

Academic Achievement of Muslim Girls at Primary Stage: Status Study

Dr. PRASAMITA MOHANTY

Associate Professor-Cum-Deputy Director, CSSEIP
B. B. Ambedkar Central University, Lucknow, India

Abstract:

Girls' Education is a development imperative. Equality of educational opportunities is fundamental to national development. It is more pertinent in the context of education of Muslim girls who are in a double bind. Being born as girl and grown up in minority set up. 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 marginalised 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, academic 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 academic achievement, hardly any systematic attempt is found in relation to the academic achievement of Muslim primary school girls. An attempt has been made to study the status of academic achievement. The present study was carried out among 500 Muslim primary school girls in five MCD districts of Uttar Pradesh.

Key words: Academic Achievement, Muslim Girls, Primary Stage

INTRODUCTION

Getting girls into schooling system presents a host of complex and persistent issues, but it may be one of the wisest

investments developing countries can make. The fundamental importance of female education and benefits of girls' education is beyond question. 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 country 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, Nagaraju, 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 (Aval 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 academic achievement. Academic 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 achievement in learners? To what extent do the different factors contribute toward academic 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 academic 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 academic 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 academic achievement of Muslim girls which may be beneficial in devising inclusive policies for such deprived children.

OBJECTIVES

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

1. To find out the academic achievement level of Muslim girls studying in five districts, i.e, Behraich, Barabanki, Ghaziabad, Lucknow and Rampur of Uttar Pradesh.
2. To compare the overall academic achievement level of Muslim girls studying in classes I-V among five districts of UP

RESEARCH QUESTIONS

1. What is the percentage of academic 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 over all academic achievement percentage is low among Muslim girls.
4. In which class Muslim girls achieve more 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 academic 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)	Ghaziabad (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 academic 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 academic achievement level of Muslim girls of MCDs,i.e, Behraich, Barabanki, Ghaziabad, Lucknow and Rampur have been discussed in the Tables 2 to 6.

Table 2

Academic Achievement Level of Muslim Girls in Bahraich

Class	Hindi (Mean)	Maths (Mean)	EVE (Mean)	Total (Mean)	Total %
I	10.7	10.9	12	33.9	56.5
II	10.7	11	11.5	32.7	54.5
III	8.6	11.12	8.72	29.88	49.8
IV	12.75	11.87	13.06	37.93	63.21
V	12.69	14.43	12.69	38.95	64.91

It is revealed from Table 2 that the percentage of academic achievement in class I is 56.5 followed by class II 54.5, in class III 49.8, in class IV 63.21 and in class V 64.91 among

Muslim girls of district Behraich. Further, it is found that the level of achievement decreased up to class III and then increased from class IV. It means that in the initial 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 academic 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 tuition 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 academic 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 3
Academic Achievement Level of Muslim Girls in Barabanki

Class	Hindi (Mean)	Maths (Mean)	EVE (Mean)	Total (Mean)	Total %
I	10	5.8	9.2	25.5	42.5
II	10.9	12.1	10.57	33.57	55.95
III	9.3	12.1	10.6	40.9	68.16
IV	10.9	13.14	13.8	37.3	62.16
V	12.2	13.4	16	38.2	63.66

It is indicated from Table 3 that the percentage of academic achievement in class I is 42.5 followed by class II 55.95, in class III 68.16, in class IV 62.16 and in class V 63.66 among Muslim girls of district Barabanki. Further, it is found that the level of achievement increased up to class III and then decreased from class IV. It means that in the initial classes, the Muslim girls took interest with the school subjects, school environment, teaching style, school discipline etc. Parents were also interested and motivated by the Shiksha Karmi to send their children to the school.

But from class IV onwards Muslim girls became more mature and over burden with household work, sibling care and other family liabilities. Thus they did not get time to study which results less academic achievement. Similarly in the part of parents, they started thinking of the future of the Muslim girls like, marriage, restriction in studying with boys, lack of interest in children's studies.

Table 4
Academic Achievement Level of Muslim Girls in Ghaziabad

Class	Hindi (Mean)	Maths (Mean)	EVE (Mean)	Total (Mean)	Total %
I	6.2	5.8	5.8	17.6	29.33
II	6.2	8.1	8.8	23.1	38.5
III	6.0	8.4	8.8	23.2	38.66
IV	10	11	11	32	53.33
V	11	12	11	34	56.66

It is indicated from Table 4 that the percentage of academic achievement in class I is 29.33 followed by class II 38.5, in class III 38.66, in class IV 53.33 and in class V 56.66 among Muslim girls of district Ghaziabad. Further, it is found that the level of achievement increased in ascending order. It means that the Muslim girls took interest with the school subjects, school environment, teaching style, school discipline etc. Parents were also interested and motivated by the Shiksha Karmi to send their children to the school. Teacher's effort were

more in the district of Ghaziabad for maintaining the standard of school education and academic achievement.

As most of the teachers and principals were from Muslim communities in Ghaziabad schools, the strength of Muslim girls were also high. The achievement level of Muslim girls were highly depend on the teachers and principal's cooperation, motivation etc.

Table 5
Academic Achievement Level of Muslim Girls in Lucknow

Class	Hindi (Mean)	Maths (Mean)	EVE (Mean)	Total (Mean)	Total %
I	13.7	14.8	13.5	42	70
II	11	12	12	35	58.33
III	13.3	13.5	14.3	41.1	68.5
IV	13.9	15.2	13.3	42.4	70.66
V	13.1	13.6	13.5	40.2	67

It is revealed from Table 5 that the percentage of academic achievement in class I is 70 followed by class II 58.33, in class III 68.5, in class IV 70.66 and in class V 67 among Muslim girls of district Lucknow. Further, it is found that the level of achievement has no consistency, which decreased in class II and then increased in class III & IV and again decreased in class V. It means that in the initial classes, the Muslim girls were motivated with the school subjects, school environment, teaching style, school discipline etc. But in class V, Muslim girls were shown less interest in study and simultaneously level of difficulty also increased. Similarly in the part of parents, they were started thinking of the future of the Muslim girls like, marriage, restriction in studying with boys, lack of interest in children's studies.

Table 6
Academic Achievement Level of Muslim Girls in Rampur

Class	Hindi (Mean)	Maths (Mean)	EVE (Mean)	Total (Mean)	Total %
I	13.2	12.5	12.2	37.9	63.16
II	11.2	12.7	12.4	36.3	60.5
III	12.3	13.2	12.4	37.9	63.16
IV	14.7	14.8	13.2	42.7	71.16
V	14.7	14.4	14.6	43.7	72.83

It is revealed from Table 6 that the percentage of academic achievement in class I is 63.16 followed by class II 60.5, in class III 63.16, in class IV 71.16 and in class V 72.83 among Muslim girls of district Rampur. Further, it is found that the level of achievement has no consistency, which decreased in class II and then increased in class III, IV & V. It means that in the initial classes, the Muslim girls were not adjusted with the school subjects, school environment, teaching style, school discipline etc. But from class III, Muslim girls were shown more interest in study and simultaneously level of difficulty also decreased. Similarly in the part of teachers and parents, they were more supportive and serious about girl education in general and Muslim education in particular.

Objective-2

To compare the over all academic achievement level of Muslim girls studying in classes I-V among five Muslim concentrated districts of UP

Table 7
Academic 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 7 revealed that that the over all academic achievement percentage in class I is ranges from 29.33 to 70 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 academic achiever districts and Rampur & Lucknow is the highest academic 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.

CONCLUSION

What emerges most noticeably from the above cited results and discussions that the academic 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 classes V. Such pattern failed to continue among other four Muslim concentrated districts. However, no. of Muslim

teachers, home environment, parents education level initiated as positive factors for their academic 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.

REFERENCES

1. Avinashilingam, N.A.V & Sharma, G. (2005). Identification of Factors Influencing the Students' Academic Performance. *Journal of Educational Research and Extension*. Vol.42(1), 25-32.

2. Balasubramanayan, P.S.(1997). A Trend report on Correlates of Achievement. *Fifth Survey of Educational Research*. Vol.I, NCERT, New Delhi.
3. Bajwa, S. & Kaur, H. (2006). Academic Achievement in Relation to Family Environment and Academic Stress. *Education New Horizons*, Vol. IV, No.11, April-June, 2006.
4. Benno, Michael. A. (1995). A Study of Certain Correlates of Academic Achievement among Scheduled Caste Students in the Union Territory of Pondicherry. Ph.D.(Edu.), Mysore University.
5. Bhuwal, Mahendra Kumar.(2003). A Comparative Study of the Effects of Socio-economic Status on the Self-perception and the Scholastic Achievement of SC and ST students in Primary class of Tribal Areas. Govt. College of Education, Raipur.
6. Buch, M.B.(1974). *First Survey of Research in Education*. NCERT, New Delhi.
7. Buch, M.B.(1979). *Second Survey of Research in Education*. NCERT, New Delhi.
8. Buch, M.B.(1987). *Third Survey of Research in Education*. NCERT, New Delhi.
9. Buch, M.B.(1988). A Study of Family Background Variables, some Motivational Variables, Cognitive Characteristics and School Performance of Primary School Children. Society for Educational Research Development, Baroda.
10. Buch, M.B.(1991). *Fourth Survey of Research in Education*. NCERT, New Delhi.
11. Chandrasekharaiah, K.(1969). Educational Problems of Scheduled Castes. Ph.D.(Soc.), Karnataka University.
12. Chitra, J. Uma. et al.(1997). Psycho-Socio-Educational Factors of Scheduled Caste Students in Higher Secondary School. *Indian Educational Abstracts*, NCERT, New Delhi.

13. Chopra, S. L.(1964). A Study of Relationship of Socio-economic Factors with Achievement of the Students in the Secondary Schools. Ph.D.(Edu.), Lucknow University.
14. Das, N.C. (1974). A Psychometric Study of Low Achievement of School Final Candidates in General Science. D.Sc.(Psy.), Calcutta University.
15. Das, S.K. and Mohanty, P.(2009). Education of Adolescent Girls: An Indian Perspective. Paper submitted for National Seminar On Adolescence Education scheduled for 25-27 February, 2009 at RIE(NCERT),Ajmer.
16. Das, S.K. and Mohanty, P.(1995). Adolescent Girl and Education. *Adolescent Girls: An Indian Perspective*. MAMTA, Health Institute for Mother and Child, New Delhi.
17. Dave, P.N.(1997). A Trend Report on Primary Education. *Fifth Survey of Educational Research*, Vol.1, NCERT, New Delhi.
18. Deka, U.(1985). School Failure: A Casual Comparative Study of High and Low Achievers. Ph.D.(Edu.), Gauhati University.
19. Dwivedi,R.D.(2005). Influence of School Environment and Approval Motive on Academic Achievement of students. *Ram-Eesh Journal of Education*.Vol.2 (2), 101-107.
20. Frempong, G.(2004).Domain specific Mathematics Achievement and Socio-economic Gradients: A Comparison of Canadian and US Education System. Paper presented at the annual meeting of North American Chapter of the International Group of the Psychology of Mathematics Education, Delta Chelsea Hotel, Toronto, Ontario, Canada.
21. Garrett, H.E.(1989). *Statistics in Psychology and Education*. Ballard Estate, Bombay.

22. Gonzales, Phillip L. (1994). Factors Contributing to Academic Success and Non-success of Mexican-American Elementary School Children, *Dissertation Abstracts International*, Vol.55, No.4.
23. Government of India (1997). *Annual Report (1996-97)*. Department of Education, MHRD, New Delhi.
24. Government of India (1988). *Annual Report –PartIV*. Deptt. of Women and Child Development, MHRD, New Delhi.
25. Govinda, R. and Varghese, N.V.(1993). The Quality of Basic Education Service in India: A Case Study of Primary Schooling in Madhya Pradesh. Mimeo. IIEP and NIEPA, New Delhi.
26. Graff, Jennifer M.(2004). Children’s Academic Achievement at School: Socio-economic Status, Teacher-Child Relationship, Home Environment and Parental Beliefs.
27. Grewal, A.(1985). An International Study of Cognitive and Socio-economic Correlates of School Achievement. *Journal of Psychological Research*, Vol.29, No.1.
28. Grover, S.(1979). Parental Aspiration as Related to Personality and School Achievement of Children .Ph.D. (Psy.) , Panjab University.
29. Gupta, H.(1992). Relationship between Locus of Control, Anxiety, Level of Aspiration, Socio-economic Status and Academic Achievement of Secondary Students. *Indian Educational Review*, Vol.27, No.3.
30. Jagannadhan, K.(1985). The Effects of Certain Socio-psychological Factors on the Academic Achievement of Children Studying in Classes V to VII. Ph.D.(Edu.), Sri Venkateswar University.
31. Jain, S.(1965). An Experimental Study of the Relationship between Home Environment and Scholastic Achievement. Ph.D.(Edu.), Agra University.

32. Khanna, M.(1980). A Study of the Relationship between Students Socio-Economic Background and their Academic Achievement at Junior School Level. Ph.D(Edu.), Kanpur University.
33. Koul, Lokesh.(1984). *Methodology of Educational Research*. Vikas Publishing HousePvt. Ltd., New Delhi.
34. Kumar, B.L(2004). Tribal Education in Gujarat: An Evaluation of Educational Incentives Schemes. Ahmedabad: Gujarat Institute of Developemnt Research.
35. Lindquist, E.F. (1940). *Statistical Analysis in Educational Research*, Oxford and IBH Publishing Co., New Delhi.
36. Lulla, B.P. et al.(1966 b) . *Investigation into the Causes of General Backwardness at Elementary Stage(Classess I-VII)*. Centre of Advance Study in Education, Baroda.
37. Mehra, M.(1980). The Influence of Home Environment on School Children, Ph.D.(Edu.), Delhi University.
38. Mohanty, P.(1999). Socio-psychological Variables of High and Low Achieving Rural Scheduled Caste Primary School Girls. Unpublished Ph.D Thesis, Kurukshetra University, Kurukshetra.
39. Mukhopadhyay, M.(1997). Primary Education. In Mukhopadhyay, M. et al.(eds.) *Report of the World conference on "Education India: The Next Millennium"*. IERSD, New Delhi.
40. Nagaraju, C.S.(1977). A Study of Few Social Factors Affecting Scholastic Achievement of SC Students Studying in Secondary Schools of Karnataka. Ph.D.(Edu.), Bangalore University.
41. Narang, R.H.(1987). A Comparative Study of the Socio-Economic and Home Factors Affecting the Academic Achievement of Boys and Girls(10 and 11 years) in the Urban and Rural Areas. Ph.D.(Edu.), Bombay University.

42. Nayar, U.(1993). *Universal Primary Education of Rural Girls in India*. NCERT, New Delhi.
43. Niebuhr, K.E.(1994). The Effect of Motivation on the Relationship of School Climate, Family Environment and Student Characteristics to Academic Achievement. D.Ed., Auburn University.
44. Nzamutuma, I.(1993). Family Background and Student Achievement: A Consideration of Financial, Human and Social Capital in the Context of Rwanda. *Dissertation Abstracts International*, Vol. 54, No.1.
45. Patel, S. (1986). A Psychological Study of High Achievers. Ph.D.(Psy.), Gujrat University.
46. Pathak, A.B.(1972). Factors Differentiating High and Low Achievers in Science. Ph.D. (Edu.) , Udaipur University.
47. Rajput, A.S.(1984). Study of Academic Achievement of Students in Mathematics in relation to their Intelligence, Achievement Motivation and Socio-Economic Status. Ph.D(Edu.), Poona University.
48. Reddy, V.L.N.(1973). A Study of Certain Factors Associated with Academic Achievement at the 1st yr. Degree Examination. Ph.D.(Edu.), Maharaja Sayajirao University.
49. Reynolds, A.J.(1993). Comparing Measures of Parental Involvement and Their Effects on Academic Achievement. *Psychological Abstracts*, Vol.80, No.3.
50. Saha, K.(2005). The Influence of School Environment on Cognitive Development of Children. *Journal of All India Association for Educational Research*.17(1-2),58-59.
51. Sarkar, U.(1983). Contribution of some Home factors on Children's Scholastic Achievement. Ph.D.(Psy.), Calcutta University.
52. Saxena, R. R. et al.(1995). *School Effectiveness and Learner Achievement at Primary Stage: International Perspective*. NCERT, New Delhi.

53. Seong, H.(2002). Parenting Practices, Ethnicity, SES and Academic Achievement in Adolescents. *School Psychology International*, Vol.23, No.4.
54. Shasidhar, B.(1981). A Study of the Relationship Between a few School Variables and the Achievement of SC studying in Secondary Schools of Karnataka. Ph.D.(Edu.), Bangalore University.
55. Shukla, S.(1994). *Attainment of Primary School Children in Various States*. NCERT, New Delhi.
56. Soto, L.D.(1989). The Home Environment of Higher and Lower Achieving Puerto Rican children. *Psychological Abstracts*, Vol.76, No.6.
57. Soto, Lourdes. D.(1989). Relationship between Home Environment and Intrinsic versus Extrinsic Orientation of Higher Achieving and Lower Achieving Puerto Rica children. *Educational Research Quarterly*, Vol.13, No.1.
58. Tamara, G. et al. (1997). Family Influences of School Achievement in Low Income African-American Children. *Journal of Educational Psychology*, Vol. 89, No.3.
59. Tollefson, N. et al.(1990). Teacher's Attributions for Students' Low Achievement: A Validation of Cooper and Goods Attributional Categories. *Psychological Abstracts*, Vol.77, No.6.
60. Tripathy, Prabin Kumar.(1991). Cognitive Functioning, Affective Adjustment and Academic Achievement: A Study of the Tribal Children. Ph.D.(Edu.), Jawaharlal Nehru University.
61. UNESCO.(1987). *Universal Primary Education for Girls: India*. APEID.
62. Vamadevappa,H.P.(2005). Study of the Effectiveness of Parental Involvement on Academic Achievement among Higher Primary Students. *Journal of Educational Research and Extension*, Vol.42(2), 23-32.
63. Warych, Michael.P.(1992). An Evaluation of the Relationship between School Climate and Students

- Achievement in a Small Rural School District. Ed. D., University of San Francisco.
64. Weinberg, W.A. et al.(1998). The Impact of School on Academic Achievement. *Psychological Abstracts*, Vol.85, No.1.
65. Wiersma, W.(1986). *Research Methods in Education: An Introduction* . Allyn and Bacon Inc., London.
66. World Bank. (1996). *India: Primary Education Achievements and Challenges*. South Asia Country Department, Washington, D.C.
67. World Bank.(1997). *Primary Education in India*. Washington, D.C.
68. Youn, Y.S.(1993). Academic Achievement of Asian-American Students relating to Home Environment and Self-efficacy. Ed. D., Memphis State University.
69. Zuzovsky, R and Tamir, Pinchas.(1990). Home and School Contributions to Science Achievement in Elementary Schools in Israel. *Psychological Abstracts*, Vol.77, No.5.