

Socio-Economic Status and Educational Attainment among Muslims: A Study of Meerut District.

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Abstract

The socioeconomic position of Muslims in certain block sabhas of Meerut was investigated. From 10 muslim-dominated blocks sabhas in the district of Meerut, 500 Muslims were purposefully picked. The information was acquired using a combination of questionnaires and interviews. Interview questionnaire comprised extensive questions pertaining to present study. Results suggested that The correlation of variance of all variables from chosen block sabhas was found to be extremely significant across all variable parameters. The results were 16.73, 27.20, 11.59, 11.59, 39.73, 15.75, 69.98, and 28.69, with the exception of the male literacy rate CV (0). Significant P values were determined to be 0.0001 with a R square value of 0.9374. It was observed that a population's dependence on their family for socioeconomic development decisions arose from a lack of education or a low educational standing. As a result of their low level of knowledge, they were unaware of some elements impacting their life, such as family planning, the right to information act, and domestic abuse legislation, among others.

Keywords: Muslim; Socioeconomics; Status; Meerut; Population; Education

Introduction

Regional difference in the degree of development is one of the most severe challenges the world faces today, and this is mirrored in education. Regional disparity is the failure of an area to use to its advantage the development potential of its original resource endowments and resource advantages in respect to another region, involving reasons other than the natural. Regional disparity is described as variations in economic performance and well-being among nations or areas. Successful national planning and development plans to ensure balanced development are only achievable when socio-cultural factors such as education are considered in right context (Dutta, 2015).

According to studies on the development of human cognitive capabilities, literacy enables individuals to develop their critical faculties and encourages them to think on the existential world in which they find themselves. [Citation needed] In addition to providing vast amounts of knowledge and skills, the purpose of education is to play a thorough role in the

development of a person's social, cultural, and moral values. It gives an individual's desires, feelings, and behaviours that are visible to others the right direction, which is mirrored in the individual's overall personality. Education is absolutely necessary for the advancement of both a society's social and economic conditions. Therefore, the education of any community, including Muslims, is good not only for the growth of the group as a whole but also for the growth and development of the nation as a whole. According to the human capital hypothesis, an individual's economic production may be increased via the acquisition of human capital in the form of education in the same way that physical capital, such as machinery, can. According to research conducted on the factors that contribute to economic expansion, an individual's level of educational attainment is a crucial factor in the rise in the amount of output produced by each worker (Khan and Butool, 2013).

There has been no serious consideration given to the idea of keeping a regular record of Muslims' access to and accomplishments at various levels of education, despite the fact that Muslims make up a significant minority in the country and, as a result, have a significant role to play in the socioeconomic and political life of Indian society. This is despite the fact that Muslims have a significant role to play in the life of Indian society. If such an assessment is not conducted, it becomes extremely difficult to ascertain the precise educational standing of Muslims within a specific time period in comparison to other socioeconomic groups. The proportion of young people who enrol in schools is significantly lower among Muslims than it is among other religious groups (Engineer, 2001). Only 39 percent of the community's members aged 15 to 24 are enrolled, in contrast to 44 percent for SCs, 51 percent for Hindu OBCs, and 59 percent for Hindu upper castes who are registered. In light of this, the study with the working title "Socio Economic Disability and Unemployment Problems among Muslims of Other Backward Classes" becomes all the more important. The social and educational disadvantages faced by the Muslim minority are laid out in crystal plain detail in the report that was compiled by the Sachar Commission. Nevertheless, it would appear that certain classes of Muslims are on par with groups that are not Muslim. The vast majority of them, on the other hand, are plagued by dismal economic, educational, and health circumstances. The vast majority of them are people of Muslim faith who come from other marginalised social backgrounds. It is necessary to focus on the most backward among Muslims since they lag far behind other backward groups of both Muslims and non-Muslims, and they lag even more behind mainstream Muslim classes and castes (Ahmad and Sanu, 2016).

This study work seeks to examine the relationship between the block sabhas of Muslims and their socioeconomic progress.

Materials and Methods

Field visit and data collection

According to the 2011 census, the district of Meerut has a total population of 3,443,680 people. Muslims have a large electoral role in the state of Meerut, where they constitute 34.43 percent of the population. Extensive field trips are required to obtain primary inputs. Our investigators and field personnel visited ten block sabhas in the district of Meerut, including Ataula, Uldhan, Behranpur, Shafiabad Lauti, Rasulpur dhantala, Yusufabad, Afzalpur Pavati, Kazamabad Gun, Faizabad Pachaon, and Mirpur Jakhed, and interviewed 500 households. The following questions were included on the information sheet. These included the overall

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elementary literacy, male literacy, female literacy, total work participation, primary work participation, secondary work participation, and tertiary work participation.

Data Analysis

The mean, coefficient of variance correlation along with one way ANOVA were used to find out relationship between selected block sabhas status of muslims with their socio-economic development.

Table Relationship between block sabhas and their Muslim seriocomic status.

Variable parameters	Meerut District Selected Muslim Population Bock Sabhas (%)										M	CV
	1	2	3	4	5	6	7	8	9	10		
Elementary literacy	23.2 5	25.20	20.19	33.2 5	26.5 1	20.2 6	23.0 2	23.1 5	19.5 6	24.3 0	23.86 9	16.73
Male literacy	9.18	9.18	9.18	9.18	9.18	9.18	9.18	9.18	9.18	9.18	9.18	0
Female literacy	14.0 7	16.02	11.01	24.0 7	17.3 3	11.0 8	13.8 4	13.9 7	10.3 8	15.1 2	14.68 9	27.20
Total work participation	56.8	46.3	52.0	51.7	45.6	56.5	43.9	45.2	60.3	57.1	51.54	11.59
Main work participation	56.8	46.3	52	51.7	45.6	56.5	43.9	45.2	60.3	57.1	51.54	11.59
Marginal work participation	20.3	9.8	15.5	15.2	9.1	20	7.4	8.7	23.8	20.6	15.04	39.73
Primary work participation	43.2	32.7	38.4	38.1	32	42.9	30.3	31.6	46.7	43.5	37.94	15.75
Secondary work participation	13.8	3.3	9	8.7	2.6	13.5	0.9	2.2	17.3	14.1	8.54	69.98
Tertiary work participation	2.3	1.5	0.9	1.2	1.0	2.1	1.5	1.8	1.7	1.6	1.56	28.69

1: Ataula, 2: Uldhan, 3: Behranpur, 4: Shafiabad Lauti, 5: Rasulpur dhantala, 6: Yusufabad, 7: Afzalpur Pavati, 8: Kazamabad Gun, 9: Faizabad Pachgaon, 10: Mirpur Jakheda; M: Mean; CV: Coefficient of variance.

Results and Discussion

In this study, the link between block sabhas and the socioeconomic growth of Muslims in selected Meerut block sabhas was examined. This is done in order to produce a coherent hypothesis regarding the link between the characteristics of the variable and the socioeconomic growth of Muslim blocks in Meerut. A basic correlation between block sabhas and socioeconomic development was calculated and enumerated under the premise that the link occurred in all instances. The results are displayed in table 1. The correlation of variance of all variables from chosen block sabhas was found to be extremely significant across all variable parameters. The results were 16.73, 27.20, 11.59, 11.59, 39.73, 15.75, 69.98, and 28.69, with the exception of the male literacy rate CV (0). Significant P values were determined to be 0.0001 with a R square value of 0.9374. There may be two explanations for the predominant form of economic activity; the first is the soil's fertility, and the second is its

proximity to Delhi, according to earlier findings from comparable research. As the majority of people in the northern districts of Upper Ganga-Yamuna Doab prefer secondary and tertiary activities, they place a greater emphasis on education, particularly higher education. On the other hand, the southern districts of Upper Ganga-Yamuna Doab have fewer industries and other sectors of engagement, so the majority of people are engaged in primary activities in one form or another and place less emphasis on education, particularly higher education (Sahnewaz, 2018).

Conclusion

Muslims are one of the most educationally backward populations in the country and in Meerut, and the educational levels of the Muslim community are much more skewed toward the bottom. In contrast, given the poor educational and socioeconomic position of Muslims in general, the federal and state governments should ensure the implementation of basic and secondary education programmes for Muslims, particularly in places with a significant Muslim population.

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