SCHOLASTIC ACHIEVEMENT OF EDUCATIONALLY DEPRIVEDED CHILDREN AT   PRIMARY STAGE: A COMPARATIVE STUDY

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Abstract

The National Policy on Education (NPE) 1986 revised in 1992 and its Programme of Action (POA), envisages paying greater attention to the education of the educationally backward minorities in the interest of equality and social justice. The NPE 1986 and revised in 1992 states "Some minority groups are educationally deprived or backward. Greater attention will be paid to the education of these groups particularly muslim in the interest of equality and social justice. This will naturally include the Constitutional guarantees given to them to establish and administer their own educational institutions, and protection to their languages and culture. Since Independence, the Government of India has appointed various Committees and Commissions to look into the problems of education of all children. Several policies are being formulated to promote and strengthen education of children. According to the report of the Education Commission (1964-66) " a society that values social justice and is anxious to improve the lot of the common men and cultivate all available talent; must ensure progressive equality of opportunity to all sections of the population. This is the only guarantee for building up of an egalitarian and human society in which the exploitation of the weak will be minimized". Concerted efforts made by Govt.of India in last decades through DPEP and SSA programmes, states have achieved certain targets successfully in terms of educating girls in general and muslim girls in particular. For their betterment and success, attainment of educational standard among muslim girls is equally important as their enrolment. In order to sustain and survive within the education system, muslim girls need extra care and attention. Therefore, scholastic achievement has been major issue and an important concern for such girls. A number of factors has been examined and identified as the potential correlates of academic achievement. Studies in Indian context though provide sufficient empirical evidence on scholastic achievement, hardly any systematic attempt is found in relation to the scholastic achievement of muslim primary school girls. An attempt has been made to find out the level of Scholastic achievement subject wise among muslim girls. The present study was carried out among 500 muslim primary school girls in five MCD districts of Uttar Pradesh.

Introduction

Girls' education, as an issue, has special significance in the context of country's planned development and has been an important sector of any society. "Growing evidences indicate that educating girls in general and muslim girls in particular brings a number of benefits to girls, their families and their societies at large. Economic productivity, social development, desirable child care and social equity are the outcomes of education in general; whereas transferring education from one generation to another is possible only through educated girls and women" (Das and Mohanty, 2009). The United Nations reveal that only 2 out of 5 women in India can read or write, about 40% of Indian girls under 14 do not go to school and globally 64.9 million girls of primary school age are not in school. In India, women and girls receive far less education than men, due to both social norms and fears of violence. The county has the largest population of non-school-going working girls (Patanjali, 2005). The growing concern which needs to be addressed not only in India but also in most developing countries, if "Universalization of Elementary Education" is to be realised, is the education of girls (Das and Mohanty, 1995).

Viewed from a realistic angle, the picture of muslim girls' education in India is also not at all cheerful rather it is bleak. As per 2001 census, about 46 percent women are illiterate and an equal percent of girls had not seen classroom of any school. It was reiterated in the Delhi Summit (held among E-9 countries in December, 1993) that " the gap between boys and girls participation in elementary education is the biggest single gap that needs to be filled for universalisation. The problem of Universal Elementary Education (UEE) is, in essence, the problem of girl child. The gender disparity among the minority reflects the discriminatory attitude to the girl child". Due to the efforts made by the Govt. of India in the last decades, girls' participation in primary stage is indicating an upswing trend. A press release of Govt of India in 2008 reveals that girls' enrolment at primary stage increased from 5.4 million in 1950-51 to 61.1 million in 2004-05. At upper primary level, the enrolment increased from 0.5 million to 22.7 million girls. The proportion of girls in total enrolment has also been growing. Survey data revealed that participation of muslim girls in basic education has grown steadily over the years.. The overall gender gap in enrolment at primary stage has dropped to 4.6% and at upper primary level has reduced to 8.0 percentage points in 2005. The trends in transition rate have increased from 80 percent in 2004-05 to 83 percent in 2005-06 leaving a gender gap of 3 percentage points (Rath, 2008). Nayar(1993) observed that situation of rural female is worst and rural girls are way behind both at primary and upper primary stage.

Larger majority of girls are required, by the time they reach the age of eight, to be at home to do various domestic chores (UNESCO, 1987).

If education of muslim girls is to be discussed in Indian context, the nine educationally backward states, i.e., Arunachal Pradesh, Assam, Bihar, Jammu and Kashmir, Madhya Pradesh, Rajasthan, Orissa, Uttar Pradesh and west Bengal, represent almost a similar kind of picture. Educational problems of minority girls in any part of country are different in nature and magnitude. Education of girl child has always been a major concern for the policy makers, thinkers and reformers of our society. Poverty, illiteracy, ignorance, and discrimination are significant impediments for which such children are unable to join the mainstream of education. Being born as girl and that to in a deprived condition brings innumerable problems to the sight of educational planners. Factors, such as, non-availability of school/no-formal education centres, non-provision of segregated schools for girls, lack of women teachers in rural sector, and unsuitable school timings are responsible for non-participation of rural girls in education. Poor socio-economic status does not allow parents to afford girls education. While discussing the problems, house hold factors such as poverty, involvement of girls in domestic work, parental illiteracy, and lack of motivation among parents should not be ignored. Social factors, such as, early marriage, purdah, lack of awareness about benefits of girls' education, and lack of support services need extra care and attention. In the present globalization era, academic achievement is of paramount importance. A number of factors may be held accountable for the academic achievement of muslim girls at primary stage.

Socio-economic status and academic achievement proved to be an area of interest of some investigators**.** While reviewing the studies on correlates of achievement for the fifth survey of educational research, Balasubramaniyan (1997) reported that socio-economic status is the domineering variable in the cluster of environmental variables. It is pertinent to note that in India, average student achievement also varies by household socio-economic status (World Bank, 1997). Available research evidence shows that household socio-economic status affects the academic achievement of students, though the extent of their relationship varies (Chopra, 1964; Jain, 1965;Satyanandam, 1969;Pathak, 1972;Prakash Chandra, 1975;Nagaraju, 1977;Khanna, 1980;Aruna, 1981;Sarah, 1983;Rajput, 1984;Jagannadhan, 1985;Grewal, 1985;Patel, 1986;Narang, 1987;Malavika, 1989;Kakkar, 1990;Tripathy, 1991;Gupta, 1992;Undheim, 1993;Chitra et al, 1993;Govinda and Varghese, 1993; Shukla, 1994;Saxena et al,1995;World Bank,1996; Seong,2002; Bhuwal, 2003; Frempong,2004; Sirin,2005;

Panigrahi,2005; Dills,2006; and Zora, 2008). Analysis of the studies discussed above reveal a clear trend that socio-economic status has either significant positive relationship with students' academic achievement or has a significant impact on achievement (Srivastava, Prakash Chander, Lalithamma, Nagraju, Khanna, Aruna, Rajput, Shukla, Trivedi,Chitra et al, and Saxena et al, Seong, Bhuwal, Sirin, Panigrahi, Dills, Zora). This trend continues across various levels such as elementary, secondary and senior secondary. Though a majority of the studies reported a significant positive correlation between SES and academic achievement, a few studies which indicated no relationship between these two variables or suggested no effects of SES on academic achievement (Jain, Chattarji et al, Narang, Kakkar, Sood, Benno and Frempong). Factors that are studied under the socio-economic status variable include parents' education, occupational status, and income of the parents.

Environmental effect on academic achievement of learners cannot be ignored. It is the environment that plays a vital role in the education of young children. Home environment is said to be a very important factor that influence the academic achievement of learners at primary stage. Effect of home environment on academic achievement of learners and their relationship at different levels of education have drawn the attention of Jain, 1965; Reddy, 1973; Grover, 1979; Mehra, 1980; Sarkar, 1983; Jagannadhan, 1985; Deka, 1985; Narang, 1987; Buch, 1988; Soto, 1989; Deb et al, 1990; Paige, 1992; Nzamutuma, 1993; Reynolds, 1993; Youn, 1993; Gonzales, 1994; Benno, 1995; Raj, 1995; Tamara et al, 1997; Jayswal, M. et al ,2003; Vijayalakshmi,2003; Graff,2004; Vamadevappa,2005; Bajwa & Kaur,2006; Sunitha & Khadi, 2007; Adeoye & Torubelil,2008. A quick glance on the studies discussed above revealed that almost all researches confirm home environment as a potential predictor of academic achievement. Some of the researchers reported the positive and significant effects of home environment on academic achievement of students (Jain, Jagannadhan, Tamir, Christenson, Gonzales), while others studied the extent of relationship between academic achievement and home environment and reported a significant positive relationship between these two variables (Mehra, Deka, Paige, Youn, Jayswal, Graff, Vamadevappa, Bajwa & Kaur). However, studies conducted by Vijayalakshmi, and Adeoye & Torubelil revealed negative correlation between home environment and academic achievement. Factors at home that influence the academic achievement include family size, family structure and family type(Mehra, Sinha et al, Benno); family income(Deka, Reynolds); domestic activities(Deka); family life style(Weisner); parental involvement and parental expectation(Paige, Christenson, Reynolds and Youn); parent-child interaction(Deb et al, and

Nzamutuma). Barring this, support at home(Bolarin, World Bank) was found to be one of the factors at home which affect academic achievement. Last but not least, facilities for learning at home (Shukla et al) was found to be having significant correlation with achievement level of children at primary stage. On the basis of the studies, it can be concluded that home environment plays a significant role in the academic achievement of students not only at elementary stage but also at college level.

Researches on the effects of school-level inputs on student learning achievement in India are extremely limited (World bank, 1997). It is pertinent to note that out of 1,800 studies of schooling in India in 1988-92, only 8 studies examined school effects on cognitive development (Dave, 1997). Studies that are reported indicate that, effective school inputs are highly situation specific, and vary from state to state, district to district; they are a few common school related factors that influence students' academic achievement. Research evidences under review include studies of Adaval et al (1961); Lulla et al (1966); Chandrasekhariah(1969); Das(1974); Sasidhar(1981); Jagannadhan(1985);Zuzovsky(1989); Tollefson et al(1990); Warych(1992); Govinda and Varghese(1993); Neibuhr(1994); Shukla(1994); Saxena et al (1995); Weinberg(1997); Crooks(1997); Vijayalakshmi(2003); Kumar,(2004) Mc. Neely et al(2005); Avinashilingam, & Sharma(2005); Saha(2005); Dwivedi (2005); Singh(2006); Page(2006); Sunitha, & Khadi, (2007); and Adeoye & Torubelil,2008. To sum up, it can be stated that school related variables have a positive impact on academic achievement of students. Though the magnitude of the effects and the extent of relationship varies from one study to another, all these studies reviewed indicate either a positive impact or a positive relationship between school level variables and learners academic achievement. School related factors that are explored by the researchers include physical facilities and overcrowded classroom (Adaval et al, Lulla et al, Das, Shukla et al, and Weinberg et al), quality of instruction(Lulla et al, Deka, Tamir, Govinda and Varghese, Saxena et al, and World Bank), teachers attitude(Dabas, and Deka), teacher student relationship(Prakash Chandra, Scheinder et al, and Neibuhr). One of the potential indicators of school environment is the parent-teacher association which was found to be positively related to academic achievement of learners in primary school (Shukla et al). Teachers' assignment in classroom, home work give by teachers, perception of students, active involvement of teachers in student learning- are some of the school related variables being reported by the researchers to be having significant impact on students' academic achievement.

Rationale

Educational participation of muslim girls is as important as their educational attainment or scholastic achievement. Scholastic achievement is considered as one of the major factors for sustained participation in the field of education. The search for quality in academic endeavours has raised several questions for educational researchers and practitioners. What factors encourage or promote scholastic achievement in learners? To what extent do the different factors contribute toward scholastic achievement? Many factors have been identified, hypothesized and researched upon. Research results are varied, at times they complement and in certain cases they contradict each other. A comprehensive picture of scholastic achievement still seems to be eluding the researchers. In Indian context, dozens of studies are being carried out on correlates of achievement. Social and psychological variables are most frequently studied as correlates of achievement. While Indian researchers have attempted to study such variables in relation to scholastic achievement, limited studies are found to be on muslim children. Studies on muslim girls at primary stage is scant and hardly any systematic attempt is found. If the goal of our educational system is the achievement of learners, then educational research has to explore the possible causes of academic success and failure. Therefore, the present study is designed to explore the level of scholastic achievement of muslim girls which may be beneficial in devising inclusive policies for such deprived children.

Objectives

In order to study the level of scholastic achievement of muslim girls at primary stage, the following objectives were taken into consideration.

1. To find out the scholastic achievement level of muslim girls studying in five muslim concentrated districts, i.e, Behraich, Barabanki, Ghaziabad, Lucknow and Rampur of Uttar Pradesh.

2. To compare the subject wise achievement level of muslim girls studying in classes I-V among five muslim concentrated districts of UP

Research Questions

1. What is the level of scholastic achievement of muslim girls studying in the primary classes of five muslim concentrated districts,i.e, Behraich, Barabanki, Ghaziabad, Lucknow and Rampur of UP

2. In which district over all academic achievement percentage is high among muslim girls.

3. In which district, subject Hindi achievement percentage is high among muslim girls.

4. In which district, subject Maths achievement percentage is high among muslim girls.

5. In which district, subject EVE achievement percentage is high among muslim girls.

6. In which class muslim girl's achievement is high and vice versa among five muslim concentrated districts.

7. In which subject muslim girl's achievement is high and vice versa among five muslim concentrated districts

Plan and Procedure

In the context of present study, survey method was used in order to collect the data from various primary schools of five MCD districts (Bahraich, Barabanki, Ghaziabad,Lucknow and Rampur) of Uttar Pradesh.

Sample

In order to study the extent of the scholastic achievement level, a sample of Muslim girls studying each of grade I-V selected from 10 primary schools each located in five muslim concentrated districts(MCD) of Uttar Pradesh namely, Barabanki, Behraich, Ghaziabad,Lucknow and Rampur. Based on the performance on the self made tests in Hindi, Mathematics and Environmental Studies, a final sample of 1014 girls in five MCDs were selected for statistical analysis. The composition of final sample is given in Table 1.

Table 1 Composition of the Final Sample

Class	Barabanki (N)	Behraich (N)	Gaziabad (N)	Lucknow (N)	Rampur (N)	Total
I	19	20	36	50	35	**160**
II	21	17	79	32	38	**187**
III	26	25	64	38	43	**196**
IV	30	16	103	41	51	**241**
V	17	23	107	35	48	**230**
Total	**113**	**101**	**389**	**196**	**215**	**1014**

Tools Used

For the purpose of present study, the following self made tools (with reference to MLL) were used for data collection. Since the sample of the present investigation consisted of students studying in different primary schools of Uttar Pradesh, the tests were given in Hindi.

1. Self made Achievement Tests in Hindi, Mathematics and Environmental Studies

In reference to MLL/NCERT(1992-93)

- **Adaptation of Achievement Tests:** Achievement tests were developed by the Research with reference to MLL/NCERT in the Department of Pre-school and Elementary Education (1992-1993) for assessing the achievement level of children in Hindi, Mathematics and Environmental Studies at primary stage. These tests were developed on the basis of the competencies specified under "Minimum Levels of Learning"(MLL) at primary stage. Minimum Levels of Learning emerged from the basic concern that irrespective of caste, creed and sex, all children must be given access to education of a comparable standard. The major focus behind the MLL is to improve the quality in primary education which is the only opportunity for structured learning. At the primary level, language occupies a pivotal place in the curriculum. The MLL have been stated in terms of competencies that every child should be able to develop in the school. There are four competencies (listening, speaking, reading and writing), which are basic and have to be established in any effective language learning context. In the present achievement tests, items related to the language are based on these four competencies. Mathematics at the primary level enables the child to develop understanding of the basic mathematical content and skills which one will need to tackle real life problems. It cultivates thinking and reasoning skills. In mathematics, major competencies are classified into five major areas, i.e., number concept; number operations(addition, subtraction, multiplication and division); measures of money; length and mass; fractions; decimals, percentages, and geometrical shapes. All the items in the achievement test are related to these five major competencies. The original achievement tests in Hindi, Mathematics and Environmental studies were very lengthy and consisted of three parts each which were not suitable for present study. Thus, researcher modified the tests to a shorter form and made it more suitable for the children at primary stage.

Scoring pattern

For the achievement tests in Hindi, Mathematics and Environmental Studies, highest score of 20 each subject was given to each of these tests for each of the classes I-V .

Results and Discussion

In order to assess the scholastic achievement level of muslim girls studying in primary classes of five Muslim Concentrated Districts, mean and percentage were calculated separately.

Results pertaining to the status of scholastic achievement level of muslim girls of MCDs,i.e, Behraich, Barabanki, Ghaziabad, Lucknow and Rampur have been discussed in the Tables 2 to 6.

As per objective -1 To find out the scholastic achievement level of muslim girls studying in five districts, i.e, Behraich, Barabanki, Ghaziabad, Lucknow and Rampur of Uttar Pradesh, the data presented in table-2

Table 2 Scholastic Achievement Level of Muslim Girls in Five Districts(%)

Districts	I	II	III	IV	V
Behraich	56.5	54.5	49.8	63.21	64.91
Barabanki	42.5	55.95	68.16	62.16	63.66
Ghaziabad	29.33	38.5	38.66	53.33	56.66
Lucknow	70	58.33	68.5	70.66	67
Rampur	63.16	60.5	63.16	71.16	72.83

Table 2 revealed that that the over all scholastic achievement percentage in class I is ranges from 29.33 to70 among five muslim concentrated districts. Similarly in class II range is between 38.5 to 60.5; followed by class III 38.66 to 68.5; class IV 53.33 to 71.16 and class V 56.66 to 72.83.

Further it is found that Ghaziabad district is the lowest achiever districts and Rampur & Lucknow is the highest achiever districts.

The reason for Ghaziabad as low achiever district is the highest populous sample schools among all five muslim concentrated districts, where teacher student ratio was 1:100. But the capacity of class room was not more than 50.The students were not coming regularly due to sitting problem. Half of the students had to sit outside of the class room where no proper study was taken place, muslim girls were more busy in non curricular activities.

In contrary, the result shows that Rampur and Lucknow as the highest achiever districts among five muslim concentrated districts. It is clear from the result and data that the sample schools of those districts had proper teacher student ratio, more muslim teachers, well infrastructure with proper basic facilities and more attention to muslim girls. Village Education Committee and Basic Shiksha Adikari were also active in supervising the schools.

As per objective-2 To compare the subject wise achievement level of muslim girls studying in classes I-V among five districts of UP, the data are presented in table -3-6.

Table-3 Achievement Level of Muslim Girls in   Hindi (%)

Class	Bahraich (M)	Barabanki (M)	Ghaziabad (M)	Lucknow (M)	Rampur (M)	Average
I	10.7	10	6.2	13.7	13.2	10.76
II	10.7	10.9	6.2	11	11.2	10
III	8.6	9.3	6.0	13.3	12.3	9.9
IV	12.75	10.9	10	13.9	14.7	12.45
V	12.69	12.2	11	13.1	14.7	12.74
Average	11.08	10.66	7.88	13	13.22	

It is revealed from Table 3 that the percentage of   scholastic achievement in Hindi of class I among all five muslim concentrated districts are ranges from 6.2 to 13.7 followed by class II 6.2 to 11.2, in class III 6.0 to 13.3, in class IV 10.0 to 14.7 and in class V 11.0 to 14.7 among muslim girls. Further , it is found that the level of achievement decreased in almost all districts upto class III and then increased from class IV. But the scholastic achievement level is much poor in the subject Hindi in Ghaziabad district and better in the district of Lucknow and Rampur.

It means that   in the intial classes, the muslim girls took time to cope with the school subjects, school environment, teaching style, school discipline etc. Upto class III, Parents were not also conscious about child education and scholastic achievement.

But from class IV onwards muslim girls became more mature and serious towards school teaching, develop self study habit and a spirit of competition. Similarly in the part of parents, they started thinking of the future of the muslim girls and compared their life with their daughter. They provided tution and took interest in their daughter's study.

It is thus, revealed from the above discussion that the relationship of socio-economic status, parental income, parental support, home environment with scholastic achievement is found to be significant and positive. This trend has been traced in case of both high and low achievers. These results are not unique in case of the present study rather these have been explored by a number of studies conducted earlier by Chopra(1964), Srivastava(1967), Prakash Chandra(1975), Khanna(1980), Aruna(1981), Sarah(1983), Shukla(1984), Mehrotra(1986), Trivedi(1987), Deshpande et al(1989), Devanesan(1990), Tripathy(1991), Gupta(1992), Chitra et al(1993), Shukla et al(1994) and Saxena et al(1995) Seong(2002), Bhuwal(2003),Sirin(2005), Panigrahi(2005), Dills(2006) and Zora(2008).

Table-4 Achievement Level of Muslim Girls in Maths (%)

Class	Bahraich (M)	Barabanki (M)	Ghaziabad (M)	Lucknow (M)	Rampur (M)	Average
I	10.9	5.8	5.8	14.8	12.5	9.96
II	11	12.1	8.1	12	12.7	11.18
III	11.12	12.1	8.4	13.5	13.2	11.66
IV	11.87	13.14	11	15.2	14.8	13.20
V	14.43	13.4	12	13.6	14.4	13.56
Average	11.86	11.31	9.06	13.82	13.52	

It is indicated from Table 4 that the percentage of scholastic achievement in Mathematics of class I among all five muslim concentrated districts are ranges from 5.8 to 14.8 followed by class II 8.1 to 12.7, in class III 8.4 to 13.5, in class IV 11.0 to 15.2 and in class V 12.0 to 14.43 among muslim girls. But the picture of subject Maths is different from subject Hindi. Here, it is found that the level of mathematics achievement increased with the increase of the class level in almost all districts.

If we compare among five districts it is shown that the mathematics achievement level is much poor in the district Ghaziabad and good in the district of Lucknow and Rampur. The factors responsible for the low achievement are poor teaching, over crowded classroom, lack of individual attention and lack of teachers initiative.

It is thus, revealed from the above discussion that the relationship of teaching effectiveness, teacher support, school environment with scholastic achievement is found to be significant and positive. This trend has been traced in case of both high and low achievers.

Table-5 Achievement Level of Muslim Girls in EVS(%)

Class	Bahraich (M)	Barabanki (M)	Ghaziabad (M)	Lucknow (M)	Rampur (M)	Average
I	12	9.2	5.8	13.5	12.2	10.54
II	11.5	10.57	8.8	12	12.4	11.05
III	8.72	10.6	8.8	14.3	12.4	10.96
IV	13.06	13.8	11	13.3	13.2	12.87
V	12.69	16	11	13.5	14.6	13.56
Average	11.59	12.03	9.08	13.32	12.96	

It is shown from Table 5 that the percentage of scholastic achievement in Environmental Studies of class I among all five muslim concentrated districts are ranges from 5.8 to 13.5 followed by class II 8.8 to 12.4, in class III 8.72 to 14.3, in class IV 11.0 to 13.8 and in class V 11.0 to 14.6 among muslim girls. Like Maths the subject EVS has similar trend where the level of EVS achievement increased with the increase of the class level in almost all districts.

If we compare among five districts it is shown that the EVS achievement level is not upto mark in the district Ghaziabad and good in the district of Lucknow and Rampur. The factors responsible for the low achievement are poor teaching, over crowded classroom, lack of individual attention and lack of teachers initiative.

It is thus, revealed from the above discussion that the relationship of teaching effectiveness, teacher support, school environment with scholastic achievement is found to be significant and positive. This trend has been traced in case of both high and low achievers.

Table-6 Average Achievement Level of Muslim Girls in subjects like Hindi, Maths & EVS(%)

Class	Hindi	Maths	EVS
I	10.76	9.96	10.54
II	10	11.18	11.05
III	9.9	11.66	10.96
IV	12.45	13.20	12.87
V	12.74	13.56	13.56

It is revealed from Table 6 that the average percentage of scholastic achievement among all five MCD Districts and among three subjects in class I, Hindi achievement score is high than maths and evs. In class II, class III and classIV mathematics achievement score is high than hindi and evs. In class V both maths and evs achievement score is same and more than the hindi score.

If we compare among three subjects, it is shown that the Mathematics achievement score among muslim girls are good than other two subjects. The factors responsible for the better performance in mathematics are student interest in maths, maths subject teacher is more familiar among muslim girls, mathematical formulas, tables, diagrams and concepts are written in class wall. And more practice in class.

It is thus, revealed from the above discussion that the relationship of teaching effectiveness, teacher support, school environment with scholastic achievement is found to be significant and positive. This trend has been traced in case of both high and low achievers.

Conclusion

What emerges most noticeably from the above cited results and discussions that the scholastic achievement level among muslim girls of five muslim concentrated districts are still below 30% (29.33%) In case of both high and low achieving muslim concentrated districts the percentage ranges from 29.33 to 71.16. But every sample district had unique pattern of achievement. For instance, Ghaziabad has consistently increasing the academic achievement level from classes I to classesV. Such pattern failed to continue among other

four muslim concentrated districts. But when we analyse the subject wise achievement score we found I that the muslim girls are doing better and achieved more in subject maths than subject hindi and subject evs.

However, no. of muslim teachers, home environment, parents education level indiated as positive factors for their scholastic achievement. Children from poor families are generally deprived of the opportunity for learning at home which affects their achievement level. To overcome such problem in rural set up, children at an appropriate age level are either to be sent to Anganwadis before entering primary school or teachers at primary level can adopt remedial teaching practices for such children in the school. Needless to mention that children from families having low socio-economic status are not special needs children, these children are so, because of their limited exposure to stimulation or enrichment activities at home. Parents of such children should maintain relationship with school as well as other institutions, so that they can learn about their child's progress through formal/informal discussion with teachers. While discussing with parents, issues, such as, development of children in the formative years, students' interest and abilities are to be given more importance. On the other hand, teachers should provide remedial teaching to the children having inadequate family environment and low socio-economic status so that children's academic abilities can be enriched. The results of the present study strengthen the need for inclusive policies for muslim girls by generating income of the parents through various innovative means. If we showcase our nation as one of the largest democratic set up across the globe, concerted efforts should be initiated to bring underprivileged at par with others so that equality in educational opportunities will be achieved.

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