



## Educational Rights of Minority with Special Reference to Muslim in India

### KEYWORDS

Minority, Education, Reports Muslims

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### ABSTRACT

*This paper highlights the educational problems of minority with special reference to Muslims. Knowledge is the first component of education. By education, I mean an all-round drawing out of the bet in the Child and man body, mind and spirit. It is realization of the self, enabling the mind to find out that ultimate truth which emancipates us from the bondage of the dust and gives us the wealth, not things but of inner light, not of power but of love, making the truth its own and giving expression to it, the manifestation of divine perfection already existing in man, the exposition of man's complete individuality, and the natural, harmonious and progressive development of Man's innate powers. Even today the condition of Muslims in the area of education is not good. In India, other than constitutional provision of education, many reports and committees gave due importance for the education of people, like NPERC (1986), NPE (1986), various CABE committees reports etc*

It is said for human beings in our Holy Quran that:  
SAY "O! My Lord  
Advance me in Knowledge"

Knowledge is the first component of education. By education, I mean an all-round drawing out of the bet in the Child and man body, mind and spirit. It is realization of the self, enabling the mind to find out that ultimate truth which emancipates us from the bondage of the dust and gives us the wealth, not things but of inner light, not of power but of love, making the truth its own and giving expression to it, the manifestation of divine perfection already existing in man, the exposition of man's complete individuality, and the natural, harmonious and progressive development of Man's innate powers.

Despite efforts at social and economic development since attainment of Independence, a majority of our people continue to remain deprived of education, which is one of the basic needs for human development. It is also a matter of grave concern that our people comprise 50 percent of the world's illiterate and large sections of children have to go without acceptable level of primary education. Government accords the highest priority to education both as a human right and as the means for bringing about a transformation towards a more humane and enlightened society. There is need to make education an effective instrument for securing a status of equality for women, and persons belonging to the backward classes and minorities. Moreover, it is essential to give a work and employment orientation to education and to exclude from it the elitist aberrations which have become the glaring characteristic of the educational scene.

Education has continued to evolve diversity and extend its reach and coverage since the dawn of human history. Every country develops its system of education to express and promote its unique socio-cultural identity and also to meet the challenge of the times. There are moments in history when a new direction has to be given to an age-old process. According to NPE 1986, in our country some minority groups are educationally deprived or backward. Greater attention will be paid to the education of these groups in the interests of equality and social Justice. This will naturally include the constitutional guarantees given to them to establish and administer their own educational institutions and protection to their languages and culture. Simultaneously objectivity will be reflected in the preparation of textbooks and in all school activities, and all possible measures will be taken to promote an integration based on appreciation of common national goals and ideals, in conformity with the core cur-

riculum (NPE 1986). The Government of India established a standing machinery to monitor the issue of detailed guidelines by the States for the purpose of granting recognition to minority managed educational institutions, to review the pace of disposal of applications for recognition of these institutions; and thereby to ensure the quality of education in institutions: so recognized. Article 30 of the constitution confers on minorities, whether based on religion or language, the right to establish and administer educational institutions of their choice. The establishment of the educational institutions is regulated by the State Education Acts. Therefore, recognition of an educational institution as a minority institutions falls within the competence of the State Governments. In October 1989, the Government of India formulated policy norms and principles for recognition of minority-managed educational institutions and communicated them to various State Governments. The role of the Central Government is advisory (CASE 1992).

In 1950, a new constitution was adopted laying the foundation of a democratic republic securing to all the citizens, justice, liberty, equality and fraternity. A democracy presupposes universal education and the constitution guaranteed education to all its citizens from the age 6 to 14 years. Article 45 of the Constitution (Directive Principles of State Policies) runs as under:

"The State shall endeavour to provide with a period of ten years from the commencement of this constitution, for free and compulsory education for all children until they complete the age of fourteen years".

To achieve higher GER, we need to explore newer ways of access as the existing conventional models would not be adequate and concept of Meta University needs to be considered. He also proposed to set up a Credit Guarantee Fund to facilitate larger numbers of students to gain access to

Higher education. HRM also highlighted the use of ICT in education and appreciated the work done by the CABE Committee on ICT in School Education which has submitted its report. Education is one sector which greatly impacts the socio economic fabric and the changes that are taking place in the society are such as were never envisaged earlier. The challenge therefore is how to cope with these changes and address the issues of access, inclusion and quality that concern this sector. The multilayered problems require a holistic approach. HRM was of the view that the power of ideas is the only way to move forward and the civilizations that don't understand the power of ideas, always fail their people. He

felt that though India is having a demographic advantage, we can take advantage of the same only if we embrace the agenda of equity and quality. He stressed that investment in the minds of our young people, is the best way forward to unleash the kind of economic development that the country is talking about.

He stated that 672 million people in India are in the age group of 15 to 64 years and the country should take the advantage of these demographics which is possible without equity and quality in the education system. He emphasized on the need to provide quality education and choice to the students. He also emphasized the need for taking elementary education forward up to 12th class as is available in other countries. With regard to National Vocational Education Qualification Framework (NVEQF), he stressed that we should give children the choice of vocational courses so that they can contribute to the society, as also to their own families. He was of the view that what is required is to empower the child by various skills options to enhance his future employability. For this, an NVEQF that sets common standards, but with diversity within the system and has provisions for mobility, is the need of the hour. He felt that children should not be allowed to face discrimination on matters of belief, caste and creed. HRM also urged the State Governments identify the areas for skill development that are relevant from regional to local context. He was of the view that the qualification frame work should ensure mobility of the child to move from vocational to academics, and vice-versa. HRM also urged that the element of diversity must be built into the education sector in the context of vocational training. Education, skill development and health deserves high priority in the Resource Allocation in the XIth Five Year Plan

Primary education is absolutely essential, because it creates the base, and higher education is just as important, for it provides the cutting edge. Planned initiatives for school education and higher and professional education sectors were based on expansion, inclusion and excellence. The implementation of "The Right of Children to Free and Compulsory Education Act", in April 2010, is bound to enhance access to quality education to an estimated 8.1 million out-of-school children. The requirements of the Act have been aligned with the norms under Sarva Shiksha Abhiyan (SSA). In elementary education, substantial progress has been achieved in increasing equitable access to schooling. Now the thrust has been to improve the quality of school education and learning outcomes.

Article 21-A and the RTE Act came into effect on 1 April 2010. The title of the RTE Act incorporates the words 'free and compulsory'. 'Free education' means that no child, other than a child who has been admitted by his or her parents to a school which is not supported by the appropriate Government, shall be liable to pay any kind of fee or charges or expenses which may prevent him or her from pursuing and completing elementary education. 'Compulsory education' casts an obligation on the appropriate Government and local authorities to provide and ensure admission, attendance and completion of elementary education by all children in the 6-14 age group. With this, India has moved forward to a rights based framework that casts a legal obligation on the Central and State Governments to implement this fundamental child right as enshrined in the Article 21A of the Constitution, in accordance with the provisions of the RTE Act.

The Government has also launched Rashtriya Madhyamik Shiksha Abhiyan for universalisation of secondary education. Saakshar Bharat Mission with focus on Female Literacy has been launched to develop fully literate society. These efforts at the elementary and secondary education are expected to provide a critical mass of students to enter the portals of higher education. The demand for skilled workforce is increasing across the country and abroad. Strengthening of vocational education is emphasized in order to decrease the demand and supply mismatch in this sector.

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But unfortunately, even today the government of India is not in a position to universalise elementary education throughout the Nation and could not make the good projection about progress and development of secondary and higher education specifically science, vocational and technical education in future for Muslims in our country.

#### LEVELS OF LITERACY AND SCHOOLING AMONG MUSLIMS

According to NCAER/HDI survey 1994, the total literacy rate among Muslims is 49.9% and out of this total percentage male literacy is 59.5% and female literacy is only 38.0% but on the other hand in Hindus total literacy rate is 59.4%. Male literacy is 72.3% and female literacy is 45.0%. Total Enrolment rate among Hindus is 77.1% Male enrolment rate is 83.0% and female enrolment rate is 71.1% but on other hand total enrolment rate among Muslims 61.6% and enrolment rate of Male Muslims is 66.2% and enrolment rate of female Muslims is 56.6%.

It shows that Muslims are not having good opportunities in the field of education in comparison to their counterparts.

For the advancement in education, Muslims have to make good and effective organization at village level, District level, and State level and at the National level as the Christians are the best examples before us. The Government of India has to improve the conditions of Primary, Secondary & higher education in minority managed institutions throughout the Nation.

Last but not least to boost the higher education among the Muslims, the Government of India must provide reservation in admission for Muslims in Science and technical education at the higher level in our country, otherwise in future Muslims will not be able to solve the several problems in their surroundings.

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