - Private 0.9% government
Findings	It can be interpreted from the data that majority of the girls responded that their teachers are having sound subject knowledge and are able to give concept clarity to them.		
Use of innovative pedagogies in teaching	Textbooks and examples 23.93% - Private school 17.27% - government 6.06% - aided	Use of AV aids 20.3% - Private 14.24% - aided 6.96% - government	No Innovative pedagogies 10% Private schools 0.6% - aided and government schools
Findings	It can be interpreted that majority of the teachers are using textbooks and supplement the classroom teaching by some examples.		
Implications	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.		
Application of Management concept	<p>Connecting the person-centered approach on teaching quality with the school management, it can be said that there should be given due attention for the wholistic development of children for which innovative pedagogies should be used in all the stages, planning, organizing from the school administrators as well as the teachers for quality and effective teaching.</p> <p>With this context, examining the use of innovative teaching pedagogies, because of the lack of educational infrastructural facilities, teachers are not making use of innovative teaching pedagogies.</p>		

Table:4.2.2 Analysis of initiatives taken for students for academic, social and psychological development as direct impact over the educational status of Muslim girls

Activities for Academic development of students	38.09%- Organizing competition 33.33%- Classes for academically weak students 28.57%- only academics/ no extra activities	
Findings	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.	
Implications:	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.	
Social & Psychological development of students	28.57%- Conducting Expert's session, counselling by teachers (Govt, private and aided) 23.80%- Encouraging for co- curricular activities (Private and aided) 19.04% - only academics/ no extra activities (Govt Schools)	
Findings	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.	
Implications	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. Hence, there is a lack of Comprehensive management aspects in the schools which looks in to overall development of all the associated stakeholder.	
Qualitative data analysis from the perspective of students		
Students Development	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.

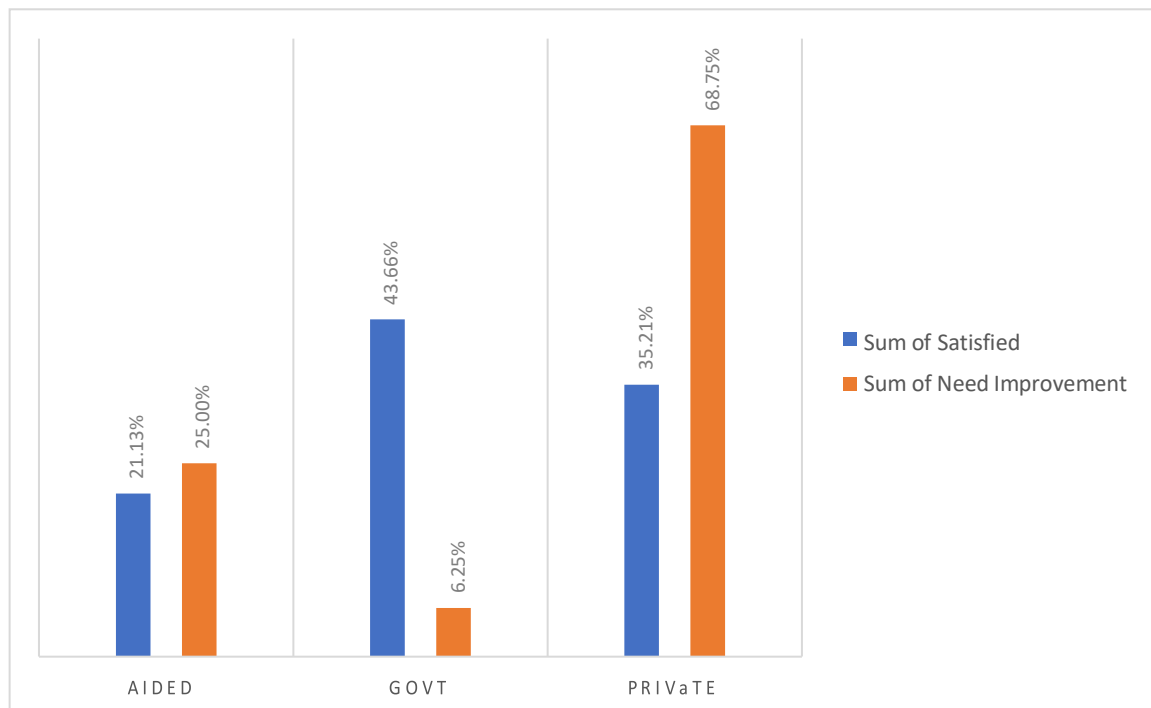
Table :4.2.3 Parents occupation as direct impact over the educational status of Muslim girls.

Gender and occupation of the parents			
Parents Occupation	Father	Mother	Grand Total
Aanganwadi Worker		1	1
Business	13	4	17
Daily wage earner	4		4
Driver	6		6
Home Maker		34	34
Home Maker (Tailor at home)		1	1
Maid Servant		3	3
Nurse		1	1
Other	2	2	4
Peon (In Same school)	1	1	2
Retired employee	1		1
Service	15	8	23
Tailor (at home)		1	1
Teacher	1		1
Veg Vendor	1		1
Grand Total	44	56	100

From the analysis of the table 4.2.3, it can be interpreted that majority of the mothers are the home makers and majority of the Fathers are in to small business-like tailoring, driver, and are daily wage earners and majority of the mothers are home makers.

From the above data, it is clearly evident that participation of females of Muslim community is very less in the employment sector. Observed data, Human Development theory focus to meet the advanced encounters through the medium of education and contribution of citizens in the employment sector, which the data reveals a lacuna from the women folks of the Muslim community.

Figure :4.2.4 a) Parents satisfaction with infrastructural facilities at schools and related aspects as direct impact over the educational status of Muslim girls



From the above graph 4.2.4, it can be interpreted that majority of the parents whose daughters are enrolled in private schools said that the school needs improvement in the available infrastructural facilities, pertaining to the government schools, parents were satisfied with the available infrastructural facilities in schools. Whereas, for aided schools' majority of them were not satisfied with the available infrastructural facilities and expressed that the schools need improvement in infrastructural facilities.

Table 4.2.4 b) Parents satisfaction with infrastructural facilities at schools and related aspects as direct impact over the educational status of Muslim girls through correlation

	Particulars	Mean	SD
1	Satisfaction with infrastructural facility	2.58	0.59
2	Satisfaction with Principal's approach	2.48	0.70
3	Satisfaction with Teachers approach	2.57	0.66
4	Satisfaction with teaching quality	2.52	0.66
5	Satisfaction with different methods	2.44	0.73
6	Satisfaction with curriculum	2.48	0.64
7	Satisfaction with the facilities	2.57	0.61
8	Overall development of child	2.52	0.59
9	Guidance from school authorities	2.5	0.64
	Correlation		-0.7095

From table 4.2.4, it is indicative that there was negative correlation ($r=-0.70$) which indicates that parents are satisfied with the infrastructural facilities, with principals and teacher's approach, the teaching quality, the curriculum, with the facilities provided, guidance from the school and overall development of child.

Hence it can be interpreted 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 of teaching by the schools, and for them the quality of teaching is not a matter of concern.

Table: 4.2.5: Parental reasons for enrolling daughters in Muslim managed schools as direct impact over the educational status of Muslim girls

Reasons for 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 13% was derived where parents said that they prefer to send their daughters to schools which are near the residential areas.
Findings	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.
Implications	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. This shows that there is impact of cultural influence on taking decision pertaining to the enrolment of their daughters in schools.

Table:4.2.6: Parental response on teaching quality as direct impact over the educational status of Muslim girls

Parents views on Quality of Teaching	62%- Teachers are well acquainted, approachable and give clarity 29%- Teachers are not co-operative. 9%-Parents said that the teachers are only using the textbooks for teaching, innovative pedagogies need to be used by the teachers
Findings	Majority of the parents were satisfied with the quality of education rendered by teachers in schools,
Implications	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 of teaching is not a matter of concern.

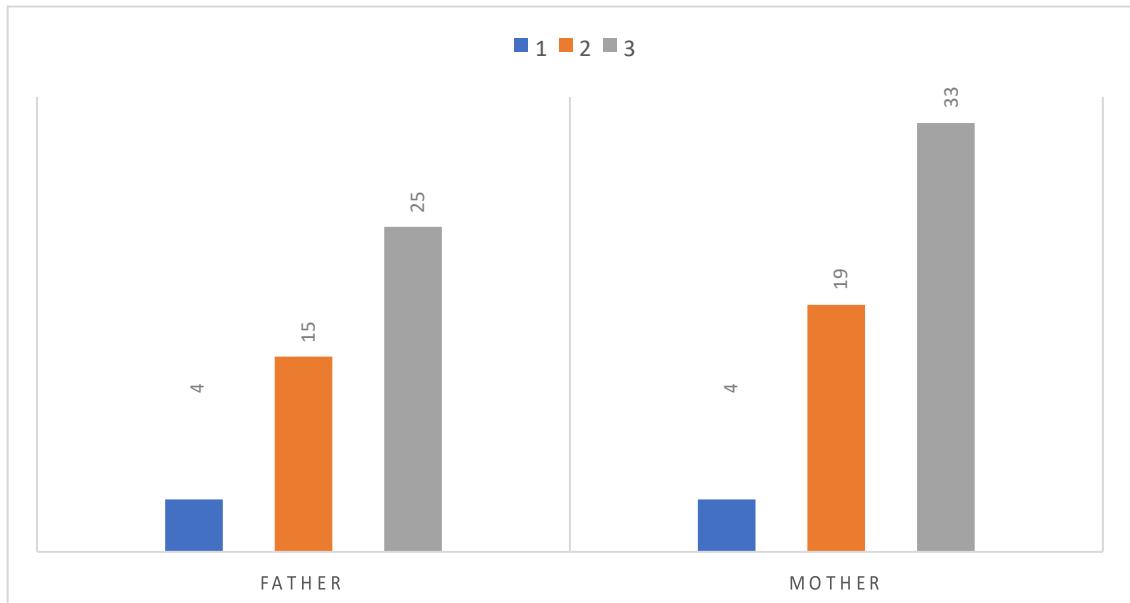
Table:4.2.7: Response on guidance provided by teachers to students as direct impact over the educational status of Muslim girls

Parents views on guidance to students by teachers	49%- Teachers provides guidance 28%- Extra classes are arranged by teachers 23%- No guidance and counselling
Findings	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
Implications	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.

Table:4.2.8: Parents response on impact of schooling on students' development as direct impact over the educational status of Muslim girls

Impact of Schooling on Social and Psychological development of students	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 52%- their daughters have developed understanding and are mature in their behaviors 30%- Monitor their daughters- they are in wrong peer influence
Findings	Majority of the parents shared optimistic development of their daughters due to their schooling.
Implications	Analyzing the parents' perspective, it can be implied that return on investment over their daughter's education is sustaining to the parents

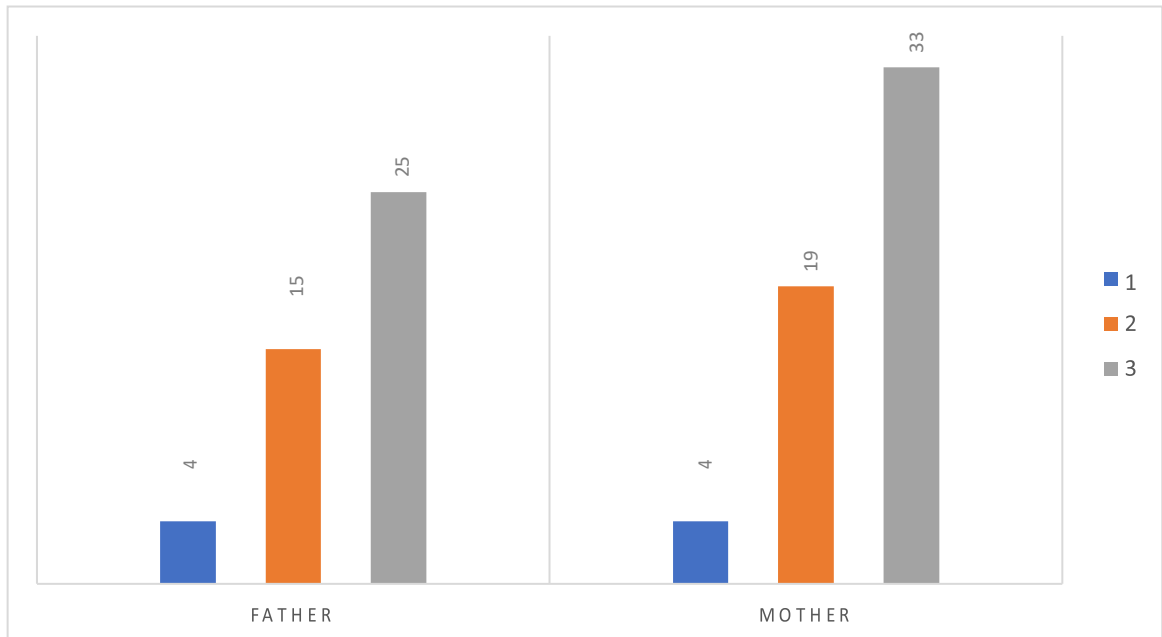
Fig :4.2.9 Association of Gender of parents and their views on guidance provided to their daughter from school as direct impact over the education of Muslimgirls.



From the above graph, figure 4.2.9, it can be interpreted that majority of the mothers felt that their daughters are receiving good guidance from the teachers of the schools.

This shows that majority of the mothers, who are themselves homemakers of the family, with minimal educational qualifications are showing involvement in the education of their daughters.

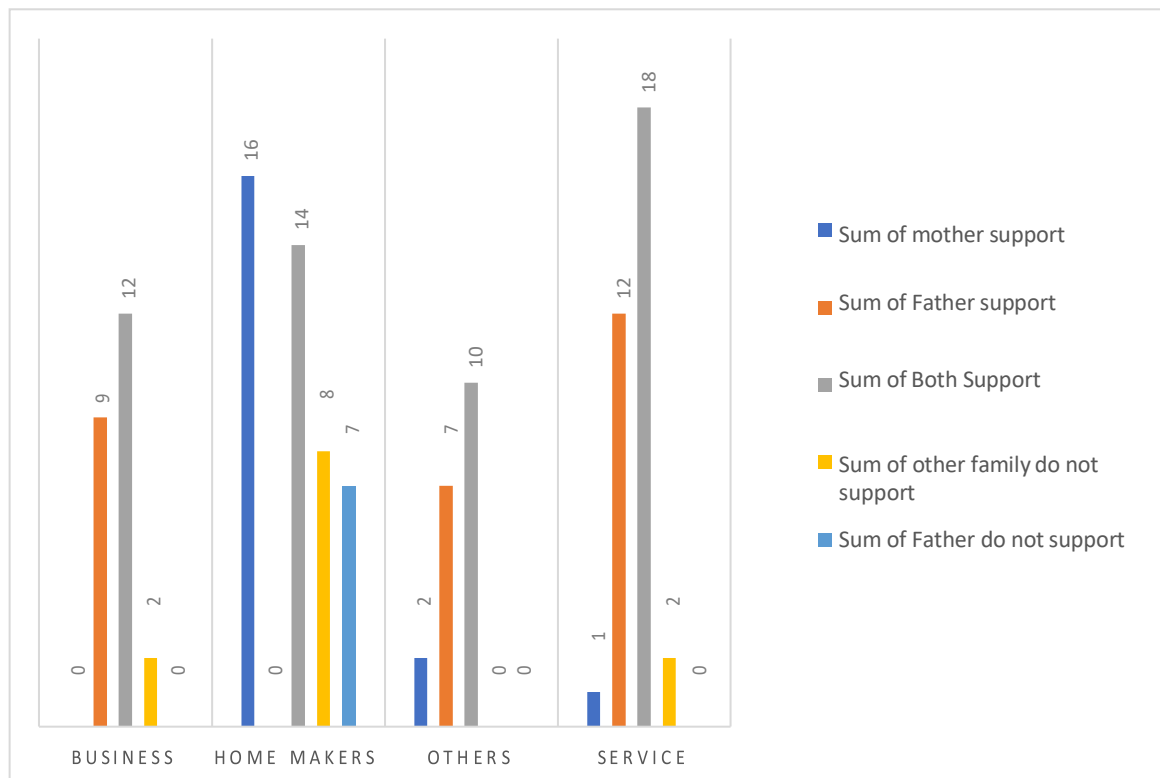
Fig :4.2.10 Association of Gender of parents and their views on overall development of their child as direct impact over the education of Muslim girls.



From the above graph, figure 4.2.10, it can be interpreted that majority of the mothers felt that schooling has resulted in overall development of children.

The data from both the above table 4.2.9 and 4.2.10 shows involvement of mothers towards the education of their daughters. However, they are not having autonomy in decision making.

Figure:4.2.11: Association of occupation of parents and their response to support daughters for higher education



From the pictorial data, it can be interpreted that majority of the mothers who are the home makers are willing to support their daughters for their higher education, and majority of the fathers who are employed in service sector are prepared to support their daughters for higher education.

Therefore, it can be interpreted that the occupation of the parents is a very important factor in the education of the daughters, majority of the fathers who were in service sector realized the importance of education and said that they will support their daughter's education.

Table:4.2.12: Parents response on safety of girls as direct impact over the educational status of Muslim girls as direct impact over the educational status of Muslim girls

Views on girls' safety in schools	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 female counsellor.
Findings	Girl's safety is taken care of in all the schools
Implications	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.

Table: 4.2.13: Acceptance of suggestion in Parent Teachers Meeting (PTM) as direct impact over the educational status of Muslim girls

Acceptance of parent's suggestion	57%- Management accepts and implements the suggestion 23%-No PTM is held 11%- Do not participate in meetings 9%- Suggestions are taken but not implemented
Findings	In majority of the Muslim managed school Parent Teacher' s Meetings are organized and the suggestions shared by the parents during meetings are well taken in to consideration and are implemented as well
Implications	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. Relating to the stakeholder, it can be said that the schools are taking parents suggestions as the external stakeholder for further, improvements, developments needed in the school.

Table: 4.2.14: Parents response on higher educational status among Muslim community.

<p>Reasons of lower higher educational status among Muslim girls</p>	<p>43% - responded Financial Constraints and parental restriction 31% -Safety issue and lack of proper guidance, 19% conservative mindset of the community. 7%- Religious obligations</p>
<p>Findings</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>Implications</p>	<p>It can be said that data 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>

Table: 4.2.15: Parents response on higher educational status among Muslim community.

<p>Reason for supporting higher education for their daughters.</p>	<p>31%- (Mothers) and 24% (Fathers) for their own better future 9%- (Mothers) and 11 % of (Fathers) Respectable position in the community 7% (Mothers) and 3% of (Fathers) not allowed to go for higher studies</p>
<p>Findings</p>	<p>Majority of the mothers are willing to support the higher education of their daughters.</p>
<p>Implication</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>

Table:4.2.16: Details of the Family type and the monthly income of the Muslim girls as the direct impact of home environment over the educational status among Muslim girls

Monthly Income	Family Type			Total	%
	Joint	Nuclear	Extended Family		
Less than 10000	27	95	18	140	42.42
10,001-20,000	20	54	13	87	26.36
20,001-30,000	15	27	7	49	14.85
30,001and more	15	33	6	54	16.36
Total	77	209	44	330	
Percentage	23.33	63.33	13.33		100

The above data in the table 4.6.3 demonstrates the data on the type of family and the monthly income of the Muslim girls, which says that 63.33% of Muslim girls belonged to nuclear families, 23.33% of girls were living in joint families and 13.33% of them belonged to extended families.

Related to the monthly income, it can be stated that 42.42% of girls had their monthly income less than 10,000, 26.36% of them were having their monthly income in between 10,001-20.000, 16.36% were having income in between 30,001 and more and 14.85% of the girls had their monthly income in between 20,001 – 30,000.

Thus, it can be said that majority of the Muslim girls came from a nuclear family background, with majority of them having monthly income to be less than 10,000 and hence it can be said that the families are having lack of finance within the family.

Table: 4.2.17 Monthly income of the families of Muslim girls and their enrolment in type of school as the direct impact of home environment over the educational status among Muslim girls

Monthly Income of Muslim girls Families	Type of School			Total	%
	Government	Private	Aided		
Less than 10000	69	56	15	140	42.42
10,001-20,000	30	46	11	87	26.36
20,001-30,000	11	29	9	49	14.85
30,001and more	3	48	3	54	16.63
Total	113	179	38	330	
Percentage	34.24	54.24	11.52		100

From the table 4.1.10, the data shows that majority of enrolment i.e 54.24% of Muslim girls are studying in private schools managed by Muslim trusts/ organizations, 34.24% of Muslim girls are enrolled with government schools, and only 11.52 % of girls are enrolled with aided schools.

Pertaining to the monthly income of the families, it can be said that, 42.42% of Muslim girls have their monthly income of their families to be less than 10,000.

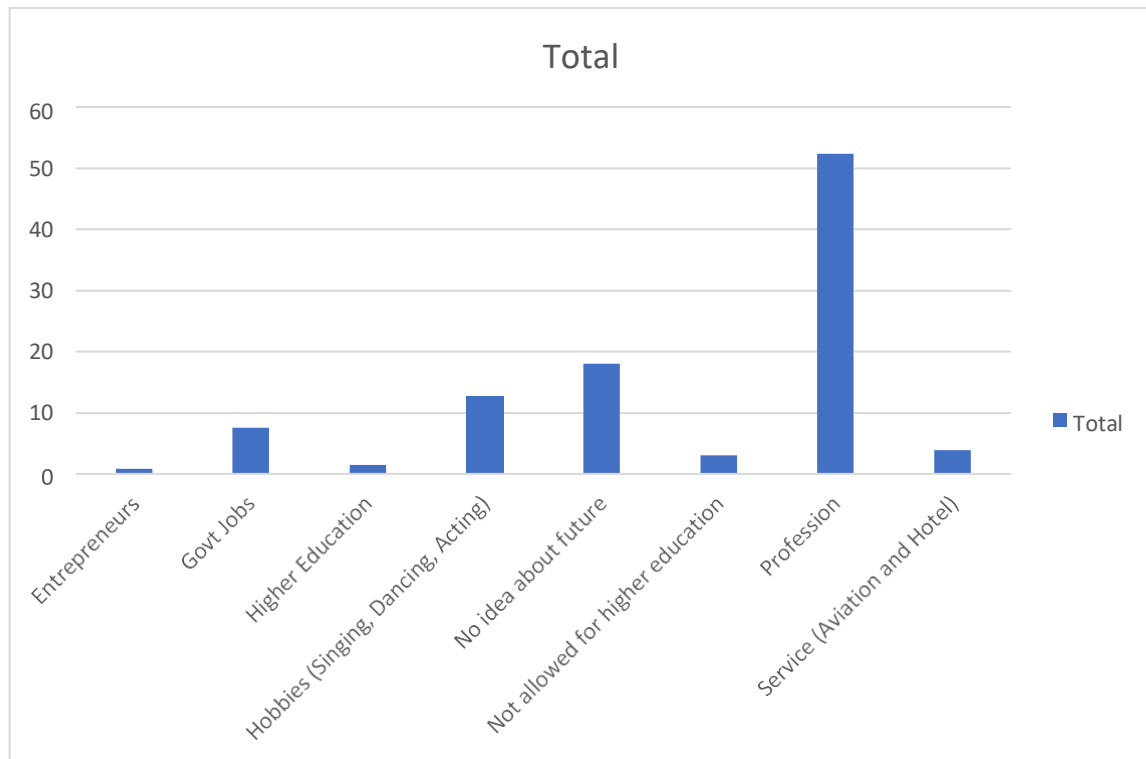
Hence, it can be interpreted that though, majority of girls have their family's monthly income less than 10,000, yet they are enrolled with private Muslim managed schools.

Table:4.2.18 Parental involvement and autonomy to girls in education as the direct impact of home environment over the educational status among Muslim girls

Particulars	Findings
Guidance, Monitoring and Academic Help	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.
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 respondents.
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. So, it can be inferred from the implicit data that because of such restrictions imposed to the girls, they lack self-confidence, unable to partake in the workforce and also are unable to achieve their aspirations.
Implications	<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>

Guidance, Monitoring and Academic Help	<p>Majorly mothers are having their education till primary classes, they are not able to help in academics of them 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.</p>
Participation of Parents in Parent Teachers Meetings	<p>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.</p>
Autonomy to girls in going to school/coaching classes	<p>Majority of the girls are allowed to go independently to school/ coaching classes.</p>
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Implications	<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>

Figure: 4.2.19: Analysis of career aspiration of girls as a direct impact of the educational status among Muslim girls

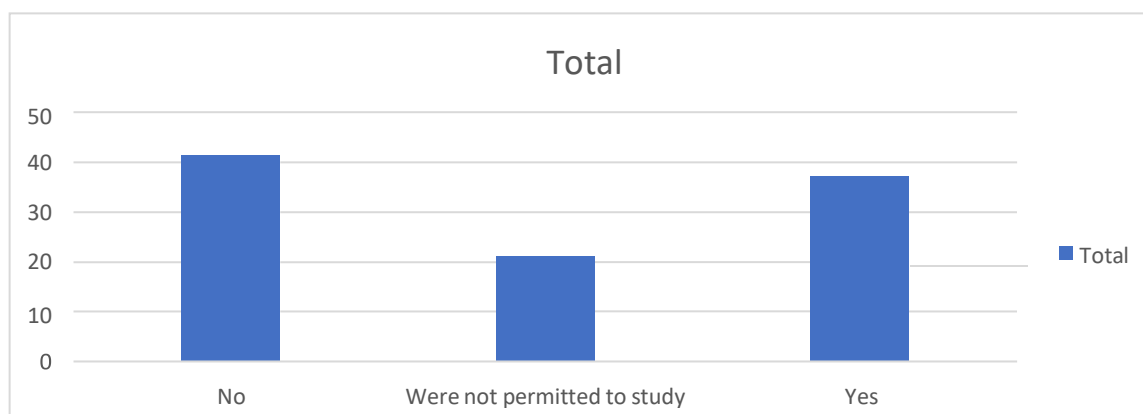


The analysis of the 4.2.19 it can be interpreted that majority of the girls 52.4% wish to join in the professions such as teaching/ chartered accountant, nursing, IT field and to become a counsellor, 18% of the girls were not having any idea about their future, and eventhe higher studies options. 12.7% of girls want to do join in profession according to their hobbies like singing, dancing, becoming a fashion designer etc. 7.6% of them aspired to getgovernment jobs such as Railway officer, joining armed forces etc. Whereas, 3.9% of girls aspired to join aviation and the hotel industry,3.03% of girls responded that their families will not permit them to study after 12th standard. Very few responses of 1.5% and 0.9% werenoted for going abroad for higher education and to become entrepreneurs respectively.

Hence, it can be interpreted from the data, that majority of the girls wanted to make their careers choosing the professional fields. However, from the moderate data it canalso be said that the number of girls with lack of guidance was also more, since they were not having any proper guidance, they were not able to decide the correct field ofprofession or for higher studies.

Table:4.2.20 Guidance to choose a profession as a direct impact of the educational status among Muslim girls

Particulars	Percentage
No	41.5
Yes	37.3
No clarity	18.2
We're not permitted to study	3.03
Total	100.0



The table 4.2.20 and the chart 4.2.20 shows the response of Muslim girls on whether they have guidance and knowledge to choose the required course as per their aspiration after completing their 12th standard, the result shows that 41.5% said that they were not having any guidance. Comparing the data from the table 4.7.0, majority of the girls aspired to join in the teaching profession, but the girls were not having clarity on which field to choose after completing their standard XII.

37.3% of the Muslim girls replied that they were aware about the course to opt, or required entrance test or the equivalent competitive exams to appear to achieve their aspirations.

18.2% of the girls said that they are not aware about further future prospects, hence they have no clarity on what are the available fields after standard XII, and henceforth they said that they don't have any clarity, remaining 3.0.% quoted that, "we know our families are not going to permit to send for higher education, hence we will be taking household responsibilities only".

Therefore, it can be interpreted that majority of the girls did not have any guidance to choose the correct field for entering in to their desired profession. So, it can be implicitly said that because of lack of appropriate guidance, they seek admissions in courses accompanying their peers, if they are permitted by the families.

Table: 4.2.21 Response of the Muslim girls on whether their families will permit them to enter in to their aspired profession as a direct impact of the educational status among Muslim girls

Particulars	Percent
Yes	43.9
No	21.2
Not Sure	29.1
Do not want to join any profession rather prefer work from home	4.2
Join father Business	0.3
Total	100.0

The table 4.7.2 shows the views of Muslim girls on whether they will be permitted by their families to join in their aspired profession and pursue their career, on this 43.9% of the girls said that they will be allowed to join in their profession of their own choice, 29.1% replied they were not very sure about whether they will be allowed to join in their profession in future, 21.2% answered that they will never be allowed to work after completing their education, 4.2% of them said that they themselves were not interested in working outside, rather they prefer to work from home by giving tutors to the children, by running vocational classes in their own house premises, and 0.3 replied that they have good family business and hence, she aspires to become the part of the family business.

Therefore, it can be interpreted that majority of the girls were not permitted for higher studies (Combing the data of column 2 and column 3) or were not sure of whether they will be permitted to allow for the same. So, from the implicit data it can be said that these girls have not witnessed any one female member joining in the workforce sector, hence they are not sure whether they will be permitted or not.

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

Table: 4.3.0: Response on community support for higher education of girls as an indirect impact over the educational status of Muslim girls.

<p>Community Support for Higher education</p>	<p>Views from Teachers 48.35% lack of family support (Community pressure) 46.15% Social and religious obligations 5.5% Financial scarcity</p>	<p>Views from Parents 55%- Advised by community for not permitting daughters for Higher Education. 45%- The rate has increased</p>
<p>Findings</p>	<p>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.</p>	

Table: 4.3.1 Support from NGO/VO for higher education of girls as an indirect impact over the educational status of Muslim girls

Government Support for Higher education	From Teachers 83.15% were about government schemes	From Parents 13% were aware and only 8% are scheme beneficiaries
Findings	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.	
Implications	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	

4.3.4 Qualitative analysis of Comments shared by Muslim girls on their educational status.

The content analysis of the data indicates that majority of the girls 47.8% of the girls commented that there is a tremendous need to spread awareness about the importance of education and guidance and counselling should be given to the parents of the Muslim girls, for sending and motivating their daughters for higher education, they said that “The parents of the Muslim girls should be counselled for giving support to their daughter’s education, if parents are supportive and understanding, there is no need to counsel any others from the community”. Simultaneously, also the girls studying in higher secondary classes needs to be guided to choose the correct course as per the interest and should also be counselled for the improvement in not only the education but also the other essential skills such as communication, social skills etc.

Moderate response of 13.2% of the girls said that the patriarchal dominance in their family is a hindrance in higher education of Muslim girls, the girls said that , “ their elder brothers always puts more restrictions on them”, and also narrated that “*Bhai kehte hai jab ladke nahipadhte to ladkiyon ko kya karna he padh k*”, the patriarchal prevalent values and beliefs in the community such as “*ladkiyon ko padhana nahi chahiye, ghar ka kaam sikhana chahiye*” and “*19 saal ki ladki ki shaddi kar deni chahiye* “ are the hindrances in the community was shared by the girls.

3.6% of girls said that the girls should be given financial aid to complete their higher education and the equivalent response was shared by girls narrating that, we have financial scarcity in our family, family income is low and the dependent members in the family are more, hence they wish to be successful and wish to improve the living standard of the family.

Very few responses of 2.7% said that the Muslim girls are not allowed for higher education, hence they should be given freedom for higher education. Moreover, it was added that “There is no restrictions by Islam as a religion, which restricts girl’s education, but because of few cases in the surroundings’ limited mobility is given to girls.

Hence it can be interpreted that majority of the girls commented that girls want to go for higher education, but because of less importance given towards the education of girls, there is always a pressure over the girl's parents to impose restrictions on girls and do not permit them for higher studies and so it is very much necessary to spread awareness pertaining to the importance of education among the community.

4.3.5 Qualitative analysis of suggestions of Muslim girls to improve the educational Status

Particulars	Percentage %
Less preference given towards the education of girls	47.2%
Establishment of higher educational institutions for girls	11.5%
Autonomy to girls should be given to join the workforce	4.8%
Need to change the mindset of the community towards a girl going for higher education/ For employment	1.8%
Financial Assistance should be given to girls	1.2%

It is been observed majority of the girls 47.2% of girls suggested that there is less preference given towards the education of girls, hence it is very much necessary to give awareness to the parents, to the community and appropriate guidance to the Muslim girls, as education will only be changing the conservative mindset of the community people.

Moderate response of 11.5% was observed when girls responded that there should be establishment of higher educational institutions especially for girls, which will subsequently increase the higher educational ratio of girls and the educated girls of the community, who have completed their education should counsel and guide the girls studying in higher secondary classes.

4.8% of girls said that the autonomy should also be given to girls to join in the workforce, whereas few responses at 1.8% of girls said that the judgmental attitude towards Muslim girls going for higher education or doing a job should not be there, there is a need to change the mindset among the community.

And merely 1.2% of girls said that financial assistance should be given to girls.

Therefore, from the noticeable data, it can be interpreted that from the viewpoint

of girls, the financial security is not a major issue, rather the restrictions/ lack of autonomy and not giving priority towards the education of girls is an important factor, hence more awareness is needed in the community.