

## A Case Study on Girl as Leader in Muslim Community

Alfiya Vhora

### Article Info

#### Article History

Received:  
September 04,2025

Accepted:  
December 08,2025

#### Keywords :

Girls, Education, Muslim  
Community

#### DOI:

10.5281/zenodo.17869266

### Abstract

*The study is about the girl's education for a particular caste of in India. The girls are very intelligent but less educated in Muslim community. According to education act or right to education act everyone should be educated. Indian government gives free education and number of benefits to the girl child. BetiBachao, BetiPadhao is a campaign of the Government of India that aims to generate awareness and improve the efficiency of welfare services intended for girls in India. The aim of this case study is to know the education level of girls of a particular caste in Muslim community and the barriers they face and why they cannot continue with their studies. What type of problems they face if they want to study further? Which factors are stopping them to achieve their goals and fulfilling their dreams.*

### Introduction

Education is a fundamental human right, but it remains out of reach for many people. In many rich and developing world countries and communities, parents can take for granted that their daughters will obtain a good education. However, in many other parts of the world, delivering an education to every child appears to be out of reach.

There are few main challenges we identify that make it difficult for girls to access education. These include:

- the cost of education – ensuring that schools are affordable for communities, parents, and children.
- poor school environments – ensuring that girls have access to a safe school environment is a priority.
- Early marriage: Ensure that the parents not force for the early marriage to the girls.
- the weak position of women in society – ensuring that society and parents value the education of girls.
- More responsibility: parents give more responsibility of house work to the girl child as in comparison with the boy child.
- conflict – ensuring that children who have been excluded from school as a result of war have access to education.
- Less income: less income is also a main challenge to the parents to not continue the study of girl child.
- social exclusion – ensuring girls are not disadvantaged on the basis of caste, ethnicity, religion or disability.

Girls frequently have little control over their own destiny. For many families, early marriage is a reality, and they desire the social and economic benefits it provides. Due to their home duties, girls are also more prone to drop out of school, and they are frequently discriminated against in terms of the quality of the institutions to which they are sent. By the age of 18, more than half of all females in Bangladesh and Afghanistan are married. Adolescent pregnancy almost usually causes girls to drop out of school.

In weak states, girls are particularly prone to harm and unequal access to education. Conflict, a shortage of resources and people, high levels of corruption, and political instability can all make a country vulnerable. What sets these countries apart is their failure to deliver on the core functions of government, including keeping people safe, managing the economy, and delivering basic services. These locations have the highest concentrations of violence, sickness, illiteracy, and economic inadequacy. An estimated 37 million of the 104 million children who do not attend primary education live in fragile states. Many of these kids are female.

### Literature Review

According to the (ICRW, 2012) study, girls with secondary and higher secondary education will have a tendency to postpone weddings in order to increase their chances of a better economic livelihood and independence. In a patriarchal society like India, the husband's educational background is likely to matter more than the wife's (Srinivasan et al., 2015).

Parents generally prefer boys over girls to invest in education and expect more involvement in household activities, resulting in unfavourable conditions at home, causing lower retention of girls, according to Ramanaik and Bhattacharjee (2018).

According to Amina and Alhassan (2015), schools and teachers should serve as a guide and counsellor for female students and parents to help them comprehend the value of education.

According to Ramandeep Kaur (2013), female education has a significant impact on society and the nation. Women as a community should be active participants in social, political, and economic growth, as well as part of any decision-making process at the individual, home, and societal levels.

According to UNICEF, gender discrimination in our culture is driven by a variety of factors, including deep-rooted cultural views and poverty. For a parent who picks boys over girls based on cost, the importance of girls' education is still a distant reality.

H. Subrahmanyam (2011)<sup>1</sup> examines the present and past of women's education in India. The author stated that there has been a significant increase in the overall enrolment of young female undergraduates in schools. The phrase engage denotes legitimate authority or the ability to act. It is a means of securing a few female exercises. Women's Empowerment and Economic Development, National Bureau of Economic Research Cambridge, Duflo E. (2011)<sup>4</sup> According to the study, the Empowerment and Development links are probably too powerless to be self-managing, and that a consistent approach obligation to similarly for its own special goal may be expected to achieve equity between men and women.

### **Research Methodology**

The nature of this study is mostly descriptive and analytical. The purpose of this article is to look into women's empowerment and development in India. The data and information used in it are entirely from supplementary sources, as dictated by the study's requirements.

### **Importance of Women Education:**

“A mother's lap is the first classroom for a child,” according to Islam.

“BetiBachaoBetiPadhavo” is one of the key slogans used by the Indian government, but we still have very lowest female literacy rate in India. Education for girls and women is a critical national responsibility because it is both a development imperative and a human right of all. Girls and women in India have been exposed to a variety of forms of discrimination, including educational inequality. They are viewed as the most deprived and disadvantaged section of the Indian population. Parents especially in lower levels of society send their male child to school but not the girl child in most of the countries in the world.

Various authors emphasise the role of education in women's empowerment in the International Encyclopaedia of Women (1999). Because employment is so important in enhancing women's standing in society, any women empowerment programme must include education for women (Dominic and Jothi, 2012). A well-educated mother has a lower risk of her child dying before reaching the age of five. Because educated women are more likely to marry later in life than illiterate women, the odds of controlling the population are high.

Education of Muslim community is very low specially in case of girl child. The girls are very intelligent and very hardworking but the community of Muslim caste are not allowing them to study further. The main reason is the early child marriage which effects on their studies. The maximum study of a girl youngster is just 12 standards, which is extremely low and has negative consequences for their future. The lack of education of girls has a direct impact on their children, as they are unable to properly educate them, which has a negative impact on their children's future.

The Muslim caste's particular community is more concerned with their business than with their children's education. Muslim parents are illiterate and ignorant about importance of education of their girl child which effects on their future and because of there are no schools within walking distance, Muslim parents are hesitant to send their children to school.

The main factor is early marriage, father's business, more responsibility, and low income. These many factors affect their studies directly or indirectly on their future. Why is it necessary to educate ourselves and others? Lack of understanding of the necessity of women's education among Muslim parents is one of the reason for not educating the girl child.

### **Advantages of woman education**

Women's education can help a country achieve economic growth and increase its GDP. Education increases women's attention, which leads to increased political participation and, ultimately, equality. Women are a disadvantaged group in society. They can close the gender gap in society via education. They could use government to safeguard their rights. A woman's employment opportunities will inevitably improve as a result of her education. Educated women are more aware of their family condition and make more appropriate and better decisions in the home to reduce conflict among family members. A well-educated woman has a better chance of landing a solid career and a higher level of life. Women's education aids women in resolving societal difficulties and problems.

### Possible Solutions

The first step for Muslim women's empowerment in our country is to eliminate ill-traditions. Education is required to lift the country out of poverty, prevent women from being exploited.

Increase Muslim knowledge of the significance of education in their lives.

Help women to fight their own fears and feelings of inadequacy or inferiority

Educate women in all aspects of their lives, including mental, social, physical, psychological, religious, and economic development.

Governmental actions are also required to provide Muslim women with free and compulsory education in order to improve their status.

Give women access to relevant technologies and cooperative management.

Create awareness camp for the girl's education.

Create maximum awareness of why education is important and how it is benefited to all.

### Conclusion

Women in India in Muslim Community women called as stronger and efficient as Fatima (R.A) and Aamena (R.A). women in India is called as MaaDurga, Maa Kali, MaaLaxmi, MaaAnapurna and a leader of their own home. Women in India are stronger, harder, and capable of doing anything in any area. A women want only the support and guidance from her parents, guardian, husband and from society. Now a day, women are going beyond the imagination and achieving the success. Education is regarded as a critical tool for women's empowerment not only women empowerment but also to the world empowered.

### Bibliography

UNICEF. (2013). Secondary Education in West Bengal: Prospects and Challenges.

Amina, J. A. (2015). Challenges Faced by Girls Who Dropout from Senior High School: The Voices of Sixty Dropout Girls in the Upper West Region of Ghana. *International Journal of Humanities and Social Science*, 5(6 (1)).

Ramanaik, S., Collumbien, M., Prakash, R., Howard-Merrill, L., Thalinja, R., Javalkar, P., ... & Moses, S. (2018). Education, poverty and "purity" in the context of adolescent girls' secondary school retention and dropout: A qualitative study from Karnataka, southern India. *PLoS one*, 13(9).

International Centre for Research on Women (2012). Child marriage in Southern Asia: Context, evidence and policy options for action. Retrieved from <https://www.icrw.org/wpcontent/uploads/2016/10/childmarriage-F-13.pdf>

Srinivasan, P., Khan, N., Verma, R., Giusti, D., Theis, J., & Chakraborty, S. (2015). District level study on child marriage in India: What do we know about the prevalence, trends and patterns? New Delhi, India: International Centre for Research on Women.

Nures Salam2018 EDUCATION OF MUSLIM WOMEN IN INDIA: A BRIEF DISCUSSION FROM PAST TO PRESENT IJCRT | Volume 6, Issue 1 March 2018 | ISSN: 2320-2882

Nisha Nair. (2010). Women's education in India: A situational analysis. *IMJ*, 1(4), 100-114.

KalpanaSaxenaStatus of Women Education in India with Particular Reference to Women Empowerment and DevelopmentIOSR Journal of Humanities and Social Science (IOSR-JHSS)

Dr.Anjana Jadon1 Dr. (Mrs.) SadhanaShrivastavaWomen Education in India: An AnalysisResearch on Humanities and Social Sciences.

Bhat R.A. (2015). Role of Education in the Empowerment of Women in India. *Journal of Education and Practice*, 6(10), 188-191

---

### Author Information

---

#### Ms. Alfiya Vhora

Research Scholar.  
Gujarat, India.

---