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Title of the Study: A STUDY OF FACTORS INFLUENCING
POST PRIMARY EDUCATION AMONG
MUSLIM GIRLS: A CASE STUDY OF
TWO DISTRICTS OF U.P.

ABSTRACT

The study aims to analyse the trend in access and enrolment of Muslim children and identifies socio-economic, socio-cultural and demographic factors influencing the prospects of educational attainment of Muslim girls in the upper primary classes in Rampur and Bahraich districts. It also critically examines the status of implementation of the centrally sponsored schemes in terms of key elements, that is, how far Muslim girls have been availing the benefits of these schemes and what obstacles Muslim households perceive in getting benefitted by the available schemes. The study followed an analytical survey method on a sample of 300 Muslim households in 6 different locations by employing semi-structured and structured tools. Descriptive statistics, correlation, t-test and step wise regression analysis were used to analyze the data.

Study reveals that gender gaps in school enrolments and dropout rates after the primary stage among Muslim children are alarmingly high contrary to what official figures (e. g. DISE) report and hence, official estimates based on school enrolment records, which are widely cited and have so much influence on education policy and programmes, should be used with great caution. The positive enhancing effect of parental education on the prospects of educational attainment of Muslim girls points towards the need of adult literacy programmes in educationally backward areas. The findings from the correlation matrix for educational attainment of Muslim girls in the upper primary classes indicate that education is negatively

correlated with the five determinants (religious ethos, socio-cultural milieu, schooling facilities, economic backwardness and social backwardness). It points towards a strong need to sensitize the community on the need for girls' education. Findings from the case studies of girls showed girl's displeasure at the lack of schooling facilities as well as the families' discriminatory socio-cultural outlook on their education. It emphasizes a strong need to put in place mechanisms that may help Muslim girls in getting benefitted from various institutions and educational schemes and programmes.