

Vol III Issue IX March 2014

Impact Factor : 2.2052(UIF)

ISSN No :2231-5063

International Multidisciplinary Research Journal

Golden Research Thoughts

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RNI MAHMUL/2011/38595

ISSN No.2231-5063

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EDUCATION AND SOCIO-ECONOMIC STATUS OF MUSLIM WOMEN IN AZAMGARH DISTRICT OF EASTERN UTTAR PRADESH

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Abstract:-Education is one of the most significant landmarks in women empowerment as it facilitates them to deal with their traditional responsibilities to bring positive changes in their lives. Education lessens Socio-economic disparities rampant in the society and acts as a way of improving the status of women within the family if the access to education is not denied to women on the pretext of tradition, religion or any other social norm. This research is designed to explore the relationship between access to education of Muslim women and their socio-economic status in Azamgarh district of Uttar Pradesh. The study used both qualitative and quantitative methods. With respect to the former, in-depth interviews were used. This Study however shows that Education has had a positive impact on socio economic status of Muslim women in the district.

Keywords: Socio-economic status, Education lessens, social norm .

INTRODUCTION:

Among the concerns that have been subject to prolonged public arguments and considerations in recent years has been the ongoing marginalization and under-development of the Muslim communities in India. Though much has been written about various marginalized populations and the means by which empowerment has been pursued, little empirically-grounded research exists on the social, economical and educational conditions specifically effecting Muslims across the country¹.

Need of the day calls for more data to be gathered pertaining to the situation of the Muslim community in order to effectively develop programs and influence policy-making that will promote the development and empowerment of Muslims in India..

Research Hypothesis The following hypotheses were established:

- 1-There is no significant difference between education and socio-economic status.
- 2-There is no significant difference between education and employment.

Methodology and Research Design of the Study

This study has used both qualitative and quantitative methods of data gathering and has therefore utilized several instruments and techniques. The instruments used are as follows:

1 Questionnaires: Questionnaires have been used to collect data from households in rural as well as urban areas. The questionnaires have not only generated quantitative data but also provided qualitative data by eliciting the perceptions of people.

2 Interview Schedule: Numerous people were interviewed to capture their views on the subject matter under study. In addition, this study also has taken into account the following secondary sources: official government data and reports, existing academic literature and literature reviews, reports on the community by various civil servants and organizations. Further data

was gathered from government departments including the National Minority Commission, and the government Census report, Newspaper reports, etc. round out the secondary sources consulted.

SCOPE OF THIS STUDY

this study reports upon and addresses the status of Muslim women in Azamgarh district. The focus of this study takes into account the education and socio-economic situation of the Muslim women in the district.

DESIGNED STUDY SAMPLE

As the objective was to assess the status of Muslim Women, the sample selected was purposive and based towards the Muslim population of Azamgarh district. According to the 2001 census district's population, of which 77.8 percent live in rural areas and 22.2 percent in urban areas. A larger number of Muslims, than members of other religions, live in urban areas. The difference in the universe and the sample is, therefore, the result of a purposeful decision to focus greater attention on the Urban population, with the sample allocated to Urban and rural areas in the ratio of 60:40. A part from this basic difference, other background information, such as age, gender, religion, education, main occupation and community groups point to the wide coverage and representativeness of the sample. As far as possible, we have been able to get data of only Muslims Women without the break up between Muslim OBC's Women and Muslims Women of the General Category.

ANALYSIS AND PRESENTATION

The statistical method used in testing the hypotheses is the correlation for difference between mean of achievement scores of two groups using two tailed test. The mean (M), standard deviation (SD) and r-value (correlation between the two variables) of the two groups are given in tables.

The economic status of Muslim women in the Azamgarh district is very poor. If we compare the Muslim women economic condition to upper casts of Hindu we find them in poorer position. The all India Standard of Living underscore the lower standard of living of Muslim, below that of the Hindu lower caste and significantly less than that of the Hindu upper castes².

Thus on the whole they are just slightly better off than the scheduled castes population, a section of Hindu community that has remained very poor even after half a century of independence.

The economic status of the Muslim women in the rural areas is very low and even lower than urban areas. More important here we find that the economic status for Muslim Women in the rural areas is lower than their all India average, which means that Muslims Women economic status in this district are very poor indeed.

Thus for Muslim Women, financial constraints seem most important obstacles in comparison of other. Financial constraints seem to outweigh parental opposition as women's chief obstacle. In Uttar Pradesh and in the north zone, financial constraints are much more important for Muslim Women than they are for Hindus, underlining once again the poverty of Muslim households in this part of the Indian, and this provides the most powerful explanation for the poor levels of Muslim women's education in the Azamgarh district, as well as Uttar Pradesh and North Zone³.

The potential for educational development varies from class to class. As one climbs up the socio-economic ladder, the percentage of women who face financial constraints declines, while those who report parental opposition increases. For Azamgarh district, low and middle socio-economic categories overwhelmingly report financial constraints as the principle obstacle to continuing their studies. This clearly indicates that inadequate financial means is the most important obstacle to women's education⁴.

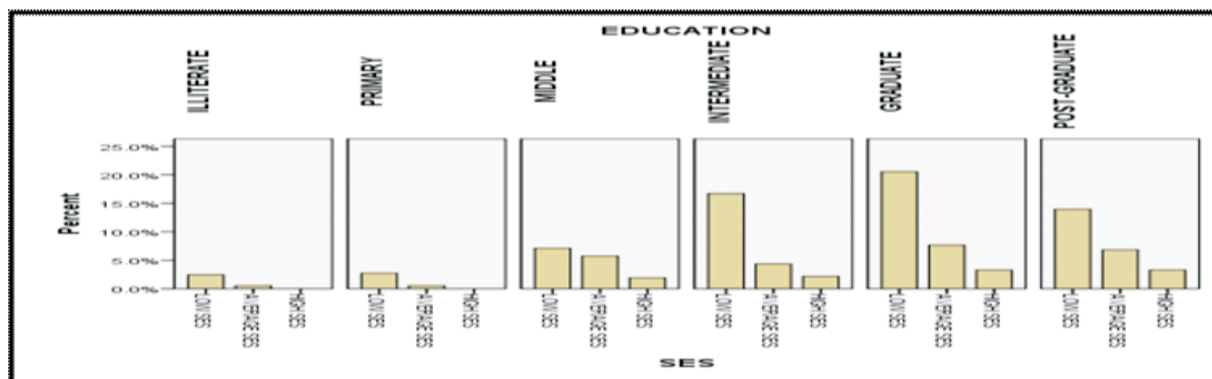
We find that within 365 respondents 232 respondents said that their average monthly income is below Rs 25,000, 94 respondents said that their average monthly income is between Rs 25,000 to Rs 45000/-, 39 respondents said that their average monthly income is above Rs 45,000. The percentage was applied for investigation, the detailed percentage values are given in table 1

LOW SES			MEDIMUM SES		
EDUCATION	FREQUENCY	%	EDUCATION	FREQUENCY	%
1	9	3.88	1	2	2.13
2	10	4.31	2	2	2.13
3	26	11.21	3	21	22.34
4	61	26.29	4	16	17.02
5	75	32.33	5	28	29.79
6	51	21.98	6	25	26.6
	232	63.56		94	25.75

HIGH SES			TOTAL EDUCATION DATA		
EDUCATION	FREQUENCY	%	EDUCATION	FREQUENCY	%
1	0	0	1	11	3.01
2	0	0	2	12	3.29
3	7	17.95	3	54	14.79
4	8	20.51	4	85	23.29
5	12	30.77	5	115	31.51
6	12	30.77	6	88	24.11
	39	10.68		365	100

Table 1 -Comparison of education on basis of Socio Economic Status

On the basis of above result we find that 63.56 percent respondents have average monthly income below Rs. 25,000 i.e. (Low Socio-economic Status), 25.76 percent respondents have average monthly income between Rs 25,000 to Rs 45,000 i.e. (Medium Socio-economic Status) and 10.69 percent respondents have their average monthly income above Rs. 45,000 i.e.(High Socio-economic Status).



We have divided the Muslim Women into three socio-economic status categories- low, middle and high. Thus we find that 63.56 percent of Muslim women respondent in this district belong to low category, 25.76 percent Muslim women respondent belongs to medium economic status and only 10.69 percent Muslim women respondent belongs to high economic status.

The analysis was employed to find out the influence of SES on education. The total samples were 365. The mean scores of Socio Economic Status (SES) and education of respondents were found to be 1.72 and 4.49 respectively. The analysis does not confirm the prediction hypothesized in this study for the present sample. A relationship between student's education and SES has been demonstrated by this finding. Hence, the first hypothesis stating that, there is no significant difference between education and socio-economic status was rejected at 0.01 level of confidence.

Variables	N	Mean	Std. Deviation	Correlation	Significance
Education	365	4.49	1.261	0.141	At 0.01 level
SES	365	1.72	1.222		

Table 2 Comparison of mean scores of SES on the basis of education

The graphical presentation of percentage scores of Education and SES is given in fig. below

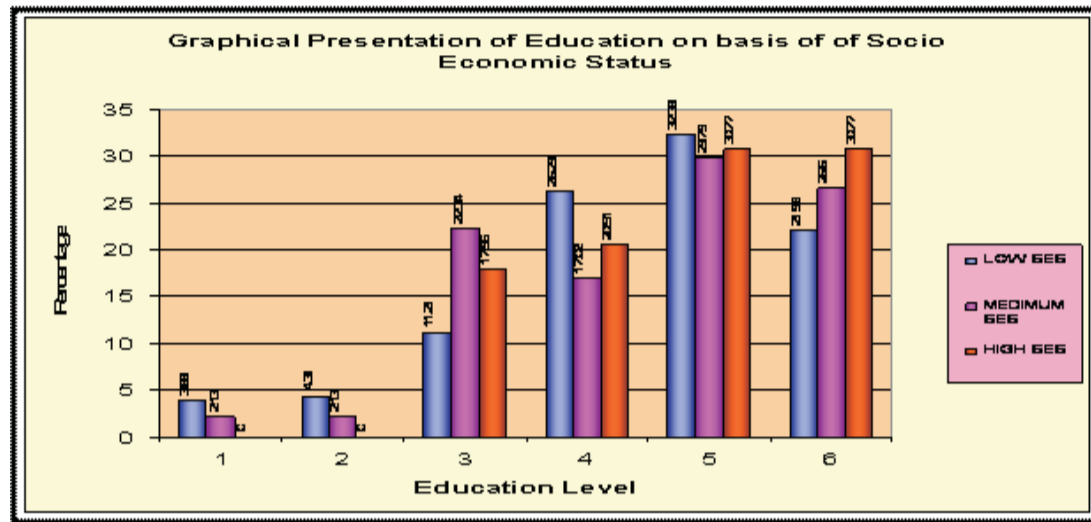


Figure 1 Graphical presentation of Education on SES Basis

Relationship between Education and Employment

Among these communities the latest one is the Sachar Committee. The committee has clearly revealed that only 4 per cent Muslim population is educated and it is the most educationally and economically backward minority in the country⁵ Worker population rates provide an idea of the extent of participation in economic activity by a specific population. Ability to find work is a function of assets (both physical and other) and opportunities of work available. Also person (especially women) belonging to well endowed households, may not participate in the workforce because there is no compelling economic need to do so. Given the endowments if the work available is not of the kind which a person prefers, she may not work. These work preferences are a function of a variety of factors, social, cultural and economic. Moreover non-availability of employment may result in situation that people (especially women), withdraw from the labour force. This is referred to in social science research as “discourage worker effect”.

The analysis was employed to find out the influence of education of Muslim women on employment. The total samples were 365. The mean scores of education and employment of respondents were found to be 4.49 and 3.98 respectively. The correlation was applied for investigation, the mean scores, SD and r values are given in table. The analysis does not confirm the prediction hypothesized in this study for the present sample. A relationship between student's education and employment has been demonstrated by this finding. Hence, the second hypothesis stating that, there is no significant difference between education and employment was rejected at 0.05 level of confidence. The graphical presentation of percentage scores of Education and Employment is given in figure below

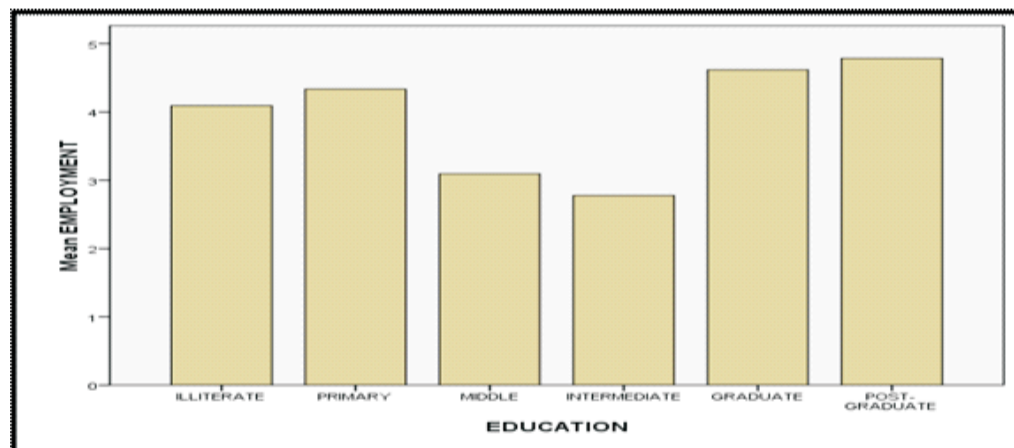


Figure 2 Graphical presentation of Employment on Education Basis

Variables	N	Mean	Std. Deviation	Correlation	Significance
Education	365	4.49	1.261	0.118	At 0.05 level
Employment	365	3.98	4.650		

Table 3 Comparison of mean scores of employment on education basis

CONCLUSION: .

In our survey we find out clearly the educational deprivation experienced by the Muslim women. Form the lower levels of enrollment to most other Socio-Religious categories, in fact their situation seems to have worsened in relative terms. Access to education is critical for benefiting from emerging opportunities that are accompanied by economic growth Our analysis has shown that there is a high “deficit” as for as Muslim population in the higher education is concerned In sum, the most important reasons for all respondents, in order of decreasing frequencies are financial constraints, married off, family objects; required for household work; not interested in studies; death of father/mother; school too far away; and no proper school facility in their areas on the whole, this reasoning is consistent with the grounds provided by nearly all studies undertaken on the gap in female education. There we found that schooling in too expensive was the first among reasons cited by respondents to explain why a child had never been to school. It also reported that most parents expressed a much stronger interest in their sons' education than their daughters. Parents are more likely to invest in their sons' education because, if educated they will have better employment opportunities. They also have higher expectations from their sons than from their daughter's. “An additional factor impinging on educational progress is the general level of education, especially male education, in their caste or community. Thus in a community with high level of male education, educating a daughter up to the primary or even upper primary level may not raise the costs of her marriage, as there raise the costs of her marriage, as there will be plenty of better- education boys.” However in the Muslim community, which has low levels of male education, parents may not be keen about education girls for fear of not being able to find suitably educated husbands for their daughters. In addition if marriage costs rise sharply with education, they may be even less inclined to send them to school.

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