

Minority Muslim Girls' in Manipur: An Analytical Study of Their Enrolment in Primary Education

¹Angonjam Annu Devi, ²Nilima Bhagabati

¹Prof. Qu... Hoque School of Education, University of Science and Technology, Meghalaya, India

²Dean of Social Sciences and Humanities, University of Science and Technology, Meghalaya, India

Abstract

The purposed study was to analyze the enrolment situation of Muslim Girls as far as their Primary education in nine districts of Manipur. The descriptive method was adopted in the proposed investigation. The main source of the secondary data used were the District Information System for Education (DISE) data, Census 2001 and 2011 data, Web publications and books on muslim education. The main findings were High muslim enrolment in Imphal East and Thoubal districts in Manipur. Low muslim enrolment in Bishnupur, Chandel, Churachandpur, Imphal West, Senapati, Tamenglong and Ukhrul Districts in Manipur. In Indian context low muslim enrolment but high muslim girls enrolment. In spite of the incorporation of the Right to Education Act in the Indian Constitution, Universal Elementary Education is still a distant cry for the rural minority muslim girls.

Key Words

Enrolment, Primary Education, RTE act, Muslim

Introduction

It is a universally accepted reality that education enlightens and empowers people, and that education is the single most important instrument for social and economic transformation. As well educated population, adequately equipped with knowledge and skill is not only essential to support growth, but is also a precondition for growth to be inclusive since it is the educated and skilled person who can stand to benefit most from the employment opportunities which growth will provide. Globally, education is used as an important marker of Human Development and is included in the widely used Human Development Indices, such as those developed by the UNDP. These indices focus on enrolment at the elementary, secondary and tertiary levels of education.

In India, as per the Union Government Notification No. S.O. 816(E), dated 23-10-1993 issued by the Ministry of Welfare, five religious communities viz. Muslims, Christians, Sikhs, Buddhists and Zoroastrians (Parsis) have been declared as minority communities. The Union Government also lately included the Jains as a minority community under Section 2(c) of the National Commission for Minorities (NCM) Act, 1992 vide Notification No. S.O. 267(E), dated 27-1-2014. As per the functions of National Commission for Minorities (NCM) laid down in Section 9(1) of the NCM Act 1992, the Commission has been looking into the educational problems of the six religious communities of the country. According to 2001 census, the proportion of Muslim population to the total population was found to be 13.4 percent. The Christians at 2.3 percent, Sikhs at 1.9 percent, Buddhists at 0.8 percent, Parsis at 0.007 percent while the Hindus enjoy a majority of 80.5 percent.

As per the 2001 census, state-wise population shows that Muslims constitute majority in Lakshadweep and Jammu and Kashmir. There are six states where muslim population is above the national average of 13.4 percent. These are: Assam (30.9 percent), West Bengal (25.2 percent), Kerala (24.6 percent), Uttar Pradesh (18.55 percent), Bihar (16.5 percent) and Jharkhand (13.38 percent). In absolute numbers, the largest four states in terms of Muslim population are Uttar Pradesh (3.07 crore), West Bengal (2.02 crore), Bihar (1.37 crore), and Maharashtra (1.07 crore).

Christians constitute a majority in Nagaland (90 percent), Mizoram (87 percent) and Meghalaya (70.03 percent), Sikhs are in majority in the state of Punjab, where the population is 60 percent.

There is no Buddhist dominated state or Union Territory in the country. Maharashtra reported 58.38 lakh Buddhists highest in the country. In Sikkim and Arunachal Pradesh, Buddhists are 28.1 percent and 13 percent of the state population respectively.

In the state of Manipur, the Muslims, locally known as Panggal or Meitei Panggal have been living with the majority community-Meiteis who are co-valley dwellers (in four valley districts, viz. Bishnupur, Imphal East, Imphal West and Thoubal) and with hill inhabitants-Nagas and Kukis (in five hill districts, viz. Chandel, Churachandpur, Senapati, Tamenglong and Ukhrul where Muslim population is almost nil) who are Christians. The Muslims have been living in Manipur, North East India since centuries ago but the most accepted view is that they have been in Manipur as valley dwellers since the first decade of 17th Century AD. They are closely related to the Meiteis-ethnically. However, they follow Islam as their religion. Now they form a population of 8.81 percent of the total state population. As per the census of 2001, total Muslim population in Manipur figures 190,939. Out of this total, the rural muslim population in Manipur figures 135,5494 (71 percent). Here, it may not be out place to mention that the lone Rajya Sabha Member is a Muslim, and two muslim members are in the state Legislative Assembly for the welfare of the people of Manipur.

The Indian education landscape saw significant development during the 11th Plan. There was a surge in school enrolment, gender and social category gaps in enrolments narrowed considerably. Expansion of school infrastructures and facilities significantly widened access to schooling and incentives and child entitlements, such as text books, mid day meals and uniforms began reaching a considerably large number of children.

The Right of Children to Free and Compulsory Education Act, 2009, popularly called RTE, became operative on 1st April 2010. RTE is by far the most historic development in Universalization of Elementary Education (UEE) in the country. It implies that every child in the age group of 6 to 14 years has a right to elementary education of satisfactory and equitable quality in a formal school which satisfies certain essential norms and standards. They are entitled for free and compulsory education.

The Sarva Shiksha Abhiyan (SSA) is the main vehicle, primarily funded from central budget, for implementation of the RTE Act. It is one of the largest programmes of its kind in the world. More than 19 crore children are covered under this scheme in 11 lakh

habitations. 98 percent habitations in this country have elementary schools within 1 km and 92 percent have upper primary schools within 3 km of their locations. Along with the Mid Day Meal Scheme fighting classroom hunger, the RTE Act has made substantial impact on improving the standard of elementary education in the country. It includes improvement in infrastructural facilities and sanctioning of new TET compliant teacher posts in government schools. Free textbooks are being provided to all children upto class 8 in government and government aided schools.

The programme has been implemented in order to narrow down gender and social gaps in elementary education. Special efforts have been made to reach out to girls and children belonging to SC/ST and minority Muslim communities.

The improvement is reflected in the Net Enrolment ratio in Primary Education. It was 99.89 percent in 2011-12. There has been a substantial drop in dropout rate among the kids at elementary level. The number of out of school children has come down sharply from more than 1.34 crores in 2005 to 29 lakh in 2012-13.

Report and Recommendations On Minority Girls' Education (2006) reported that "Among the Muslims, Andaman & Nicobar Islands has recorded the highest female literacy rate of 96.8 % followed by Kerala at 89.5%. Haryana has recorded the lowest literacy rate of 21.5 % among the Muslim females preceded by Bihar at 31.5%. In 15 states and union territories the female literacy among the Muslim females is less than 50% while in 14 states and union territories it is more than 60%. The other six states/ union territories fall in the range of 50.1 to 60%".

Amira Wali (2012) suggested that Education is an important economical empowerment tool for the girl child. It was not until the Jomtien Conference (1990) that international community fully realized that Universal Primary Education can be achieved until the issue of girls education will be stressed upon. Education for All (EFA) targets were identified as part of the Dakar Framework for Action at the World Education Forum in Dakar 2000. Narasimhamurthy, G.B. and Dr. E. Chandrashekar (2013) suggested that India has the second largest educational system in the world after China with a total enrolment of 222.03 million out of which 45 % are girls. Further, girls form 47% of the 128.27 million children enrolled in the primary grades Classes I-V; 44.4% of the 48.73 million at the middle stage (Classes VI-VIII); 41.12 % of the 35 million at the higher / higher secondary stage (Classes IX-XII) and 39.68% of the 10 million students enrolled in institutions of higher learning (MHRD, 2005-06). Due to the strong gender focus of the EFA initiatives during the 1990s as also the pro Girl Child, pro women policies and programmes during this decade, girls' education has progressed and the gender gaps are narrowing. Gender gap has reduced substantially and is closing in urban areas. However, the regional, rural urban and inter group disparities remain. The Sarva Shiksha Abhiyan is aiming at universalization of quality elementary education by 2010. Most states are nearing the quantitative targets of access and enrolments. Retention and quality still remain areas of concern and the system is gearing itself to improve teacher quality and classroom processes focusing on learners. Expansion and universalization of secondary education are now a major challenge to meet the demands of the 21st century Knowledge Society. India cannot afford to miss this opportunity to create a large body of educated and skilled youth power balancing equity and efficiency. GIRIJA K. S. & BASAVARAJA G. (2014) described that the sharp disparities and inequalities present in the Indian society are not free from the influence of caste, creed, religion and gender. Gender gaps across all these layers make

women and girls the most disadvantaged groups and deprived members of our society. Any discussion on the present situation of minority women would be incomplete without looking at the situation of women in general and specifically among the minorities and the disadvantaged sections of population. WORKING GROUP REPORT ON ELEMENTARY EDUCATION AND LITERACY 12th FIVE YEAR PLAN (2012-2017) reported that Out of school adolescents comprise the majority of the adolescent population. This could be for a number of reasons – Some of which are, the need to work to supplement family income, or need to care for siblings and do household work, or lack of easy access to educational facilities, or lack of toilets for girls in schools or because they do not find the education system relevant for them. Ravinder Kumar and Avinder Kumar Rout (2015) described that Modernization of Madarasa Education is an initiative of Govt. of India to introduce Science, Mathematics, English, and Social Studies on voluntary basis in Madarasa system of education. Muslim community reflects very high favourable attitude towards modernisation of Madarasa education but despite that Madarasas are still unreformed and spreading the medieval form of education amongst the Muslims throughout the nation. What is stopping the managers of the Madarasas to modernize it to suit it to the socio economic requirements of the community? Whose vested interest comes in the path of modernisation of Madarasas? These questions need to be explored in depth so that the root cause of the stagnation of Madarasa system of education could be unearthed and once again the Madarasa education could help lift the Muslim community from backwardness to enlightenment and from poverty to prosperity.

Objective of the Study

The main objective of the study is to analyze the enrolment situation of Muslim Girls as far as their Primary education is concerned.

Methodology

The descriptive method will be adopted in the proposed investigation. The main source of the secondary data used is the District Information System for Education (DISE) data and Census 2001 and 2011 data, Web publications and books on muslim education listed in the Bibliography were also consulted in order to get an insight about the situation of muslims in general and educational status of muslim girls in particular. The area of study will be confined to the enrolment problems of Muslim Girls at primary education (Age Group: 6 to 14 years) within the territorial limits of Manipur (Nine districts of Manipur, four valley districts viz., Bishnupur, Imphal East, Imphal West and Thoubal; five hill districts viz., Chandel, Churachandpur, Senapati, Tamenglong and Ukhrul).

Findings of the study

An Analytical study of Muslim Enrolment in primary education in Manipur and India, the data has been classified and summarized primarily on two categories i.e Muslim Enrolment (%) and Muslim Girls' Enrolment (%), all categories are divided as follows:

Table 1: District-wise Enrolment of Muslim and Muslim Girls' Enrolment

| Districts of Manipur | Primary Level (Class I to V) | | | | | | | |
|----------------------|------------------------------|--|------------------------|--|------------------------|--|------------------------|--|
| | % of Muslim Enrol-ment | % of Muslim Girls to Muslim Enrol-ment | % of Muslim Enrol-ment | % of Muslim Girls to Muslim Enrol-ment | % of Muslim Enrol-ment | % of Muslim Girls to Muslim Enrol-ment | % of Muslim Enrol-ment | % of Muslim Girls to Muslim Enrol-ment |
| | 2010-11 | 2010-11 | 2011-12 | 2011-12 | 2012-13 | 2012-13 | 2013-14 | 2013-14 |
| Bishnu-pur | 3.0 | 54.34 | 5.2 | 49.5 | 6.3 | 50.2 | 6.8 | 50.3 |
| Chandel | 1.4 | 43.2 | 1.5 | 49.5 | 1.1 | 54.1 | 1.6 | 45.8 |
| Churachandpur | 2.0 | 53.6 | 1.5 | 49.7 | 2.9 | 50.2 | 2.4 | 51.1 |
| Imphal East | 19.2 | 50.9 | 22.2 | 50.9 | 21.5 | 51.5 | 20.0 | 50.4 |
| Imphal West | 4.5 | 51.0 | 10.1 | 49.7 | 9.4 | 51.4 | 8.7 | 50.0 |
| Senapati | 0.046 | 51.9 | 0.031 | 44.4 | 0.087 | 51.8 | 0.028 | 27.8 |
| Tameng-long | 0.007 | 50.0 | 0.000 | 0.0 | 0.000 | 0.0 | 0.000 | 0.0 |
| Thoual | 27.3 | 50.5 | 26.4 | 50.1 | 28.2 | 49.9 | 27.9 | 49.6 |
| Ukhrul | 0.000 | 0.0 | 0.178 | 33.3 | 0.060 | 50.0 | 0.054 | 58.8 |

Source: DISE 2010-11,2011-12,2012-13,2013-14:District Report Card

The above table 1 shows that the Districts of Manipur, Muslims'Enrolment and Muslim Girls Enrolment in Primary Education(Class I to V) ..The table indicates that the Muslim enrolment(%) in Primary Education of Bishnupur district in 2010-11,2011-12,2012-2013 and 2013-14 were 3%,5.2%,6.3% and 6.8% whereas enrolment of muslim girls(%) in Primary Education were 54.34%,49.5%,50.2% and 50.3%. Similarly, the muslim enrolment (%) of Chandel in 2010-11,2011-12,2012-2013 and 2013-14 were 1.4 %,1.5%,1.1% and 1.6% whereas enrolment of muslim girls(%) were 43. 2%, 49.5 %,54.1 % and 45.8 % , the muslim enrolment (%) of Churachandpur in 2010-11,2011-12,2012-2013 and 2013-14 were 2.0%, 1.5%, 2.9 % and 2.4 % whereas enrolment of muslim girls(%) were 53.6%, 49.7%, 50.2% and 51.1% , the muslim enrolment (%) of Imphal East in 2010-11,2011-12,2012-2013 and 2013-14 were19.2% , 22.2%, 21.5% and 20.0 % whereas enrolment of muslim girls(%) were 50.9%,50.9 % , 51.5% and 50.4 % , the muslim enrolment (%) of Imphal West in 2010-11,2011-12,2012-2013 and 2013-14 were 4.5%, 10.1%,9.4 % and 8.7% whereas enrolment of muslim girls(%) were 51.0% ,49.7%, 51.4% and 50.0 % , the muslim enrolment (%) of Senapati were 0.046%,0.031%, 0.087% and 0.028% whereas enrolment of muslim girls(%) were 51.9%, 44.4%, 51.8% and 27.8%, , the muslim enrolment (%) of Tamenglong were 0.007%,0.000%,0.000 % and 0.000 % whereas enrolment of muslim girls(%) were 50.0%, 0.0%, 0.0% and 0.0% , the muslim enrolment (%) of Thoubal were 27.3%, 26.4%, 28.2% and 27.9% whereas enrolment of muslim girls(%) were 50.5 %, 50.1%, 49.9% and 49.6 % , the muslim enrolment (%) of Ukhrul were 0.000%, 0.178%, 0.060% and 0.054% whereas enrolment of muslim girls(%) were 0.0% , 33.3%,50.0% and 58.8%.

Table 2: Percentage of All India Muslim Girls to Muslim Enrolment

| Academic Year | Primary Level (Class I-V) | |
|---------------|---------------------------|---------------------------------------|
| | % of Muslim Enrolment | % of Muslim Girls to Muslim Enrolment |
| 2009-10 | 13.48 | 48.96 |
| 2010-11 | 13.04 | 49.06 |
| 2011-12 | 13.31 | 49.17 |
| 2012-13 | 14.20 | 49.22 |
| 2013-14 | 14.34 | 49.12 |

Source: DISE 2011-12, 2012-13,2013-14: Flash Statistics

The above table 2 shows that the Muslim Enrolment(%)and Muslim Girls to Muslim Enrolment(%) in Primary Level(Class I-V) in India .

The table indicates that the Muslim enrolment(%) in Primary Education in India in 2009-10, 2010-11, 2011-12, 2012-13 and 2013-14 were 13.48 %,13.04% , 13.31 % , 14.20 % and 14.34% whereas Muslim Girls to Muslim Enrolment(%) were 48.96%,49.06 % , 49.17% and 49.12%.

Main findings

- High muslim enrolment in Imphal East and Thoubal district.
- Low muslim enrolment in Bishnupur, Chandel, Churachandpur, Imphal West, Senapati, Tamenglong and Ukhrul.
- In 2010-11 high muslim girls enrolment in Imphal East , Thoubal district, Bishnupur, Chandel, Churachandpur, Imphal West, Senapati and Tameng-long districts.
- In 2010-11 low muslim girls enrolment in Ukhrul district.
- In 2011-12, 2012-13 and 2013-14 low muslim girls enrolment in Tamenglong whereas other districts were high.
- In 2010-11 high muslim girls enrolment in Tamenglong district.
- In 2011-12 and 2012-13 high muslim girls enrolment in Ukhrul district.
- In Indian context low muslim enrolment but high muslim girls enrolment.

Suggestions

1. The government should take special initiative to campaign for mass awareness of family planning to the Minority Community.
2. Special awareness campaign and encouragement for adoption of late marriage after doing higher study bears more fruit than early marriage.
3. The authority should take regular awareness campaign for mass education in the minority inhabited areas.
4. More awareness campaign for the free and compulsory education for children (RTE) in the minority inhabited areas.
5. Special emphasis should be given to reduce the yawning gap between the education of minority boys and girls in Manipur.
6. Special facilities like more separate schools, more women teachers, transport, scholarships and incentives should be provided to encourage the minority community for the education of their girl child.

Conclusion of the study

In spite of the incorporation of the Right to Education Act in the Indian Constitution, Universal Elementary Education is still a distant cry for the rural minority muslim girls. Much has to be done there to achieve this Education for All goal. The burden of poverty falls on most of the muslim households, efforts have to be made to improve their socio-economic status as well. Besides, there are community-specific problems, social custom of early marriage of girls, low standards of living, and parental objection also makes education less attractive to Muslim Girls.

Reference

- [1]. Amira Wali. Muslim Minority Girls' in Delhi: An analytical study of their Enrolment in Elementary Education (Some reflections based on DISE data). M. Phil dissertation in National University of Educational Planning and Administration, New Delhi, 2012.
- [2]. Asadullah MN and G Yalonetzky. 2010. Inequality of Educational Opportunity in India: Changes over Time and across States IZA DP No. 5146, 2010.
- [3]. Basant, R. Education and employment among Muslims in India: An analysis of patterns and trends. IIM Ahmedabad WP No 2012-09-03. 2012.
- [4]. Deshpande S. & Sethi S. Role and Position of Women Empowerment in Indian Society. International Referred Research Journal, 1(17), 24-27, 2010.
- [5]. Fazal, T and R Kumar. Muslims in India: A Study of socio-economic and educational levels in four focus states. New Delhi: Oxford University Press. 2013.
- [6]. Fazal, T. Millenium Development Goals and Muslims of India. Oxfam India Working Paper Series XIII. 2013.
- [7]. Gayer L. and C Jaffrolet. (eds.). Muslims in Indian cities : trajectories of marginalisation. London: Hurst. 2012.
- [8]. Girija K. S & Basavaraja. Educational Status of Muslim Women in Kar nataka.. BEST: International Journal of Humanities, Arts, Medicine and Sciences, Vol. 2, Issue 11, pp. 37-42, 2014.
- [9]. Government of India. Report of Prime Minister's High Level Committee on Social, Economic and Educational status of Muslim Community in India. New Delhi: Cabinet Secretariat. 2006.
- [10]. Government of India. Report of the National Commission for Religious and Linguistic Minorities. New Delhi: Ministry of Minority Affairs. 2007.
- [11]. Government of India. India Human Development Report 2011: Towards Social Inclusion. New Delhi: Institute of Applied Manpower Research. 2011.
- [12]. Government of India.: Report of the Standing Committee of the National Monitoring Committee for Minority's Education. New Delhi: Ministry of HRD. 2012.
- [13]. Khan T. M. and Maan A. A. Socio-cultural Milieu of Women's Empowerment in District Faisalabad, Pakistan Journal of Agricultural Science, Vol. 45(3), pp.78-90, 2008.
- [14]. Mohd. Mahib ur Rahman . Educational Policies in Assam, International Journal of Social Sciences and Education Volume: 2 Issue, pp. 235-246, 2012.
- [15]. Narasimhamurthy. G.B. and Dr. E. Chandrashekar Socio-economic and educational changes of muslim minorities in rural area: a sociological study (with special reference to davangere district, Karnataka), International Journal of Advanced Studies in Humanities and Social Science, Volume 1, Issue 2, pp. 80-84, 2013.
- [16]. Ravindrakumar and Saratkumar Rout(2015). A study on the attitude of muslim community towards modernization of madarasa education in the state of Bihar , Journal of International academic research for multidisciplinary, Vol. 2(12), pp.248-255
- [17]. Varghese T. Women Empowerment in Oman: A Study based on Women Empowerment Index, Far East, Journal of Psychology and Business, Vol. 2(2), pp.37-53, 2011.
- [18]. Working Group Report on Elementary Education and Literacy 12th Five Year Plan, 2012-2017.
- [19]. "World Bank. India - Accelerating Growth and Development in the Lagging Regions of India. Washington, DC. © World Bank.
- [20]. <https://openknowledge.worldbank.org/handle/10986/7951> License: CC BY 3.0 Unported." 2008.
- [21]. <http://dise.in /2001>
- [22]. <http://dise.in /2011>
- [23]. <http://censusindia.gov.in/2001>.
- [24]. <http://censusindia.gov.in/2011>
- [25]. Report and Recommendations On Minority Girls' Education: http://aicwete.org/admin/uploads/Annual_Report-01.pdf Jun 22, 2006