ASSAM LOCATION OF MORI GAON
ASSAM, INDIA

INDIA

LOCATION OF MORI GAON
ASSAM, INDIA

STUDY AREA
MORI GAON

BHUTAN

MEGHALAYA

BANGLA DESH

ARUNACHAL PRADESH

TRIPURA

MIZORAM

NAGALAND

MANIPUR

DISTRICT NOWGONG

DISTRICT MORI GAON

Map-1
SAMPLES TAKEN FROM MUSLIM VILLAGES/TOWNS OF MORI GAON DISTRICT: ASSAM DURING 90–91

STUDY AREA
DISTRICT
MORI GAON

Map - 4
THESIS ABSTRACT

1. Title: "Educational Progress of Muslim Community in Assam after Independence with special reference to Morigaon district."

2. INTRODUCTION:

Education is the Pre-requisite for the Progress and development. In the order of priorities, education has been accorded a high priority and considered to be an integral part of country's developmental process. Studies have demonstrated that progress and prosperity of a nation go hand in hand with the level of education of its masses. Among the important needs of mankind, education is the foremost. Only education can enable a man to become human.

Education is accepted as a fundamental right of all members of the society. Continuous efforts have been made to extend education to all children through formal and non-formal means and through special schemes for the socially deprived groups, such as, girls, scheduled castes, scheduled tribes, under privileged and lately for the disabled also. But much remain to be achieved to ensure acceptance of the idea and utilisation of the means provided. The problem of mass education is national importance on which the future of democracy depends but the same is found to be neglected for a long time.
The percentage of illiteracy among the Muslim masses is much higher than the other communities in India. It has been taken for granted that Muslims in India are educationally and economically backward and almost all scholars begin with this assumption. The Muslims constitute the largest minority in India. Once Muslims were the rulers of this country. In the field of education they never complained of their backwardness, until the Britishers had fully established their Government in India. The educational backwardness of Muslims is of recent origin. It was started from the British period.

After independence, the constitution of India gives full guarantee of educational development of Muslims. Even so, Muslims of India are educationally backward. Muslims of Assam are the second largest minority. Out of the total Muslim population in India, the position of Assam is next to Kashmir i.e. second (Table no. 1.3). But Muslims of Assam are also both economically and educationally backward.

Morigaon, a newly formed district of Central Assam is almost situated between the middle of the two mighty rivers Brahmaputra in the north and Kapil in the south. It used to be a sub-division of Nagaon district, but since last year (1989) it has become a full-fledged district. Muslims of this district are also educationally and economically backward. It is the need of the hour to present a picture of educational development of Muslims of Assam in general and Morigaon district in particular. Even 45 years after the independence no researcher has taken up this
topic for detailed study. Morigaon district of Assam has the focus of attention of researchers from the sociological point of view. The investigator being a local person of this district and also belonging to the same community is naturally interested to study the educational progress of Muslim community in Assam with special reference to Morigaon district.

Since independence of India several committees and commissions have been appointed from time to time to study the conditions of the country and try to develop an improved pattern or policy. The last efforts were made being the New Educational Policy of Congress Government of 1986. An effort to achieve the directives of Indian Constitution for the implementation of free, compulsory and universal education for all children till they complete the age of 14 years is still continuing. Even so 70% of the population is still illiterate. Among this, large number of illiterate Muslims are in the fore-front. Absence of a research study about this important aspects of education has not brought the problem in the lime light. Perhaps this is a reason why Muslims are not aware of the pathetic conditions of their own illiteracy, lack of education, which contribute towards their socio-economic backwardness. Had the Muslims known these facts and factors, they would have approached perhaps pressed the Governments at the state and central level.

Without proper education for every one, a nation can not prosper. Quality education is therefore, required not only for
development and prosperity, but also for peace, unity, integrity, understanding and brotherhood of man. This is most important and essential in India where many communities live with their different religions, languages, cultures, customs and traditions.

Keeping all these in mind the investigator has selected this topic considering Morigaon district as a representative of other areas of Assam.

3. AIMS AND PURPOSE

The study has the following main aims and purposes:

1. To find out facts about education and progress of Muslim Community in Assam from their settlement to date.

2. To find out the structure of the Muslim Community on the basis of their origin and settlement in Assam. As the educational progress of Muslim Community in Assam differs on the basis of their establishment and settlement.

3. To find out the percentage of literacy of Muslims at each level - Primary, Secondary, Higher and Professional education in Assam.

4. To find out the percentage of literacy of Muslim girls/women in the state.

5. To find out the main causes of the educational backwardness of Muslims in Assam.
6. To examine the development of education of Muslims in Assam and compare it to the other states of India.

7. To examine how far the suggestions and recommendations of various educational commissions of India have been implemented for the development of education of Muslims in Assam.

8. To find out the reason for low enrolment of the Muslim students in school.

9. To know incentives if any, given by the Government to bridge the gap between Hindus and Muslims, as is done in the cases of other tribes like Bodos and Nagas.

10. To give suggestions for allround development of education of Muslims.

11. To make aware the Governments - both state and central about the educational problems faced by the Muslim Community in Assam.

12. To make the central and state Government(s) realize the importance of establishing a special commission to enquire into the problems of Muslims, so that the Government(s) may declare them as a backward community and may make special provision for their development of education.

13. To make the Muslim Community conscious of their backwardness and create an awareness towards their own
development at all levels of education.

4. DELIMITATION:

There are many factors which are directly related to educational development of Muslim Community in India as well as Assam. These factors can be categorized in the following ways:

1. Economic aspects,
2. Socio-cultural aspects,
3. Material aspects,
4. Human aspects, and
5. Philosophical aspects.

So the problem under study is a very broad and comprehensive. But the present study can not analyse all these factors relating to the development of education of Muslims in Assam. Mention of these factors outlined above are necessary. Except, through a detailed study by the Government, it is impossible for an individual to make such a detailed investigation individually. Hence the study needs delimitation.

Morigaon is one of the backward districts in Assam. Muslims of this district are backward in education. The study is confined to this district, which represents central district of Assam. As is evident from the title educational progress of Muslim Community in Assam is confined to the development of education at all stages in Morigaon. The study include the following:
1. Pre-primary education,
2. Primary education,
3. Secondary education,
4. Higher education,
5. Professional education,
6. Religious education and
7. Women education.

5. SOURCES OF DATA:

The data for this study is collected from Primary, Secondary and Tertiary Sources:

(a) For a Primary data, 1000 house-holds were selected from ten Muslim villages of Morigaon district (Assam) covering all sections of Muslims.

(b) For Secondary data, Records of the Gaon Borah (a village Head), School proceedings, Government records and files have been consulted.

(c) For tertiary data, various books, journals, magazines, year books and Government reports were consulted.

6. METHOD AND TOOLS USED:

For the collection of basic information from each house­hold, a Pro-forma was supplied (Appendix-9). In addition,
Questionnaire, opinionnaire and interviews were used. Observation of records was also made.

7. FINDINGS AND CONCLUSIONS:

The study has revealed the following:

1. The study indicates that educational backwardness of Muslims originated with their settlement in Assam and continued since then.

2. Educational development among different sections of Muslims varied with their settlement and establishment.

3. Economic handicap and poverty was/is the main reason of educational backwardness of Muslims. In addition lack of incentives, indifferent attitude of the Government, lack of school facilities, problem of curriculum, problem of languages, problem of Muslim as a minority, conservative thinking, illiteracy and ignorance of parents, frequent riots and disturbances, lack of Government job-opportunities, political and psychological causes are also responsible for educational backwardness of Muslims in Assam.

4. Muslims themselves partly responsible for their educational backwardness. They are lethargic. They themselves were/are indifference towards educational
4. development from the very beginning of the settlement and establishment in Assam.

5. Non-acceptance of English Education at the beginning is also another cause of Muslims educational backwardness in Modern education.

6. There is a small difference between the percentages of literacy of urban (22.41%) and rural (20.07%) Muslims in the surveyed district.

7. Within the different sections of Muslims Garias plus local converted Muslims known as Assamese Muslims are educationally advanced as compared to the Miya Muslims. The number of illiterates among Miya Muslims is 1.18 times larger than the Assamese Muslims.

8. Pre-Primary education in Muslim Areas has not yet expanded.

9. From the surveyed villages it is found that the percentage of Muslim enrolments for the classes I-V is 20.71% while for the national level is 97.86%. So Muslim enrolment in the classes I-V is 4.13 times less than the national enrolment of the same classes.

10. At middle school level (classes V-VII), the percentage of Muslim enrolment is found 16.88%.
11. The Muslim enrolment in the classes VIII-X of High School level is found 14.16% only.

12. The difference between the Muslim enrolment in the classes VI-VIII of the villages surveyed and national level is found highly significant. The percentage of the Muslim enrolment of the age group 11-14 years of the classes VI-VIII is found 15.83%.

13. The enrolment of Muslim students at Higher Secondary School Level (of the classes XI-XII) is found only 9.35%, which is two times low compared to the national level.

14. The percentage of Muslim enrolment of the age group 14-18 years of correspondence classes IX-XII is found 11.73%. The difference between the Muslim enrolment of the classes IX-XII of the villages surveyed and at the national level is found highly significant.

15. The Muslim enrolment at Bachelor Degree level is 5.58%.

16. At Post-graduate level 2.98% Muslims were enrolled only.

17. At all the University classes (Graduate and Post-graduate classes) Muslim enrolment of the age group of 19-23 years is found 4.59%.

18. Out of the total population of the age group of 19-23 years, the percentage of Muslim graduates in B.A. is 2.35%, B.Sc. is 0.56% and B.Com. is 0.19% respectively.
19. The percentage of Muslim post-graduates in M.A. is found 15.56\%, M.Sc. is 0.19\% and M.Com is 0.09\% respectively.

20. The number of Muslim M.Phil and Ph.D degree holder is one each constituting 0.09\%.

21. The percentage of Muslims having various professional degrees in LL.B. is 0.38\%, M.B.B.S. is 0.19\% and Engineering is 0.09\%.

22. There is not a single Muslim having a degree either in technical or Agricultural education.

23. There is not a single Muslim Veterinary doctor but the number of veterinary field Assistants is two, their percentage being 0.19\%.

24. Out of the total population of the villages surveyed the number of Muslim literate women/girls was 678, i.e. 7.95\%. Muslim women/girls are almost two times backward than the Muslim men/boys.

25. Muslims of Morigaon district are backward in religious education also. The percentage of Imam or Moulvis (learned in religion), out of the total population of Muslims in the villages surveyed is only 0.67\%.

26. Many suggestions and recommendations put forward from time to time by various educational committees and
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26. Many suggestions and recommendations put forward from time to time by various educational committees and
commissions regarding the development of education of Muslims have never been properly implemented.

Same is true of the constitutional provisions for the educational development of Muslim minority in India.

27. Muslims of Assam in general and Morigaon district in particular often face prejudice and sometimes injustice and inequalities in Government jobs/services, admission to different institutions, licence or permission for the factory and/or industry. The discriminatory policy practised by the British Government against Muslims is still continuing.

28. Low socio-economic background, illiteracy and carelessness apathy of Muslim parents towards education are mainly responsible for low enrolment of Muslim students at different levels of education.

29. Constitution of India does provide for establishment of educational institutions by the minorities and for the minorities. But Muslims minority, themselves failed to established and administer educational institutions of their own in Muslim concentration areas in India as well as in Assam. Aligarh Muslim University being the only exception. The causes may be identified as inadequate grants, political motives and social unawareness are mainly responsible.
30. In order to bridge the gap between Hindus and Muslims, incentives were not given to Muslims even after 45 years of independence, as in the case of scheduled caste and scheduled tribe.

31. Road transport and communications in Muslim areas surveyed are also not developed.

CONCLUSION:

It is apparent from the findings mentioned above that the educational progress of Muslim community of Assam in general and Morigaon district in particular is very slow even after independence. Muslims are not only backward educationally but also economically, socially and culturally. Educational development of Muslims of Morigaon District is much lower compared to the national as well as state levels.

The study has outlined factual information about the conditions of education of Muslims of Morigaon district. Needless to say that the conditions are far from being ideal or satisfactory.