



## EDUCATIONAL CONDITIONS OF MUSLIMS IN TELANGANA

### History

**Dr. M. D. Sharief\*** \*Corresponding Author

### KEYWORDS

#### INTRODUCTION:

Education is a powerful and fundamental force in the life of man. It plays an instrumental role in shaping the destiny of the individual and the future of mankind. Education, as a value generating force in society, rejuvenates the present civilization and lays the foundation for future. The value of education in the life of an individual can never be over-emphasized. Education is the finest product of human civilization. Education is not only a social and moral imperative; but also an economic necessity. Development in respect of cultural, social, political and economical domains calls for massive need in oriented education.<sup>1</sup> The Nizam rulers knew the importance of education in life. So they gave importance for development of education in Telangana State. The Nizam rulers established many schools and colleges for development of education. Educational attainment and economic participation are the key constituents in ensuring the empowerment of women. Educational attainment is essential for empowering women in all spheres of society, without education of comparable quality and content given to men and women, updated with existing knowledge and relevant to current needs, women will be able to have access to well-paid formal sector jobs and advance with men. After independence the communities had given importance to the education. Particularly the minority community had given more importance to the education both in Madras and Telangana. The Muslim community played an important role in the field of education.<sup>2</sup>

The Right to Education Act, 2009 also makes the Indian state responsible for providing mandatory elementary education to children till they complete fourteen years of age. Articles 29, 30 and 350A of Indian Constitution seek the effective protection and educational development of minorities so that there will be an egalitarian development of Indian society. The Sachar Committee (2006) and the Kundu Committee (2014) endorsed the importance of human capital and its augmentation for a nation's development. "Improvements in the functional and analytical ability of children and youth through education open up opportunities leading to both individual and group entitlements. Improvement in education is not only expected to enhance efficiency and thereby earnings, but also augment democratic participation, upgrade health and quality of life."<sup>3</sup>

#### SCHOOLEDUCATION

The Government of India with an objective to provide universal education to all of its citizens has enacted the Right of Children of Free and Compulsory Education Act, 2009 to provide for Free and Compulsory Education to all the children in the age group of 6 to 14 years, in the country. In order to achieve this objective, it is the need of hour to see that there should not be gender bias, improvement of enrolment and qualities of education should be imparted. In the light of Right of Children to Free and Compulsory Education Act, 2009, the Government has taken various initiatives for universalization of elementary education like strengthening of existing schools, opening of new primary schools, and other type of educational facilities in remote and un-served habitations, in the State.<sup>4</sup> There are 43,293 schools functioning under various managements during 2013-14 in the State, imparting quality education to pupil. The students enrolled during the year are 61.78 lakh, consisting of 31.59 lakh boys and 30.19 girls. The teachers deployed are 2.35 lakh and the teacher-pupil ratio is 26.

#### JUNIOR COLLEGES:

In Telangana during Nizam rule a few intermediate colleges opened up in different parts of the region. The Nizam Government encouraged education in Telangana State. There are 2,493 Junior Colleges functioning during the year 2014-15. The number of students enrolled are 3,42,754 consisting of 1,69,088 boys and 1,73,666 girls and a total

of 23,114 lecturers are imparting education in these colleges.<sup>5</sup>

#### DEGREE COLLEGES:

There are 195 Degree Colleges functioning with an enrolment of 1,41,250 students, consisting of 71,618 men and 69,632 women. Some colleges were under the Universities administration separate. Women and men colleges and co-education colleges also existing, but most of them were co-education colleges.<sup>6</sup>

#### ENGINEERING COLLEGES:

Engineering colleges are primarily established to produce engineers and technicians with technical knowledge and adequate skills with an objective to meet the technical skills requirements as per the needs of the industry. During Nizam period one Engineering College established in Hyderabad. Currently about 354 engineering colleges in Telangana state are serving with a total intake of 96,648 students. Apart from engineering, there are 250 polytechnic colleges functioning with strength of 61,790 students during 2014-15.<sup>7</sup>

#### MUSLIM EDUCATION IN TELANGANA

The educational attainment for all the Socio-religious categories is analyzed for between the periods i.e. 2004-05 and 2011-12. There has been a significant improvement in the attainment of higher education during 2004-05 and 2011-12 across all the Socio-religious categories. Differentials in educational attainments are significant at higher levels of educations for all Socio-religious categories during the said periods. Among the Socio-religious categories in rural Telangana, the attainment is higher for all Hindus. Of which the SCs registered an increase of 8 percentage points in attendance in higher secondary followed by STs (5 percentage points increase), OBCs (5 percentage points increase). The Muslim community as a whole recorded an 8 percentage points increase in attendance in higher education from 2004-05 to 2011-12. Of that Muslim-OBCs registered the highest increase, i.e., 9 percentage points.<sup>8</sup>

In urban areas the improvement during the period from 2004-05 to 2011-12 of overall Muslims at different levels of education is lower than that of SCs. Even for males, the educational attainment has declined from 39 per cent in 2004-05 to 37 per cent in 2011-12 in the category of secondary education (17 years and more) and also from 24 per cent in 2004-05 to 16.5 per cent in 2011-12 in the category of higher secondary and higher level of education (19 years and more).

Muslim households suffer badly on higher education. Among household members aged 24 years and above and among Hindus, around 19 percent have primary level of education, 53 per cent of households are secondary level educated and the higher education percentage varies between 3-10 percent from intermediate to post graduation. Among Muslims, overall 60 per cent population of age 24 years and above are secondary level educated, followed by 19 percent primary educated. Only 2 per cent have post-graduation degree. If we compare rural urban gap that currently exists, we observe a very small gap between them for both Hindus and Muslims.<sup>9</sup> However, for Muslim-UC's there is a huge gap for intermediate and graduation levels. Similar situation is observed in all the household members' education across all SRC's. It proves that more people are educated at Secondary level and the least percentage of people is educated at P.G level and above. But, in rural areas at intermediate and graduation level, Hindus are better when compared to Muslims. In this section we have analyzed the enrolment ratio in various study programs. The following Table shows the enrolment ratio in schooling (1-10<sup>th</sup> Class). This shows Muslim students constitutes 10 to 12 per cent of total school enrolment. However, the Muslim girls outnumber the Muslim boys consistently. The details of the highest level of education is as

follows.

HEC	28.4	25.6	19.1	19.4	47.6	41.5	1.6	6.8
MEC	11.0	12.4	2.4	2.2	51.8	49.7	3.4	2.7

**Table Household members (24 years and above) highest level of education in Telangana**

Education	Hindus	Muslims	All
Rural area			
Primary	21.5	24.2	22.3
Secondary	52.3	60.5	54.5
Intermediate	12.3	7.5	10.9
Graduation	10.1	5.6	8.9
Post Graduation	3.8	2.1	3.3
Total	100	100	100
Urban area			
Primary	15.4	17.8	16.4
Secondary	53.2	58.5	55.4
Intermediate	14.7	9.9	12.2
Graduation	12.8	10.7	12.4
Post Graduation	3.9	3	3.6

Source: Report of the Commission of Inquiry on Socio-Economic conditions, Government of Telangana, 2016,P.49.

The above table reveals that both in rural and in urban areas the highest level of education has recorded in Telangana region. The Muslims were forward both in Primary and secondary education in both the areas, but intermediate and graduation they were backward. In secondary education Muslims cross the above 50 percent but the remaining courses, they were below 25 percent.<sup>10</sup> In the School enrolment is also very poor when compared with the other sections in the society. The Muslim student percentage is very low to 15 percent across Telangana. The School enrolment details are as follows.

**Table School enrolment ratio in Telangana**

Social Groups	2012-13		2013-14		2014-15	
	Boys	Girls	Boys	Girls	Boys	Girls
Hindu BCs	42.55	42.02	42.29	41.58	42.26	41.54
Hindu Ucs	19.83	20.01	20.05	20.33	20.75	20.93
Muslims	10.86	11.73	10.71	11.51	11.20	12.04
Scheduled Caste	15.52	15.57	15.32	15.40	14.85	14.90
Scheduled Tribes	11.24	10.67	11.01	10.46	10.54	9.95

Source: Report of Director of School Education, Government of Telangana, Hyderabad, 2015.

The above table reveals that the School enrolment ratio in Telangana State from 2012 to 2015. The Backward classes, Scheduled Castes and Scheduled Tribes enrolment ratio is more than the Muslims, particularly in boy's enrolment. But in 2014-15 both the Boys and Girls enrolment of the Muslims was just slightly more on the Scheduled Tribes of Telangana State. The above table clearly indicate the backwardness of the Muslims in the field of education in Telangana State. There in role percentage is very low compare with the all sections of the Telangana society.<sup>11</sup>

In the intermediate education of Telangana, the Muslim students constitutes a meager percentage even less than the SCs and STs. Muslim boys and girls are relatives more concentrated in the CEC course and are less in HEC course. But, the boys are less in HEC while girls are less in number in MPC course. Coming to university education, we find a meager percentage of Muslim students, even lesser than the percentage of intermediate level. It seems that the number of students after intermediate do not continue their study. University-wise information in Telangana shows that the Muslim students prefer Osmania University and Dr B R Ambedkar Open University more for higher studies. However what is noticeable is that even the Muslim population exists nearly 44 per cent of the total population in the city. Osmania University has less than 12 per cent Muslims at the graduate level and less than 6 per cent at the post graduate level. The intermediate courses enrolment in different communities in Telangana State in 2014-2015 is as follows.<sup>12</sup>

**Table Course wise enrollment of Intermediate in 2014-15**

Name of the subject	Scheduled Castes		Scheduled Tribes		Backward Classes		Muslims	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
MPC	12	12.7	6.9	5.4	51.3	55.5	4.3	1.8
BPC	23.0	22.9	14.1	10.2	50.4	48.6	2.4	5.2
CEC	20.4	20.6	8.7	7.5	53.8	52.9	8.0	7.9

Source: Report of Secretary, Board of Intermediate, Government of Telangana, Hyderabad, 2015.

The above table reveals that the Intermediate enrolment ratio in Telangana State in 2014-15. The table clearly shows poor enrolment status of Muslims in Intermediate standard in Telangana State. The total number of students in Intermediate is 2,69,003 boys and 2,37,804 girls. The backward Classes occupied 50 and above percentage in intermediate. Then the Scheduled Caste and Scheduled Tribes occupied next places. But the Muslims enrolment is below 10 percent both the boys and girls, it shows the poor registration in enrolment. This is one of the main drawbacks of the Muslims for the economic underdevelopment in the State. The situation is same in higher education also. The details of the enrolment into Graduation and Post-Graduation courses in Telangana State is as follows.<sup>13</sup>

**Table Enrolment ratio of students into the Universities in Telangana in 2014-15.**

University	Graduates			Post Graduates		
	T.S. Students	Muslims	Percentage	T.s. Students	Muslims	Percentage
Osmania	82,551	9717	11.77	14488	812	5.60
Telangana	9339	289	3.09	1302	80	6.14
Dr. BRAOU	66331	6708	10.11	8619	658	7.63
Prof. Jayashankar Agricultural	639	20	3.13	-	-	-
Palamuru	498	31	6.22	-	-	-

Source: Director of Economic and Statistics, Government of Telangana, Hyderabad, 2015.

The above table indicates that the enrolment of the Muslim students in various Universities in the State for Graduation and Post-Graduation. In Osmania and Dr. B.R. Ambedkar Open University enrolment of Muslims are above 10 percent in Graduation Programs and less than 10 percent in Post-Graduation Programs in the respective Universities. In higher education the Muslim students enrolment is very less when compared with other section of the Telangana society.<sup>14</sup>

Higher Education provides people with an opportunity to reflect on the critical, social, economic, cultural, moral and spiritual aspects of human beings. It contributes to national development through dissemination of specialized knowledge and skills. Being at the apex of the educational pyramid, it plays a key role in producing skilled and qualitative man power in the country. The National Policy on Education-1986, revised in 1992 (NPE) states that in Higher Education in general and Technical Education in particular, steps will be taken to facilitate inter-regional mobility by providing equal access to every Indian of requisite merit regardless of his origins. The universal character of Universities and other Institutions of Higher Education is to be underscored. In the areas of research and development, and science and technology, special measures will be taken to establish network arrangements between different Institutions in the Country to pool their resources in such a way that participation in projects of national importance could be made possible/accessible. Education is more important to inculcate value based education. As unemployment is more in Telangana students write all types of entrance examination to get employability.<sup>15</sup> The course offered by all the recognized universities and special colleges in the State. The enrolment in various professional courses such as L.L.M, L.L.B, M.C.A, and M.B.A etc., in Osmania University is presented in the following table.

**Table Enrolment in Professional courses at Osmania University, 2014-15.**

Course	Scheduled Castes		Scheduled Tribes		Backward Classes		Muslims	
	Male	female	Male	female	Male	female	Male	female
L.L.B 3 Years	9.35	10.61	2.24	1.86	30.3	26.3	4.9	7.6
L.L.B 5 Years	12.93	15.43	3.04	3.09	26.6	21.6	5.7	5.6
L.L.M	10.22	9.30	4.03	3.72	29.3	29.8	10.5	12.1
M.C.A	2.58	3.34	0.56	0.18	35.1	32.0	2.1	2.8
M.B.A.	5.90	7.94	1.17	0.73	35.6	33.1	10.7	10.3

Source: Admission Registers, Osmania University, Hyderabad, 2016.

It is found that percentage of Muslim male and female in 3 years LLB and 5 Years LLB is less than 8 per cent. However, their percentage rises in LLM are 10.5 per cent for male and 12.1 per cent for female respectively. In MBA, the share of Muslim male and female students is about 10 per cent each while their share in MCA is less than 3 per cent each. Similarly, in most of the Medical courses the share of Muslim students in 2014 - 15 was around 5 per cent except in BAMS (2.1 per cent) and BNYS (nil). In MBBS the Muslim Students enrolment is 105, BDS 32, BAMS 2, and BHMS 5. The total enrolment in Medical courses is 144. In Engineering, the total Muslim student allotment is 9.8 per cent.<sup>16</sup>

The share of Muslim boys is 12.49 per cent while Muslim girls have 5.64 per cent. The total strength of the Muslim boys and girls in EAMCET Engineering is 3921 and 1151.<sup>17</sup> In Pharmacy, the overall percentage of Muslim students in total allotted students is 17.87 per cent. The Muslims boys (13.45 per cent) have lower share than the girls (19.85 per cent). The share of Muslim students in Polytechnic course in 2015 and 2016 is 2080<sup>18</sup>. The share stands at 12.48 per cent in 2015-16. However, it is more in private course (13.56 per cent) than Government course (6.49 per cent). Muslim students' enrolment in various courses of Agricultural Sciences varies in-between 2-3 per cent except in Agri-Business course, it is 4.26 per cent. The total enrolment of the Muslim students in agriculture courses is 20. In ITI, it is only 4 per cent students, out of 34,622 total students.<sup>19</sup>

### LITERACY

Among the fifteen major states of the Union, Andhra Pradesh ranks ninth in terms of literacy. Against 36 percent literates in the country as a whole only 30 percent of Andhra Pradesh population are literates according to the 1981 census. The present situation is no small extent to a legacy of the past. The literacy status in the erstwhile states of Hyderabad was extremely low when compared with the situation in the districts of the former Madras Presidency that came to Andhra Pradesh., it is only slightly better. This was particularly true in the early half of this century. General literacy in the Hyderabad state, for instance, was barely 2.75 percent in 1911 rising to 2.93 percent in 1921 and to 4.13 percent in 1931. In the Madras Presidency likewise 7.47 percent of the general population was literates in 1911 and 8.57 percent in 1921 and in 1931, it is 9.25 percentages.<sup>20</sup>

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