



## PERCEPTION OF MUSLIM MINORITY STUDENTS ON HIGHER EDUCATION WITH SPECIAL REFERENCE TO ANANTAPURAMU DISTRICT OF ANDHRA PRADESH

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### Abstract

Muslims are one of the largest communities after Hindus. Their population comprises with 13.43 % of the country's population. Being second largest community, it has been far lagging behind with respect to all material benefits, particularly in education and employment. There are so many reasons which are responsible for lower literacy and have least vision particularly for higher education among Muslims. It is observed that the Muslims do not enthusiastically provide education to their children especially to their daughter's educational backwardness of Muslim community is generally attributed to their religious orthodoxy coupled with their emphasis on the theological education with little efforts to change the traditional education system and acquire the knowledge relevant to the needs of the changing world. Higher education is in high demand as the world grows at a breakneck pace. Higher education is critical to a country's progress. As a result, higher education can be said to make a major contribution to economic well-being. This leads to Opportunities for Empowerment and status. Individuals who have the ability to make their own decisions and obtain the rights to exert control over their lives and pursue their preferred goals are referred to as having empowerment opportunities. Women from marginalized groups are frequently affected by the element of empowerment opportunities. They make good use of their educational credentials to gain access to chances for status and to keep their living situations in good shape. As a result, it can be claimed that obtaining a higher education for Muslims will lead to opportunities for empowerment. The present paper highlighted the perception of selected Muslim students on higher education in the study area.

### Introduction

Individuals and groups in the Muslim community are not only confronted with societal issues such as poverty, illiteracy, unemployment, and homelessness, but they are also confronted with a variety of additional issues. Learning impairments, introversion, unawareness, seclusion, psychological issues, financial issues, and so on are examples of these. These issues are daunting and serve as roadblocks in the pursuit of academic objectives. It is critical to assess the overall situation of Muslims in higher education across the country, but it is also critical to focus on significant numbers of Muslims. However, integrating these segments of the population into the mainstream educational system remains a difficulty. There have been a few in-depth studies on higher education, Muslims, and college students, but there is little to no literature on the overlap of these topics.

Economic well-being is recognized as one of the most important aspects that contribute to a rise in social status. It is obvious that any society must work toward generating income in order to achieve economic well-being. When everyone in the community participates in work possibilities, money can be made.

Individuals who live in poverty face not just a lack of money means, but also physical and psychological difficulties. Poverty can be so severe in some circumstances that people resort to illegal



activities such as stealing and robbery. As a result, it is possible to conclude that social policy has made a significant contribution to improving the status of marginalized persons and groups.

The Muslim society has the major objective of generating a source of income to sustain their living conditions in an adequate manner. But due to lack of resources, they are unable to pursue educational goals and look for jobs. In other words, measures need to be put into operation to enable these individuals in recognizing the meaning and significance of higher education.

Higher education is in high demand as the world grows at a breakneck pace. Higher education is critical to a country's progress. As a result, higher education can be said to make a major contribution to economic well-being. This leads to Opportunities for Empowerment and status. Individuals who have the ability to make their own decisions and obtain the rights to exert control over their lives and pursue their preferred goals are referred to as having empowerment opportunities. Women from marginalized groups are frequently affected by the element of empowerment opportunities. They make good use of their educational credentials to gain access to chances for status and to keep their living situations in good shape. As a result, it can be claimed that obtaining a higher education for Muslims will lead to opportunities for empowerment.

### **Objectives of the study**

1. To study the theoretical background of higher education in India
2. To analyse the perception of Muslim students on higher education.

### **Hypotheses**

1. **H<sub>0</sub>**: There is no need to various educational inputs to complete their education
2. **H<sub>0</sub>**: There is no job opportunities through the education

### **Research Methodology**

The present research study conducted on Muslim minorities population has taken from Anantapuramu district of Andhra Pradesh. Anantapuramu is one of the drought prone areas and here there are 10.87% Muslim population have been living. It is the second largest ground as per 2011 census.

According to 2011 census in Andhra Pradesh total Muslims are 9.56 % comparatively the Muslims standards of higher education is not good in Anantapuramu district. Hence, the present study has been choosing.

### **Sampling**

In research, a sample refers to a smaller, manageable version of a longer group. It is subset containing the characteristics of a larger group. In this research, the researcher have taken 300 sample of minority students from 20 colleges in the various higher educational level like M.Phil., Ph.D., MCA, B.Tech, M.Tech, Post-graduation level.

Before framing the sample size, the researcher observed the Muslims historical background of Muslims in Anantapuramu district, Andhra Pradesh later through the Questionnaire, visited various colleges and taken the report directly from students through the Questionnaire. And also tried to get the information related to Muslims attitude towards higher education, religious beliefs, cultural aspects, family restrictions, their coherence with the Society, Economic conditions etc.



### Methods of Data collection

First Researcher kept over all observation on Muslims and through Questionnaire visited 20 selected colleges and select 300 respondents. Researcher was used Questionnaire, Interview, and Observation in the research. Finally, secondary data also used to study and compare the status of Muslims higher education in Anantapuramu.

**Table 1, Number of samples taken from different colleges, and different courses**

Name of the Course	Male	Female	Total
B. Pharmacy	23	51	74
	31.10	68.90	100.0
B.Tech	65	48	113
	57.50	42.50	100.0
BBA	9	17	26
	34.60	65.40	100.0
MBBS	4	7	11
	36.40	63.60	100.0
Post graduation	26	50	76
	34.20	65.80	100.0
Total	127	173	300
	42.30	57.70	100.0

### Statistical tools used

For the analysis of the collected data some necessary statistical tools were used like mean, averages, weighted averages, percentages, and interpretation of the data.

**Table 2, Special privileges are permanently needed for Muslim**

S.No	Response	No. of Respondents	Percentage to total
1	Strongly Agree	46	15.30
2	Agree	107	35.70
3	Neither Agree nor disagree	71	23.70
4	Disagree	66	22.00
5	Strongly disagree	10	03.30
	Total	300	100

Source: Field survey

The present table 2 discloses the special privileges are permanently needed for Muslim minority students for reaching their educational goals as well as empowering in the Indian society. The weaker section of the people will always need various supporting/welfare programmes to development. Hence, the Muslim community people were also living below poverty line; hence, they required special privileges for continuously to overall development of Muslim. According to this context, the researcher put a statement to the selected Muslim minority students about special privileges to required to Muslim continuously. The opinion was sought and analysed like strongly agree, agree, neither agreed nor disagree, disagree, and strongly disagreed. The responses of the selected students have analysed that 15.30 per cent of the respondents have stated strongly agreed, 35.70 per cent have expressed just



agreed, 22 per cent have stated negative opinion i.e., disagreed and one fourth of the students have neutral opinion.

**Table 3, Muslim students certainly needed educational inputs to study well**

S.No	Response	No. of Respondents	Percentage to total	Weighted average
1	Strongly Agree	126	42.00	<b>0.42</b>
2	Agree	134	44.70	
3	Neither Agree nor disagree	27	09.00	
4	Disagree	12	04.00	
5	Strongly disagree	01	00.30	
	Total	300	100	

Source: Field survey

The table 3 depicted that the opinion was sought from the respondents regarding the importance of educational inputs especially for Muslim minority. The opinion was classified with five-point scale, like strongly agree, agree, neither agree nor disagree, disagree and strongly disagree.

It can be noticed from the table that 260 sample respondents represents 86.7 per cent responses ranges from strongly agree to agree and only 4 per cent have given negative response, i.e., there is no need for special educational inputs to the Muslim minorities.

It is quite interestingly found that nearly 10 per cent of the respondents did not give any response, i.e., neutral response in the study area. It clearly concluded from the above results that majority of the Muslim minorities have been stated that they required various educational inputs for development of the Muslim minorities.

The formulated null hypothesis like *“There is no need to various educational inputs to complete their education”*. The calculated weighted average (0.42) is nearer to zero. The results shows that there is no significant relations between educational inputs and their study well. Hence, null hypothesis is accepted.

**Table 4, Hostels is an ideal place where I can have a better education**

S.No	Response	No. of Respondents	Percentage to total
1	Strongly Agree	52	17.30
2	Agree	105	35.00
3	Neither Agree or nor disagree	63	21.00
4	Disagree	74	24.70
5	Strongly disagree	06	02.00
	Total	300	100

Source: Field survey

The enumerator given a statement likes “Hostel is an ideal place where I can have a better education”. After given this statement to the sample Muslim minority students, get opinion, analysed and presented in table 4. It can be noticed that 42 per cent represent 157 sample respondents opinion ranges from



strongly agreed to just agreed, 21 per cent represent 63 are gave neutral opinion nearly 27 per cent respondents responses ranges from disagreed to strongly disagreed.

**Table 5, Education facilities plenty of opportunities**

S.No	Response	No. of Respondents	Percentage to total	Weighted average
1	Strongly Agree	169	56.30	<b>0.56</b>
2	Agree	85	28.30	
3	Neither Agree or nor disagree	24	08.00	
4	Disagree	18	06.00	
5	Strongly disagree	4	01.30	
	Total	300	100	

Source: Field survey

The present table 5 discloses that opinion of the sample Muslim minority students on satisfaction levels of various job opportunities after completion of the education. It is really significant relationship between education and opportunities in the study area. It is found that 56.30 per cent represents 169 sample minority students were stated that they have been strongly agreed about their job opportunities after education, 28.30 per cent of them just agreed, nearly 8 per cent of the respondents response ranges from disagreed to strongly disagreed and also same percentage of the respondents were stated neither agree or nor disagree.

It can be concluded from the above table that more than 80 per cent of the respondents have strongly believe that after completion of the educational qualifications they have been thinking plenty of opportunities will be there in the society.

*Here calculated weighted average and tested null hypothesis. The weighted average value is 0.56 and it is nearer to one. So, there is a significance relationship between education and plenty of opportunities. Hence, the null hypotheses are rejected.*

**Table 6, Does your education seem to be assuring you a job in future**

S.No	Response	No. of Respondents	Percentage to total
1	Strongly Agree	209	69.70
2	Agree	61	20.30
3	Neither Agree or nor disagree	21	07.00
4	Disagree	4	01.30
5	Strongly disagree	5	01.70
	Total	300	100

Source: Field survey

The researcher has raised a doubt on educational Muslim minority students about their future/settled in job in future in the drought prone area of Anantapuramu district of Andhra Pradesh. It is fortunately stated that an education will empower the human being and also settled well in future. Among this statement, 90 per cent of the sample muslim minorities have stated their response ranges from strongly agreed to just agreed and only three per cent of them did not accept about this statement.



It is clearly found from the empirical analysis seven per cent of the respondents have stated neutral opinion and 270 selected students have given positive response on the said statement.

### **Conclusions**

Education imparts knowledge to know much about the world to adopt updated information through various means of communications. Education not only provides information but also it will provide knowledge of application in various situations. Education is a program where it encourages the students to explore and increase curiosity to learn and make things peculiarly. Especially some of the section of the people has required education for effective living in the society. According to this context, the muslim were also required various educational inputs for well educate in the drought-prone area. It is necessary need for every individual for empowerment through education and educational programmes in Indian society.

### **References**

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