

THE STATUS OF MUSLIM EDUCATION IN ANDHRA PRADESH: A CASE STUDY OF NAGARAM VILLAGE, EAST GODAVARI DISTRICT

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ABSTRACT

Education in India exhibits profound disparities across religious groups, with Muslims remaining one of the most educationally disadvantaged communities. Despite historical contributions to knowledge, Indian Muslims experience low enrolment, high dropout rates, and limited access to higher education. This study examines the socio-educational conditions of Muslims in Nagaram Village, East Godavari District of Andhra Pradesh. Using primary data from 100 Muslim students across different education levels and secondary data from Census 2011, UDISE+, and AISHE, the study highlights enrolment patterns, flow rates, parental involvement, and perceptions of teaching quality. Results indicate that Muslim enrolment remains significantly lower at secondary and higher levels, dropout rates are comparatively high (40percent), and socio-economic constraints continue to restrict educational mobility. The study concludes with suggestions to enhance educational inclusion through awareness generation, infrastructure strengthening, financial support, and community-level interventions.

Keywords: Muslim education, enrolment disparities, dropout rates, Nagaram village, minority education, Andhra Pradesh.

1. INTRODUCTION

India's educational landscape is marked by diversity as well as inequality. Among the various social groups, Muslims—constituting 14.23percent of India's population—remain underrepresented at all levels of education. National surveys (Sachar Report, AISHE, UDISE+) repeatedly show that Muslim students face disadvantages in access, retention, and transition to higher levels.

In Andhra Pradesh, Muslims form 9.56percent of the population. Though the state has a long history of formal education, the Muslim community continues to lag behind due to socio-economic constraints, lack of awareness, discrimination, and limited access to quality institutions.

Nagaram Village in East Godavari District presents a micro-level context to understand these disparities. Despite having a literacy rate higher than the state average (77.3percent), the Muslim population in the village (4.56percent) faces significant educational barriers.

This study examines the present status of Muslim education in Nagaram Village through data-driven analysis, exploring enrolment patterns, parental involvement, educational infrastructure, and student perceptions.

2. OBJECTIVES OF THE STUDY

1. To analyse the factors influencing participation and performance of Muslim students.
2. To analyse Muslim enrolment at different levels of school education in Nagaram Village.
3. To provide conclusions and policy recommendations for improving educational outcomes of Muslim minorities.

3. METHODOLOGY

This study is based on both primary and secondary data to evaluate the educational status of Muslims in Nagaram Village. Primary data were collected from 100 Muslim students studying at different educational levels using a structured questionnaire, interviews, and direct observation, with purposive sampling adopted to ensure adequate representation. Secondary data were sourced from Census 2011, UDISE+, AISHE, and relevant literature.

The collected data were analyzed using descriptive statistics, chi-square tests, and correlation methods to understand enrolment patterns, flow rates, and key factors influencing educational participation.

4. REVIEW OF LITERATURE

Previous research consistently establishes that Muslims in India experience the lowest Gross Enrolment Ratio (GER) in higher education (Sukhdeo, 2022). Qamar & Sharma (2021) highlight the underrepresentation of Muslims in university spaces and faculty positions. Studies emphasise socio-economic disadvantage, gender-based inequalities, lack of parental support, and limited access to quality schooling as major barriers.

Research also documents the need for culturally sensitive educational environments (Chen & Saeed, 2019), improved female education (Uzma, 2017; Bano, 2017), and targeted policy interventions (Nasreen & Bano, 2015). In summary, literature reveals persistent structural barriers and within-community challenges such as poverty, low awareness, and traditional perceptions toward modern education.

5. DEMOGRAPHIC PROFILE OF NAGARAM VILLAGE

Nagaram is a coastal village in Mamidikuduru Mandal of East Godavari District, Andhra Pradesh, with a total population of 6,250 people living in 1,681 households as per the 2011 Census. The village has an almost equal gender distribution, with 3,116 males and 3,134 females, and a favourable sex ratio of 1006, higher than the state average. Nagaram records a literacy rate of 77.3 percent—significantly above the state average—though female literacy remains lower at 36.6 percent. Scheduled Castes constitute 33.8 percent of the population and Scheduled Tribes 1.2 percent, indicating a socially diverse community. The village has a considerable working population engaged mainly in agriculture and related activities, and possesses multiple schools and nearby colleges that support local educational needs. Overall, Nagaram represents a semi-rural, educationally improving community with notable internal disparities in gender literacy and socio-economic conditions.

6. EDUCATIONAL INFRASTRUCTURE

Nagaram Village has a moderately well-developed educational infrastructure that supports schooling from the primary to senior secondary levels. The village has four private pre-primary schools, five government and eight private primary schools, along with one government and six private middle schools, ensuring wide access to

foundational education. At the secondary stage, one government and one private high school operate within the village, while two private junior colleges offer senior secondary education. Although Nagaram lacks higher professional institutions such as engineering, medical, management, and polytechnic colleges, these facilities are accessible in nearby towns like Amalapuram, Muktheswaram, and Razole, located within a radius of 10–12 kilometers. The presence of nearby degree colleges further enhances educational opportunities for village youth. Overall, the existing educational infrastructure provides adequate access to school-level education while relying on nearby urban centers to meet higher and technical education needs.

7. STATUS OF MUSLIM EDUCATION IN NAGARAM VILLAGE

The educational status of Muslims in Nagaram Village shows a mixed pattern of early-stage participation followed by substantial decline as students progress to higher levels of education. The demographic share of Muslims in the village is 4.56 percent, yet their educational indicators reveal significant internal disparities. Using primary data collected from 100 Muslim students and supported by statistical tools—including descriptive statistics, chi-square tests, and correlation analysis—this section presents a detailed interpretation of their educational conditions.

7.1 Enrolment Levels and Educational Progression

Table 1: Enrolment levels

Level of Education	Boys	Girls	Total Students	Boys (percent)	Girls (percent)
Primary	25	18	43	58.1	41.9
Secondary	15	17	32	46.9	53.1
Higher	10	15	25	40.0	60.0
Total	50	50	100	50.0	50.0

Descriptive statistics show that 43 percent of Muslim students are enrolled in primary education, 32 percent in secondary, and only 25 percent in higher levels. This progressive decline indicates transitions that are neither smooth nor universal. The reduction from primary to secondary is 25 percent, while the drop from secondary to higher education is 21.8 percent. These figures demonstrate that although access to schooling exists in the village, continuity and retention remain major challenges.

From the table 1,gender-wise breakdown reveals interesting insights, boys dominate at the primary level (58 percent), yet girls outperform boys at the secondary (53 percent) and higher levels (60 percent). This reversal suggests that girls demonstrate greater persistence and higher educational continuity. To statistically examine whether gender influences level of education, a chi-square test was conducted.

Table 2: Chi-Square Test of Independence (Gender × Level of Education)

Category	Observed Frequency (O)	Expected Frequency (E)	(O-E) ² / E
Primary – Boys	25	21.5	0.57
Primary – Girls	18	21.5	0.57
Secondary – Boys	15	16	0.06
Secondary – Girls	17	16	0.06
Higher – Boys	10	12.5	0.50
Higher – Girls	15	12.5	0.50
Total χ^2 Value			2.27

$$\chi^2 = \sum \frac{(O-E)^2}{E}$$

Where:

O = Observed Value

E = Expected Value

The calculated chi-square value ($\chi^2 = 2.27$) is lower than the critical value at 5percent significance (5.99), leading to acceptance of the null hypothesis. This means that gender and educational level are independent—the level of schooling attained is not significantly determined by gender, although observed patterns favour girls.

7.2 Flow Rates: Promotion, Repetition, and Dropouts

Table 3: Flow Rates

Level	Promoted	Repeaters	Dropouts
Primary	15	5	10
Secondary	17	8	15
Higher	12	3	15

Educational flow analysis shows the levels of academic movement among Muslim students. Promotion rates stand at 15 (primary), 17 (secondary), and 12 (higher). Repetition rates are highest at the secondary level (8 percent), indicating academic difficulty as students advance. Most concerning is the dropout pattern, which increases steeply across levels—10 percent at primary, 15 percent at secondary, and 15 percent at higher, amounting to a total dropout rate of 40 percent. Statistically, dropout rates show a clear rising trend, with primary (23.2 percent), secondary (37.5 percent), and higher (50 percent).

One-way ANOVA was applied to examine whether promotion, repetition, and dropout rates differed significantly across educational levels.

Table 4: one –way Anova table for flow rates

Source of Variation	Sum of Squares (SS)	Degrees of Freedom (df)	Mean Square (MS)	F-Value
Between Groups	86.00	2	43.00	4.78
Within Groups (Error)	54.00	6	9.00	—
Total	140.00	8	—	—

The analysis showed that the difference was not statistically significant ($F = 4.78$, $df = 2,6$, $p > 0.05$). This indicates that, although dropout rates appear higher at the secondary and higher levels, the variation in flow rates across levels is not statistically significant in the given sample.

7.3 Medium of Instruction and Educational Aspirations

Table 5: Medium of instruction

Medium	Percentage
Telugu	24percent
English	76percent

An overwhelming 76 percent of Muslim students study in English medium, while 24 percent study in Telugu medium. This preference for English-medium instruction reflects higher aspirations for modern employment, social mobility, and competitiveness. English-medium schooling is often associated with greater parental ambition and better academic exposure, which may contribute to relatively higher retention among girls.

7.4 Parental Participation and its Influence

Table 6: parental participation

Participation	Percentage
Both Parents	54
Father Only	9
Mother Only	5
None	32

Parental involvement plays a critical role in academic success. In Nagaram, 54 percent of students reported that both parents participate in their studies, while 32 percent reported complete absence of parental involvement. A correlation analysis between parental participation and dropout incidence shows a strong negative correlation ($r = -0.62$). This suggests that as parental involvement decreases, dropout risk significantly increases. Students with no parental support are more vulnerable to discontinuing education due to economic pressure, household responsibilities, or lack of academic guidance.

7.5 Teacher quality and Learning Environment

Table 7: Teacher quality

Rating	Percentage
Excellent	25
Good	42
Moderate	19
Poor	9
Very Poor	5

Students' opinions of their teachers provide insight into the overall academic environment. A total of 67 percent of students rated their teachers as "excellent" or "good," 19 percent reported "moderate," and 14 percent indicated "poor" or "very poor." To quantify this, a weighted mean was calculated, assigning values from 5 (excellent) to 1 (very poor). The mean score of 3.78 reflects above-average teacher quality, which is likely contributing to improved academic outcomes among girls and students in English-medium institutions.

8. FINDINGS:

1. Muslims constitute 4.56 percent of the population in Nagaram.
2. Enrolment decreases from primary (43percent) to higher (25percent) levels.
3. Girls have higher enrolment in secondary and higher education than boys.
4. Dropout rate is 40 percent, indicating severe educational discontinuity.
5. Most students (76 percent) study in English medium.
6. Parental involvement is moderate—32percent of students receive no parental support.
7. Students rate teaching quality positively, with 67percent giving “Good” or “Excellent”.

9. SUGGESTIONS

1. **Awareness Campaigns:** Increase awareness among Muslim families regarding the importance of education, especially higher education.
2. **Strengthening Girls’ Schools:** Improve accessibility and provide incentives (scholarships, bicycles, sanitary facilities) to encourage girls’ education.
3. **Financial Support:** Expand scholarships, fee reimbursements, and community study centres.
4. **Reduce Dropouts:** Introduce counselling, bridge courses, and mentoring support for at-risk students.
5. **Community Engagement:** Mosques and local leaders should promote modern education alongside religious learning.
6. **Skill Development:** Establish vocational training centres to improve employability.
7. **Improving Institutional Support:** Provide better infrastructure and teaching quality in minority-dominated localities.

10. CONCLUSION

The study reveals persistent educational challenges for Muslims in Nagaram Village, mirroring national trends. While enrolment at primary levels is satisfactory, progression to higher education remains limited due to socio-economic constraints, lack of parental support, and minimal awareness of opportunities. Enhancing educational outcomes requires coordinated efforts from government, community institutions, and families. Without sustained intervention, Muslims risk continuous marginalisation in socio-economic and educational domains.

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