

# **An Analysis of Educational Conditions of Muslims in the light of Sachar Committee and Fatmi Committee Reports**

**Prof. Md Faiz Ahmad**

**MANUU, College of Teachers Education, Darbhanga**

[md\\_faizahmad@rediffmail.com](mailto:md_faizahmad@rediffmail.com)

## ***ABSTRACT***

Education is process to develop the personality of individual, community and the Nation. In India Muslim constitutes the largest minority so far population is concerned but the educational condition of Muslim is lower than almost all sections and it is becoming bad to worse day by day. Time to time many committees and commissions appointed for its upliftment but result is not upto to the expectation. Sachar committee highlighted many points especially regarding educational conditions of Muslim and recommend some measures for its development. To implement the recommendation of Sachar Committee Report Fatmi Committee Constituted by MHRD, Government of India which made a serious effort to address the issues for the improvement of the status of Muslim especially its education. This paper deals with the analysis of Educational Status of Muslim especially in the light of Sachar Committee and Fatmi Committee reports.

**Keywords: Community, Minorities, Employment, Discrimination, Educational, Quality**

## **Introduction:**

The revelation of the Quran started with the verses which shows the importance of Education given in Islam, Islam signify education so much as it made education compulsory upon each and every man and women, it is said that good education is that which is so founded and graded that it implants in the young children and seeds of divine love, human affection and universal brotherhood which take root in them, develop and expand in their respective progressive stages of life and grow to perfection ultimately. It helps children to eradicate ill habits and sublimate their undesirable emotions and inclinations into thoughts and acts of piety and goodness. The life of Prophet is a good example

to all to follow but unfortunately at present the educational conditions of Muslims is bad to worse; it is lower among all the religious groups in India.

The National Commission for Minorities in India has identified Muslims, Christians, Sikhs, Buddhists and Parsees which constitute 20.22% 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. It has also been reported that the dropout of the Muslim Students from schools and other educational institutions is of higher rate. Female literacy among the Muslims is also significantly low and

this is one of the important reasons of ignorance and illiteracy in Muslim community. It reveals from the present study that Muslim community in India is the most backward in terms of education as well as socio economic condition. It makes clear that the vision of Muslims is not towards modern education. The present study has identified the problems of Muslim's education in India and further address the proper suggestion and measures for improvement the status of Muslim education.

### **Educational Status of Muslims**

As per National Commission for Minorities in India Muslims, Christians, Sikhs, Buddhists and Parsees which constitute 20.22% 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. It has also been reported that the dropout of the Muslim Students from schools and other educational institutions is of higher rate. Female literacy among the Muslims is also significantly low and this is one of the important reasons of ignorance and illiteracy in Muslim community. Muslim community in India is the most backward in terms of education as well as socio economic condition.

The status of Indian Muslims has a poor human development status because of widespread illiteracy, low income, irregular employment, high incidence of poverty. Indian Muslims are far behind in achieving the literacy status because of their economic conditions, no availability of schools, more drop-outs, less likely to survive educationally, lack of resources in the available schools

and low level of interest in education, lack of honest leadership in the community. It has also been reported that the dropout of the Muslim Students from schools and other educational institutions is of higher rate.

### **Indian Constitutions and Minorities**

The Constitution of India ensures equal opportunities for all sections of citizens without any discrimination on the basis of belief, caste, creed, race, region or gender. The Article 14 of the Constitution of India ensures equality of all before law and equal protection by the law. Article 15 prohibits discrimination on the grounds of religion, race, caste, sex and place of birth. Article 16 There shall be equality of opportunity for all citizens in matters relating to employment or appointment to any office under the State. Article 21 says that no person shall be deprived of his life or personal liberty except through the procedure by law. Article 21(A) made elementary education as a fundamental right, Article 25 ensures freedom of conscience and the right to freely profess, practice and propagate religion. Article 26 ensures right to manage religious institutions, religious affairs, subject to public order, morality and health. Article 29 protects minorities' right to conserve their language, script or culture. Article 30 provides for the protection of the interest of minorities by giving them a right to establish and administer educational institutions of their choice. Article 39: The State shall, in particular, direct its policy towards securing— that the citizens, men and women equally, have the right to an adequate means of livelihood. Article 51: It shall be the duty of every citizen of India – to promote harmony and the spirit of common brotherhood

amongst all .Article 350 highlight all the matters relating to the safeguards provided for the linguistic minorities and their development.

### **Government Initiatives**

After Independence Government of India time to time appointed many committees and commissions to improve the conditions of Muslim and its education but its situations becoming bad to worse day by day. In this regard some committees appointed like in 1978 under the chairmanship of Syed Mahmood a high level committee was constituted. Mrs Indra Gandhi also constituted a panel under the leadership of Dr Gopal Singh, In 1995 National Minority Commission also submitted its report to the Government of India, Rangnath Mishra Committee was also appointed which recommended for 10% reservation, in 2005 Sachar Committee was appointed and in 2006 Fatmi Committee was constituted to prepare the action plan for the recommendations of Sachar Committee Report.

### **Sachar Committee Report**

Government of India on 9<sup>th</sup> March, 2005 appointed a 7 member high level committee under the chairmanship of Retired Judge Mr Rajendra Singh Sachhar to report the Social, Economical and Educational status of Muslim in India. A 403 page report titled Prime Ministers High Level Committee on Social, Economic and Educational Status of the Muslim Community of India, observed that the problems confronting India's 150 million strong Muslim community broadly relate to issues of identity, security and equity flowing from the double burden of being perceived as anti-national and as being

appealed at the same time. The committee said that the Muslim community which constitutes almost 15 percent of India's population is under-represented in government, civil services, the armed forces and in Indian industry. Pinpointing education as an area of grave concern for the Muslim community, some major observations of the report of chapter 12 which is related to education is as follows

There is a need to prepare a National Data related to the status of different categories and its status, Five years monitoring and continuous interim monitoring should be done. It is generally believed that there is discrimination with Muslim Community. There is a need to eradicate this perception of discrimination by making some legal provision, There is a need to increase the participation in all levels, There is a need to bring the Muslim Community in mainstream and in this regard diversity index must be prepared with a greater diversity sense. UGC grants must also be increased and public space should be provided to the Muslim and all arrangements including teaching professional development, curriculum, remedial classes etc should be done, Special attention on school education required, develop local community centre, Quality school must be established in Muslim populated area, Special provisions for 9<sup>th</sup> to 12 class girls' education should be made, Identify the Urdu speaking population and establish primary schools there, Provide Hostels to minority students and appoint more and more para teachers, Use Urdu as a subject where in a Urdu populated state, Madarsa is different from schools, it can be used as best an alternative and provisions should be made for its academic equivalence and effort should be made that those who are from madarsa background should not face in taking admission in higher education.

## **Fatmi Committee Report**

Ministry of Human Resource Development, Government of India constituted a 13 Members High Level Committee under the Chairmanship of Mr MAA Fatmi the then Minister of State which submitted a report to implement the recommendations of Sachar Committee on 31,01,2007. The committee suggested the Action Plan in 13 chapters and 39 points Action Plan to fulfill the aspirations of socio, economic and educational aspirations of the Muslim Community.

Fatmi Committee minutely studied the Sachar Committee Report and also the efforts made by Ministry of HRD and added some suggestions which is as follow:-

Provide best coaching centre for Muslim Students, On the line of Dr Ambedkar Scholarship, Muslim students should also be given scholarship, A public fund should also be created for the education of Muslim girls, Anganwali centre should be established where more than 20 percent population is there, Loan should be accessible easily to this community so that school can be opened, Easy accessibility in all school of the states should be for Muslim students, 88 Districts where more than 20 percent Muslim population reside 2507 primary and 4465 upper primary school should be opened, 458 KGBV schools and same in 427 blocks also accepted, NCERT books for Madarsa from 1 to class 12 should also be prepared, Centre for Promotion of Urdu Medium Teachers in Jamia Millia Islamia, Aligarh Muslim University, and Maulana Azad National Urdu University accepted, Five new campus of AMU at Bhopal, Kishanganj, Murshidabad, Mallapuram and Pune accepted and opening of many Centre of MANUU also accepted

## **Implementation**

For the implementation of the recommendations of the Fatmi Committee and the Sachar Committee the Government has made a number of interventions through Sarva Shiksha Abhiyan (SSA) which include the establishment of Kasturba Gandhi Balika Vidyalaya, The Navodaya Vidyalayas, Kendriya Vidyalayas, Jan Shikshan Sansathan and the Saakshar Bharat Missions. For outlay under the SSA is targeted for the 121 Minority Concentration Districts/Area to the goal of Universalization of Elementary Education, the availability of free text books and the provision of two sets of uniforms to all minority girls from classes I-VIII. The Madarsas affiliated to the State Madarsas Board are also eligible for such assistance as it is available to other grants in aid schools, under the SSA. For increasing the enrolment of Muslim girls 544 KGBV have been sanctioned in Blocks having more than 25% Muslim Populations. The University Grants Commissions has sanctioned 368 Women Hostels in the MCDs. The Centre of the Aligarh Muslim University have been established at Mallapuram (Kerala), Murshidabad (West Bengal) and Kishanganj (Bihar). To implement the Fatmi Committee report related to Maulana Azad National Urdu University an expert committee in UGC accepted the proposal under XI plan to establish Model Schools, Polytechnic, ITI, College of Teacher Education etc and MANUU Satellite Campus Darbhanga successfully running these courses. CPDUMT also established in JMI, AMU and MANUU. Many more proposals and plan accepted by Government of India.

### **Conclusion:**

It is fact that Sachar Committee has made an honest effort to evaluate the Social, Economical and Educational status of Muslim in India and highlighted some facts on the basis of data but in the words of Maulana Mahmmod Asad Madni the actual conditions of Muslim is more deteriorate than it is said in Sachar Committee but consequent upon that 13 members high level committee under the chairmanship of Mr MAA Fatmi suggested a practical and realistic Action Plan to implement the Sachar Committee Report and some of the points implemented but many more is to be implemented.

### **Suggestions**

This is the right time Government of India should implement the recommendations of Sachar Committee Report in the light of the Action Plan suggested by Fatmi Committee Report to achieve the target of Sustainable Development Goal(SDG) by 2030.

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