

A COMPARATIVE STUDY OF THE ATTITUDE OF HINDU AND MUSLIM WOMEN, THEIR EDUCATIONAL LEVEL AND SOCIAL CHANGE IN SITAMARHI DISTRICT

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ABSTRACT

Education is an important factor in any society, with the help of which both direction and condition of the society change. In ancient India, traditional education was imparted through religious institutions. In the Vedic period, the status of women was very good and high, women were able to work side-by-side with their husbands and could decide for their future life. She had the right over the property of her father and husband. Swayamvar system was the strong foundation of the social status of women. The study aims to find out the effect of revolution and progress in education due to social change in present times on Hindu and Muslim Women. In the study descriptive research design has been used. It is clear from the result obtained from the study of the data that the social status of Hindu and Muslim women there is a general level of attitude towards change. Women with higher education expressed less attitude and women with less education expressed more attitude. This research would be much useful in future for study related to Hindu and Muslim women in different walks of life.

KEYWORDS attitudes; social change; education level; Sitamarhi district; decentralization



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INTRODUCTION

Education for women were equal to men in the intellectual field. Lopamudra, the wife of sage Agastya, was the author of Vedic hymns. Maitreyi used to discuss the problems of philosophy with her husband (Raman, 2009). Mundan Mishra's wife Mandavi had even defeted Adi Shankaracharya in a debate. The queen of

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Jhansi, Laxmibai gained, fame as heroines Begum Hazrat Mahal, Razia Sultana and Ahilyabai as an administrator, the whole society is familiar with Noorjahan's administration. Rama's companion Sita, Krishna's beloved Radha, Meerabai's Spiritual Singing and becoming one with Krishna reveals the form of women's primal power. But during the British Rule, Western Education was introduced in India, which had a unique effect on both Hindu and Muslim women. As a result of the change in their attitude, the women's society took a new turn. In Independent India, the decentralization of power in the fields of politics, the abundant reservation given to women and the facility of education turned the game.

The changed perspective of the Indian society and the increasing step of modernization have changed the life of women in many roles and social relations. Both Hindu and Muslim women are no longer confined to their families but are playing active roles outside the home for economic gain and personal goals (McClendon et al., 2018). Educated Women have brought a change in the traditional outlook by joining many jobs and are playing an influential role for themselves and their families and society. As a result of increasing steps of social change, spread of education political modernization, many type of changes are seen in the Indian society. Sitamarhi district is the birthplace of Maa Janki, where the birth anniversary of Maa Sita is celebrated with great respect, even today Hindu women could not get the respect which they deserved. The condition of Muslim women is even more pitiable, they are limited to their own families their contribution to the society is negligible. The reason behind all this is their low education level and low attitude which is not connecting them with the modern social change. Logical analysis of all such things and complete conclusion will be tried to know in the research paper presented.

In modern times, the spread of education is happening at a rapid pace, and as a result, the pace of social change is also fast in the present period. In any society, when there is a change in social values, ideologies, institutions, social roles, patterns of interaction, etc. then we name this social change. Change is the eternal law of nature and life. Social change is also a universal truth. This change takes place in the line of Indian Hindu and Muslim women as per their environmental conditions (Vatuk, 2008). There are many factors of socio-economic, educational, cultural and political fundamentals (Hazra, 2018). At present, different levels of education have not only played a role in social change, but have also accelerated the pace of social change. Especially the change in the psychological and social thought currents of women is visible in its effective form. In the light of the new education policy, the leading role of today's teacher is to make the subject matter of this research paper present the explanation effectively. People of different religions, communities, and castes have been living in India. They have been expressing their attitude in different languages. They have different ideologies, life-values and cultures, yet there is uniformity and unity in diversity. Hindu and Muslim are to major communities living in India for centuries. Comparatively, the pace of social change in Hindu society has been more rapid than that of Muslim society A lot of changes have been taking place in their social, educational, economic and cultural fields. In comparison, the transformation of the Muslim community did not take place with the speed that was expected (Ashraf & Ahmad, 2012). The main reason for this has

been their indifference towards education. The Muslim community, until recently, has been placing more emphasis on religious education received from Maktabas and Madrassas, which have been less concerned with modernity. The Indian constitution has provided equal civil facilities to both the people of the society, yet the Muslim society seems to have lagged behind (Purty, 2018).

India is a male dominated country since time immemorial, the responsibility of the family has been a major challenge before women participation (Purty, 2018). The patriarchy of the Muslim society has fixed the workplace of women within the four walls of the house. The size of the family of Muslim women is generally found to be large. She given preference to joint family and her family responsibilities are also more than the women of Hindu society. In such a situation, Muslim women were left behind in thinking in the direction of social and political responsibilities, due to spending most of their time in the discharge of family responsibilities, despite having the ability and capability (Yesmin, 2018). Women play a central role in any family. It is the responsibility of the women to nurture the children and provide them proper manners. That's what it is said that a woman being fully educated is like making a whole family educated. At present in the era of rapid social change, women seem to be most affected. This change appears to be reflected especially in their attitude, ideology and their outlook, so we can say that the effect of women's attitude is sufficient clearly reflected in the society. Changes in the world of women have attracted the attention of sociologists and educationist and teachers have started research work in the light of these facts.

A lot of research work has been done and is being done on various social, economics and educational problems related to women's education and attitude, to what extent the attitudes of two different religious Hindu and Muslim women are different towards, the various change happening in the society. There are very few research studies on how much equality is there, how aware they are about these changes and what has be the impact of the new education policy on their attitudes or what is the role of education and teachers in this. Therefore this research problem has been chosen to answer theses question.

Pathan (1986) while presenting his research paper on the educational backwardness of Muslim women said that Muslim women are not educationally strong. The women of the rural society wanted to get their children married at an early age. She hesitated to give more education to her children and did not want to send them out of the house. In the women of rural area, along with the economics reason, the effect of social reasons was also found.

Fatima (1989) conducted a research on the women of Bangalore city and concluded that education has improved the status of women. She is now fighting the social evils in a good way and getting employment. To get education she herself is educated and is also educating her children.

Vasuki (1990) while doing research on women's attitude towards education, found that women of all different classes are quite aware of education. They want to make, their place in the society by getting alms.

Aggarwal (1992) studied the impact of education on the social and cultural modernization of Hindu and Muslim womens and pointed out that education played an important role in changing the ideologies of femininity. This made a serious

impact on the customs and traditions , which affected both Hindu and Muslim women. He has not seen any effect of age on the Conservitive thinking of Muslim women, modern Education.

The objective of the proposed research work is to study the effect of revolution and progress in education due to social change in present times on Hindu and Muslim Women. Following are some of the major dimensions on which the proposed research paper will highlight:-

- 1) To study the attitude of Hindu women and Muslim women towards social change.
- 2) To study the difference in attitude of Hindu and Muslim Women towards social change.

RESEARCH METHOD

In this research paper descriptive research design has been used. The informations/ datas related to the subject of the research paper has been obtained from secondary sources and their analytical analysis has been done (Creswell, 2021).

Research Tools

In the proposed study, a comparative study of Hindu and Muslim women's attitude towards social change with reference to their educational level will be done But due to non-existence of any instrument on this subject a social change attitude scale will also have to be constructed which will be based on Likert Method. The dimension of social change towards which efforts will be made to know the attitude of women in this scale are as follows.

- 1) Small Family
- 2) Child marriage, widow marriage and intercaste marriage
- 3) Religious Tolerance
- 4) Educational Status of women
- 5) Freedom of Job / Business for women
- 6) Participation in Politics
- 7) Women have the right to higher education
- 8) Her role in sports, literature and theater.

Hypothesis of Research

In the context of the above objectives of the research work and research analysis, the concept of the proposed research management can be kept in the following forms:-

- 1) There is a significant relationship between Hindu Women's attitude towards social change and their educational level.
- 2) There is a significant relationship between Muslim women's attitude towards social change and their educational level.
- 3) There is no significant relationship between Hindu and Muslim women's attitude towards social change and their educational level. Keeping these

causes and consequences in mind, due research and testing is the basis for its treatment.

Based on the above reference and practicality , this research study will be delimited as follows:-

- 1) Only Hindu and Muslim women residing in Sitamarhi district will be selected for the present research work.
- 2) In this study Hindu and Muslim women at different educational levels such as illiterate , low level educated women (8th Standrad), medium level educated women (12th Standrad) and high level educated (Graduate and above) Hindu and Muslim women are involved in social change, what is the attitude towards is to be studied.

RESULT AND DISCUSSION

100 highly educated and medium educated Hindu and 100 Muslim women living in Sitamarhi district were personally contacted for the compilation of data and they were informed about the purpose of the research. After that they were given an attitude scale and asked to put a tick in front of any one of the brackets, strongly agree, unsure, disagree, strongly disagree made in front of the statements given in it. Less educated and illiterate women have also been included in this study, so data has been collected for these women using interview method.

Data Analysis and Interpretation

Table 1. Profile of respondents on the basis of Religion

Religion	Respondents	Percentage
Hindu women	112	56
Muslim women	88	40
Total	200	100

Table 2. Profile of respondents on the basis of Education level

Educational level	Respondents	Percentage
Technical education	16	08
Post graduate	20	10
Graduate	30	15
Intermediate	40	20
Matriculation	44	22
Non-matriculation	30	15
Literate	20	10
Total	200	100

Based on the search results, it can be concluded that the education level of Hindu and Muslim women in India is generally lower than that of men and other religious groups. The following are some key findings from the search results:

According to a report by Pew Research Center (*Religion and Education Around the World, 2016*), Hindu women have the lowest level of educational

attainment of any major religious group in the study, with an average of 4.2 years of schooling compared to 6.9 years among Hindu men. Muslim women globally have an average of 4.9 years of schooling, compared to 6.4 years among Muslim men.

Bano (2017) highlights that India has the lowest female literacy rate in Asia, despite efforts by the government to promote education for all. The study also notes that Muslim women in India have a lower literacy rate than Hindu women.

Siddiqui (2022) compares the educational status of Muslim women in India to their male and female counterparts. The study finds that Muslim women have lower levels of education than Muslim men and Hindu women.

Sahu (2017) examines the barriers to higher education faced by Hindu and Muslim young women in urban Bengaluru. The study finds that Muslim young women in urban India are more literate than Hindu young women, but have lower levels of graduate-level education. Then, Aheed (2021) notes that women's literacy rate in India is 62.8%, and that Muslims in India have one of the lowest literacy rates among religious groups.

Overall, the search results suggest that both Hindu and Muslim women in India have lower levels of education than men and other religious groups. However, there are some differences between the two groups, with Muslim women generally having higher levels of literacy but lower levels of graduate-level education than Hindu women. The search results also highlight the need for continued efforts to promote education for all in India, particularly for women and marginalized groups.

CONCLUSION

It is clear from the result obtained from the study of the data that the social status of Hindu and Muslim women there is a general level of attitude towards change. Women with higher education expressed less attitude and women with less education expressed more attitude. Education is the only influence which equally broadening the outlook of women towards social change. Therefore, the need today is that education should be developed more and more. The same fact has been accepted the intellectual development of a person as well as its attitudes, beliefs, interests, etc and broaden its intelligence and thoughts.

This research would be much useful in future for study related to Hindu and Muslim women in different walks of life. Their attitude to educational, economical, religious and social behavior would be points of consideration in future. There are wide possibilities of research study on the research problem and different researchers on the basis of their interest on their aspects of this useful and interesting problem, Research study can be done by selecting. The present research would prove useful and purposive for researchers in times to come.

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