

Problems and Educational Needs of Muslim Women in India

Dr. Sabista Anjum

Astt. Professor Deptt. Of Sociology

K.A(P.G) College Kasganj

The constitution of India grants Muslim and other minorities quality of status and opportunities with the other citizen to accelerate the process of educational and socio-economic justice. The constitution of India grants The rights to equality and Right to Freedom of Religion and Protection of Interest - of minorities in regard to educational rights For six decades, the nation has worked and progressed towards structuring and supporting a secular democracy and evolving the interests of the socio-economically backward and disadvantaged sections to include women, the Scheduled castes (SC), the Scheduled Tribes (ST) and the minorities Determine efforts have been made towards equivalence and removal of inequalities. Major policy and programmatic contributions are being made to upgrade the entire state of the socially and economically disadvantaged sections of the society with primary focus on women and girls. In the last two decades with major emphasis put upon education and empowerment. 1 Muslim constitute India's longest minority as well as the second largest Muslim population in the world after Indonesia, Regarding education, Muslim are the most backward communities. Muslim girls and women are behind in their acquisition of education and empowerment as compared to males and women belonging to other communities the nation is dedicated to education advancement and empowerment of all Indian Women in acquirement of the constitutional assurance of equality and life with self-respect as stated in the National policy of Education 1986 and its revised program of Action in 1992. Program of action, 1992, first- identified the existing programs for the Muslim minorities and suggested a large number of short term, median term and long term measures to promote education amongst them and lead to the formulation of major program like the area Intensive Educations Develop and modernization of Madarasas as central Government schemes of the MHRD. 2

Education and the Muslim Women in India

Muslim comprise 12% of the population i.e. India's largest minority. Education is considered to be an indispensable source that contributes in making provision of assistance to the Muslim Women in alleviating the conditions of poverty and socioeconomic backwardness. The Muslim women are made to recognize the significance of self-sufficiency and independence through education so, that they are not economically dependent. The reason being, economic dependency largely contributes to their has been a considerable improvement in the education of women. There was an increase in school and colleges for girls and women Enrolment of Muslim girls and women in schools and colleges was slow and there was prevalence of anxiety among the Muslim parents to send their girls to schools and college.

It is vital for the Muslim women to develop a will power determination. If the women themselves develop an interest and enthusiasm towards attainment of education, they will be able to convince their families as well as overcome all the obstacles that may arise within the course of acquisition of education They need to understand that education will enable them to raise their status within the society, especially in remote areas, women become more vulnerable and are dependent upon their male counterparts for their existence.³

Educationally Muslim compares one of the most backward communities in the country. Muslim girls and women lag behind their male counterparts and women of all other communities Among the Muslims 17.6% is the dropout rate, higher than the national average of 13.2% As many as 25% of the Muslim children in the age group of 6 to 14 years have either never attended school or have dropped out. Muslims have the highest dropout rate in the Country. Only one out of the 25 under graduate Students and one out of the 50 postgraduate Students is a Muslim in the premier colleges. The share of Muslims in all Courses is low. Particularly at the Post graduate level and marginal in the science Stream (Sachar 2006)." The government is still holding on to the survey of Sachar Committee that came out with the data that 66.6% of Muslim women can read and write. They did not ask the women what they can read or and what they can write. If they had, most-women would have said they can read the Quran they can write some urdu The problem is that documents detailing their state entitlement happen to be in English or vernacular languages. So most Muslim women are left in the lurch."

Farhat Amin, the Orissa coordinator for the Bharatiya Muslim Mahila-Andolen (BMMA) A study done by Zoya Hasan and Ritu Menon highlights important issues related to the status of Muslim Women in India. This survey was conducted in 2000-2001 Covering 40 districts in 12 states. Although all women suffer gender based inequalities in marriage, autonomy and mobility across communities Muslim women fare lower than the national average in certain key areas. These include socioeconomic status, occupational distribution, labour force participation and education (Hasan and Menon 2004). The studies by Nayer (2007) Hussain (2009) and Jafri (2010) also indicate Muslim women are marked with stark educational backwardness. Many studies and literature have given perspectives on the various reason and issues behind the educational backwardness of Muslim women.

Educational Requirements of Muslim Women

The Muslim communities do not possess strong viewpoints . regarding the prevalence of positive culture within the school environment. Muslim girls consider enrolment in educational institutions as the last priority and they are the first ones to drop out of school in case of any adversities or problems. It is essential to formulate appropriate measures that would lead to understanding of educational requirements and generation of positive school culture and these have been clarified as follows 4 There are student experience learning disabilities and problems. These factors have also led to an increase in the dropout rate amongst the Muslim girls. To Provide solutions to this problem, it is vital that teachers should understand the problems of the students and provide them explanation of the concepts in an understandable manner. Extra classes should be organized by the teachers in the form of tutorials, which may Contribute in facilitating the learning of difficult concepts, learning is regarded to be an imperative aspect-in schools and Muslim girls would need help from their teachers as well as other fellow students to develop their learning. The teachers should develop this viewpoint amongst the students that they should always be sociable and approachable in attitude towards their fellow students. In some instances, students belonging to Muslim and marginalized Communities are not regarded by the fellow students. They do not create speaking terms with them and there are occurrence of conflicts and disputes. In school and educational institutions, there should not be any kinds of conflicts and disputes and individuals should communicate with each other in an

appropriate manner. It is vital to formulate rules and policies, So that students are obedient and disciplined within the classrooms and schools. It is vital to formulate rules and policies, so that students are obedient and disciplined within the classrooms and schools. It is vital to formulate policies and rules within the educational institutions.

Importance of Women Education

"Education for all"; is one of the major tasks being carried out by the Indian government but still we have the lowest female literacy rate in Asia, India is working but the pace is slow as we have not achieved what we should have achieved a long time ago. Parents especially in lower strata of society send their male child to school but not the girl child. This is one problem where parents do not send their daughters to school. Secondly, It is also common to see that parents especially in urban areas often send their male Child to better schools.

According to Napoleon "Nation's progress is impossible without trained and uneducated mothers. If the women of my country are not educated, about half of the people will be ignorant. "Education liberates women from ignorance, increase self-esteem and helps them take control over their own lives and guide the progress of their families. Women are the backbone of a Society. They are as equally important as men are. The role of women cannot be denied in any society or culture.

Women must be educated for a healthy and a happy life. An educated woman can be a better human being. successful mother and a responsible citizen. Educating women will unquestionably increase the living standard both at and outside home. An educated women will force her kids to study further and wish them to live a better life than hers. Napoleon once said, "Give me educated mothers and I will give you educated nations. "On the other hand, Women are most vulnerable to trafficking when they are under educated and poor, says the United Nations Inter-Agency Projects on human Trafficking.

A woman has to play three roles in course of her life. Each of these roles expects some duties from her. It is only with the help of education that she would be able to do them successfully. The first duty is to be a good daughter Second duty is to be a good wife and third duty is to be a good mother. Education teaches a woman what she should do to be good daughter, good wife, a good mother. An educated lady is good, a claver nurse and, a useful adviser to her husband. **What Islam says about education-** According Islam said, "A mother's lap is the first school

of child." There is no priority for men over women in relation to the right to education. Both are equally encouraged to acquire education. Indeed, all the Quranic verses which relate to education and which advocate the acquisition of knowledge were directed to both men and women alike. The Progress of education women in education since independence and to suggest steps to empower them through education. She found that the number of girls in school and college increased. Muslim girls going to schools and colleges also increased slowly but steadily and the muslim parents are becoming anxious to educate their daughters along with their sons. She gave several suggestions like eradicating ill traditions, making girls more confident providing vocational and technical education and reservation for Muslin Wonen.5

Education as an instrument of Political development of Muslim

Education have contributed an imperative part in the political development of the individuals. When individuals are not able to recognize their rights and duties, when they are not allowed to have a say or are unaware, these factors largely contribute in having an adverse impact upon their development. Education contributes an imperative part in this elimination of an unawareness on the part of Muslim women, so that they can have an effective - contribution in the decision making matters and in leading to their development. Education at various levels makes provision of knowledge and development of skills amongst the individuals so that they are able to contribute towards the welfare of the community. It is regarded to be more meaningful in the third world countries, the reason being, otherwise democratic institutions will not be able to implement all the required tasks and functions. For the functions of democracy, it is vital that people should be informed and aware about the ideas and information. 6

The all-round development of the nation is the main objective of the political leaders and other individuals In order to bring about all-round development of the individual, society and the nation, it is vital to politically as well as socially empower Muslim women. Progress and empowerment largely depends upon augment in the dexterity skilfulness and abilities of all segments of the society regardless of the caste, class, colour, creed and gender Category. On the other hand, women are discriminated against for ages and also have been experienceing from given inadequate treatment in connection with the opportunities, rights, privileges and status in many socioeconomic and cultural domains of the society. Lacking the participation of women in the programmes and performances of progression, does not only basically impede their own development, Social change and movement

towards social progress but also have an effect on the development of the entire nation. The Concern of women's studies, having its essential objective to collect information on women and to discover their social position as well as problems and opportunities, is acquiring a great extent of enormity during recent times in social scientific examination and discourse. Empowerment of Muslim Women in their movement for liberation and struggle against the problem that they have experienced is their primary objective. Muslims in India are the largest minority so far as the minorities within the country are concerned and the majority of this largest minority community is unpleasantly in the backward state with regards to education and economy, where more or less of all other minorities are in a more prosperous and wealthy state, Moreover, Muslim women insufficiently have not been skilled enough to find their due share in the well-being efforts made by the government in the Country since freedom for the economically weaker Sections of the society. 7 Creativity in the field of education is defined in two ways, one is teaching creatively and the other is teaching for creativity. The improvements can be brought about in the field of education in the teaching-learning methods. When the teachers make use of innovative techniques, ideas, viewpoints and explanations in order to facilitate learning amongst the students, then it is termed as being creative in teaching. Imaginative approaches are employed make learning more interesting, involving, enriching and effectual. The main outcome of creative teaching is when students are taught to develop their own creative ideas, viewpoint and behaviour.8

Measures to Improve the Participation of Muslim Girls in Schools

Amongst the Muslim communities, girls and women are more at a disadvantaged state as compared to men. It is vital to look into the measures to improve the participation of Muslim girls in schools.9 The barriers that arise within the course of education of the Muslim girls should be adequately identified. These may be marriage at an early age, discouragement towards education by the parents and other family members, viewpoints that girls are meant to perform only the household chores and education and employment opportunities are not meant for them and so forth. These factors should not become impediments within the course of education of girls. There is a high-rate of drop-out amongst the Muslim girls. The Primary causes that lead to drop-out of girls from schools are, financial Problems accessibility to schools, transportation problems, unable to understand the curriculum and the instructional methods lack of infrastructure within the schools, unable to develop amiable terms and Conditions the teacher and Students

belonging to other communities and lack of other facilities. Therefore, measures should be implemented to make sure these problems are solved and Muslim girls develop motivation towards acquisition of education. Activists, organizations and policy makers are required to make the data available to the general public and for utilization. Such information would need to be quantitative, qualitative as well as comparative. The quantitative data would make available the numbers and the quantitative information, qualitative data makes available the information so that conditions between Muslim and other communities can be compared. On the basis of these kinds of information, policies and procedures should be framed to make sure there is equity and justice. In schools and other institutions, it is vital that there should not be any kind of discrimination on the basis of caste, class, creed, religion, gender, ethnicity or socioeconomic background. Emphasis should be put upon the data keeping on the basis of these factors & so that equal opportunities should be available for all individuals. It is vital that in Muslim areas, there should be proper allocation of resources, so that they are able to alleviate any kinds of deprivations that they are experiencing. When there will be equal opportunities available and proper distribution of resources, then they would largely contribute in bringing about empowerment of individuals. Development schemes must also be ethnically profound so that they are acceptable to the Muslim community. For instance, obligatory co-education after a certain level or Hindu or anti-Muslim prejudices in textbooks often act as a major hindrance to the Muslims, particularly education of Muslim girls. In some cases, they feel vulnerable and apprehensive to some issues, which prove to be impediments within the course of their attainment of education. Hence, it is vital to make sure that all barriers are adequately identified. The functions of planning, organizing, directing, controlling, managing and administering are an integral part of any organization or an educational institution. In some cases, when any planning is implemented, or any event or activity is supposed to be organized, then in some cases, students are also encouraged to participate. In the planning and implementation of the development schemes, it is vital to ensure the participation of Muslim girls and other marginalized sections. They should contribute in the organization of activities and other tasks. To acquire educational qualifications and development of skills, it is vital to obtain support and encouragement from the family members and especially parents. Within the Muslim communities, parents may discourage their girls from acquiring education. They may acquire school education but due to other factors such as, marriage, family issues, household tasks and so forth are discouraged from acquiring higher

education. Therefore, it is vital to arouse the understanding among the parents for the education of girls. Sensitization of religious ulema to organize parents for of Muslim Community- So, they can assist and activate the public through their Speeches and works. In educational institutions, the various problems that Muslim girls experience need to be identified and measures should be formulated to improve them. To improve the educational status amongst the Muslim girls and minorities, it is vital to make progress in their socio-economic status. Besides the provision of education, it is vital to make sure that Muslim communities, women and girls are aware of their constitutional and legal rights. Amongst the Muslim communities, it is vital to make efforts to make them realize the significance of education.

Attainment of education would contribute in acquisition of self sufficiency and empowerment.

Adult Education development

The role of adult education in bringing about socio-cultural Changes and development is multi dimensional Adult education underpinning for progress in areas such as, human Capital, health nutrition and the development of institutions and democracy. Therefore, the role of adult education in development can be detained through the multifaceted relationships existing between all its forms and economic, political, social and cultural determinant factors. The economic role of adult education in development is apparent its contribution to human capital formation. It is in the present existence, well established that, alongside health care, Sanitation, and nutrition that are vital in making improvements in the people's standards of living and enhancing productivity by reducing illness and mortality rates and by increasing life expectancy, adult education, by equipping recipients with essential literacy and numeracy skills, and yielding high rates on investment, there by, augmenting labor productivity. An educated population also provides a more attractive investment climate. Thus, investment in the development of human capital, through adult education is fundamental for developing a labour force and administrative know, how, able to compete in the present day's worldwide economy. Formal education alone is not satisfactory for playing this role as even these categories of the population, who have had formal education and training might need to get recognized and reskilled through adult education, primarily because in the present existence, knowledge and Skills, unsuitable and outdated Adult education is also instrumental in familiarizing the individual with information Communication Technology (ICT), a significant tool for the Smooth

integration of economies within the global economy. The significance of ICT cannot be overemphasized the world is speedily moving towards knowledge-based economic structures and information societies that include network of individuals, firms and countries Connected electronically in interdependent and Co-operative relationships.

Adult education also plays a major role in social development. It is in the present existence, broadly admitted that growth will not reduce poverty unless the poverty stricken people are able to participate in it. Such participation can become operative to a large extent through adult education There is a need of some kind of formal and non-formal education and training to be able to benefit from basic healthcare sexual and reproductive health services, the development of new medicines, and thus be in a position to free itself from diseases and that cause distress poverty stricken people, such as HIV/AIDS, tuberculosis malaria and other illnesses and diseases. Adult- education will also be needed to enable these individuals to actually take advantage of the programmes aimed at protecting orphans and vulnerable children or drastically reducing the number of people without access to safe water and bank Sanitation.¹⁰

Conclusion

The attainment of education amongst the Muslim women is low. There are many factors that are responsible for the low education amongst the Muslim women. These are, parents possess the viewpoint that girls should be married off at an early age and education is not meant for them. There have been shortage of schools in Muslim communities and girls are not sent to distant places for safety reasons. Muslim girls and women are mainly home based and carry out all the household chores and hence, do not recognize the significance of education. The inability to understand the educational concepts, feelings of vulnerability and apprehensiveness within the school, inability to develop effective communication skills are some of the factors in educational institutions that prevent the girls from getting enrolled. Families do not make provision of education to their daughters with interest enthusiasm and they experience several financial problems.

To develop education amongst the Muslim Women, it is vital for the Muslim communities to realize the significance of education. Madarasas should transform into modern educational centres where both religious and vocational Studies may be imparted. The Muslims are required to change their vision from traditional to modern education. It is the job duty of Anthropologists and Sociologists to find out

the educational status of Muslim women, conduct an analysis of the state of education amongst them, Identify all the impediments and formulate measures to overcome them.

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