CHAPTER - IX

SUGGESTIONS AND RECOMMENDATIONS

The study on "Educational Progress of Muslim Community in Assam after Independence with special reference to Morigaon District" has clearly indicated that the present rate of educational progress of Muslim community in Assam in general and Morigaon district in particular is very slow. Therefore, it can be assumed that suggestions and recommendations of the various commissions, committees, seminars and advisory Boards have not yet been fully implemented.

Educational backwardness of Muslims of Morigaon district is so very evident that one may compare the national statistics of ten years ago with the figures obtained through this study now. It is found that the educational progress of Muslim community of Morigaon District is far behind than the other parts of Assam. If the present slow rate of development is allowed to continue in this district, the target of 100% literacy may take another hundred years. Without equal and over all educational development of all the communities in the state or the nation, the goal of true democracy may not be achieved.

Therefore, in order to develop this district, which is part of the state of Assam, which in turn is part of the nation, all concerned with education Public and the Government at all the three levels should take positive and immediate action for the all-round development(s). Benefits derived from the development of this district will contribute towards the development of the state and to the enrichment of the country as a whole. As the study is confined to Morigaon district it has discovered defects, weaknesses, drawbacks of education and causes of general backwardness. Lack of facilities in the areas studied is most important single cause among others for the backwardness of Muslims. Suggestions and recommendations by the investigator are given below: If implemented, they may be helpful for the
educational development and social uplift of this area.

9.1. Improvement of economic conditions:

Both economic condition and education of Muslims should be developed simultaneously. The Governments - State and Central must take some special and exceptional measures for economic development of Muslims in Assam in general and Morigaon district in particular.

(a) Muslims of Assam are mostly cultivators. Therefore, Cultivation should be improved. Modern and scientific agricultural tools and machines should be given to Muslims on Priority and Subsidiary basis.

(b) Irrigation system should be developed in Muslim areas on priority basis.

(c) Modern agricultural training should be given to Muslim farmers so that they may produce more food. Rewards at state or district level should also be given to higher producer, so that they may be encouraged further.

(d) Farm produce should be purchased by the Government directly at fixed prices.

(e) High quality seeds at control rate should be available for farmers.

(f) Loan facilities should be liberalized. Low interest loans should be made available. Muslims should be given special preference.

(g) Inspectors should be appointed to inspect the Project/ Schemes running under loan, permit and licence.

(h) Job-opportunities should be available to minorities and Weaker sections on the basis of their proportionate population.

Merit and experience should be considered in case of appointment of officers. Examinations, tests and interviews
of discriminatory nature should be abolished.

A scheme of job to atleast one family member should be introduced to solve the unemployment problem. For this family Identity Card might be issued. Information of occupations and source of income of each adult member of every house-hold must be mentioned in this Identity Card. "A Scheme of employment check" should be introduced, to distribute jobs on the basis of economic backwardness. An individual should not allowed to enjoy two facilities at the same time. Two members from the same family may not get Government jobs. A service class person should not get land for cultivation. He should not get any additional facilities of licence and/or permit. A owner of the Mill or Factory should not have land for cultivation. Same is true of person having the licence/permit. Except some special cases both husband and wife should not get equal type of jobs. In fact, either one may enjoy self-employment facilities. If job opportunities and self employment facilities are properly distributed after a careful eqnuiary, unemployment problem may reduced to some-extent. Along with the improvement of economic conditions, necessary steps should also be taken for the development of education.

9.2. Pre-Primary education:

1. Preparation of children for Primary education is most essential. Conducive atmosphere should be provided from the very beginning. Pre-Primary education should be made free and compulsory. Pre-Primary classes should be attached to each primary school specially in the morning session.

2. Where primary schools are not available, Pre-Primary Centres should be established.

3. Lady teacher having at least a qualification of eight class may be appointed.

4. The Government should close-down Private Pre-Primary schools.

5. Other facilities like School uniform, play materials
and baby milk may be supplied by the government free of cost.

9.3. **Primary Education:**

Primary education is the foundation of education. Further education depends on it. The government should adopt measures for the improvement of primary education.

1. There should be a primary school even for small number of pupils in rural and/or remote areas. Pupil teacher ratio should be small maximum being 1:30.

2. Medium of instruction should be the mother tongue at the Primary level. Regional, national and/or foreign languages may be started at higher Primary stage (V - VII classes).

3. Compulsory Primary education should be the birth right of each and every individual. Making Primary education compulsory now, will greatly reduced the rate of illiteracy in future. Without implementation of compulsory education the constitutional provision of 100% literacy will never be achieved.

4. Provisions of compulsory education legislation should be very strictly adhered to.

5. Parents and guardians should be forced to send their children to school. If they failed to do so, they should be penalised.

6. For the introduction of compulsory primary education books and mid-day meals should be supplied by the government free of cost.

7. School inspection should be streamlined and improved. Every school even in the remote, difficult and isolated areas should be inspected at least once a year. In addition surprise visits by Inspectors and Supervisors should be made twice a year.

8. A managing committee for each school having 5-7 members should be formed. One of the Inspectors may be its
president. The Committee should not only be concerned with the progress of the school but also of the community in which it is situated and/or the communities it serves.

9. They should arrange frequent seminars, meetings with the parents/guardians to discuss educational problems and progress of their children. Moreover, they should emphasize the importance of education in a democracy, so that illiterate parents/guardians may become conscious of the utility of education.

10. 'Mass teacher-orientation Programme' for a week may be arranged twice a year to give guidance to teachers.

11. Programmes in 'in service training' enrichment must be arranged during summers.

12. Excellent teachers should be encouraged by giving prizes, rewards and/or by additional increment.

13. Additional grants may be given to a school on the basis of exceptional results of the school.

14. 'Parent-teacher Association' is essential and should be made functional.

15. The results of the monthly tests and the Progress of the pupils should be recorded on 'Progress Report Card' every month. It should be sent to parents and guardians for observation and signature. This will enable the parents to know the progress of their children's work.

16. 'Cumulative Record' should be maintained for each student. This record should be handed over to the class teacher of the next higher class as the pupil passes from one grade to the other. Cumulative Record should be sent from Primary school to High School and finally to the Higher Secondary school.

17. Through close co-operation of the Parents, teachers and administrative authorities not only the Problem of wastage and stagnation may be reduced, but many other local problems may be solved.
18. Until such time as Primary education becomes compulsory and Universal, special provisions should be made for Muslims on priority basis or on the ground of their educational backwardness.

19. More Primary schools with additional teachers should be established in Muslim-minority areas.

20. Books should be provided free of cost to the poor Muslim children.

21. The provisions and facilities mentioned above in general must be considered for Muslims on priority basis. Majority of Muslims are unaware of the existing educational set up, educational facilities and opportunities mainly due to their illiteracy and ignorance.

A 'Campaign' to create awareness among Muslims should be arranged by the Muslim elite and educated. Only by realizing their own plight, backward Muslims may try to improve their lot.

22. 'Grievances Committees' should be set up at sub-division and Block levels to hear complaints of minority communities and to make appropriate measures for their redressal.

9.4. Secondary Education:

Secondary education is the most important in the life of the individuals and the nation. After completion of secondary education many students do not go for higher education. Many of them are married having very small income. Main causes of backwardness of Muslim students in secondary education is the poor socio-economic background and fewer opportunities to go to a secondary school.

1) A serious efforts should be made to improve access of this community by establishing new secondary schools in areas of concentrated Muslim population.

2) Incentives for the poor Muslim students must be provided, so that they may be encouraged and continued their studies. Incentives may be different forms like —— exemption of
tuition fee and text books.

3) 'Compensatory grants' should be given to poor parents. Because majority of the Muslims are very poor and living below poverty line. Many of them are forced to have their children's earn. If parents are required to send their children to school, they will lose the income. In fact, a compensatory grant to poor Muslim parents/guardians may encourage them to send their children to school.

4) 'Financial Assistance' without consideration of merit may be given to poor Muslim students. Because a large number of Muslims are educationally backward from generation to generation. Due to Socio-economic backwardness, their children are also backward educationally, thus they can not compete and come up in the merit list. The children of low status families can not compete with the children of educationally advanced families. 'Financial assistance should therefore be given to the pupils such families without consideration of merit. After a few years when they will become educated and enlightened they may be able to compete and merit may be expected of them.

5) It is necessary to provide 'periodical in-service training' to teacher, particularly in minority managed institutions. Teacher training programme in in-service training enrichment must be arranged during summers.

   The training should be given in modern techniques of teaching, educational planning and management. Necessary grants and facilities should be provided by the government in this regard, so that during the training period academic works may not suffer and/or discontinue.

6) The Curriculum of the secondary schools should be modified. An all India Uniform Syllabus, atleast for the core subjects should be introduced at the school level to facilitate inter state mobility and promotion of national integration. Efforts should be made to convey
the message of composite culture and common heritage of the Indian people through text books of social studies, literature and other subjects.

7) 'A standing Committee' should be constituted at the National level to constantly review and remove communal irritants from text books prescribed.

8) Adequate grants-in-aid should be provided by the Government for the development of the institutions run by minorities.

9) Atleast one or two model institutions should be established by the government, specially in minority concentrated areas providing standard residential facilities.

10. It should be made sure that standard of achievement(s) at these institutions is high and should be maintained constantly.

11) For widening the scope of self-employment, professional institutions at secondary level with job-oriented courses should be established in Muslim minority areas.

12) There are many Indian Technical Institute (I.T.I's) functioning in the country. At least one I.T.I's functioning at a district level but the enrolment of Muslims at these I.T.I's is very low. Therefore additional I.T.I's should be started in the Muslim minority concentrated areas, so that the students of minority communities may benefit from such kind of institutions. After completion of I.T.I's courses students of the minority communities should be encouraged to begin employment generating project and self employment schemes. Loan should be granted / sanctioned to Muslim minority on priority basis for such schemes and projects.

13) Atleast one Polytechnic should be established in Muslim minority area and government should provide adequate grants for it.

14. In addition, Provision should be made for suitable buil-
dings, proper accommodation, library facilities, sanitary arrangement, hostels, laboratories and equipments for all institutions at secondary school level.

15) Undesirable growth of private schools should be stopped.

9.5. Higher education:

Higher education includes graduate and post graduate education at college and University levels. Muslims enrolment in University education is very low. Poor socio-economic background, lack of high percentage of marks and lack of government job opportunities are the main reasons for which large number of Muslim students are not attracted towards higher education. Lack of Muslim hostel(s) sometimes become a reason for alienation of Muslim students from higher education.

1. If preference of government services are given to Muslims on priority basis and economic conditions are made sound, then Muslim parents would not hesitate to spend more money for higher-education of their sons and daughters.

2. According to the censuses of India, Assam is the second largest Muslim populated state. The percentage of Muslim population in Assam is 24.03%. Many prominent persons opined that the Census reports are not very accurate. In some special cases, the reports do not show the real population figures due to political consideration. From a realistic point of view, the percentage of Muslim population in Assam may be more than 35%. Muslim leading persons or voluntary organisations may take initiative in finding out the accurate census report of Muslims.

3. Based on the constitutional provisions 'A MINORITY-ORIENTED UNIVERSITY' should be established in Assam for the all-round development of higher education of Muslims. Untill such time as a Minority University may be established, there must be reservation on the basis of quota system for the admission of Muslims for higher education. This quota system must be on the basis of population patterns. This quota system must be implemented for
allotment of seats in the Hostel also. Otherwise separate hostel(s) for Muslim minority should be constructed on priority basis.

4. Scholarship facilities should be provided to Muslim minority on the ground of economic backwardness.

9.6 Professional Education:

Higher Professional education includes Medical, Engineering, legal and agricultural education. Muslim enrolment in Medical and Engineering colleges is very low. Economic conditions and low percentage of marks are the main reasons.

1. It is difficult to measure achievement very precisely through present system of Examination. So for admissions to medical and Engineering institutions a concession of five percent marks may be considered for students of Muslim minority. Moreover there should be a fixed quota for Muslims in Medical and Engineering institutions till such time as a University for Muslim Minority is established in Assam.

2. Muslims may be encouraged by giving appointments as Judges, Munsifs, Magistrates and Government pleaders.

3. From the very beginning of the settlement and establishment, Muslims in Assam are very much interested in agriculture. So Muslim students coming from rural areas should be given better opportunities of admission to Agricultural college/University. If admission, without consideration of Marks for Muslims is not possible reservation of quota for Muslims should be instituted. Similarly in other vocational and technical institutions, the admission for Muslims should be considered liberally. If Governments — both Central and State, intellectuals and authorities of the different institutions are not considerate enough towards Muslims, the educational backwardness of Muslims will not be removed. The educational gap between Hindus and Muslims will continue as long as procedures of
selection for admission are not changed.

9.6 Developmental Programmes/Schemes:

There are already a number of development Programmes in operation in different sectors in each district/state.

1. In the 'Anti-Poverty Programmes' minority should be given preference to upgrade their economic condition and education. Muslim being a second largest minority in India should be provided with special opportunities on priority basis.

2. Programmes like "Twenty Point Programmes Indian Rural Development Programme and 'Jawahar Rozgar Yojna' should include Muslims on priority basis, so that Muslims may gradually be economically and educationally advanced. The committee(s) responsible for the implementation of such programmes/schemes should have a representative of minority community, to ensure that the benefits of all such schemes reach the minorities in sufficient measure and that they are not ignored or neglected.

3. From time to time surveyed should be conducted to assess the benefits of the various developmental schemes reaching the minorities.

9.7. Education of Muslim Women/girls:

Muslim Women/Girls must maintain some Islamic restrictions, which are not maintained in other communities. Enrolment of Muslim Women/Girls in different institutions are low compared to the Muslim men/boys. Some special provisions are very essential for the development of Women/Girls education.

1. One of the main reasons of the negligence of women/girls higher education is that after having degrees or getting a job they would be married. Their husbands would benefits from their education and employment. After spending a lot of money for the education of Women/Girls, their parents/guardians will not have any share of their
daughters salary after marriage. So parents/guardians have less interest in the Girls/Women education than boys. In fact, a little share of Women/Girls salary may be considered for parents after marriage.

2. Some special considerations should be made for the employment of Muslim girls, so that they may be attracted towards education. Generally Women/Girls are preferred in teaching, nursing and clerical jobs.

3. Government should provide free education to girls upto Class X.

4. Text books, Scholarships and contingency funds for learning materials should be provided by the government. 'Each one teach one' scheme for adult-education should be introduced for teaching of illiterate mothers and sisters.

5. At least, one exclusive girls school with women teachers should be established by the government in each block of the district. Muslim girls coming from outside the town or village, where the girls school is located should be given first priority in admission to the hostels. The government may provide free boarding and lodging for poor girls. This way the poor parents/guardians may not hesitate to send their daughters to school.

6. At least one polytechnic and one production cum-training centre for crafts, exclusively for girls with women instructors should be opened by the government in each of the districts of Assam specially in minority concentrated areas. The training courses should be those in which women have special aptitude and ability.

   Garment making, Electronic repairs, production of watches, Radio and Television sales, assembly line work, secretarial practice and telephone operators are some of the examples.

7. The government should start at least one girls college
in each district with adequate hostel facilities. Muslim girls being backward, should be given priority for admissions.

8. In the training Institute, additional seats should be provided for women trainees.

9. In addition,
   a) Number of girl's schools should be increased.
   b) Number of Female teachers should be increased.
   c) Scholarship for girls should be increased.
   d) Additional grants should be sanctioned for buildings of Girls' schools.
   e) Amount of stipend for girls should be increased.
   f) The number of girls hostels should be increased and
   g) In order to stress women education and also to create more interest, different Mahila Mandal Programmes may be organised through Television, Radio and film show..

9.8 Education of Madrasahs:

The number of Madrasahs should be increased in Assam as Muslims are deeply interested in its offerings.

1. The government should sanction parallel or matching grants for both Madrasah and school.

2. There should be no discrimination in salaries of the teachers of schools and Madrasahs.

3. However, timings of Madrasah should be different from the usual working hours of schools. This change in timing is necessary for the observance of daily five times prayers (Namaz) as well as Friday prayers.

4. Special holiday of one month should be granted during 'Ramadan' instead of Puja holidays.

5. Material facilities of Madrasahs should be improved to match the facilities of any other good school.

6. Post of teachers should be increased in proportion to
9.9 Adult Education Programme:

Proportionately, there are more illiterates among Muslims than any other community. Until complete implementation of compulsory primary education, the procedure of adult education should be continued on priority basis. The non-Government voluntary agencies/organisations should be motivated to take an active part in the Adult Education Programmes.

1. The Government must provide liberal financial assistance to these organisations.

2. With the implementation of compulsory primary education, adult education should also remain compulsory.

3. Punishment should be imposed on those, who do not send their children to schools.