CHAPTER VI

SUMMARY AND CONCLUSION

Education is a key to all developments of the community in particular and the society in general. Education of females has gained momentum only after independence, till then they were deprived of learning. Only with the perennial efforts of some eminent social reformers and scholars did Muslim girls started getting education in the madrasas, and now we can see them pursuing education in all fields of study and at all levels of higher education, viz., graduate level, postgraduate level, doctoral level.

From the preceding investigation of the study a precise summary of the prominent findings is laid out in the following pages. An attempt was made to study higher education among Muslim women in the colleges of Belgaum city of Belgaum district.

Following are the objectives and hypothesis:

Objectives:
1: To know the reasons of educational backwardness of Muslim women
2: To study the socio-economic background of the educated Muslim women
3: To know the role of parents for giving higher education to daughters
4: To know the role of government in rendering higher education to Muslim women

Hypothesis:
1: Sound educational background of parents is responsible for achieving higher education among Muslim women
2: Highly educated women have better status in the Muslim community
3: Highly educated Muslim women belong from sound socio-economic background
4: Muslim women pursue higher education for better employment opportunities.

Totally, 300 respondents from various fields were selected and information gathered through interview-schedules, consisting 267 graduates, 32 post graduates, and one doctorate. From the study it is revealed that the Muslim women’s representation at
postgraduate and doctoral level is very low. Majority of the respondents belong from various fields of graduate studies that are from medical field, management, law, engineering and technology, arts, commerce and science. The post-graduates comprise of 32 respondents pursuing medical, management, engineering and technology, arts, commerce and science and a lone respondent represent the doctoral level in the field of medicine.

Majority of the respondents belong to subcastes group that includes, Nadafs, Pinjars, Memons, Momins. Maximum number of the respondents belong to the urban region as their place of birth, majority of them are native with respect to the place of residence. Majority of the respondents are single with respect to their marital status and are living with their parents. Most of them stay in nuclear families.

Majority of the respondents’ fathers’ are graduates, while mothers have completed higher secondary level of education. Maximum number of respondents were encouraged by most of their family members to pursue higher education, and maximum number say that they have made a right choice in selecting their field of study. Various reasons were given for choosing their field of study such as to be self-employed, to live upto parents expectations, to have a better status in the community, to gain power and prestige and to get good groom. Out of 300 respondents, a maximum 141 of them devote one to two hours to study. 25 respondents have discontinued their studies due to various reasons such as financial problem, poor performance in studies not interested in further studies, lack of encouragement and marriage, for a maximum of more than three years. 149 respondents are equally educated along with their siblings.

Majority of the respondents’ parents’ traditional occupation is business with one earning member in most of the families. Most of the respondent’s parents earn above Rs. 20,001 followed by those earning between 15,001-20,000. 51 of them earn between 10,001-15,000 and a small percentage of respondent’s parent’s income is between 5,000-10,000. A maximum number of respondents belong to the upper strata of the society. Maximum numbers of respondents feel that employment gives better status to women in the society and therefore economic independence is necessary for girls.
Social background plays a vital role in pursuing education. In this analysis, we can observe that a maximum 277 of the respondents wish to pursue their career and there is a need for girls education, as they feel that education enhances their status, develops self-confidence, helps them take their own decisions, lead a sound domestic life, helps them in case of emergency or misfortunes, helps them get good grooms, add income to the family, they are also of the opinion that education of the girl, not only brings her prestige, but also to her family, and a maximum number of respondents feel that education helps in the overall development of their personality. A maximum number of respondents feel that girls should be given equal opportunities in education and status with men in the society.

As religion also plays a dominant role in the life of an individual, most of the respondents prefer to have both religious and secular type of education as it gives them the knowledge of both formal education and the life after death, which widens their mental horizons to see the world in a broader perspective. Maximum numbers of respondents say that there are no restrictions imposed on them, whereas 79 respondents face certain restrictions, such as wearing burqa is an obligation, while 128 respondents have time limitations, 40 respondents have no choice to choose friends, 15 respondents do not have the freedom to talk with opposite sex and 17 are restricted from moving out with their friends. Maximum number of respondents devote one hour towards their religious duties. They opine that religion has not caused any hindrance in the education, on the contrary they opine that religion supports education, whether the education is imparted to a girl or boy is not a matter of question as education is given highest priority in Islam. Maximum number of respondents prefer co-education, and their formal education has helped them build self-confidence, helped them take proper decisions and has made them aware of their rights. Education has also made them aware of the various facilities provided by the government especially for the girl's education. Whereas the medium of instruction is concerned, maximum 205 respondents are from English medium, 47 from Urdu medium, 43 from Kannada and only five respondents are from Marathi medium. Most of the respondents wish to study upto postgraduate level.
The trend of marriage and the age of marriage is changing at a faster pace, in the present study, respondents' parents are not in a hurry to get their daughters married at an early age. Marriage is not considered as an impediment in education. Maximum number of respondents wish to continue their education after marriage as well as have a career.

The hypothesis in the present thesis is tested with the help of chi-square test and bivariate analysis. Out of the four hypotheses, two hypotheses are disproved and two hypotheses are proved. The reasons for each have been cited after each hypothesis.

The first hypothesis, “Sound educational background of the respondents' parents is responsible for achieving higher education among Muslim women”. In this hypothesis, the educational background of the respondents' father and mother was taken into consideration. After a comparative study of the respondents' educational qualification with the qualification of their father and mother, we could not find a significant relationship between the respondents' educational qualification, but there was a significant relationship between the respondents' education and mothers' education. Therefore with respect to mothers' educational qualification, the first hypothesis is proved.

The second hypothesis, “Highly educated Muslim women have better status in the Muslim community”. In order to test the hypothesis, the educational qualification of the respondent, their status in the Muslim community and their status with men in the community was taken into consideration. We did not find any significant relationship between the educational qualification of the respondent and their status in the community and their status with men in the community. Therefore the hypothesis is disproved.

In the third hypothesis, “Highly educated Muslim women belong to sound socio-economic background”. With a comparative study between the educational qualification of the respondents, their social class, their parents' occupational background and monthly income, we can see that there is no significant relationship between the educational...
qualification of the respondent and their socio-economic background. Therefore the hypothesis is disproved.

In the fourth hypothesis, "Muslim women pursue higher education for better employment opportunities", there is a significant relationship between educational qualification of the respondent and their prospects for employment opportunities. With the help of table's 3.1a and 5.12, one can conclude that there is a strong relationship between education and better employment opportunity for girls in the society. Therefore the hypothesis is proved.

Education is a social activity that "shapes, forms and moulds". It is an activity that "rears, raises and brings up". Should the "girl child" be kept out of this orbit of social activity? Should half the population remain unnurtured, unfostered, uncultivated?

Suggestions:

1: Efforts should be made by the parents to encourage their daughters to pursue their education after graduation.
2: As their representation is less in technical fields, we should delve deep into the matter to find the root cause.
3: The government should make effort to make it a priority to provide various facilities to encourage girls to study further.