ABSTRACT

A CRITICAL INVESTIGATION INTO THE EDUCATIONAL AND SOCIO-ECONOMICAL FACTORS STRENGTHENING THE WOMEN EMPOWERMENT IN MUSLIM WOMEN OF MUMBAI

BY

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1. **INTRODUCTION**

Women have been regarded as the nuclé of a nation. Just as the body is made up of million of cells controlled by their nuclé, A nation is made up of million of families depend on the women for their progress and well being. The health and growth of the body depend on the vitality of its cells, so also the health and growth of the nation and women must appreciate their axial position as their obligation towards nation building (Kapoor, 1986).

Women constitute ½ of the human race. But still her position in society is ambiguous due to the assumption about her sex defined concept of a daughter, sister, wife, mother…, etc. She has been perpetuating the human role since the dawn of human beings on the earth. But her heritage and physical outcomes are counted nowhere in the society, and her 2 facets of role, i.e., in production and reproduction has been recognized partially. Their activities which contribute equally as that of men to developmental process are yet to get full socio-economic, political and cultural recognition in all dimensions. She has been discriminated from family to state in every society with a few exceptions which have led to her subordination level, defined as gender gap between men and women. The subordination of women can be assessed by the level of their disproportionate representation in various areas of life, such as education, employment, politics, health and economy due to which every country’s effort has been intensified to correct mistakes and remove the barriers, to realize their potentialities.

2. **NEED OF THE STUDY**

The right to development is a Universal and inalienable right and an integral part of fundamental human rights. All human beings are entitled to a healthy and productive life in harmony with nature. UND, HRD repeatedly pointed out that people are the real wealth of a nation (people includes women). Much have been done by ICSSR, CSWI, Policies framed, plans formulated.
Gender equity and women’s development were being given newer dimensions in the international scenario. Being a signatari of the non-aligned summit, India had to commit to these issues.

A notable change have been observed in Muslim girls in this decade due to increasing awareness and fast communicative devices. The effect of women empowerment is mostly seen in the metropolitan cities like Mumbai, Delhi, Kolkata, etc.

No doubt, the increasing awareness and education changed the scenario of the Muslim community in Mumbai city among Muslim women. This observable change encouraged the researcher to study various factors in their environment which influences their life and which help the Muslim women to come up and lead happy and modern life and to enjoy their freedom at fullest.

3. STATEMENT OF THE PROBLEM

“A critical investigation into the educational and socio-economical factors strengthening the women empowerment in Muslim women of Mumbai.”

4. VARIABLES OF THE STUDY

Variables are the conditions or characteristics that the experimenter manipulates, controls, or observes. The independent variables are the conditions or characteristics that the experimenter manipulates or controls in his/her attempt to ascertain their relationship to observed phenomena. In the present study, the educational and socio-economical factors are independent variables.

The dependent variables are the condition or characteristics that appear / disappear; or change as the experimenter introduces, removes, or changes
independent variables. In the present study, the women empowerment is the dependent variable.

5. **AIM OF THE STUDY**

The aim of the study is, to investigate critically, to what extent the educational and socio-economical factors strengthens women empowerment in Muslim women of Mumbai.

6. **OBJECTIVES OF THE STUDY**

(1) To compare the levels of empowerment (total) among Muslim women of Mumbai from different ages groups.

(2) To compare the levels of empowerment (total) among Muslim women of Mumbai with different levels of education.

(3) To compare the levels of empowerment (total) among Muslim women of Mumbai with and without professional course.

(4) To compare the levels of empowerment (total) among Muslim women of Mumbai from different streams of education.

(5A) To compare the levels of empowerment (total) among Muslim women of Mumbai with literate and illiterate husband.

(5B) To compare the levels of empowerment (total) among Muslim women of Mumbai with literate and illiterate father.

(5C) To compare the levels of empowerment (total) among Muslim women of Mumbai with literate and illiterate mother.

(6) To compare the levels of empowerment (total) among Muslim women of Mumbai from nuclear and joint families.

(7) To compare the levels of empowerment (total) among Muslim women of Mumbai from different sects.

(8) To compare the levels of empowerment (total) between migrated and domiciled Muslim women of Mumbai.
(9) To compare the levels of empowerment (total) among Muslim women of Mumbai with different marital status.

(10) To compare the levels of empowerment (total) between earning and non-earning Muslim women of Mumbai.

(11) To compare the levels of empowerment (total) among Muslim women of Mumbai with different levels of self-income.

(12) To compare the levels of empowerment (total) among Muslim women of Mumbai with different levels of family income.

(13) To estimate the significance of relationship between the dimensions of empowerment and demographic factors.

Note: (total) here means all the 6 dimensions of empowerment taken together.

7. **HYPOTHESES OF THE STUDY**

(1) There is a S.D. in the levels of empowerment (total) among Muslim women of Mumbai from different age groups.

(2) There is a S.D. in the levels of empowerment (total) among Muslim women of Mumbai with different levels of education.

(3) There is a S.D. in the levels of empowerment (total) among Muslim women of Mumbai with and without professional course.

(4) There is a S.D. in the levels of empowerment (total) among Muslim women of Mumbai from different streams of education.

(5A) There is a S.D. in the levels of empowerment (total) among Muslim women of Mumbai with literate and illiterate husband.

(5B) There is a S.D. in the levels of empowerment (total) among Muslim women of Mumbai with literate and illiterate father.

(5C) There is a S.D. in the levels of empowerment (total) among Muslim women of Mumbai with literate and illiterate mother.

(6) There is a S.D. in the levels of empowerment (total) among Muslim women of Mumbai from nuclear and joint families.
(7) There is a S.D. in the levels of empowerment (total) among Muslim women of Mumbai from different sects.
(8) There is a S.D. in the levels of empowerment (total) between migrated and domiciled Muslim women of Mumbai.
(9) There is a S.D. in the levels of empowerment (total) among Muslim women of Mumbai with different marital status.
(10) There is a S.D. in the levels of empowerment (total) between earning and non-earning Muslim women of Mumbai.
(11) There is a S.D. in the levels of empowerment (total) among Muslim women of Mumbai with different levels of self-income.
(12) There is a S.D. in the levels of empowerment (total) among Muslim women of Mumbai with different levels of family income.
(13) There is a significant relationship between the dimensions of empowerment and demographic factors.

8. SIGNIFICANCE OF THE STUDY

Human resources and specially the women power needs to be assigned a key role in any developmental strategy. Trained and educated on sound lines, they become an asset in accelerating economic growth and in ensuring social change in desired direction, as education develops basic skills and abilities and forces a value system conducive to national development goals.

The present study is among the first of its kind and it is hoped, will lead others to research in this field. The findings of the study do much more than merely provide with research data, but will be useful to educationists, sociologists, and policy makers. The findings going to help policy makers to frame policies which strengthens women empowerment in a real sense. It is going to help sociologists and economists to develop an insight into the various factors related to social and economical sphere and to what extent these factors leave an impact on society and economy and specifically on the lives of
women. It also analyses the access and control over various resources by Muslim women in different socio-economic stratas of society of Mumbai city.

The researcher had noticed that, there is a dearth of research work on women in general and Muslim women in particular. The researcher found that there is no research work conducted on the impact of educational and socio-economical factors on Women Empowerment.

9. SCOPE AND LIMITATION OF THE STUDY

The study deals with critically investigating, the extent to which educational and socio-economical factors strengthens the levels of empowerment among Muslim women of Mumbai.

The researcher has selected women with different educational levels from different age groups and from different socio-economic stratas.

The following are the limitation of the study:

1. The study was confined to the limits of B.M.C. Wards only.

2. The study investigated the strengthening of the levels of empowerment among Muslim women of Mumbai due to the following educational and socio-economical factors like (i) age, (ii) levels of education, (iii) streams of education, (iv) professional training, (v) husband’s and parents education, (vi) type of family, (vii) sects, (viii) migrated/domiciled status, (ix) marital status, (x) earning status, (xi) income (self), and (xii) income (family) only.

3. The Muslim women from age groups 18 to 47 were selected by the researcher. The women above 47 were not selected by the researcher.

4. As far as husband’s and parent’s education are concerned, whether they are literate/illiterate (could able to read, write, and
(5) In the Sunni sect, all sub sects (Hanafi, Hanbaly Shafai and Maliki) were studied together. All the subsects of Bohras i.e., Daudi, Sulemani and Ismaili Bohras are taken together under the common category of Bohras. All the subsects of Khojas i.e., Ithna Ashari, Ismaili and Sunni are studied together. The Bohras and Khojas (the sub sects in Shias) were studied separately. The comparison between Bohras, Khojas and Sunnis were done.

(6) Income (family and self), only women under lower income group, middle income group, and higher income group were studied.

(7) Only two factors viz., (i) educational, and (ii) socio-economical, were chosen by the researcher for study.

(8) Only six dimensions of empowerment i.e., (i) educational, (ii) social, (iii) economical, (iv) political, (v) religious, and (vi) familial, were chosen by the researcher.

10. METHOD OF THE STUDY

The study adopted was the descriptive, quantitative and qualitative research. The method of the research is normative survey method.

11. SAMPLE AND SAMPLING TECHNIQUES OF THE STUDY

The Muslim women of Mumbai (N=1000) is the unit of sampling. Stratified random sampling is a sampling technique used by researcher. The Muslim women selected from limits of B.M.C. (i.e., from all the wards of B.M.C.).
12. TOOLS OF THE STUDY

(1) A “Women Empowerment Scale” was prepared by the researcher, which is a rating scale.

(2) A part of it is a questionnaire.

(3) An Interview Schedule is also prepared by the researcher.

13. VALIDITY AND RELIABILITY OF TOOLS OF THE STUDY

(1) **Face Validity:** For establishing validity the researcher herself went through each and every item carefully, scrutinized each item for relevance and comprehensibility. Each and every item was also discussed with the guide.

(2) **Pre-Pilot Study:** The test was administered to a group of 25 women from all the wards of Greater Bombay. The purpose was to retain statements which has the highest validity and reliability.

(3) **Item Validity:** Discriminative Index was determined for all items.

(4) **Reliability of the Test:** The test-retest method was used for determining the reliability of the researcher made tools.

14. ANALYSIS OF DATA OF THE STUDY

The following techniques were used for analysis of data:

(1) **Descriptive Analysis:** (a) Mean, standard deviation and standard error of mean were computed. (b) Percentage calculated for the 3 open ended questions. (c) A summary of interviews written.

(2) **Inferential Analysis:** To test the non-directional hypotheses, t-test, ANOVA and chi-square test were computed.
15. **FIGURES OF THE STUDY**

Pie-chart and histogram (bar graph) were plotted by the researcher.

16. **MAJOR FINDINGS OF THE STUDY**

(1) There is a S.D. in the levels of empowerment (total) among Muslim women of Mumbai from different age groups at 0.05 level.

(2) There is a S.D. in the levels of empowerment (total) among Muslim women of Mumbai with different levels of education at 0.01 level.

(3) There is a S.D. in the levels of empowerment (total) among Muslim women of Mumbai with and without professional course, at 0.01 level.

(4) There is N.S.D. in the levels of empowerment (total) among Muslim women of Mumbai from different streams of education at 0.05 level.

(5A) There is a S.D. in the levels of empowerment (total) among Muslim women of Mumbai with literate and illiterate husband, at 0.01 level.

(5B) There is a S.D. in the levels of empowerment (total) among Muslim women of Mumbai with literate and illiterate father, at 0.01 level.

(5C) There is a S.D. in the levels of empowerment (total) among Muslim women of Mumbai with literate and illiterate mother, at 0.01 level.

(6) There is a S.D. in the levels of empowerment (total) among Muslim women of Mumbai from joint and nuclear families, at 0.01 level.

(7) There is a S.D. in the levels of empowerment among Muslim women of Mumbai from different sects at 0.05 level.
(8) There is a S.D. in the levels of empowerment between domiciled and migrated Muslim women of Mumbai at 0.01 level.

(9) There is a S.D. in the levels of empowerment among Muslim women of Mumbai with different marital status, at 0.01 level.

(10) There is a S.D. in the levels of empowerment between earning and non-earning Muslim women of Mumbai at 0.01 level.

(11) There is a S.D. in the levels of empowerment among Muslim women of Mumbai with different levels of self-income, at 0.01 level.

(12) There is a S.D. in the levels of empowerment (total) among Muslim women of Mumbai with different levels of family income at 0.01 level.

(13) There is a significant relationship/association found between following demographic factors, i.e. (a) Levels of education, (b) Professional course, (c) Husband’s education, (d) Father’s education, (e) Mother’s education, (f) Domiciled status, (g) Earning status, (h) Income (self), and (i) Income (family).

And, educational, economic, social, political, religious and familial empowerment (all dimension of empowerment) at 0.01 level.

(a) There is significant relationship between age and educational empowerment at 0.01 level.

(b) There is no-significant relationship exists between age and economical empowerment at 0.05 level.

(c) There is significant relationship between age and social empowerment at 0.01 level.

(d) There is no-significant relationship exists between age and political empowerment at 0.05 level.

(e) There is no-significant relationship exists between age and religious empowerment at 0.05 level.
(f) There is significant relationship between age and familial empowerment at 0.01 level.

(g) There is no-significant relationship exists between streams and educational empowerment at 0.05 level.

(h) There is no-significant relationship exists between streams and economical empowerment at 0.05 level.

(i) There is significant relationship between streams and social empowerment at 0.05 level.

(j) There is no-significant relationship exists between streams and political empowerment at 0.05 level.

(k) There is no-significant relationship exists between streams and religious empowerment at 0.05 level.

(l) There is no-significant relationship exists between streams and familial empowerment at 0.05 level.

(m) There is significant relationship between type of family and educational empowerment at 0.05 level.

(n) There is significant relationship between type of family and economical empowerment at 0.01 level.

(o) There is significant relationship between type of family and social empowerment at 0.05 level.

(p) There is significant relationship between type of family and political empowerment at 0.05 level.

(q) There is significant relationship between type of family and religious empowerment at 0.05 level.

(r) There is no-significant relationship between type of family and familial empowerment at 0.05 level.

(s) There is no-significant relationship exists between sects and educational empowerment at 0.05 level.

(t) There is significant relationship between sects and economical empowerment at 0.01 level.
There is significant relationship between sects and social empowerment at 0.01 level.

There is significant relationship between sects and political empowerment at 0.01 level.

There is no-significant relationship exists between sects and religious empowerment at 0.05 level.

There is no-significant relationship exists between sects and familial empowerment at 0.05 level.

There is significant relationship between marital status and educational empowerment at 0.01 level.

There is no-significant relationship exists between marital status and economical empowerment at 0.05 level.

There is significant relationship between marital status and social empowerment at 0.01 level.

There is significant relationship between marital status and political empowerment at 0.01 level.

There is no-significant relationship exists between marital status and religious empowerment at 0.05 level.

There is significant relationship between marital status and familial empowerment at 0.01 level.

CHAPTERISATION OF THE THESIS

The thesis has in all following five chapters:

CHAPTER 1 : INTRODUCTION

Introduction gives the background of the study, deals with status of women in India, status of women in Islam, Muslim feminism, Muslim sects, concepts of women empowerment, levels of empowerment, dimensions of empowerment, measuring empowerment, theories of empowerment,
approaches to empowerment, empowering women, need of the study, conceptual and operational definitions, objectives and hypotheses, scope and limitation of study.

(A) The sub-topic, status of women in India dealt with women’s, status in different religion, women’s education (from ancient period till today), data of women in different religion in Maharashtra and Mumbai. The data (Census 2001) is given below:

**MUMBAI**

1. **Population:**
   a. Sex Ratio: Hindu - 760
   b. Sex Ratio: Christian - 983
   c. Sex Ratio: Muslim - 714.9

2. **Literates:**
   a. % of Literates (Female): Hindu - 72.4
   b. % of Literates (Female): Christian - 81.5
   c. % of Literates (Female): Muslim - 66.15

3. **Total Workers:**
   a. % of Total Workers (Female): Hindu - 15.7
   b. % of Total Workers (Female): Christian - 25.0
   c. % of Total Workers (Female): Muslim - 6.60

**MUMBAI (SUBURBAN)**

1. **Population:**
   a. Sex Ratio: Hindu - 803
   b. Sex Ratio: Christian - 1009
   c. Sex Ratio: Muslim - 791

2. **Literates:**
   a. % of Literates (Female): Hindu - 71.7
   b. % of Literates (Female): Christian - 82.2
   c. % of Literates (Female): Muslim - 62.55

3. **Total Workers:**
   a. % of Total Workers (Female): Hindu - 13.9
   b. % of Total Workers (Female): Christian - 24.9
   c. % of Total Workers (Female): Muslim - 5.66
(B) **Status of Muslim Women in Islam:**

The chapter deals with Quranic quotation and Ahadith. Few are mentioned below:

1. 4:1 says – “O mankind, be conscious of your sustainer, who has created you out of one living entity, and out of it created its mate and out of 2 spread abroad a multitude of men and women.”
2. In 33:35, Quran says, “Men and women are equal in the eyes of Allah.”
3. In 9:71, that “both men and women, are friends to each other.”
4. Only a man of noble character will honour women and only a man of base intentions will dishonour them.¹
5. The most perfect man of religion is one who excels in character. The best among you is he who gives the best treatment to his women folk.²
6. Women are the other half of men.³

(C) The chapter also deals with Muslim Girl’s education in colonial and medieval India. The chapter on concept of women empowerment deals with definitions of different educationists.

(D) The term empowerment is defined by many researchers and educationists as:

1. It is “A process to change the distribution of power both in interpersonal relations and in institutions throughout society” (Nelly Stromquist).
2. “Empowerment is a multidimensional process which should enable individuals or a group of individuals to realize their full identity and powers in all spheres of life” (Arun Kumar, 2002).
3. “Women’s control over key aspects of their lives” (Kishor, 1997).

¹ Kanzal-Ummal, 16/371.
² At – Tirmidhi, Sahih, Abwab ar-Rada, 2/1091.
³ Abu-Dawd, Sunan, Kitab at-Tahara, 1/61.
Three levels of empowerment are (according to Rahman): (1) Organization, (2) Social Awareness, and (3) Self-reliance. It works at (1) mediate level, (2) intermediate level, and (3) deeper level.

(E) **Dimension of Empowerment:** The researcher has discussed 7 dimensions: (a) political, (b) cultural, (c) legal/religious, (d) economic, (e) educational and social, (f) cognitive, and (g) psychological.

(F) **Theories of Empowerment:** (1) at personal level, (2) at interpersonal level, and (3) at political level.

(G) **Approaches of Empowerment:** (1) integrated development, (2) economic, and (3) consciousness raising.

(H) **Indicators of Women Empowerment:** Deals with both qualitative and quantitative indicators of empowerment, as proposed by the draft country paper – India for the 4th World on Women, Beijing (1995).

(I) **Gender Empowerment Measures (GEM):** The GEM concentrates on participation – economic, political and professional. GEM concentrates on three broad classes of variables:

1. For power over economic resources based on earned income, the variables is per capita income in PPP dollars (unadjusted).
2. For access to professional opportunities and participation in economic decision making, the variables is the share of jobs classified as professional and technical and administrative and managerial.
3. For access to political opportunities and participation in political decision making, the variable is the share of parliamentary seats.

(J) The chapter on empowering women consist of:

(a) Committees and commission (from 1948 till 2000AD)
(b) Schemes and development programme
(c) Constitutional privileges (also includes crimes under IPC and Code of Criminal Procedure).

(d) Acts

(e) Five year plan (till 10th Five Year Plan)

(f) NGOs and Trusts in Mumbai.

(K) Conceptual Definitions:

(1) **Critical**: The concise oxford dictionary defines the word critical as censorious, fault finding, skillful at, or, engaged in criticism.

(2) **Socio-Economical**: The concise Oxford dictionary defines, it as relating to social status and economic position. A dictionary of the social sciences of Hugo F. reading defines it as possessing a social or economic character or both, involving both social, and economic factor.

(3) **Strengthen**: The concise Oxford dictionary defines it as make or become stronger.

(4) **Empowerment**: The concise Oxford dictionary defines empower as authorize, license, give power to, make able. The compact Oxford dictionary T & WP define empower (noun-empowerment) as given authority or power to, given strength and confidence.

(L) Operational Definition:

**Women empowerment**: According to researcher it means, a process by which, a human female above 18 years develops an ability to direct and control her life. It also means the women are given an authority or power or freedom to take decisions on their own. Empowerment also implies the improvement of the status of women in the family and community.
CHAPTER II: REVIEW OF RELATED LITERATURE

(A) INTRODUCTION

The search for specialized knowledge accumulated and recorded over the past is what the study of related literature culminates in. It serves two main purposes. Such a review is carried out to make certain that someone else has not already investigated the problem and that the task is not simply that of distributing the information among a wider segment of the population rather than trying to find a scientific answer. It also serves to suggest hypotheses.

(B) RESEARCHES DONE AT INTERNATIONAL LEVEL


(C) RESEARCHES DONE AT NATIONAL LEVEL


(D) LITERATURE PUBLISHED IN BOOKS


(E) ARTICLES FOUND ON INTERNET


(3) Basheer, Margaret. (05/03/2007). Education, Economic Empowerment are the Keys to Better Life for Muslim Women. www.voanews.com/English/archieve.

(F) LITERATURE PUBLISHED IN JOURNALS AND MAGAZINES


(G) NEWSPAPERS

(1) Indian Express (9/12/2002). Reports a baseline survey in 2000-01 on Muslim women, carried in 12 states and 40 districts in India, conducted by Zoya Hasan and Ritu Menon, administered by Org-Marg, titled ‘Women Interrupted’.

(2) Asian Age, 7/12/2003. An article written by Koyovtheya Sinha, titled “Women in Islamic nations – reclaiming rights”, wrote “Muslim women in several Islamic countries are fast reclaiming their original rights of equality”.

(3) Indian Express (26/7/2004) on page 6. An article written by Pamela Philipose on “Women, invisible – give Muslim women education and jobs and they will fight for their rights”.

(H) SUMMARY OF STUDIES

The above listed is a brief account of research and literature on women in general all over the world and Muslim women in particular, which the researcher could gather them from the available resources. Some of the international studies deal with topics like – empowering poor women through self-management enterprise (female income generating groups (FIGG) in Costarica), productive role of rural Pakistani women, issues and problems attempting to pursue career in educational administration (Kenya), rural urban differences in the use of contraceptive in Pakistan, etc.

As far as National studies are concern, lot of studies have been done by S.N.D.T. Women’s University on women in Mumbai, e.g.,
Empowerment of women in urban slums of Mumbai (a case study), empowerment of women through family life education, a study of attitude of slum women towards small family norms, study of Dharavi slums women working towards self-reliance, women entrepreneur in Mumbai slum (Andheri only), study of income generating strategies of socially under privileged Muslim women in a selected slum of Mumbai, social status of Muslim women in Mumbai.

The studies clearly indicate that only few studies have been done on Muslim women of Mumbai. Though lot of studies have been done on women in different states of India, in general, by other Universities at national level.

The literature published in various books deals with the studies (few of them) conducted in different states and cities of India, e.g., Ratnagiri, Banaras, Hyderabad, UP, Jaipur, etc. No studies have been done / mentioned in the books by the writer on women empowerment among Muslim women of Mumbai. Though studies conducted at Banaras, Ratnagiri, Jaipur have been done on Muslim women alone.

The researcher collected articles from Internet. Only one study – a survey conducted by org-marg by Zoya Hasan and Ritu Menon (2000-01) on women from 12 states (Maharashtra is one of them), selected 80% Muslim women and 20% Hindu women, deals with their enrolment rate in schools and higher education, their urban location, obstacles in continuing education, rate of participation in work, awareness about welfare schemes and exposure to domestic abuse, etc. In an another article “Freedom distance dream for these women” is a case study of 3 Muslim women of Mumbai.

The journals referred contains numerous articles on women, only 2 studies dealing with problems of working women of Mumbai (not
Muslim women of Greater Bombay), is a survey, belonging to deprived section of society of rural areas of Vasai Taluka.

Since the best of researcher’s knowledge no study have been conducted on the effect of educational and socio-economical factors on women empowerment among Muslim women of Mumbai. The present researcher fill this identified gap.

CHAPTER III: DESIGN OF THE STUDY

(A) INTRODUCTION

Research is an academic activity and is an endless quest for knowledge and truth. It brings to light new knowledge or corrects previous errors and misconceptions and adds knowledge to the existing body. The knowledge obtained by research is scientific and objective and is a matter of rational thinking, understanding, common verification and experiences.

(B) PURPOSE OF RESEARCH

Applied Research has most of the characteristics of fundamental research, including the use of sampling techniques and the subsequent inferences about the target population. Its purpose is to improve a product/process – testing theoretical concepts in actual problem situation.

(C) TYPES OF EDUCATIONAL RESEARCH

(1) Historical, (2) Experimental, and (3) Descriptive: It describes “what is”, describing, recording, analyzing and interpreting conditions that exist. It involves some type of comparisons or contrast and attempts to discover relationships between existing non-manipulated variables.
This research is a quantitative and qualitative descriptive research as the data uses both quantitative and qualitative method.

(D) **DESIGN OF THE STUDY**

Design is the blueprint of the procedures that enables the researcher to test hypotheses by reaching valid conclusions about relationships between independent and dependent variables. The various steps involved are: (1) selection of the problem, (2) statement and definition of the problem, (3) identification of data, (4) identification of variables, (5) development of the test, (6) selection of groups, (7) administration of pre-test, (8) administration of post-test, and (9) statistical technique for analysis.

(E) **SCALING**

(1) **A Nominal Scale**: The researcher has calculated chi-square by using a nominal scale. The process is classified and counted.

(2) An ordinal scale

(3) An Interval Scale: The women empowerment scale prepared by the researcher is based on an interval scale. The researcher has calculated t-test and ANOVA.

(F) **SYSTEMATIZING DATA COLLECTION**

To aid in the recording of information gained through observations, a number of devices have been extensively used. Checklists and rating scales provide systematic means of summarizing or quantifying data collected by observation.

(1) **Rating Scales**: This involves qualitative description of a limited number of aspects of a thing or of traits of a person. The researcher has prepared a 5 point rating scale.
(G) **QUESTIONNAIRE**

The general category of inquiry forms includes data gathering instruments through which respondents answer questions or respond to statements in writing. The questionnaire are of two forms:

1. **The Closed Form**: The researcher has not prepared a closed form of questions.

2. **The Open Form**: This form calls for a free response in the respondent’s own words. This form provides for greater depth of response. The researcher has prepared questions (3) of open form. The questions No.46, 47 and 48 are open ended questions.

(H) **INTERVIEW**

The researcher interviewed 10 eminent, dynamic and active Muslim women in Mumbai city. The researcher specifically used this technique to develop an understanding of the Muslim community and the changes taken place over the years in the Society and in the lives of Muslim Women of Mumbai.

(I) **LOCALE OF THE STUDY** : Maps are provided (6 numbers).

(J) **TYPES OF DATA**

1. The researcher has gathered both parametric and nonparametric data.

2. Statistical measures: The rejection or acceptance of null hypothesis is based upon some level of significance (alpha level) as a criterion. In education, the 5 per cent (0.05), alpha (L) level or 0.01 level of significance is often used as a standard for rejection. The researcher has used 0.05 and 0.01 level of significance (whichever is applicable).
CHAPTER IV: ANALYSIS OF DATA

(A) DESCRIPTIVE ANALYSIS

(A) INTRODUCTION

Analysis refers to the computation of certain measures along with searching for patterns of relationships that exist among data groups. Analysis of data means studying the tabulated material in order to determine the inherent facts or meanings.

(B) DESCRIPTIVE ANALYSIS OF DATA

Measures of central tendency mainly the mean, measures of variability i.e., the standard deviation and standard error of mean. The percentage are calculated for 3 open ended questions. A brief summary written for interviews. Histogram for mean scores of women empowerment with respect to all demographic factors plotted.

(C) ANALYSIS OF DATA

(1) Mean

\[
M = A.M. + \frac{\Sigma f \chi'}{N} \times i
\]

(2) Standard Deviation

\[
\sigma = \sqrt{\frac{\Sigma (\chi - \bar{\chi})^2}{N}} \text{ or } \sqrt{\frac{\Sigma \chi^2}{N}}
\]

(3) Standard error of mean

\[
SEM = \sqrt{\frac{\sigma_1^2}{N_1} + \frac{\sigma_2^2}{N_2}}
\]
(D) **DESCRIPTIVE ANALYSIS OF Q.NO. 46, 47 AND 48**

Percentages calculated.

(E) **DESCRIPTIVE ANALYSIS OF THE INTERVIEWS**

The researcher has written a brief summary of the interview of 10 eminent Muslim women of Mumbai.

(B) **INFERENTIAL ANALYSIS**

(A) **INFERENTIAL ANALYSIS**

Inferential analysis refers to the testing of hypotheses. It helps in inferring the accuracy of these values by adopting levels of significance.

(B) **STATISTICAL TECHNIQUES**

The various techniques used for statistical computation in this research have been selected to suit the test items and also to enable maximum interpretation of data collected.

(1) **The ‘t’ Test:** The t-test of statistical significance permits the researcher to measure the significance difference between two independent samples and to make an inference about the populations from which they are drawn.

For the purpose of statistical computation the following formula was used to compute the t-ratio for independence samples:

**‘t-Test’ for Independent Samples**

\[
t = \frac{|M_1 - M_2|}{\sqrt{\frac{\sigma_1^2}{N_1} + \frac{\sigma_2^2}{N_2}}}
\]
(2) **Analysis of Variance (F – Ratio)**

\[ F = \frac{\text{Variance between Groups}}{\text{Variance within Groups}} \]

(3) **The \( X^2 \)-Test (Chi-square Test)**

\[ X^2 = \sum \left( \frac{(fo - fe)^2}{fe} \right) \]

Whereas \( df = (r-1) (c-1) \)

(C) **TESTING OF HYPOTHESES**

All hypothesis are tested by using ANOVA, t-test and chi-square.

**CHAPTER V: SUMMARY AND CONCLUSIONS**

(A) **MAJOR FINDINGS OF THE STUDY**

All the findings of the study are given on page no. 10-11 [till (12)] in the abstract of the thesis.

(B) **CONCLUSIONS**

This is given on page 11, 12 and 13 [from (13) to d1].

Finally, it can be inferred that,

(a) Educational Factors viz., (i) levels of education, (ii) professional course, (iii) husband’s education, (iv) fathers’ education and (v) mothers’ education strongly strengthens women empowerment (total).

(b) Whereas streams of education as a demographic factor do not strengthen women empowerment (total).
As far as socio-economical factors are concerned, all socio-economical factors viz., (i) age, (ii) marital status, (iii) domiciled status, (iv) earning status, (v) income (self), (vi) income (family), (vii) type of family and (viii) sects plays a significant role in strengthening women empowerment (total), only their quantum of empowerment vary.

(C) SUGGESTIONS

(1) Education enables women to respond to opportunities, but the ultimate responsibility of using the opportunities for their own benefits depends on women themselves.

(2) Enabling women to gain access to control over means and resources and over their own labor, income, body and sexuality. Therefore, a major change in three elements are required (i) control over land, money and assets, (ii) learning to say yes or no or both, and (iii) positive change in social relationship i.e., in the family, workplace, community and society.

(3) A multidimensional efforts on the part of (i) Muslim community, (ii) Muslim parents, (iii) society, (iv) NGO’s and (v) State are essential to develop a sense of economical and political rights and responsibilities among Muslim women.

(4) The government and Muslim community should make women’s contribution VISIBLE. Women should be involved in economic production and management of resources. The men should feel proud of their women’s contribution and must respect their individuality.

(5) The biological difference between men and women, have to be acknowledged in a healthy way.

(6) The intellectuals and leaders of community have somehow to blaze the trail of excitement for education among Muslim women, which may require dynamic leadership qualities in them and multifaceted approaches and imaginative actions by them.
(7) Women’s involvement and their experiences should be properly documented. Data on their employment should be made available by the media.

(8) Understanding normative category of Quran is also essential.

(9) There is a need to identify macroeconomic and microeconomic strategies that tackle causes relating to the gendered incidence of poverty to the disadvantage of women.

(D) SUGGESTION FOR FURTHER STUDIES

(1) A comparative study of empowerment of Muslim women and Hindu/Christian women.

(2) A study of attitudes of Muslim men towards women empowerment in Mumbai / Maharashtra.

(3) A study of economic status of Muslim women of Mumbai/any city.

(4) A comparative study of various laws in Islam and Hinduism / Christianity pertaining to the empowerment of women.

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