

Muslim Women's Education And Social Mobility In The Perspectives Of Globalization



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ABSTRACT

Education is crucial means for serving the Muslim women out of their economic gloom because economic dependence is the key factor contributing to the low position of Muslim women. Education is the key to all-round human development Education acts as a mechanism for social mobility. Education attempts to develop ability and capacity in individuals to increase higher status, positions or prestige and promotes active social mobility. Education and social mobility are closely related. Education is capable to encourage the growth and eliminate the backwardness of the nation. The more valuable and fruitful is the education, the more is the social mobility. Education tries to develop ability and capacity in individuals to gain higher status, positions or respect and sponsors active social mobility. Globalisation made it easier to move people around the world and people get in touch with organisations who promise a better life faster. Education is directly related to occupational mobility and the subsequent improvement in economic position and on the other hand, it forms an element of social change.

Keyword: Muslim Women, Education, Social Mobility, Globalization, Perspective.

Introduction:

Education forms an important component in the overall development of individuals, enabling them to greater awareness, better comprehension of their social, political and

cultural environment and also facilitating in the improvement of their socio-economic conditions. Education is the key to all-round human development Education acts as a mechanism for social mobility. In this occasion, access to education is the significant in determining the amount of mobility an individual can aspire in the social order. The world has observed massive economic transformation over the previous three decades, fostered by rising global flows of goods and services, technology, and information. These variations have transformed the way domestic and global markets and institutions purpose and have thus altered the economic scenery for individuals, households, firms, and governments. Religion acts as an important cultural factor, which reinforces the traditional perception of women as subordinate to males. Education and social mobility are closely related. Education is capable to sponsor the growth and eliminate the backwardness of the nation. The more useful and fruitful is the education, the more is the social mobility. Education attempts to develop ability and capacity in individuals to increase higher status, positions or prestige and promotes active social mobility. It is a purpose of education to grow within an individual such motivation as will make him to work hard for the enhancement of his social place.

In the Muslim world, researchers can normally be classified into two main groups with respects to the issue of globalization. The first group claims that globalization is not too bad and idea as it has some positive involvement in terms of trade and direct foreign investment creating plentiful job openings in the underdeveloped and emerging nations. The second group believes globalization as bad because it is a Western idea or ideology that works well to their benefit. According to this group, globalization is actually colonization in disguise. They further trust that the West has not changed in their mind in their desire like in the past which brought them ploughing the waves to subjugate the East in greed of power, riches and dominance over the weak and downtrodden. Through their direct subjugation of the East and Africa, they have managed to loot all the wealth of the under-privileged countries. Globalization as realized by these researchers is nonentity new than the old colonization, excluding it is done in a more delicate manner, from distance by using sophisticated media like cable and satellite TV, internet and other recent resources of communications.

Objectives of Study:

1. To study the educational status of Muslim women in India.
2. To study the impact of globalization on education.
3. To study the role of globalization and education in social mobility of Muslim women.

Methodology:

This paper is prepared through illustrative research methods which are based on secondary data of journals, research articles, newspapers and magazines etc. After taking into account different parts of the study a descriptive research design is adopted to make the research more accurate.

Muslim Community in India:

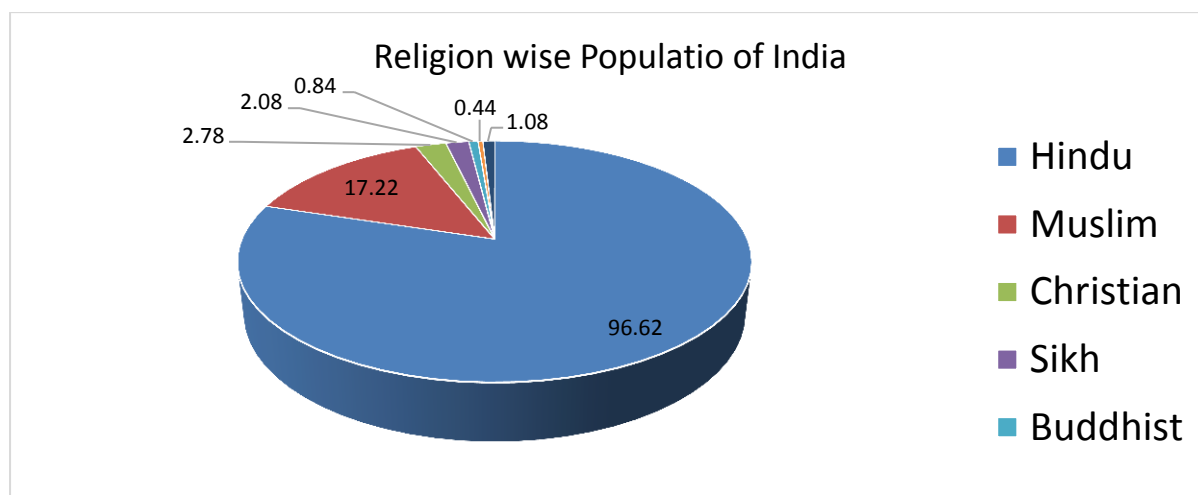
Muslims in India accounted for 13.43% population of the nation, and the second major denomination, after Hindus who are 80.5%. About 35.7% Muslims live in urban areas of India and 36.92% Muslims subsist below poverty line. The Sachar Committee was an eye opener as the complications was brought out, not in vague, but with the support of concrete facts and statistics. This report was probably the first attempt to analyse the conditions of the Muslim community using large-scale empirical data. It undoubtedly brought out the relative deprivation of Muslims in India in several dimensions including employment and education. Following Table shows the religion wise statistic of population in India as per census 2011.

Religion wise of Population in India

Religion	Male	Female	Total
Hindu	498306968	467950385	966257353
Muslim	88273945	83971213	172245158
Christian	13751031	14068557	27819588
Sikh	10948431	9884685	20833116
Buddhist	4296010	4146962	8442972
Jain	2278097	2173656	4451753
Other	5415776	5389261	10805037
Total	623270258	587584719	1210854977

Source: Census 2011

According to the 2011 population census, 79.8% of the population of India observes Hinduism, 14.2% adheres to Islam, 2.3% adheres to Christianity, and 1.7% adheres to Sikhism.



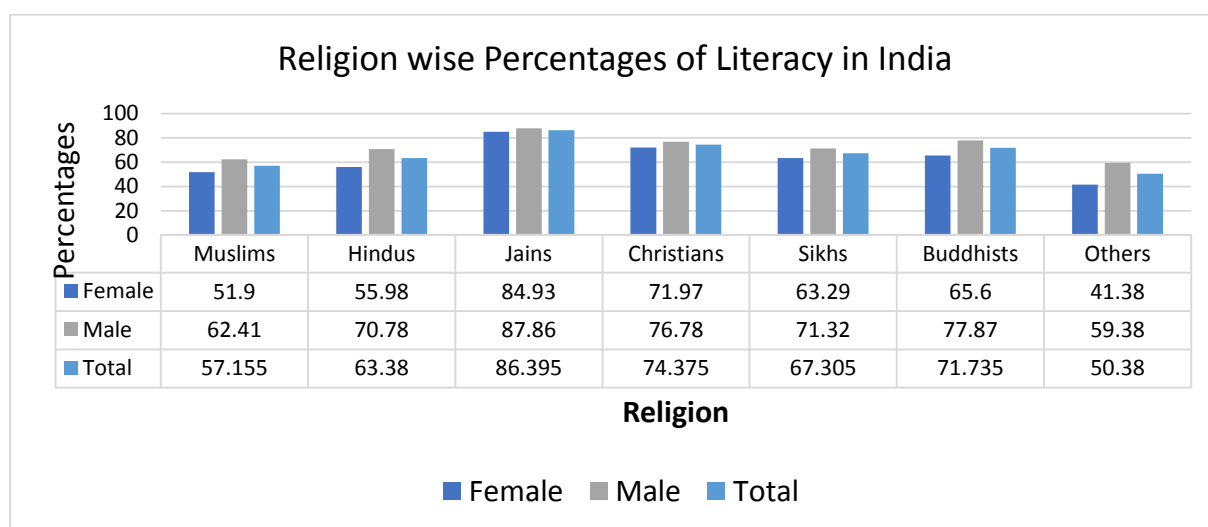
Source: Census 2011

EDUCATIONAL STATUS OF MUSLIMS IN INDIA

Muslim Education in India:

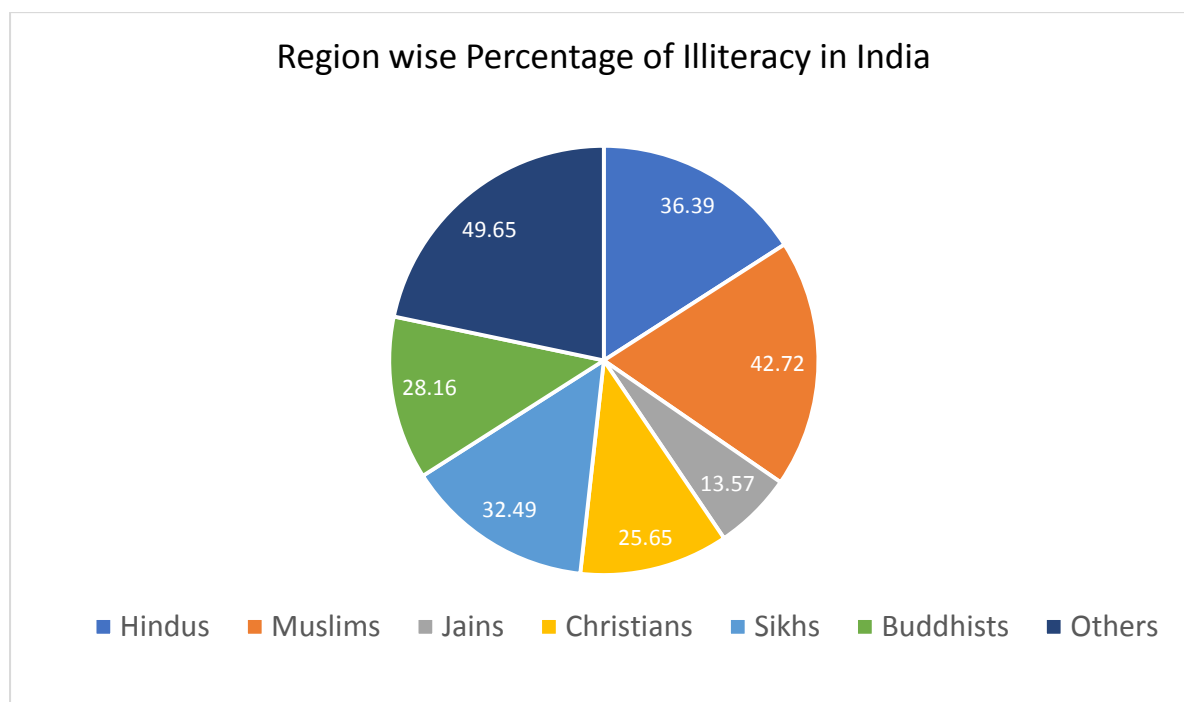
Education of Muslims in India has been a serious topic of research and resolutions for academics and policy makers post-independence. National Policy on Education 1986 mentioned the educational backwardness of minorities in India including Muslims and made strong steps to improve the educational status and gave provision for minorities to start educational institutions under constitutional guarantee. The report on the Social, Economic and Educational status of Muslim Community of India(GOI, 2006) by the committee under the chairmanship of Justice Sachar, deliberates the educational backwardness of Muslims elaborately. According to the Sachar Commission report, one-fourth of Muslim children in the 6-14 of age group years have either not everappeared school or are drop-outs. For children above the age of 17 years, the educational achievement of Muslims at matriculation is 17%, as contrary to national average at 26percentOnly 50percent of Muslims who complete middle school are likely to complete secondary education, equated to 62% at national level. The commission report has also given attention to the low levels of educational achievement among Muslim women, Muslims in rural parts as well as in technical and higher education. Sachar Committee founds that school enrolment rates were among the lowermost for Muslims but had enhanced in recent years. This is also steady with the perception that the Community is progressively looking at education as a means of improving socio-economic status. SacharCommission2006 confirmed that by furthest development indicators, the Muslim community is lagging behind other all religious groups in India. Dropout rates are also highest among Muslims and this seems to go up significantly after middle school. Higher secondary attainment levels are also among the lowest for Muslims. The committee had identified poverty to be the major barrier to education amongst Muslims as young children are expected to support their family rather than to study. The maternal mortality rates,

incidence of underweight children and anaemic mothers are comparatively higher among Muslims. Their nutritional status in terms of per capita calorie intake is also lower than the rest of the population. As Literacy is the initial stage in learning and knowledge construction, and therefore, an vital indicator of human development. Literacy, as an ability to both read and write a simple message with understanding in any language, is one of the sensitive indices of progress for any society and an essential pre-condition for raising the status of individual and social groups. Following diagram shows literacy rate among all religion groups in India as per 2011 census.



Source: Census 2011

At the state level the maximum literacy rates among Muslims has been recorded in Andaman & Nicobar Islands at 89.8 % closely followed by Kerala at 89.4 per cent. Although the national average Muslim literacy rate is low at 59.1 %, yet as many as 15 states and union territories noted more than 70 per cent literacy among Muslims, including the major states of Tamil Nadu, Maharashtra, Chhattisgarh, Gujarat, Orissa, Madhya Pradesh and Karnataka. As many as 16 states and union territories have returned a lower figure than this. Haryana has noted the lowest literacy rate of 40 % cent among Muslim people. This is closely preceded by the states of Bihar, Meghalaya, Jammu and Kashmir, Uttar Pradesh, Nagaland and Assam, all below 50 %.



Source: Census 2011

The Muslim Women and Education in India:

Education is crucial means for serving the Muslim women out of their economic gloom because economic dependence is the key factor contributing to the low position of Muslim women. After independence women’s education made extensive progress in India. The number of girl’s schools and colleges improved. Muslim girls going to schools and colleges also improved sluggishly but progressively. Muslim parents are becoming apprehensive to educate their daughters along with their sons. Educationally Muslim contain one of the most backward groups in the nation. Muslim girls and women lag behind their male counterparts and women of all other communities. Amongst the Muslims, 17.6% is the dropout rate, higher than the general average of 13.2%. As many as 25% of Muslim children in the age group of 6 to 14 years have either not ever appeared school or have dropped out. Muslims have the maximum dropout rate in the nation. Only one out of the 25 under-graduate students and one out of the 50 postgraduate students is a Muslim in the leading colleges. The shares of Muslims in all courses is little. Mostly at the Post-Graduate level and marginal in the science stream. (Sachar 2006)

Education is one of the significant social indicators having compartment on the achievement and the growth of an individual as well as communal. This is seeming to be extremely suitable for providing employment and, thereby, civilizing the quality of life. The educational status of Muslim women in India is inferior as compared to Muslim men, and women of other communities. They have the lowermost work representation rate and most of them engage in the self-employment activities. “The Govt. is still holding on to the study of

Sachar Commission that came out with the data that 66.6 % of Muslim women can read and write. They didn't ask the women what they can read and what they can write. If they had, maximum women would have thought they can read the Quran and they can write the some Urdu. The problem is that documents specifying their state privilege happen to be in English or vernacular languages. Many studies and literature have given outlooks on the various reason and issues behind the educational backwardness of Muslim women.

Globalisation and Its Impact on Education:

Globalization means unrestricted movement of capital, people, news and information through the electronic media from one nation to another, without being subjected to any form of constraint executed by governments in the world. Globalization describes the situation whereby people of the world live in a borderless world without any geographical boundaries and the world will be transformed into a solitary global village. Explosion of information and knowledge in the age of information technology has somewhat facilitated the globalization of education. The introduction of computers and internet and other technology-mediated knowledge through the use of VCD, CD-Rom, Email, E-Chat, database, webpage, LMS, digital library, etc have assisted in the spreading of knowledge and information to millions of everywhere in the world. The development of technology-mediated learning has transformed the teaching and learning procedure. For example, through the digital library, an investigator can get access to books and research works done in other parts of the world without having the requirement to travel. Along with the movement of globalization, western universities realized that an excessive chance was accessible in the third world countries, especially in Asia and Africa, which were once the colonies of the West, to open campuses there. Many foreign universities and colleges came to sell their education, and their degrees and diplomas to the local students in the third world countries which creates huge some of profit for their educational initiative. Besides that, distance learning and linking programmes were also offered by the foreign universities in the developing countries. As a result of this, the cost of gaining access to higher education has increased extremely. Due to higher fee structure, local students from the lower income group in the third world countries find it problematic in getting a tertiary education. At many times these universities are largely driven by market forces. As such they offer courses to provide for the job market.

Education, Globalisation and Social Mobility:**Education and Social Mobility**

Education and social mobility are closely interrelated. Education is accomplished to help the growth and eliminate the backwardness of the state. The more valuable and creative is the education, the more is the social mobility. Education attempts to develop ability and capacity in individuals to gain higher status, positions or prestige and promotes active social mobility. It is a persistence of education to develop within an individual such motivation as will make him to work hard for the upgrading of his social place. A powerfully inspired individual will be willing to sacrifice his instant relaxations and pleasure for a healthier forthcoming. A poor student may work hard to obtain higher education in order to have rising social mobility.

Educational Development: Social mobility is encouraged by progress, circulation and spread of education. Those people who obtain more and more education achieve higher and higher social position. It gives motivation to the development of social mobility. Education of diverse stages is imparted by schools, colleges and universities. Person gains social position and respect in accordance with level of education received by him.

Change in Educational Curriculum: Social mobility is significantly influenced by educational prospectus. It is reported that different subjects have different weightage. Scientific subjects like engineering, medicine and technology are appraised higher in assessment with humanities. It is due to the fact that people having knowledge of science get higher social position and social respect. Hence educational curriculum and social mobility are closely interrelated.

English as Medium of Instruction:

Medium of instruction in educational structure can play a great role in carrying mobility among the people of the society. Due to the formation of foreign universities, and the use of software developed in the Western countries, the internet and other technology-mediated learning have made the learning and become proficient at English as an expected entity for the people in the developing and underdeveloped nations. To encounter the challenges of globalization, the government introduced the teaching of mathematics and science using English as a medium of instruction.

More Importance to Higher Education: The higher academic success, the greater is the social mobility. Some students achieve higher social position and respect by research work in specific parts. Students of colleges and universities having a higher appreciation and greater academic ranking among institutions of higher education get higher jobs in contrast to those

getting education from slighterstandard college and university. Some Muslim girls' students achieve higher social position by their academic and research work in various sectors and branches. As for example person having degree from IIT gets better job in the society as related to the person having degree in ordinary discipline.

Opportunity as Academician: Many of Muslim women teachers make efforts to gain social prestige and status in their professional associations which are composed of teachers, lecturers, readers, principals, chairmen, deans, registrars and vice-chancellors. Social rank or respect is promoted advancement of one position to a higher one. Advancement from one position to another position of higher social position promotes respect in the society. As compared to the ancient times the position of the teachers has declined due to various reasons.

Economic Prosperity: Economic success influences social mobility from one group to another group. High class, middle class and lower class are three segments of society from economic point of view. Its renowned that rich individuals enjoy greater admiration and respect. Irrespective of his group, each person strives more and more to earn more and more money in order to achieve higher status and social prestige. Higher education helps in gaining higher income. Thus, education is significant resources for upward social mobility.

Occupational Mobility:

Globalisation made it easier to move people around the world and people get in touch with organisations who promise a better life faster. Education is directly connected to work-related mobility and the consequent upgrading in economic status and on the other hand, kit forms and element of social change. Persons with higher education qualification and better job are appreciated more in the society. Education supports in formulating one self-employment, which is an imperative aspect of social upliftment. This accelerates social mobility. The demand for lady workers in the ICT-enabled and export segments has raised, and as women have filled these new jobs, the gender distribution of employment across sectors and across countries has changed. These differences have been shifted diagonally all countries, but female (and also male) engagement in the manufacturing and services has grown rapidly in developing than developed countries, reflecting broader changes in the global distribution of production and labour. Occupational improvement is increasing in our country. It is an opportunity for Muslim women to get higher income job. Hence social mobility is also going higher and higher in this sector for Muslim women.

Changing Ideology of Society:

Social structure of society influences the social mobility. The societies of the world can be classified into two groups closed societies and open societies. Closed societies are caste galloped (as in India) and the position of an individual is determined by his being born in a specific caste. Therefore, in such a society chances of mobility are very less because such society remains within the bounds of caste and heredity. Social mobility is strongly influenced by construction of society. In open society all peoples get complete liberty and openings to social mobility according to their own hard work. Closed societies have a social structure founded on by birth and heredity due to which individuals in such societies do not get opportunities for ascending and descending vertical social mobility. In open societies social mobility is helped to the complete extent, whereas in closed societies social mobility is restricted. Through the globalisation and education Muslim women allow the more freedom for their development.

Higher Social Status of Women:

The fame of education amongst women has noticeably altered the social position of women. It has assisted in rising their social place, position and success of high social respect; which shows upward social mobility of the women. Educational helps to Muslim women's in gaining higher social status and position in society. So, students attempt their finest to obtain more and more education to reach higher and higher social position or social mobility. In the social mobility of student's basics like sum of education, content of education, research awards and reputation of college and university are of much importance. They also reported greater self-confidence and decision-making capability, with benefits covering to other family member. As a result of globalisation and rise in education, various organisations defend the rights of women around the world. In the last 50 years, many non-governmental organizations on different themes such as education, medical aid, development and so forth. Those Muslim women inspire a lot of other women to educate themselves and fight for their equality.

Conclusion:

Education is the key to all-round human development. Education performances as a instrument for social mobility. Religion acts as an important cultural aspect, which reinforces the old-style perception of women as secondary to males. Education and social mobility are closely interrelated. Education is capable to encourage the development and eliminate the backwardness of the nation. Globalization clarifies the situation whereby persons of the world

live in a borderless world without any geographical limitations and the world will be transformed into a solo global village. Explosion of knowledge and information in the age of information technology has somehow helped the globalization of education. The globalisation and education procedure permit to the Muslim women more freedom and an opportunity for their overall development.

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