

Education and Development of Muslims in India: A Comparative Study

¹Dr. Jabir Hasan Khan, ²Dr. Falak Butool,

Associate Prof, Deptt of Geography, Aligarh Muslim University, Aligarh, U.P, India

Post Doctoral Fellow, Deptt of Geography, Aligarh Muslim University, Aligarh, U.P., India

Abstract : The present paper aims to analyse the state wise educational status of Muslims in India. It also aims to compare the educational status of muslims with the educational status of other religious communities in India. The country level and state level published data have been obtained from census of India. At the same time the association between the educational status of muslims is sought with their socio-economic development. The results have revealed that the educational status of Muslims in India is not satisfactory and needs special attention. It is found that more than half i.e., 53.95 per cent of the total population of the Muslims in India is illiterate with 17.48 per cent literate people just for the name sake only. Technical education or higher education is meager among the muslims. From the results it is also clear that Muslims who accounts for 13.46 per cent of the total population of the nation show lowest literacy rate, lowest percentage of higher education and lowest degree of female education. Budhist who only claim for less than half per cent of the total population of the country are most literate. The percentage of higher education, sex ratio and female literacy rate is also highest in this religious community.

Keywords Education, Development, Muslims, Religious Communities

I. Introduction

Muslims, the largest minority community in the country, constituting 13.4 per cent of the population, are seriously lagging behind in terms of most of the human development indicators. While the perception of deprivation is widespread among muslims, there has been no systematic effort since independence to analyse the condition of religious minorities in the country (Sachar Committee Report, 2006). Today, globally Muslims show the lowest literacy rate. <http://www.islamfortoday.com/syed07.htm>. A study, conducted by a committee comprising of the former pro-vice-chancellor of Aligarh Muslim University, K M Bahavuddin, among others, says, "We started with the impression that the situation of Muslims is comparatively better [in Kerala] but after collecting the data, we have come to the conclusion that their situation in Kerala has also been deteriorating in the last 20 years". <http://www.indiatogather.org/2007/aur/edu-muslimedu.htm>. Studies on human cognitive development have established that literacy enhances the critical faculties of individuals and enables them to reflect on the existential reality in which they have been placed (Katiyar, 2008). Education not only provides profound knowledge and expertise but is supposed to play a broad spectrum role in developing social, cultural and moral values in an individual. It gives right direction to desires, emotions and outward behavior of individuals which reflects in the total personality (Dayal, 2008). Education is a vital factor in the social transformation of a society and its economic amelioration (Sachchidananda, 1977). Thus education of any community with no exception to Muslims will not only be helpful for their development but also for the development of the whole nation. Human capital theory suggests that just as a physical capital (machines) augments a person's economic productivity, so human capital acquired through education improves the productivity of individuals. Studies on the Sources of economic growth demonstrate persuasively that education plays a major role as a factor in rise of output per worker.

Most of the studies on educational status have been attempted with references to literacy by sex and residence. Gosal (1979); Mathur (1988); Gupta and Kothari (1990); Tripathi (1993). The growth and spread of literacy level, its distribution, causes and historical consequences have been studied in context of demographic, social and economic situation of Uttar Pradesh (Siddiqui, 1977 and Singh, 1979). Some of the studies also dealt with such correlates as working population and the results of these were found to be inversely related to each other (Acharya, 1984; Singh, 1986 and Tripathi, 1993). The educational disparity in India is linked with socio-economic conditions (Raza and Aggarwal, 1986; Nuna, 1989 and Pacione, 1997). The interstate disparities in educational development in India have been analysed by Tilak (1979), Redy (1985), Zaidi (1986), Mehta (1990) and Malhotra (1999). The study of inter-district inequalities in terms of literacy and educational development has been attempted by Saradamoni (1981) and Dash (1993). Educational attainment by gender has done by Doughal (2000). The relationship between education and work participation has been analysed by Siddiqui and Naseer (2004). The relationship between education and regional economic development has been examined by

Dube and Mishra (1981), Chaudhary and Nair (1981) and Singh (1979). But perhaps there is no such macro level study which deals with the comparative study of educational status of Muslims in India. Therefore, in this paper an attempt has been made to visualize the educational status of Muslims and its relationship with their socio-economic development, taking India as a case study and state as a unit of analysis.

II. Objectives

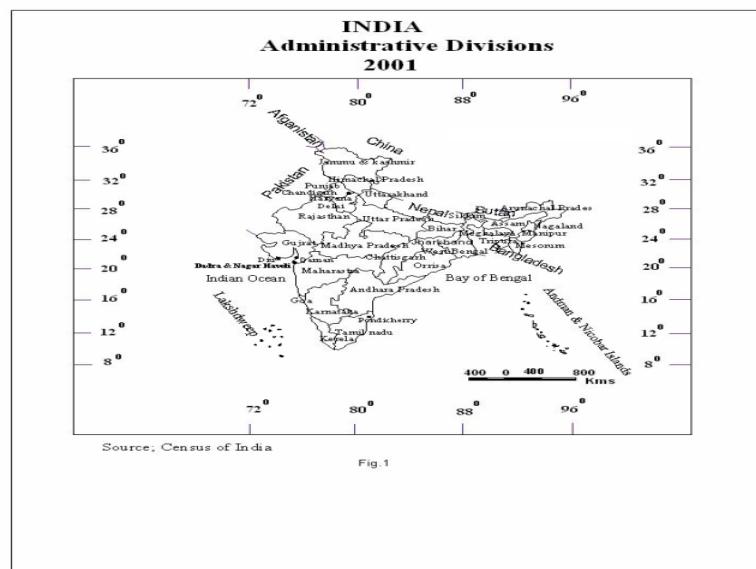
The major objectives of this research paper are: analysing the state wise educational status of the Muslims in India; comparing the educational status of muslims with the educational status of other religious communities and to find out the relationship between the educational status of muslims with their socio-economic development.

III. Data Base And Methodology

The entire study is based upon the secondary sources of data which have been collected from Census of India publications, New Delhi for the year 2001. Simple percentage method has been used for calculating educational status. Apart from it multiple correlation technique and student t- test is used to find out relationship between educational status of muslims with their socio-economic development, whereas, GIS Arc Veiw is used for making concerned maps.

IV. Study Area

India is lying between $8^{\circ} 4'$ and $37^{\circ} 6'$ North latitudes and $68^{\circ} 7'$ and $97^{\circ} 25'$ East longitudes. It is bounded by Pakistan and Afganistan in the North West, China, Nepal and Bhutan in the north, Mayanmar and Bangladesh in the east. It covers an area of 32,87,263 Km². India is the seventh largest country in terms of area, while in terms of population it ranks second. According to 2001 census, the country has been divided into twenty eight states and seven union territories.



V. Discussion

V.1 Educational status of Muslims in India

The new growth theories in Economics place education and human resource development at the centre of their explanation for long term economic growth. Education is not just a social amenity; it is the foundation of socio-economic development of a country.

Table 1: State wise Educational status Among the Muslims, India, 2001

Administrative Divisions	Unclassified Literates	Primary Literates	Secondary Literates	Technical and Non technical Diploma Holders	Graduates and above	Literacy Rate	Percentage of Muslims to total Population
INDIA	17.489	21.187	7.446	0.198	1.728	48.05	13.43
Jammu & kashmir	10.93	16.985	9.496	0.039	2.558	40.01	66.97
Himachal Pradesh	15.46	22.776	8.555	0.2	1.253	48.24	1.97
Punjab	13.156	20.196	8.28	0.107	1.112	42.85	1.57
Chandigarh	14.409	26.243	9.714	0.141	2.625	53.13	3.95
Uttarakhand	17.408	16.943	4.54	0.113	1.279	40.28	11.92
Haryana	14.129	12.368	3.107	0.131	0.425	30.16	5.78
Delhi	15.357	25.256	9.912	0.144	3.609	54.28	11.72
Rajasthan	20.053	19.012	4.503	0.054	1.112	44.73	8.47
Uttar Pradesh	15.229	16.146	4.996	0.088	1.355	37.81	18.5
Bihar	13.741	12.91	4.471	0.151	1.479	32.75	16.53
Sikkim	19.602	21.422	7.006	0.182	1.963	50.18	1.42
Arunachal Pradesh	13.852	21.2	9.412	0.276	2.162	46.90	1.88
Nagaland	10.887	19.177	7.553	0.074	1.277	38.97	1.76
Manipur	11.536	22.535	9.745	0.045	3.069	46.93	8.81
Mizoram	28.28	31.152	6.09	0.188	1.485	67.19	1.14
Tripura	24.953	20.962	2.682	0.022	0.89	49.51	7.95
Meghalaya	13.06	12.824	6.306	0.066	1.392	33.65	4.28
Assam	15.961	15.108	5.646	0.055	1.093	37.86	30.92
West Bengal	23.711	18.248	3.768	0.029	0.964	46.72	25.25
Jharkhand	17.382	17.903	6.62	0.122	1.779	43.81	13.85
Orrisa	18.18	28.193	10.411	0.426	2.332	59.54	2.07
Chattisgarh	19.378	31.163	13.98	0.347	4.852	69.72	1.97
Madhya Pradesh	20.334	26.258	8.396	0.105	2.654	57.75	6.37
Gujrat	19.049	30.595	10.357	0.313	1.584	61.90	9.06
Daman & Diu	16.815	32.733	17.572	0.586	2.752	70.46	7.76
Dadra & Nagar Haveli	16.999	32.434	14.117	1.15	2.759	67.46	2.96
Maharastra	19.809	30.014	12.745	0.231	2.635	65.43	10.6
Andhra Pradesh	15.29	24.462	14.27	0.463	3.397	57.88	9.17
Karnataka	18.148	26.58	11.132	0.689	2.237	58.79	12.23
Goa	17.511	27.628	15.431	0.54	2.81	63.92	6.84
Lakshdweep	25.151	36.406	8.83	1.204	1.164	72.75	95.47
Kerala	19.311	41.641	12.676	0.716	1.628	75.97	24.7
Tamilnadu	18.409	36.65	13.87	0.509	2.732	72.17	5.56
Pondicherry	12.906	41.167	17.376	0.824	4.042	76.31	6.09
Andman & Nicobar	14.044	39.446	20.297	0.94	4.941	79.67	8.22

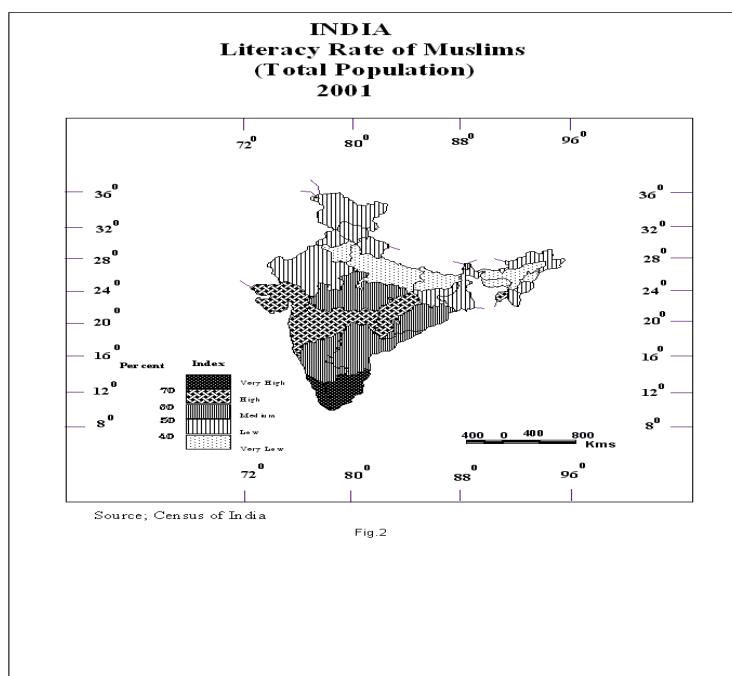
Source: Census of India, Tab C-9, 2001

Ensuring quality school education to all is the foundation upon which any further advances towards a knowledge society must be based. <http://www.knowledgecommission.gov.in/recommendations/school.asp>.

Thus, the importance of education cannot be denied when socio-economic development of any region is talked about. The present paper aimed at analyzing the educational status of Muslims in India (as one of its objectives). It was observed that more than half of the total Muslim Indian Population i.e., 53.95 per cent is illiterate with 17.48 per cent literate people just for the name sake only. Apart from it, 21.18 per cent people have completed their primary education only, whereas, the percent share of secondary literates among the Muslims is only 7.44 per cent. The Muslims with technical and non technical diploma courses are only 0.19 per cent and in the higher studies their share is only 1.728 per cent. (Tab 1). It can also be visualized from the tab 1 that Muslim's literacy rate is highest (79.67 per cent) in Andman and Nicobar Island but they constitute only 8.22 percent of the total Population. The states with comparatively larger share of Muslims in higher education are namely, Andman and Nicobar. Apart from it majority of the muslim literate people are either literate without any educational level (17.49 per cent) or they are primary literates (21.19 per cent). Technical education or higher education is meager among the muslim. Here one thing is clear that per cent share of Muslims in higher education is more, mainly in the least developed tribal areas, whereas, technical education among the Muslims is higher is the southern states.

V.II Distributional Patterns of Literacy among the Muslims in India, 2001

It is revealed from the fig 2 that muslim literacy rate varies from 75.97 per cent in Kerela to 30.16 per cent in the state of Haryana in 2001. The whole range is divided into five groups. These groups along with their numerical values are as follows: Very High (70 per cent and above), High (60 per cent to 69.99 per cent), Medium (50 per cent to 59.99 per cent), Low (40 per cent to 49.99 per cent) and Very Low (below 40 per cent). The very high literacy rate of muslims is observed only in the two southern states namely, Kerela and Tamilnadu. The category of high level of literacy rate of muslims is occupied by the states of Gujrat, Maharastra, Goa, Chattisgarh and Tripura. Medium level of literacy is recorded in Madhya Pradesh, Orrisa, Andhra Pradesh, and Karnataka. Low level of literacy is observed mainly in the upper hilly States of Jammu and Kashmir, Himachal Pradesh, Punjab, Uttarakhand and one arid state. However, the other states of the same category are Rajasthan, Jharkhand, West Bengal, Sikkim, Arunachal Pradesh, Mesoram and Manipur. Very low level of literacy among the muslims is observed in the form of a belt running from west to east covering the states of Haryana, Uttar Pradesh, Bihar, Meghalaya, Assam and Nagaland.



Tab 2: Educational Status of Muslims in Relation to Other Religious Communities

Religious Groups	Per cent of total population	Literacy Rate	Below Primary Literacy Rate	Primary Literacy Rate	Secondary Literacy Rate	Technical and non Technical Diploma holders	Graduates and above	Sex Ratio	Male Literacy Rate	Female Literacy Rate
	100.00	54.51	16.04	23.04	11.38	0.39	3.66	932	63.24	45.15
Hindu	80.46	54.92	15.88	23.16	11.63	0.39	3.85	930	64.22	44.92
Muslim	13.43	48.05	17.49	21.19	7.45	0.20	1.73	936	54.99	40.63
Christian	2.34	69.45	16.14	27.56	18.18	1.52	6.05	1009	72.76	66.17
Sikh	1.87	60.56	12.53	26.01	17.27	0.54	4.20	892	65.03	55.56
Budhist	0.77	62.16	18.60	26.29	13.52	0.22	3.54	952	71.05	52.83
Jain	0.41	84.09	11.51	23.64	30.03	0.87	18.05	940	86.67	81.35
Other Religions	0.65	38.57	13.80	16.91	6.09	0.10	1.68	992.36	49.78	27.27

Source; Census of India, Tab: C9, 2001

From the above table it is clear that more than eighty per cent of the total population belongs to Hindu community. Muslims accounts for 13.43 per cent of the total population whereas, a little less than ten per cent of the total population is constituted by Christian, Sikh, Budhist, Jain and other religious communities. Literacy rate is highest (84.09 per cent) among the jains who only accounts for less than half per cent of the total population; Christian occupies the second position followed by Budhist, Sikh, Hindu and the last Muslims in this order. A detailed analysis of the concerned table shows that below primary literacy rate is highest among the muslims and secondary, technical and higher education is lowest among the muslims. Apart from it male female

literacy gap is also highest among the muslims. While analyzing the sex ratio, it is found that muslims lie at second last position they come only after Hindus; and Christians occupies the top most position as far as sex ratio is concerned.

V.III Educational Status and socio-economic development of Muslims in India, 2001

In the present investigation a relationship has been sought between educational status and socio-economic development of muslims in India. This is done to obtain a rational hypothesis of relationship between the

Table 3: Results of Correlation (r) Between Educational Status of Muslims and Other Selected Variables of their Socio-economic Development, India, 2001

Variables	Definition	Per cent of Unclassified Muslim Literates (Y ₁)	Per cent of Primary Muslim Literates (Y ₂)	Per cent of Secondary Muslim Literates (Y ₃)	Per cent of Muslim Technological and Non Technical Diploma Holders (Y ₄)	Per cent of Muslim Graduates and Above (Y ₅)
X ₁	Literacy Rate of Muslim Population	.168	.198	-.066	-.135	-.316**
X ₂	Male Literacy Rate of Muslim Population	-.070	.107	.480**	-.181	.428**
X ₃	Female Literacy Rate of Muslim Population	-.112	.072	.504**	-.181	.483**
X ₄	Total Work Participation Rate of Muslim Population	.523*	-.024	.431**	.292*	.266*
X ₅	Main Work Participation Rate of Muslim Population	-.439**	.451*	-.389*	.107	.126
X ₆	Marginal Work Participation Rate of Muslim Population	-.205	.933**	.268	.072	-.008
X ₇	Primary Work Participation Rate of Muslim Population	-.231	379**	-.083	-.428	.093
X ₈	Secondary Work Participation Rate of Muslim Population	-.190	-.008	.223	.483**	-.023
X ₉	Tertiary Work Participation Rate of Muslim Population	-.218	.093	.297*	.266*	.379**
X ₁₀	Sex Ratio of Muslim Population	-.160	-.023	-.097	.316**	.023
X ₁₁	Ratio of Muslim Population to Total Population	.268	.126	-.160	.107	-.161
X ₁₂	Per cent of Youth Population among the Muslims	-.480**	.023	.569**	.072	.081

**Significance at 1 Per cent Level

*Significance at 5 Per cent Level

variables of educational status and that of socio-economic development of muslims. A simple association between educational status with socio-economic development have been computed and listed with the assumption that linear relationship existed in all the cases. The results are shown in the table. 3. It was found that out of all the variables, the coefficients of correlation of three variables recorded a highly significant relationship with Y₁. One among them, X₄ is satisfying 95 percent level of confidence and bore direct relationship. However, X₅ and X₁₂ were found to be significant at 99 percent level of confidence with negative and positive relationships respectively. Out of the all selected variable only three variables bore significant relationship with Y₂. Among them X₅ was significant at 95 per cent level of confidence and the other two were found significant at 99 percent level of confidence and they all bore positive relationship.

For the dependent variable Y_3 six independent variables (X_2 , X_3 , X_4 , X_5 , X_9 and X_{12}) recorded significant relationship and except X_9 , all of them were significant at 99 per cent level of confidence and bore indirect relationship. The above discussion led to conclude that the educational level below primary or primary literates does not have any relationship with either main work participation rate or marginal work participation rate. Out of the all selected variable only four variables namely X_4 , X_8 , X_9 and X_{10}) bore significant relationship with Y_4 and all of them are positively correlated. Leaving X_4 which was significant at 95 per cent level of significance all the other variables are found to be significant at 99 per cent level of significance. For the dependent variable Y_5 five independent variables (X_1 , X_2 , X_3 , X_4 and X_9) showed significant relationship. First three variables bore indirect relationship and rest of the two bore direct relationship. Leaving X_4 which was found to be significant at 95 per cent, rest of the four variables were satisfying 99 per cent level of confidence.

VI. Conclusion

Thus, it can safely be said that the educational status of Muslims in India is not satisfactory and needs special attention. It is clear from the Tab 1 that more than half i.e., 53.95 per cent of the total population of the Muslims in India is illiterate with 17.48 per cent literate people just for the name sake only. Technical education or higher education is meager among the muslim population. From the results it is clear that more than eighty per cent of the total population belongs to Hindu community. Muslims accounts for 13.43 per cent of the total population, whereas, a little less than ten per cent of the total population is constituted by Christian, Sikh, Budhist, Jain and other religious communities. Literacy rate is highest (84.09 per cent) among the jains who only accounts for less than half per cent of the total population; Christian occupies the second position followed by Budhist, Sikh, Hindu and the last Muslims in this order. Primary literacy rate is highest among the muslims and secondary, technical and higher education lowest among the muslims. Apart from it male female literacy gap is also highest among the muslims. While analyzing the sex ratio, it is found that muslims lie that second last position they come only after Hindus; and Christians occupies the top most position as far as sex ratio is concerned. From the results (Tab:3) it is also clear that primary literates (Y_2) of muslims show significant relationship with X_4 (Total Work Participation Rate), X_5 (Main Work Participation Rate) and Per cent of X_{12} (Youth population among Muslims). However, Technical and Non Technical Diploma Holders (Y_3) show significant relationship with Secondary Work Participation Rates (X_8) and Tertiary Work Participation Rate (X_9). Apart from it higher education show significant relationship with Female Literacy Rate (X_3) and Tertiary Work Participation Rate (X_9). Thus at the end it can be safely said that muslims are educationally most backward religious community and they need special attention

REFERENCES

- [1]. Sachar Committee Report. (2006), Social Economic And Educational Status Of Muslim Community In India, Cabinet Secretariat, Government Of India, New Delhi
- [2]. <http://www.islamfortoday.com/syed07.htm>
- [3]. <http://www.indiatogather.org/2007/aur/edu-muslimedu.htm>
- [4]. S.P. Katiyar, Techniques and Models of Rural Development through Universities, University News, 46(29), 2008, 13-16.
- [5]. M. Dayal, Importance and Universalisation of Education: The Role of Media, University News, 46(28), 2008, 17-22.
- [6]. Sachchidananda, The Harijan Elite, (Thomson Press (India) Limited, Haryana, 1977).
- [7]. G.S. Gosal, Spatial Perspective on Literacy in India, Population Geography, 1, 1979, 41-67.
- [8]. B.B. Mathur, Rural Literacy in Uttar Pradesh: A Spatial Analysis, The Geographer, 15,1988, 80-90.
- [9]. N.L. Gupta, and S. Kothari, Female Literacy in Rajasthan 1961-1981, Population Geography, 12, 1990
- [10]. R.S. Tripathi, Impact of Urbanisation on Literacy and Concentration of Non- Agricultural Workers in Rural Areas of Bundelkhand (U.P), Geographical Review of India, 55, 1993, 78-82.
- [11]. M. Siddique, The Geography of Literacy in Uttar Pradesh, Geographical Review of India, 39, 1977, 374-388.
- [12]. A. Singh, Agricultural Population in the Urban Centers of Varanasi City Region- A Geographical Analysis, National Geographical Journal of India, 32, 1986, 40-48.
- [13]. P Acharya, Problems of Weaker Section of the Rural Community, ICSSR Research Abstract Quarterly, 13, 1984, 29-40.
- [14]. M. Raza, and Y.P. Aggarwal, Inequalities in the Levels of Literacy in India, In: The Levels of Literacy in India, in M. Shafi,.. And R. Raza, (Eds), Spectrum of modern geography,(New Delhi: Concept Publications,1986) 193-225.
- [15]. S.C. Nuna, Regional Disparities in Educational Development- Policy and Planning Implications, Paper presented at National Seminar on Regional Disparities in Educational Development, NIEPA,1989, New Delhi.
- [16]. M. Pacione, The Geography of Educational Disadvantage in Glasgow, Applied Geography, 17, 1997. 169-175.
- [17]. A.B.G. Tilak, Inter-State Disparities in Educational Development, Eastern Economy, 73, 1979, 140-146.
- [18]. U.B. Redy, Regional Disparities in Educational Development in India: An Inter-State Analysis, Geographical Review of India, 58, 1985, 22-27.
- [19]. A.N. Zaidi, Educational Planning and Regional Disparities in Tilak. J.B.G. (Ed) Education and Regional Development, (Yatah Publication, 1986) 170-182.
- [20]. G.S. Mehta, Educational Equality: Reality or Myth, Indian Journal of Regional Science, 12, 1990, 87-93.
- [21]. K. Saradhamoni, Education or Leveler A Probe into Kerela's Experience, in K.R.G. Nair, (Ed) Regional Disparities in India, (New Delhi, 1981) 121-13.
- [22]. T.R. Dash, Regional Inequalities in Educational Development in Orrisa, Indian Journal of Regional Science, 25, 1993, 19-29.
- [23]. L. Mc Doughal, Gender Gap in Literacy in Uttar Pradesh, Questions For Decentralization Educational Planning, Economic and Political Weekly, 30, 2000, 1649-1651.

- [24]. F.A. Siddiqui and Y. Naseer, Educational Development and Structure of Work participation in Western Uttar Pradesh, Population Geography, 26 (1 & 2), 2004, pp. 25-36.
- [25]. R. S. Dube, and P.R. Mishra, Level of Education- A Versatile Indicator of Regional Development, Geographical Review of India, 43, 1981, 278-285.
- [26]. M.D Chaudhary, and K.P.G .Nair, Education and Regional Development in India, Indian Journal of Regional Science, 13, 1981, 170-180.
- [27]. C.P. Singh, Literacy in the Rural Population of Meerut District, Geographical Observer, 15, 1979, 32-37.
- [28]. Census of India , Tab C-9, 2001
- [29]. <http://www.knowledgecommission.gov.in/recommendations/school.asp>