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Encumbrances of Muslim Girls: An analytical study

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The purpose of this work was to study the encumbrances of Muslim girls, which they are feeling in their homes as well as outside. The current research work was conducted in the Almora city of Uttarakhand. For the present study the Muslim areas were selected purposely, and from these Muslim areas, the data were collected from the co-researchers by convenience sampling technique. The structured open-ended questionnaire was administered for the collection of primary data. The self-made tool consisted of 23 items related to three dimensions as the Home environment, Social environment and School environment and the tool was based on the five-point rating scale. The result of the study reveals that the Muslim girls face a lot of hurdles as compared to other community girls

Keywords:-Muslim Girls; Hindrances; Encumbrances, Social Environment; School environment; Home environment.

Introduction:-

It has been correctly said that to educate a woman is to educate the entire family. The women education should be to equip her many roles as citizen, housewife, mother, and contributor to family income, builders of new society and builder of the nation (Sonowal, 2013). The country or society which hampers the development of women will never make the row in the developed and prospers nations of the world. In the context of Muslim Islam has provided high status to the women but due to the lack of authentic Islamic knowledge and ignorance among the Muslims consequences of which this community has become one of the patriarchy societies in the contemporary period. Islam prohibits all forms of violence against the women. In a Hadith Prophet SAW said the best person among you is the person who is good with the wife. The last Homily of Prophet S.AW focuses on the status of women. In Islam the Marriage which is against the consent of Girl is invalid and attaining an education is compulsory for both Muslim males as well as Muslim female.

Muslims and Their Development in India:-

The important constitutional provisions for the Minorities in India are as:-

- Article 15 prohibition of discrimination on the grounds of religion.
- Article 16 Equality of opportunity in matters of public employment.
- Article 25 Freedom of conscience and free profession, practice and propagation of religion.
- Article 26 Freedom to manage religious affairs.
- Article 29 right to conserve the language, culture, and script.
- Article 30 right to establish and administer educational institutions.
- Article 347 recognition of language.
- Article 350 redress of grievances to any authority in the government in any language used by the states/ union territories.
- Article 350(A) instruction through mother tongue at the primary stage of education.
- Article 350(B) investigates all the matters relating to linguistic minorities.

In addition to the constitutional provisions, there are specific policies measures for ameliorating of minorities in India like 15 points Prime Minister's program.

According to the 2011 report, urban poverty is highest amongst Muslims, rural poverty amongst Muslims is also higher than that of other religious groups and, indeed, than that of different backward classes (OBCs). One-third of the Muslims in the country were living below the poverty line. The rate of decline in poverty has also been slowest in the Muslim community (Human Development Report, 2011). A study done by Zoya Hassan and Ritu Menon highlights essential issues related to the status of Muslim women in India. This survey was conducted in 2000-2001; covering 40 Districts in 12 states, the investigation reveals that the Women suffer gender-based inequities in marriage, autonomy, and mobility across communities. Muslim women are lagging behind in specific vital areas like Socio-economic status, Occupational distribution/labour force, Participation, and Education. The condition is same even after post-Sachar committee recommendations. These recommendations were not properly implemented. Not much attention has been given to strengthening community institutions mainly women (Kundu committee 2013 report). The Kundu committee further revealed that the Indian Muslims are still out of

Govt. jobs and schools despite the implementation of most Sachar committee (2006) recommendations.

Today in the networking society the Muslim girls face copious hurdles in the different walks of life at both national and international level. They were under attack in maintaining the Islamic identity. The chief hurdles which are faced by Muslim women are as obstacles in accessing the education, in Job, at home, barriers due to low economic status, encumbrances, due to the cultural norms. **Objectives:-**

- To study the encumbrances of Muslim Girls in the Almora city.
- To study the relationship between family background and encumbrances.
- To investigate, the impact of parental education on the impediments.

Study area:-

The total population of the city is 622506 out of this the number of male population is 291081 and female 331425 (2011 census). The populations of Muslims live in this district are 7283 which forms a share of 1.15 %. The main Muslims areas in the Almora are Niyazganj (where a majority of Muslim population lives) Dharanoulla and Karbala.

Universe and the Population of the study:-

The universe of the study was the Almora town, and the population was the Muslim Girls of the Almora city

Sample and Sampling technique:-

For the present study, samples of 43 co-researchers were selected from the Muslim areas of the city by convenience sampling technique.

Tool used for the study:-

For the present study, a self- made questionnaire was administered for the collection of raw data. The tool was based on the four dimensions and was consisted of 24 items. The tool was also on the five-point rating scale that is

- Extremely agree.
- Agree.
- Sometimes.
- Uncertain.
- Never.

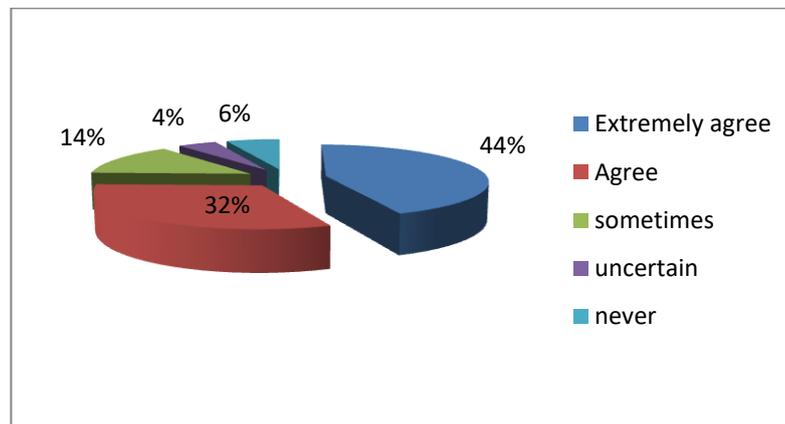
Data analyses:-

The Data which has been collected from the co-researchers are first classified according to the dimensions of the tool. These dimensions are school Environment, Home Environment, and Social Environment and after that, the raw data has been further classified on the following classification.

- Income of the House Hold.
- Parental Education.

Encumbrances of Muslim girls due to the Home environment

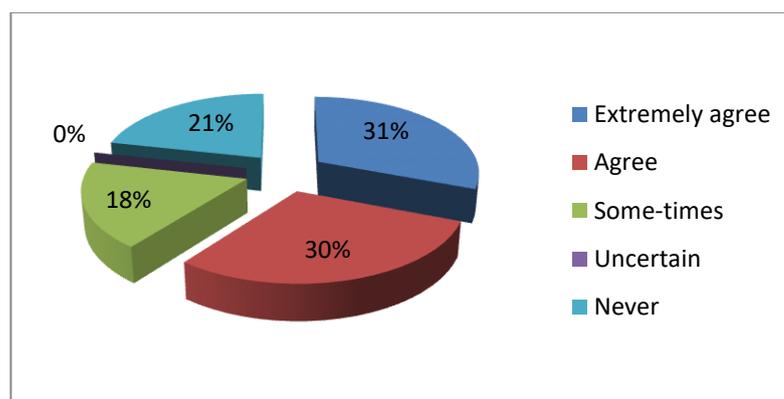
There were 14 items related to the home environment in the tool, and the response of the co-researchers on these items is shown below:



It is evident from the Fig. That 6% of Muslim girls face encumbrances from the home environment, and 4% of Muslim girls are unclear on encumbrances, while like 14% of Muslim girls face encumbrances sometimes. On the other hand, 32% of Muslim girl’s does face too many encumbrances from the home environment, and 44% of girls had the supportive home environment and did not meet barriers.

Encumbrances of Muslim girls due to the Social Environment:-

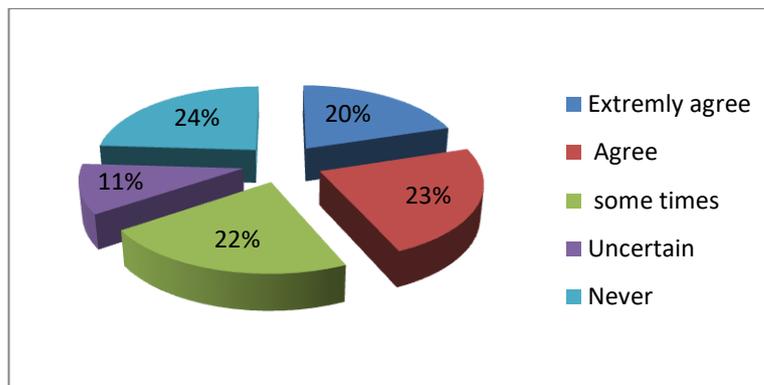
There were four items in the tool related to the Social environment the responses on these items from the co-researchers are as



It is apparent from the Fig. That 21% of Muslim girls face encumbrances from the social environment, and 18% of Muslim girls face hindrances sometimes from the social environment. While as 30% of girls did not encounter too many encumbrances from the social environment and 31% of girls did not face encumbrances from the respective environment.

Encumbrances of Muslim girls due to the School environment

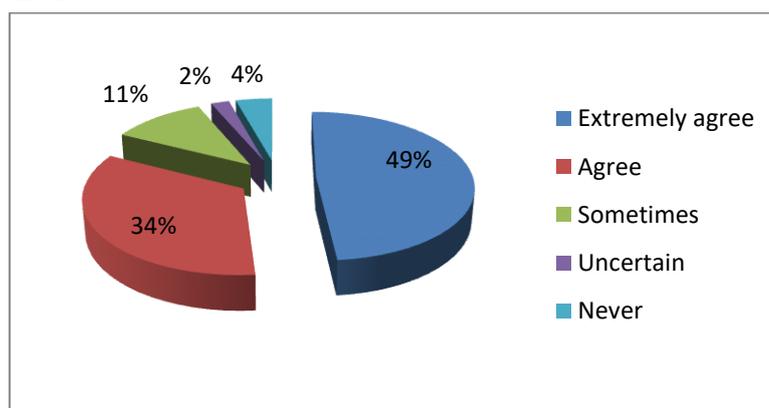
There were 6 items related to the school environment in the tool the responses of these items from the co-researcher are as



It is clear from the Fig. 24% of the Muslim girls face encumbrances from the school environment. And 11% of Muslim girls are unclear, about the encumbrances. On the other hand, 22% of Muslims girls' face encumbrances sometimes from school environment while like 23% of Muslim girls did not face too many encumbrances from the school environment and 20% of Muslims girls did not encounter any encumbrances from the School environment.

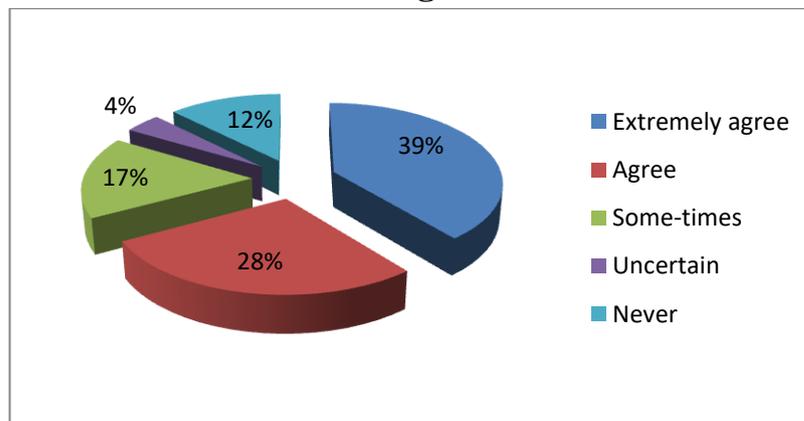
Encumbrances of Muslim girls due to their Economic status of parents:- Co-Researchers has been classified into two groups that are A.P.L and B.P.L those whose income is above 10000 is considered A.P.L, while as the household whose income is below 10000 is termed as B.P.L. the number of A.P.L households are 20.

A.P.L households:-



The above fig. shows that 4% of Muslim girls face rigid encumbrances from the home environment. And 2% of Muslim girls are unclear while like 11% of Muslim Girls face encumbrances from the home environment sometimes on the other hand 34% of Muslim girls did not face too many encumbrances, and 49% of Muslim Girls do not feel any encumbrances

from the respective environment. **B.P.L in this category the numbers of co-researchers were 20 and their responses regarding their encumbrances are shown in below fig.**

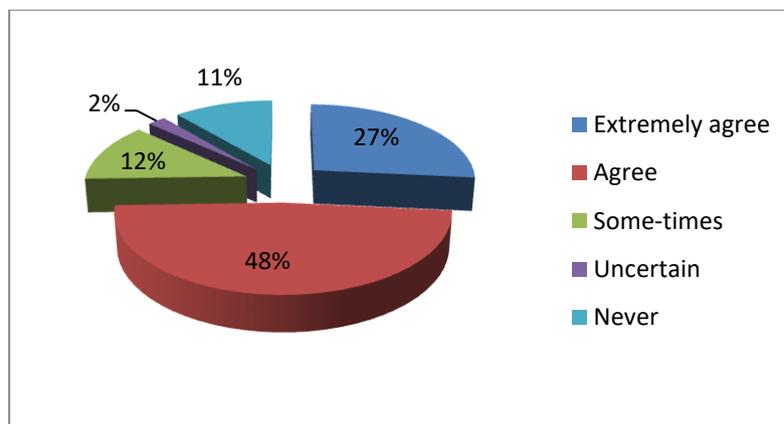


The above fig. reports that 12% of the Muslim Girls belonging to BPL families face a lot of encumbrances and 4% unclear on the encumbrances, on the other hand, 17% of Muslim girls face the barriers sometimes. While as 28% did not have so many restrictions and 39% of Muslim Girls did not feel any encumbrances from their home environment.

Encumbrances of Muslim Girls by parental education:-

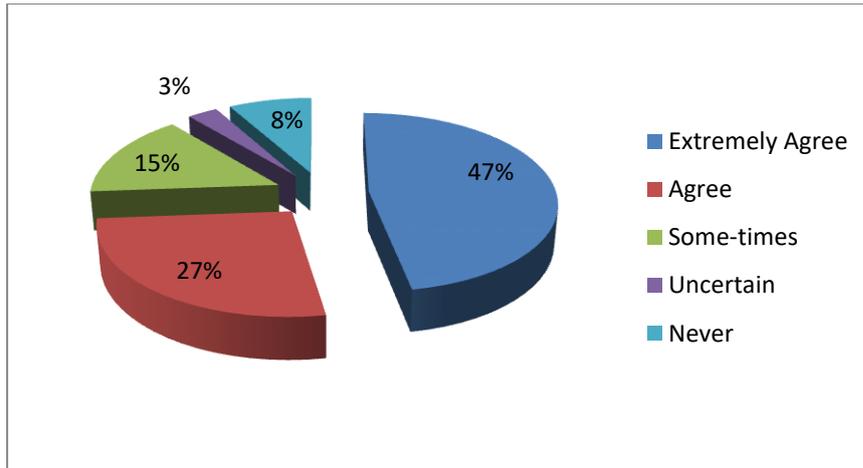
In this classification, the co-researchers have been classified by their father mother qualification

Encumbrances of Muslim Girls whose father is illiterate in this category number of co-researchers were 7.



The above fig. reveals that 11% of Muslim Girls whose fathers are illiterate face tough encumbrances and 27% of Muslim girls are unclear on the topic, on the other hand, 12% face hindrances some-times while as 48% do not have rigid barriers and 27% do not have encumbrances.

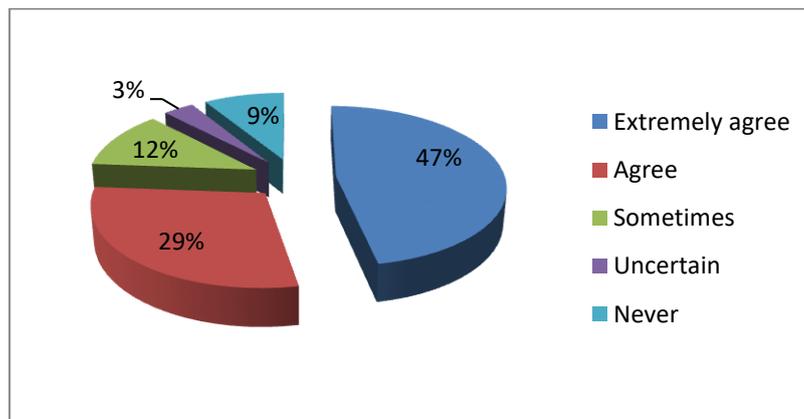
Encumbrances of Muslim Girls whose father is literate in this category there were 36 co-researchers.



. On the in-depth analyses of the above fig. it is clear that 8% of Muslim girls whose parents are educated face heavy encumbrances. And 3% of Muslim girls are unclear about the encumbrances, on the other hand, 15% suffer encumbrances sometimes while as 27% do not have many encumbrances and 47% enjoy without any encumbrances

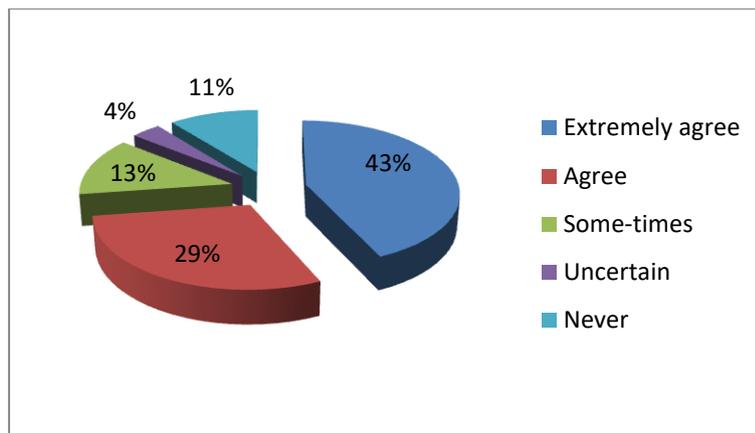
Mother’s Qualification: -

Encumbrances of Muslim girls whose mother is illiterate in this category the number of co- researchers were 21.



It is depicted from the above fig. that 9% of Muslim Girls whose mother is illiterate face rigid barriers. And 3% of Muslim girls are unclear regarding the encumbrances, on the other hand, 12% face encumbrances sometimes while as 29% do not have any encumbrances and 47% do not feel any encumbrances.

Encumbrances of Muslim Girls whose mother’s were literate in this category there were 22 co-researchers.



It is apparent from the above fig. that 11% face heavy encumbrances and 4% of Muslim girls are unclear on the other hand 13% face encumbrances sometimes while as 29% do not have any hindrances and 43% do not encounter any type of encumbrances.

Findings:-

- It was found from the study that the Muslim girls of the study area face strong encumbrances from the School environment as compared to the Home environment and social environment it may be because the Muslim students are sometimes discriminated by multiple forms. It is the reason the Kundu committee 2013 recommends legislation to prohibit discrimination rely on disability, sex, caste religion. The second reason of this above finding may be that the Muslim students have not alacrity towards the English education so they face impediments from the school environment.
- It was revealed from the study that the parents of those Muslim Girls whose has sound economic status face fewer impediments than those girls whose economic status is indigent. Now a day's attaining the education is very expensive, Sachar committee 2006 also highlight this issue that main reason behind marginalisation of the Indian Muslims is the economic deprivation. After the years of Sachar committee recommendations the situation is same which is highlighted by the Kundu committee report 2013. The Muslims of India are still out of the schools. Due to the poor economic status and illiteracy, the conservative thinking dominates the person.
- It was depicted from the study that the girl whose father is educated faces fewer barriers as compared to those Muslim girls whose father was uneducated. It is the patent that education plays a prime role in the human intellectual development. With the help of education, a man/ women can differentiate good or bad; it acts the third eye of the person. Therefore the parents who are educated understand the aspirations, emotions and

physiology of their daughters and treat them accordingly. While as for those parents who are illiterate mostly believes on self-made rigid social norms and followed them blindly.

- This is very significant and strange finding of the present study as it was reported from the study that those girls whose mother is educated counter more obstacles than the girls whose have un-educated mothers. This may perhaps the educated mothers are aware of the present erosion of morality and the behaviour of male guys towards the females. These educated mothers also know the side defects of present co-education system.

Conclusion:-

The status of women in our country is not all right due to the male-dominated and rigid socio-cultural norms. In the milieu of Muslims, the magnitude of barriers is thicker due to the conservative thinking, ascendancy, and blind imitation of their particular sect religious preachers. In the contemporary situation, Muslims have changed their behaviour towards the girl's education to some degree under the influence of modernisation but it is confined only to the urban areas, and the incremental revolution has under process in the community hence the position is better as compared to the past due to the international and national interventions. From the above findings, it is the patent that the Muslim girls face a lot of encumbrances from the school environment it may be because of the ill support and factious nature of teachers who are from the majority community. In addition to this, the study further observes that socio-economic conditions and father's education are directly proportional to the magnitude of barriers among the Muslim girls. While as it was noted that the mother's education is inversely proportional to the encumbrances of Muslim girls found in the study area.

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