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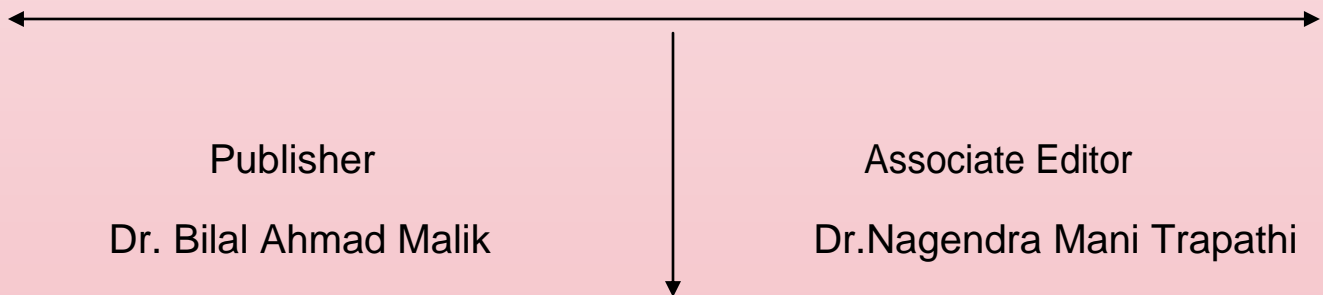
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## A STUDY ON EDUCATIONAL AWARENESS AMONG MUSLIM COMMUNITY IN MALDA DISTRICT

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### INTRODUCTION

Since independence the Indian Government has been devoting their special attention to uplift of the especially weaker section of the Indian society and therefore, through planned action a number of welfare schemes and programmes have been adopted for their betterment. In this connection reservation policy for the weaker sections has been taken into account through constitutional measures by the Government, such as reservation of seats for admission to educational institution, jobs, election to assembly, parliament, local bodies, etc. After independence government as well as voluntary organisations is right in paying special attention to education as a key factor for bringing about social, economic, political and environmental change in the backward class of people.

Article 14. The State shall not deny to any person equality before the law or the equal protection of the laws within the territory of India.<sup>13</sup> Article 15(1), prohibits social and educational discrimination on grounds of religion, race, caste, sex, place of birth or any of them.<sup>14</sup> Article 16(1), there shall be equality of opportunity for all citizens in matters relating to employment or appointment to any office under the state.<sup>15</sup> It prescribes that the state can reserve posts in public service for members of SCs and STs. Art.17. "Untouchability" is abolished and its practice in any form is forbidden. The enforcement of any disability arising out of "Untouchability" shall be an offence punishable in accordance with law.<sup>16</sup> In the part IV entitled 'Directive principles of state policy', Article 45, mentions that the state shall endeavour to provide, within a period of ten years from the commencement of this Constitution, for free and compulsory education for all children until they complete the age of fourteen years.<sup>17</sup> Article 46, mentions specially the Muslim Minority among the 'weaker section of society' whose educational and economic interests the state must endeavour to promote.<sup>18</sup> Art.164(1). Provided that in the State of Bihar, Madhya Pradesh and Orissa, there shall be a Minister in charge of tribal welfare who may in addition be in charge of the welfare of the Muslim Minority and backward classes or any other work.<sup>19</sup> Art.244(A).

There are so many developmental programmes for Minority, such as Integrated Rural Development Programme (IRDP), National Rural Employment Programme (NREP), National Scheme of Training for Rural Youth for Self-Employment (TRYSEM), 20-point Programme etc.<sup>28</sup> Besides this, there are so many schemes under Central Governments supplementing the welfare of the weaker section of the society i.e. Development of Women and Children in Rural Areas (DWCRA), Swarna Jayanti Gram Swarojgar Yojana (SJGSY), Jawahar Rojgar Yojana (JRY), Rural Landless Employment Guarantee Programme (LREGP), Prime Minister's Rojgar Yojana (PMRY),<sup>29</sup> Indra Awaas Yojana (IAY), Jawahar Gram Smridhi Yojana (JGSY) and Under Employment Assurance Scheme (EAS)<sup>30</sup> providing assured employment of 100 days of unskilled manual work to the rural poor who are in need of employment and seeking it etc. But help in many cases does not reach the needy persons.

Education, obviously a powerful vehicle bringing about change, a panacea of all evils and a potent weapon for prevention plays a central role in the society. The role of the education in traditional societies was largely confined to cultural accomplishment. In the context of development of modern science and technology, which are being used as tools of qualitative change in human lives, education has come to be acknowledged as a tool of human development and empowerment.<sup>34</sup> In the context of transformation of a traditional society into a modern one, the center of authority shifts from the known-information systems to formal systems which are supposedly based on the principles of equity and justice. The weaker sections belonging to Muslim Minority who have been at the lowest rung of the ladder of development have a genuine difficulty in understanding a assimilating the rationale and modus operand of this transformation, functioning of the formal modern institutions and class character of the people who may be occupying a commanding position in the new system. They get seriously handicapped on account of this ignorance. Literacy and education provide a key to such understanding: they also help in demystifying and demythologising the aura of false consciousness, which clouds our mind and tends to perpetuate the unjust and inequitable system. In this sense, they become important tools of liberation of the weaker sections of the society while simultaneously working for their identification with the State and National mainstream.

### **Statement of the problem:**

Hence the researcher has decided the topic of the present study as “A Study on Educational Awareness among Muslim Community in Malda District.

## **OBJECTIVES OF THE STUDY:**

The objectives of the present study are as follows:

- i. To know the degree of educational awareness of Male and Female people under Muslim community.
- ii. To estimate the educational awareness of Urban and Rural Muslim people in the district of Malda

## **HYPOTHESES:**

Ho<sub>1</sub> :- There will be no significant difference of Educational Awareness between the Male and Female people of Muslim Community of Malda district.

Ho<sub>2</sub> :- There will be no significant difference of Educational Awareness between Rural & Urban people of Muslim Community of Malda district.

## **POPULATION AND SAMPLE**

All the Muslim People live in the district of Malda were considered the population of the study. But it was not possible to carry out research work with the total population. Hence it was necessary to select the representative samples for the study. To make the study effective 100 People (both 50 male and 50 female, urban and rural) of Muslim community from the target population were selected as sample.

## **TOOLS USED IN THIS STUDY:**

The following tool was used in this study of Educational Awareness scale.

### **Validity and Reliability of tool:**

No standardized, alternative or parallel form from the awareness scale was available for testing the reliability and validity of the constructed scales, hence to estimate the reliability of the scales, test and re-test method was adopted. In this context the scale was re-administered after 15 days on the same group of muslim people of urban and rural parallel to the sample group. Scoring was done on the responses of both the situation and the co-efficient of correlation between two sets of score was calculated. The result (0.81) indicates the high reliability co-efficient for the awareness scale.

### **Validity:**

To estimate the validity of the scale, experts' judgment was taken into account. The sets of statements were presented before the experts for finalization of the scale. According to the experts' judgment the scale was considered as the valid one.

### **COLLECTION OF DATA:**

The Investigator collected response sheets from different situations. In case of village records door-to-door investigation was made. But in case of data related to Awareness, response sheets were collected and these were scrutinized and evaluated with the help of prefixed norms. Three point rating scale was used to transform qualitative data to I quantitative scores. After receiving data, these were tabulated according to the objectives |of the study

Following sets of data were collected by the investigator to satisfy the objectives of the study.

1. Educational Awareness scores of 50 Muslim people (Scores of 25 Male and 25 Female, Urban)
2. Educational Awareness scores of 50 Muslim People (Scores of 25 male and 25 Female, Rural)

### **ANALYSIS OF THE DATA WITH INTERPRETATION:**

In thesis stage the researcher tested the statistical hypothesis with the help of the parametric statistics such as 't' test because it would be more applicable is comparing group whether it was of uniform size otherwise there might statistical error. The Investigator also realized that the sampling design used for data collection does not follow Principle of randomization in scientific manner

**Analysis of Data Pertaining to Ho<sub>1</sub>**

**Table -1: t - test for measuring either mean significant or insignificant on Educational Awareness of the Male and Female people of muslim community of Malda district.**

Variables	Categories	N	Mean	SED	df.	t	Level of Significance
Educational Awareness	Male	25	73.16	19.92	48	0.29	NS
	Female	25	66.8				

From the above table, the value of  $t = 0.29$  and the critical value of  $t$  with 48 degrees of freedom at 0.05 level of significance is 2.01. Our calculated value of  $t - 0.29$  is less than the critical table value 2.01 and hence it is not significant. Therefore the null hypothesis cannot be rejected. So we conclude that there is no significant difference of Educational Awareness between Male and Female people of Muslim Community of Malda district.

**Analysis of Data Pertaining to Ho<sub>2</sub>**

**Table – 2: t-test for measuring either mean significant or insignificant on Educational Awareness of the Urban Rural People.**

Variables	Strata	N	Mean	SED	df.	t	Level of Significance
Educational Awareness	Urban	50	70.6	2.98	98	3.79	Sig.
	Rural	50	59.98				

From the above table we found that the calculated value of  $t = 3.79$  and the table value of  $t$  with 98 df. at 0.05 level of significance is 1.98. The calculated value of  $t$  is greater than the table value and hence it is significant and null hypothesis is rejected. Therefore we conclude that there is significant difference of Educational Awareness between Urban and Rural People of Muslim Community of Malda district. This implies that the Urban People are more Aware than Rural People in the field of Educational Awareness.

## FINDINGS AT A GLANCE:

Following findings were drawn on the basis of analysis of data to verify the objectives of the study:

- I. Result revealed that Muslim people on the study area are Aware of Educational situations as their average Awareness scores exceeded the cutting point score of below and above Awareness.
- II. Analysis of data indicates that the Muslim People are not properly aware on the four dimensions under study.
- III. In case of Muslim Male and Female groups it was found that the both groups are aware of Educational situations but male and female groups of Rural Area do not have proper Awareness of four dimensions under study.
- IV. It was found that there is no significant difference of Educational Awareness between Male and Female people of Muslim Community of Malda district.
- V. Analysis of data indicates that there is significant difference between Urban and Rural people in the measuring of Educational Awareness. This implies that the Urban People are more Aware than Rural People.

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