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RESEARCH ARTICLE

THE PROGRESS AND CONSTRAINTS OF MUSLIM GIRLS EDUCATION IN INDIA AFTER SACHAR COMMITTEE'S REPORT

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ABSTRACT

The education of Muslim girls is an important contributory factor in the progress of our Nation and must be given priority, because it is their education that will influence the upliftment of Muslim community which shares significant space in India's population. Women education is also necessary because any community depends upon mother's education which is the first institution of any child. Women bear greater responsibility of rearing, nurturing and upbringing of children, but still our system does not pay much attention to their education. Neither are they able to educate their children, nor are they able to improve their status. They are not having what they deserve for; the main reason being high rates of illiteracy among them. Looking on the figure of Muslim women participation in high cadre jobs, one finds it grim. Situation worsens when their picture is traced in judiciary, civil services and other government jobs. A sprinkling of high-profile Muslim women judges, academics, ministers, and sportspersons does not offer a complete picture. In the hamlets of Rural India and the slums of urban India, young girls are still confined to their homes (first their own, then that of their husbands'). After Sachar Committee's report many facts have been disclosed about minorities' education. Though the government has initiated some steps yet a lot has to be done to improve the condition of Muslim Women. Hence keeping in view the above facts, it has been intended to study the present status of women education, the reasons behind their low progress and to explore effective counter strategies to put Muslim girls on the frontline. In this study the data will be used from sources such as DISE, NUEPA, NCERT and other Government documents. It is hoped that the findings and discussions will be of use for policy makers, social workers and for the Muslim community at large.

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INTRODUCTION

The Sachar Committee reported, "In this dismal scenario there is one big ray of hope; while the education system appears to have given up on Muslim Girls, the girls themselves have not given up on education. There is a strong desire and enthusiasm for education among Muslim women and girls across the board. (Sachar Committee Report, 2006) The report brought into light the desire growing among the Muslim girls to go for education and to harness their potentials for achieving higher aims of education. The Government of India has taken major steps in this regard by launching many schemes for girls' education. At the State level too, various schemes have been started to promote girls' education but even after passing of about eight years, expected results have not been obtained. The progress of Muslim Girls' in general and improvement in their educational status in particular is very slow. The condition of Muslim women education has failed to give satisfactory results. Their enrolment percentage at primary and upper primary level is below than even SC and ST. It is, therefore, important to trace out the hindrances in the path of Muslim girls' education, so that more efforts be put to gain good results in this regard.

The education of Muslim girls must be given priority, because it is their education that will influence the upliftment of Muslim community which shares significant space in India's population. Women education is also necessary because any community depends upon mother's education which is the first institution of any child. Women bear greater responsibility of rearing, nurturing and upbringing of children, but still our system does not pay much attention to their education. Neither are they able to educate their children, nor are they able to improve their status. They are not having what they deserve for, the main reason being high rates of illiteracy among them. After Sachar Committee's report many facts have been disclosed about minorities' education. Though the government has initiated some steps yet a lot has to be done to improve the condition of Muslim Women.

Hence keeping in view the above facts, it has been intended to study the present status of women education, the reasons behind their low progress and the measures that should be taken to improve their grim conditions. This paper, therefore, has following objectives:

Objectives

- To study the present status of Muslim Women

education in India.

- To study the enrolment of Muslim girls in the past years,
- To study the constraints in their low educational status,
- To suggest measures for their progress.

In this study the data will be used from sources such as DISE, NUEPA, NCERT and other Government documents. It is hoped that the findings and discussions will be of use for policy makers, social workers and for the Muslim community at large.

The National Commission for Minorities in India has identified Muslims, Christians, Sikhs, Buddhists and Parsees (which constitute 18.8% of the total population of the country) as religious minorities, while Hindus are the majority group. Among these various minorities, Muslims occupy an important position in Indian society. They consist of 14.2% of India's total population. It is the observable phenomenon that the educational status of Indian Muslims is very low. Being largest minority, their figure in higher education, employment, high cadre jobs and higher positions in business & industries should also be much more than other minority groups, but so is not the case. In spite of being an important part of high-tech world, they are not able to avail the benefits of modern technology. A sprinkling of high-profile Muslim women judges, academics, ministers, and sportspersons does not offer a complete picture. In the hamlets of Rural India and the slums of urban India, young girls are still confined to their homes (first their own, then that of their husbands'). What is it that makes Muslim women so badly placed at the bottom of the socio-economic pyramid? (Lower even than OBCs) and so disenfranchised in every sense of the word. "Why their socio-economic condition is so low?" "Why still are they lagging far behind in every respect of life? Why is their quality of life so poor? These are the big questions not only before them but before the whole Nation. Such questions compel us to think of the causes behind the backwardness of Muslims while other communities are doing well. One major cause is related to the condition of Muslim women. A woman plays pivot role in any family. No one can deny that the future of any community depends upon mother's education which is the first institution of any child. Women share the larger responsibility of rearing, nurturing and upbringing of children, so they should be well educated and skilled in life competencies, but the condition is reverse.

Pondering over this point one comes to know that Muslims girls are kept away from their basic right i.e. right to education. Neither does our system nor their parents pay required attention towards their education. As a result they fail on important fronts of life either related to their children or to their socio-economic status. This is a serious issue as the condition of Muslim women is much more miserable.

UzmaNaheed observes

"We have visited all the states in India and we found Muslim women in miserable condition. I can feel their plight very well. They are neither opinion maker nor the decision maker. The most unfortunate thing is that they are not able to realize

their loss."

She further pointed out that Muslim women in India are largely marginalized, faceless and voiceless in their own social circle in particular and in the larger Indian social context in general. She also explained the issue of economic empowerment of women by adding that there is a big class of women among the lower classes and poorer section of society which make their living by handicraft, but unfortunately they are not able to get more than 40-50 rupees a day because a big percentage is taken by the exporters. (UzmaNaheed comes from a family of the founders of DarulUloom, Deoband. She is a member of the All India Muslim Personal Law Board (AIMPLB) and has been working for the upliftment of the Muslim women in India and abroad.) UzmaNaheed painted pathetic but a true picture of Muslim women in India. The root of all their miseries is linked with the ignorance, the outcome of their illiteracy.

Importance of Education

Education is a vital factor in the social transformation of a society and its economic amelioration (Sachchidananda, 1977). Investment in education is the best investment one can make, because it eventually leads to intellectual property. In the contemporary world particularly in developing countries, modern education is seen to be a means and goal for modernization (Pandey, 1988). Growth of education is considered as a sign of human growth and development. In 1951 the level of literacy in India was 18.53% which increased to 64.8 % in 2001 and reached 74.04% in 2011 according to the census report. The literate population of India has figured around 77, 84, 54,120.(2011 Census). The Census 2011 shows an increase in literate population by 38.82percent in comparison to the figure of Census 2001. According to Census 2011, five states in India have highest literacy rate, viz, Kerala (93.91 %), Mizoram (91.58 %), Tripura (87.75 %), Goa (87.40%) and Himachal Pradesh (83.78 %). Owaisi said Muslims lagged behind with a literacy rate of only 67.6% as against the national rate of 74% according to the census 2011. Over 50% of Muslim women in India are illiterate today - literacy being officially defined rather generously to include just about anyone who can read and write a sentence or two. There is a yawning gap between the literacy rate of Rural and urban Muslim male female as shown in the table below.(2011 data is yet to be revealed)

Table 1 Literacy Rate of Muslims-2001

Rural			Urban		
All	Male	Female	All	Male	Female
53	62	43	70	76	63

Source Sachar Committee Report, 2006

People all over the world have shown great concern for improving the status of women and empowering them through education and job opportunities. Professor Amartya Sen (a renowned economist), emphasised education as an important parameter for any inclusive growth in an economy. Education alone can be the salvation for poverty, and upliftment of the Muslim females in India.

Educational status is directly related to economic condition of a person. The level of education and nature of work participation are also closely associated (Chandana, and

Sidhu). It is also observed that education has helped in employment mobility. After getting education, people are able to get respectable and even highly paid jobs. As observed by Dr. Meera Lal, "States, which have given high priority to investment in education, have shown greater economic progress in recent years. An early concentration on building schools and providing equipment has given way to greater focus on quality and content, with an emphasis on primary education, to improve access for those previously excluded from education, particularly girls and child labour, the rural poor and weaker sections of society or other excluded minorities". Education can change the whole scenario of any section by utilizing all its potentials. There are a lot of opportunities for women but they have to be well qualified. Take a look on the educational status of Muslim girls in India.

Status Of Muslim Women Education In India

According to 1991 Census, there were over 48 million literate Muslim women in India; in 2001 the number rose to 62.5 million. In our country Muslim women are also differentiated across class, caste, community, and geographical location (including the great rural-urban divide). Despite these differences within their lot, when compared to women from other faiths in India, the majority of Muslim women are among the most disadvantaged, least literate, most economically impoverished and politically marginalized sections of Indian society. The right to education, especially at the primary level is mandated by the Constitution, yet over six decades after Independence less than 50% of Muslim women in India are literate. On comparing this with other women from other minorities it had been found that 76% literacy was among Christians, 64% among Sikhs, 62% among Buddhists and a whopping 90% among Jain women!

According to an ORG-Marg Muslim Women's Survey-commissioned by the Nehru Memorial Museum and Library, New Delhi-conducted in 2000-2001 in 40 districts spanning 12 states, the enrolment percentage of Muslim girl children was a mere 40.66 per cent. As a consequence, the proportion of Muslim women in higher education was a mere 3.56 per cent, lower even than that of scheduled castes (4.25 per cent). On all-India basis, 66 per cent Muslim women were stated to be illiterate. The illiteracy was most widespread in Haryana while Kerala had least illiteracy among Muslim women closely followed by Tamil Nadu. Muslim women were found to be more literate than their Hindu counterparts in the states of Madhya Pradesh, Maharashtra, Andhra Pradesh, Karnataka and Tamil Nadu. It was observed that the very low level of schooling was one of the most depressing facts. In fact, nearly 60 per cent of the total Muslim respondents never attended school. A negative correlation was observed between education and employment among Muslims and very little proportion of Muslims was found in formal employment or wealth-creating occupations. The proportion of Muslim women, who were illiterate, was substantially higher for rural north India than for the entire country-more than 85 per cent reported themselves to be illiterate. Fewer than 17 per cent of Muslim women ever enrolled completed eight years of schooling and fewer than 10 per cent completed higher secondary education, which was below the national average. Participation of Muslim girls in educational activities had been studied by Hassan and Menon (2004) who found that

very few Muslim women in India were in high profile jobs. The study revealed that less than 15% of Muslim women reported themselves to be working. Generally, Muslim women were self-employed or engaged in home-based labour. This led to a huge dropout of Muslim girls from schools.

Dr. Manmohan Singh constituted a committee in 2005

To document the socio-economic status of the Muslims in the country. The committee, headed by Justice Rajinder Singh Sachar and hence commonly known as the Sachar Committee, presented its report in November 2006. The report turned out to be an eye-opening sad story about the condition of the Muslims and shattered many myths about India's secularism. The committee was mandated with the task of acquiring "authentic information about the social, economic and educational status of the Muslim community of India." It presented a sorry tale of Muslim deprivation and powerlessness in India. It was for the first time in the Indian history that the scale of the deprivation and neglect of Muslims was assessed in such great depth. In its concluding chapter, the SCR made the following gloomy remarks: "The Muslim Community exhibits deficits and deprivation in practically all dimensions of development. In fact, by and large, Muslims rank somewhat above Scheduled Castes/Scheduled Tribes (SCs/STs) but below Hindu-Other Backward Classes (Hindu-OBCs), Other Minorities and Hindu-General (mostly upper castes) in almost all indicators considered."

The most painful side of the tale was that despite taking the courage to quantify and publicize the information about the deprivation of Muslims, the government had failed to implement the key recommendations of the committee. The report made it evident that the socio-economic deprivation of Muslims was fuelled by their lack of education and representation in governance structures. Only around 4 per cent of the Muslim population had achieved a graduate degree or a diploma, constituting less than 7 per cent of the total degree/diploma-holding population-far too low than the percentage share of Muslims in the total population of India at 13.4 per cent according to the 2001 census. Only 63 students out of 4,743 studying in the Indian Institutes of Management (IIMs) and 894 out of the 27,161 in Indian Institutes of Technology (IITs) were Muslim according to the report. It further stated that only 2 per cent of the students enrolled in post-graduate courses were Muslim, which was considerably lower compared even to the figures for the OBCs (24 per cent) and SCs and STs (13 per cent). The report acknowledged non-availability of Urdu education as a reason for the educational backwardness of Muslims, and suggested that "steps should be taken to ensure that Urdu is taught, at least as an elective subject, in areas which have a substantial presence of Urdu speaking population."

Enrolment Of Muslim Girls At Pimary And Upper Primary Level

It is a matter of great concern that enrolment of Muslim girls at primary and upper primary level is increasing at a very low pace in some States/UT while situation is grim in other States/UT. There is no significant progress in the enrolment of

Muslim girls during the last three years as presented by the table 2, 3 and 4.

Table 2 Percentage of Muslim Girls Enrolment At Primary And Upper Primary Levels

	% Of Muslim Girls Enrollment		
	2011-12	2012-13	2013-14
All states	49.17	49.22	49.12
Primary	51.31	51.48	51.38
Upper primary			

Source Extracted from Flash Statistics 2013-14, prepared by NUEPA

The above table shows that in the year 2011-12, 49.17% Muslim girls were enrolled at primary level. This figure raised only by .5% in 2012-13 and reached to 49.22%, which was a negligible growth while in 2013-2014 it again dropped down to 49.12%. Similar trend was seen at upper primary level. In 2011-12 it was 51.31% and in 2012-13 it raised to only 51.48% but in 2013-14 it declined to 51.38%.

Table 3 State wise Enrolment Percentage Of Muslim Girls At Primary Level

STATE/UT	% of Muslim girls Enrollment Primary Level			■ ■
	2011-12	2012-13	2013-14	
Andaman Islands	49.98	50.05	51.05	■ ■
Andhra Pradesh	50.23	50.03	49.83	■ ■
Arunachal Pradesh	43.63	47.57	50.13	■ ■
Chhattisgarh	48.32	47.99	46.00	■ ■
Daman&Diu	47.18	45.43	45.28	■ ■
Delhi	49.87	48.82	47.73	■ ■
Jammu Kashmir	48.11	48.18	48.50	■ ■
Jharkhand	49.60	49.65	49.84	■ ■
Kerala	49.27	49.01	48.73	■ ■
Maharashtra	48.80	48.90	49.03	■ ■
Mizoram	41.90	45.13	45.54	■ ■
Odisha	48.66	48.47	48.42	■ ■
Punjab	45.27	46.12	46.35	■ ■
Rajasthan	47.00	46.81	46.51	■ ■
Sikkim	44.44	44.96	47.87	■ ■
Tamil Nadu	49.38	49.06	48.81	■ ■
Uttar Pradesh	48.03	48.58	48.63	■ ■
West Bengal	50.24	50.04	49.62	■ ■

Source Extracted from Flash Statistics 2013-14, prepared by NUEPA

Table 3 shows that the percentage of Muslim Girls' enrolment had increased in some states like Andaman & Nicobar, Arunachal Pradesh, Jammu & Kashmir, Jharkhand, Maharashtra, Mizoram, Punjab, Sikkim and Uttar Pradesh during 2011-14 while Andhra Pradesh, Chattisgarh, Daman & Diu, Delhi, Kerala, Odisha, Rajasthan, Tamil Nadu and West Bengal showed decline in the enrolment of Muslim girls during this period. Remaining states/UT witnessed mixed trends.

Table 4 State wise Enrolment Percentage of Muslim Girls at Upper Primary Level

STATE/UT	% of Muslim girls Enrollment Upper Primary Level			■ ■
	2011-12	2012-13	2013-14	
Andhra Pradesh	49.98	50.05	51.05	■ ■
Chandigarh	50.23	50.03	49.83	■ ■
Daman&Diu	43.63	47.57	50.13	■ ■
Goa	48.32	47.99	46.00	■ ■
Gujarat	47.18	45.43	45.28	■ ■
Haryana	49.87	48.82	47.73	■ ■
Jammu Kashmir	48.11	48.18	48.50	■ ■
Jharkhand	49.60	49.65	49.84	■ ■
Puducherry	49.27	49.01	48.73	■ ■
Kerala	48.80	48.90	49.03	■ ■
Sikkim	41.90	45.13	45.54	■ ■
Madhya Pradesh	48.66	48.47	48.42	■ ■
Maharashtra	45.27	46.12	46.35	■ ■
Nagaland	47.00	46.81	46.51	■ ■
Puducherry	44.44	44.96	47.87	■ ■
Sikkim	49.38	49.06	48.81	■ ■
Tamil Nadu	48.03	48.58	48.63	■ ■
Uttar Pradesh	50.24	50.04	49.62	■ ■

Source Extracted from Flash Statistics 2013-14, prepared by NUEPA

As presented in Table 4, Daman & Diu, Goa, Haryana, Himachal Pradesh, Jammu & Kashmir, Jharkhand, Kerala, Puducherry, Sikkim, Uttar Pradesh showed progress as far as enrolment of Muslim girls at upper primary level was

concerned from 2011-2014, however fall in figure was noticed in Andhra Pradesh, Chandigarh, Gujarat, Karnataka, Madhya Pradesh, Maharashtra, Nagaland, Tamil Nadu. The enrolment in Odisha was found to be 52.56% in 2011-12 which fell down to 51.29% in 2012-13 and 2013-14 continuously. The rest of the states showed a fluctuation in enrolment during these three years, but no clear trend was noticed. The percentage of Muslim girls' enrolment at elementary level was 49.78 in 2011-12 which raised to 49.88 in 2012-13 and came down to 49.81 in 2013-14.

The tables (Table No.2-4) clearly exhibit that the enrolment of Muslim girls at primary and upper primary level is not more than 50% in most of the states of India. This is not a satisfactory progress of Muslim females' education in India keeping in view the Millennium Development Goals 2015 as targeted by UNESCO. It brings a dismal scenario into light as to what percentage would be attained at higher levels of education when the progress is so poor at primary and upper primary levels. There is an immense need to seriously think over this grimming situation and to explore into the hindrances and constraints in the way of achieving 100% enrolment.

Constraints in the education of muslim girls

The low level of educational attainment among Muslim girls compels us to think over why they do keep away from the schools, why their parents do not pay attention to their education. The progress and all-round development of a country depends upon harnessing the skills and abilities of all sections of society regardless of caste, creed, religion and sex. Women have been discriminated against for ages and they have not been given equal opportunities in many social, economic and cultural spheres. If women are not involved in development activities, it will not merely obstruct their own development but also affect the progress of the entire nation. The status of women could be the best indicator of a nation's progress. Women's active role is regarded as an integral part of a progressive social system. It is noteworthy here that the Muslim girls themselves have a strong desire and enthusiasm for education, but other factors are hampering their way to education. A complex web of circumstances makes the schooling of Muslim girls a daunting task; a few of them are being mentioned below

Familial constraints

The reason of low level of educational attainment lies in their family problems such as poverty, a fair degree of conservatism, big family size, gender disparity, opposition to co-education after a certain level, early marriages, a general mistrust in Western-style education, illiteracy of parents, tendency to regard education for girls as being not entirely necessary, sometimes even viewed as an impediment in getting a girl married.

It is evident that when a girl does not find favourable support from her family it becomes quite difficult for her to continue her studies. Parents do not understand the value of education because they are illiterate. Those who understand this, their low socio-economic status do not allow them to send their daughters to schools. The researchers inquired with some economically sound Muslim families and found that

their attitude towards girl's education was too much negative. It was startling to know that they perceived girls' education unimportant & inessential as if the girls were born only for bearing and rearing. The Sachar Committee Report (2006) also reflected the same opinion of parents that education was not important for girls. Even if girls were enrolled, they were withdrawn at an early age to them off. This led to a higher dropout rate among Muslim girls. At the National level, Muslim women were three times behind their Hindu sisters in education. The attainment of higher education among girls was a rare phenomenon ever in urban areas.

School Related Factors

The factors such as long distance to schools, shortage of girls' schools and female teachers, lack of hostel facilities for girls, poor quality of teachers, lack of proper infrastructure, lack of safe drinking water, toilets, non-availability of text books, non-availability of furniture, poor school environment, negative attitude of male teachers towards girls also make difficult their way to school. In the light of foregoing facts as mentioned in the previous paragraphs, a very important factor of quality education cannot be overlooked. Lack of quality education is an important element that plays instrumental role in hindering girls' education. Everyone knows that schools are the centres of learning. When the school going students are not achieving the required purpose of education, they lose their usefulness. Rakshanda Jalil, Director of Culture and Media at Jamia Millia says, "It has been seen that after the first few years of the primary education afforded to the Muslim girl child, one of two things usually happens; either the girl is plucked out of formal education by the time she reaches puberty and for all practical purposes lapses into virtual illiteracy, or, if she continues in school and does climb up the education ladder, with every rung, the quality of education available to her is so inferior that it equips her for very little. The quality of education in some Urdu-medium schools as also the calibre of teachers in such schools is so inadequate that the girls who do come out from such institutions – many privately run, others with dubious affiliations from quasi-religious bodies – cannot cope in a competitive environment."

Parents prefer nearby schools for their daughters due to safety reasons. If school is not at reach it becomes a hindrance too. Apart from this, almost every three Muslim-dominated villages, one does not have a school. Given the generally low access to schools in the vicinity, parents are left with the unaffordable options of private schooling or Madrasa education.

Table 5 Enrolment of Muslims in Madarsas 2011-12

Type of Madrasas	Enrolment		
	Boys	Girls	Total
Recognised	951267	1034725	1985992
Unrecognised	259616	229942	489558
Total	1210883	1264667	2475550

Source: NUEPA extracted from DISE

It has been observed that in the year 2011-12, a number of 1264667 were girls out of 2475550 students enrolled in madrasas. (Table- 5). Madrasa education is inadequate to fulfill the demands of market due to following reasons In Madrasas, ancient method of teaching is still being practiced. As a result those who receive education in these madrasas remain deprived of modern education. Besides this, these

madrasas have failed to provide technical as well as quality education. The medium of instruction in the Madrasas also does not suffice to the global needs of modern day.

Thirdly, though the Government of India has launched various programmes and policies for the development of Muslim women education. For example, Dr Gopal Singh committee pin pointed Muslims and Neo Buddhists as educationally backward at national level and recommended special measures to bring them in educational mainstream. The National Policy on Education, 1986 and its Programme of Action (Revised in 1992) reviewed existing programmes for the Muslim Minorities and suggested a large number of short-term, medium-term and long-term measures to promote education like the Area Intensive Educational Development and Modernisation of Madrasas, Maulana Azad National Fellowship for Minority Students as Central Government Schemes of the MHRD.

However, implementation of the 15-point program and commitments contained in National Policy Resolutions on education failed to achieve the desired outcome and were showcased only on the papers. (Nayar, 2007). The Sachar committee felt to review and recast 15-Point program for minority. The new 15-point programme modified to overcome gaps in the previous programme with respect to socio-economic and educational conditions of the minority groups. Although the Sarva Shiksha Abhiyan contains strong pro-Girl Child components with added emphasis on the Muslim girls since Mid-Tenth Five Year Plan, the performance is uneven across states; the condition of Muslim women could not be improved. After passing several years of Sachar committee recommendations, enrolment of Muslim girls were not more than 50% at primary/upper primary level (ref: tables 3rd and 4th). The question now is that why these programmes are not implemented in their true spirits; consequently targets remain away and faraway.

Reasons

Corruption

One of the most important factors that is at rampant into our govt. machinery is corruption across the country. Various Schemes are launched for the welfare of public but public does not get its benefits because everyone who is involved in this process, wants his share and whatever reaches to public, remains very less. Government sanctions money for the maintenance and betterment of the system but is not being used as it should be done. Not only this, Teachers' recruitment process at all levels of education is also not free from corruption that's why we are failed to provide quality education. We cannot blame one or two in this regard, everyone is responsible for this lacuna whether govt. officials, school administrators, teachers or students. Even teachers 'use foul means to hide their regularities in jobs, inefficiency in performing duties. Students remain irregular throughout year and searches for a short cut to pass the class. It means to say here that top to bottom corruption ruins the true purpose.

Unawareness In Muslims For Government Schemes

Those who live in poverty, do not know much about the

government schemes; sometimes they are made fool by the school administrator in the name of scholarships. At times their children do not get admission in good schools due to lack of information while there is a rule of 25% reservation for weaker section children in private schools too. Ignorance of Muslims is the big obstacle in availing the benefits of various schemes, launched by Government from time to time.

Table 5

State/UT	% Muslim Population	% Muslim Enrolment																	
		Primary Level					Upper Primary Level					Secondary Level							
		2010-11	2011-12	2012-13	2013-14	2014-15	2010-11	2011-12	2012-13	2013-14	2014-15	2010-11	2011-12	2012-13	2013-14	2014-15			
Andhra Pradesh	9.17	10.37	10.33	10.25	10.23	10.03	49.83	5.71	8.96	9.04	10.23	61.75	51.8	5.86	6.03	10.78	10.87	10.40	
All India	14.82	15.28	14.28	14.24	14.24	14.24	14.24	14.24	14.24	14.24	14.24	14.24	14.24	14.24	14.24	14.24	14.24	14.24	14.24

Lack Of Support And Understanding Among The People Of Muslim Community

To know the mind-set of Muslim regarding education of children in general and girls in particular, researchers visited Jiwangarh, locality in Aligarh city where rickshaw puller, down trodden and mostly labour class live. These people do not understand the value of education; even their children do not want to go to school. At the age of school-going these children and their parents prefer child labouring. For them, financial support from their children is much more needed than education. Their view regarding the girls' education was that it would be useful we do to educate the girls when they had to marry sooner or later. When the researchers tried to go in depth brutal facts came out: These people were found involved in bad habits like liquoring, womanizing. They did not follow Islam in true sense; they had expanded the size of their family but they did not pay any attention to raise and protect their families. To fulfil the needs of families, their children had to do work; reason behind this was poor upbringing was not good and same they were transferring to their children knowingly or unknowingly.

Solutions and Suggestions

Now we are living in the globalized world where if we want to take our nation ahead we have to take care of each and every individual. The future of any family depends on its women. If we succeed in educating our women half work is done. Muslims are poor because their women are educationally backward. In order to improve their condition concrete steps are needed to be taken such as

- Need to launch awareness drives among Muslims regarding the female education by informing them its benefits in long term and its role in uplifting their socioeconomic status. An immense need of door to door campaign to disseminate the information is felt. In this regard Ulemasshould also come forward, for

they are believed to be the torch bearers of the community in question.

- There should be uniformity in our education system, so that the concept of equity is achieved. The school environment should be supportive, corporal punishment should strictly be checked in schools as it impedes student's way to school. Freecoaching facility can make a difference, as mostly girls come from uneducated families.
- Parents' concern of security of girls is an important factor. Frequent cases of girls' molestation, teasing on roads, sexual harassment, ill behaviour with girl child is noteworthy hindrances in their path to education and success. Proper security arrangements should be made so that parents send their daughters to school.
- In order to bring Muslim women in streamline, madrasas should be modernised and enrolment of Muslim girls be increased.
- Muslims should be made aware of the Government schemes for their upliftment through various sources as media, NGO's, T.V. etc.
- Central and state govt. should take strong initiative for improving the status of Muslim women. There is a need to catch Muslim dominated areas so that necessary steps are taken by providing all necessary facilities that obstruct their way to school. New approaches should be implemented to get the positive results.
- Employment opportunities for Muslims in general and Muslim women in particular should be increased. Conducive working environment should be developed.
- There is an urgent need to change the mind set of orthodox Muslims who still are unaware of the education of Muslim women. Most of the Muslim females do not get a respectable job because of non-eligibility and are left with no option but getting low salaried jobs. As a result neither their status gets improved nor are they able to educate their children.
- As observed in Indian subcontinent, minority community has special bent towards religious leaders and religious organisations have great penetration at micro level of society and have door to door reach. Government should use them for deep reach in society for on-going govt schemes and followup programmes. Moreover they can use religion texts to show up importance of education.
- Online and distance education should be made accessible to every part of country so that girls can continue education as going outside is also a big obstacle for the girls.
- Special concession should be given to girls in online and distance education programs and compensation /reimbursement of fee after completion of course will help, a lot in improving their status.

CONCLUSION

From the above discussion it is quite clear that there are a lot of obstructions in the way of Muslim women to overcome from their stereotype image that has portrayed them as

uneducated, oppressed women. There is a need of strong determination among Muslim women to break out the barriers that are unnecessarily imposed upon them by the orthodox people. Fortunately we are living in the world of internet where knowledge is only a click away. If we really want to do something we have to make our Vision broader by STOPPING BLAME GAME. In today's world we are much needed expert doctors, expert engineers, best administrators, and it is not possible without educating our females. Needless to say that for achieving this only school pass out mothers are not needed; there should be highly qualified women So we have to work at every level, viz , elementary, secondary or tertiary. It is the dire need of time to make our community, our nation modern, developed and progressive. To quote, "If you educate a man, you educate a person, but if you educate a woman you educate a nation." - Mahatma Gandhi

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