

“Level of Participation of Muslim Children in Primary & Upper Primary Education”

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Abstract: Sarva Siksha Abhiyan (SSA) was launched in April 2002 with allowed objective of providing quality basic education to all children in 6-14 yrs of age throughout the country. It put in place community based planning with wider and active participation of stakeholders aiming at bringing social and gender gaps, if any in providing basic education. Muslims is per census 2001 constitution 13-43 percent of total population in the country as a variety of studies and reports indicate a rather low level of socio economic indicators for Muslim community and Urdu SSA suitable strategies were formulated to ensure the enrolment, attendance, retention and successful implementation a basic education by all Muslim children by 2010 including Muslim girls. Report of DISE 2011-12 as given in “Flash Statics “ indicated that in 2011-12 the total enrolment of Muslim children was 13.61 percent S.C The marginally short (-0.12 %) of their total section to the total population, while girls enrolment was 49.17% almost equivalent to their share in total population. However the retention rate of 75.94 indicate that nearly 24% children either drop out or are repeaters and in order to put their back to school special reservation are required as suggested in this article in order to achieve universities of basic education.

It is well known that education is critical for economic and social development. It is essential for creating human capabilities and for opening water opportunities and that is why education is now considered as a basic human right and globally are sort of war has been declared on illiteracy. Illiteracy by 2015 is one of the goals of millennium including India development goals and the member countries are committed to it. It may be mentioned that providing basic education for all would ensure social justice and equality in society and would create conducive condition for of marginalized and unprivileged seeking the society.

I. INTRODUCTION

In order to achieve the aforesaid objective Sarva Siksha Abhiyan (SSA) was launched in April 2002 with a clear time frame for universal elementary education in response to the demand for quality basic education all over the country. It was conceived as an opportunity for promoting social justice and contained specific strategies for promoting basic education among deprived section of society such as girl children belonging to SC, ST, OBC and religious minorities. It provided for effectively involving the Panchayati Raj Institutions, the school management committee the village, and slum level education committee, the parent’s teachers association, the mother’s teacher association in the tribal autonomous councils in the management of elementary schools and enough flexibility was build up in the program to take care of conceptuality in planning and implementation. It was launched to achieve their objectives of:

1. Providing useful and relevant elementary education for all children in the age of 6-14 years of age by 2010.
2. To bridge the social and gender gaps with achieve participation of the community in the management of the school.

Muslim population in India as per 2001 census constituted 13.43% of the total population and Muslim households were existing in all the 35 states(bigger and smaller and union territories)of the country though their share in total population at states and UT level varied widely as shown in the tables given below at this time of launching Sarva Siksha Abhiyan (SSA) the reports of various social assessments studies to gather with the reporting various independent studies and

committees indicated the Muslim in India constituted marginalized sections of society with high level of educational and economic backwardness together with low status of women, higher formality rate, high level of infant mortality and low nutritional status of children since the objective of SSA focused on education in school going across all communities to bridge social and gender gap by providing basic education to all, SSA formulated a set of interventions to address the said issue which is systematically being discussed under 4 broad points as given below:-

I. Access: The planning of SSA was heavily dependent on community based planning with habitation rather than village as a unit of planning and cluster of households in same slums in the case of urban areas. The micro planning in school mapping exercises done by the village education community/ward education community in urban area greatly helps in expanding access by opening new primary and upper primary schools as per norms and during 2002-2003 to 2011-2012, the number of new girls primary schools opened was 2,39,495 and new upper primary schools 1,22,120 in 644 districts of the country which in fact a school in vicinity greatly facilitated the children in school going age specially girls to participate in basic education. It may be remembered that Muslim traditionally preferred their children specially girls to receive religious education in MAKTAB and MADARSAS. Under SSA these institutions were energized by providing adequate support and in 2012, the number of recognized and unrecognized MADARSAS stood at ----- and----- respectively which greatly helped in expanding access for Muslim children in providing basic education in addition to formal schools. The community based planning under SSA also focused and effective enrolment and retention of the higher to and of school children in schools for which EGS like alternative facilities were set up within 1 km of habitation and organizing bridge courses for average children were included as part of community planning process for expanding access and following religiously process of child specific monitoring by local community. Under SSA in 2011-12 we find significant changes in number of schools and infrastructure facilities, placement of teachers and its overall impact on enrollment, retention and transition rates in 2002-12 given in the table 1 which indicate substantial progress made towards achieving the objective of basic education for all based on equality and social justice.

TABLE –I Some Facts about school's at National Level in 2011-12 , Flash Statistics

Infrastructure	Member (2011-12)
No. of District covered by DISE	644
No. of recognized primary schools	2,99,357
No. of Govt. schools opened during 2002-03 to 2011-12	- primary 2,9,495 - upper primary 1,29,120
Primary schools per thousand child (6-11 years population)	10
Upper primary schools per thousand (11-14 years) child population	8
Distance of primary schools per 10 sq km	3.55
Distance of upper primary schools for per 10 sq. km	1.71
Ratio of primary to upper primary schools	2.07
Average number of class rooms	
All Govt. schools	3.8
All Pvt. Schools	8
% of all schools having boy's toilet	81.04
% of all schools having girl's toilet	72.16
% of schools providing mid- day meal	92.06
% of schools having electricity connection	43.14
Teachers	
Average number of teacher's per school (all schools)	4.7
Teacher's pupil ratio all schools	1.3
% distribution of professionally trained	82.78
Enrollment	
Enrollment in class I to V	13,70,99,984
Enrollment in class VI- VIII	61,955,154

Ratio of girls to boys in enrollment	
Primary	0.94
Upper primary	0.95
Retention	
Retention rate at primary level (%)	75.94
Transition rate from primary to upper primary level (%)	87.09

II. ENROLLMENT

After expanding access in the next major task faced by the VEC/ Community based planning team to effectively enroll and retain all the hitherto out of school children. The local community launched enrollment drive popularly known as 'School Chalo Abhiyaan' which focus on the prevalent situation of education in the village particularly of girls to enable the community to come forward and improve the enrollment of all children including the girls of all socio-economic groups, micro planning and house hold survey greatly help to monitor only school children and to formulate known strategy for their enrollment and attained either by providing escorts at some places for girls, feasible timings, grant of scholarships, mid day meal schemes, free text books, dress for girls etc. parents teacher association/ mother teacher association were formed not only to ensure enrollment of one of school children but was deemed a viable means of regularly following up all activities in the school teachers and children attendance as well as the desired pressure on the community in the school system. The SSA Project thus greatly succeeded in creating effective community involvement in school management and it ensured the improvenic changes required in the school management and the ingredients of school management. Whenever girls enrollment and retention was low, women motivator group were constituted which fulfilled the task of caring out regular and concreted interventions. It spearheaded the cause of girl's education in the villages were involved in organizing promotional activities like PRA, Maa-Beti Melas, Women's Parliament, Meena campaigns and community/women's meetings. The increased involvement of women in local level community based progress gave a fulfill to girl's enrollment and retention. When women motivator group found some child deficient in attendance or some girl child facing specific problem, they meet their parents, guardians and tried to find out appropriate solution. This emerged as an effective group that could positive pressure on the community and school in the matter of education.

TABLE-II: Percentage of Muslim children at National level in total enrolment in primary level from 2009-10 to 2011-12 in all schools in smaller states (Source: DISE 2011-12, FLASH Statistics)

Smaller states /VTS	% of Muslim population census 2001	Primary % of total Muslim enrollment			% of Muslim girls enrollment		
		2009-10	2010-11	2011-12	2009-10	2010-11	2011-12
A& N Island	8.22	6.97	7.86	8.09	49.18	49.72	49.98
Arunachal pradesh	1.88	0.34	0.36	0.37	47.78	47.54	43.63
Chandigarh	3.95	5.26	5.18	5.08	47.56	48.15	47.75
Chattisgrah	1.97	1.20	1.27	1.37	49.47	47.75	48.32
Dadra & Nagar Haveli	2.96	3.37	2.86	3.23	33.04	48.82	46.58
Daman	7.76	8.95	9.20	9.52	45.20	47.25	47.18
Delhi	11.72	15.39	15.74	13.24	49.60	49.50	49.87
Goa	6.84	8.69	9.61	9.48	47.13	47.13	43.14
Jharkhand	13.85	13.25	13.62	14.49	49.58	49.54	49.60
Lakshadweep	95.47	99.61	89.10	89.38	50.28	48.73	48.83
Manipur	8.81	6.02	7.65	8.97	51.72	50.81	50.23
Meghalaya	4.28	2.39	3.27	8.51	50.95	50.45	48.99
Mizoram	1.14	0.09	0.21	0.42	44.71	40.95	41.90

Nagaland	1.76	0.03	0.64	0.93	51.35	43.39	43.67
Pondicherry	6.09	7.23	7.54	7.63	48.25	48.99	47.28
Sikkim	1.42	0.58	0.87	1.26	38.04	40.74	44.44
Tripura	7.95	9.15	9.76	11.85	49.16	49.46	49.13
Uttarakhand	11.92	15.39	17.07	17.59	47.71	49.89	50.24
Haryana	5.78	6.65	8.65	9.82	42.64	43.59	44.97
Himachal Pradesh	1.97	1.50	1.68	1.82	46.00	46.38	46.68

Another significant step was to improve access to planning was to cater to the needs of children in special circumstances by introducing different models which received the pragmatic support was MAKTAB or center for religious instructions under ISLAM so that formal instruction can be imparted to the children enrolled. Formal education for another hour was provided to children coming to MAKHTAB/ MADARSSA for religious education.

With such elaborate planning through community based process has its impact after sustained efforts of nearly one decade and providing basic education for all based on equality and social justice. In this article, an attempt has been made to examine its impact on children of Muslim community and their current level of participation 2011-12 in primary and upper-primary education state-wise in the matters of enrollment.

Table II reveals the percentage of enrollment of all Muslim children and girls in smaller states from 2009-10, 2010-11 & 2011-12. The said table also indicated the percentage of Muslim population in total population of the state which revealed as under:

At primary level in 2011-12 by and large enrollment of Muslim children, the smaller state where in proportion to their share in population except per marginal shortfall in states like Arunachal Pradesh, Chattisgarh, Dadar & Nagar, Haveli, Jharkhand, Lakshadweep, Mainpuri, Meghalaya, Nagaland, Sikkim and Himachal Pradesh.

TABLE-III: Percentage of Muslim Children at national level in total enrollment in primary level for 2009-10, 2010-11 to 2011-12 in all schools in bigger states (Source : DISE 2011-12, FLASH Statistics)

Name of the state	% of Muslim population census 2001	Primary level			As % of girls enrollment		
		2009-10	2010-11	2011-12	2009-10	2010-11	2011-12
Andhra Pradesh	9.17	8.99	9.69	10.07	50.83	49.86	50.23
Assam	30.92	39.89	40.29	40.21	50.10	50.11	50.17
Bihar	16.53	13.83	14.38	15.20	48.38	49.50	49.84
Gujarat	9.06	6.45	8.58	8.57	46.29	47.72	48.12
Jammu & Kashmir	66.97	67.80	67.54	68.47	48.15	48.18	48.11
Karnataka	12.23	NA	15.32	15.95	46.40	49.36	49.01
Kerala	24.70	33.24	31.67	31.29	50.17	49.18	49.27
Madhya Pradesh	6.37	4.29	4.64	4.96	50.63	50.64	49.99
Maharashtra	10.60	12.03	12.83	13.59	48.57	48.79	48.80
Orissa	2.07	1.72	1.59	1.47	49.76	49.41	48.66
Punjab	1.57	1.60	1.44	1.58	45.96	45.75	45.27
Rajasthan	8.47	6.73	7.29	8.43	45.98	46.00	47.00
Tamil Nadu	8.47	5.25	5.24	5.84	49.12	49.10	49.38
Uttar Pradesh	5.56	10.31	10.43	10.18	48.31	48.18	48.03
West Bengal	18.50	32.30	31.67	32.22	49.89	49.87	50.24
All India	13.43	13.48	13.04	13.31	48.96	49.06	49.17

The share in girl's enrollment of Muslim, girls at primary similar pattern were significantly in proportion to their population share in Arunachal Pradesh, Goa, Mizoram, Nagaland, Sikkim and Haryana.

Table III presented similar picture of enrollment of Muslim children and those of Muslim girls at primary level in bigger states. The all India picture revealed that the share of Muslim population in total population in 2001 was 13.43% and in 2011-12 the total enrollment of Muslim children at primary level in 15 bigger states stood at 13.31% nearly their share in total population which indicated bridging of social gap in providing social education for all children and the share of Muslim girls in total enrollment was 49.17%. However, at state level Bihar, Madhya Pradesh, Orissa, Punjab, Rajasthan and Uttar Pradesh showed lower enrollment in relation to share of Muslim in total population. Similar trends were noticeable in case of girl's enrollment in Punjab and Rajasthan.

TABLE-IV: Percentage of Muslim children at National level in total enrolment in Upper primary level from 2009-10 to 2011-12 in all schools in smaller states (Source : DISE 2011-12, FLASH Statistics)

Smaller states /VTS	% of Muslim population census 2001	Upper Primary % of total Muslim enrollment			% of Muslim girls enrollment		
		2009-10	2010-11	2011-12	2009-10	2010-11	2011-12
A& N Island	8.22	5.77	6.63	6.59	46.70	48.71	49.44
Arunachal Pradesh	1.88	0.38	0.41	0.36	44.14	45.35	49.70
Chandigarh	3.95	4.06	4.63	4.55	49.77	48.85	47.51
Chhattisgarh	1.97	1.43	1.47	1.46	51.41	51.09	49.45
Dadra & Nagar Haveli	2.96	2.74	2.78	3.22	45.91	44.17	49.02
Daman	7.76	7.26	7.99	8.81	46.85	45.05	43.62
Delhi	11.72	12.47	12.97	11.28	49.68	49.07	51.45
Goa	6.84	7.18	8.14	7.86	45.40	47.96	39.94
Jharkhand	13.85	11.78	12.75	13.74	48.32	50.37	50.27
Lakshadweep	95.47	98.97	93.25	89.02	49.90	53.38	52.94
Manipur	8.81	5.10	6.34	7.55	51.44	48.61	47.94
Meghalaya	4.28	2.68	2.96	3.18	52.09	50.86	52.65
Mizoram	1.14	0.05	0.12	0.08	23.33	36.08	41.94
Nagaland	1.76	NA	0.44	0.74	-	43.61	43.74
Pondicherry	6.09	6.63	6.87	6.41	47.51	46.61	45.99
Sikkim	1.42	0.39	0.55	0.92	45.39	36.14	43.31
Tripura	7.95	9.20	10.06	11.13	53.20	53.59	53.80
Uttarakhand	11.92	8.90	10.21	10.99	48.01	48.21	48.26
Haryana	5.78	2.27	3.82	5.07	33.55	31.35	36.37
Himachal Pradesh	1.97	1.07	1.46	1.48	43.94	44.44	42.49

Table IV revealed the enrollment of 11-14 years Muslim children and those of Muslim girls at upper primary level in 20 smaller states and UTS. In 2011-12, the small states in UTS which had lower enrollment of all Muslim children in school going age which fell short of their proportion in total population of the smaller states and UTS included A & N Island, Arunachal Pradesh, Chattisgarh, Dadar & Nagar Haveli, Jharkhand, Lakshadweep, Meghalaya, Mizoram, Nagaland, Sikkim, Uttarakhand, Haryana and Himachal Pradesh.

In case of girls, the shortfall in enrollment upper-primary level was rather significant in case of Daman & Diu, Mizoram, Goa, Nagaland, Sikkim, Haryana and Himachal Pradesh.

TABLE-V: Percentage of Muslim Children at national level in total enrollment in Upper primary level for 2009-10, 2010-11 to 2011-12 in all schools in bigger states (Source : DISE 2011-12, FLASH Statistics)

Name of the state	% of Muslim population census 2001	Primary level			As % of girls enrollment		
		2009-10	2010-11	2011-12	2009-10	2010-11	2011-12
Andra Pradesh	9.17	8.13	8.62	8.71	52.31	51.78	50.03
Assam	30.92	31.87	31.91	33.72	53.56	54.47	54.59
Bihar	16.53	12.21	12.59	13.23	48.59	51.14	51.66
Gujarat	9.06	6.44	8.12	8.03	47.72	47.37	47.63
Jammu & Kashmir	66.97	65.14	65.38	68.15	46.27	46.99	47.50
Karnataka	12.23	13.13	14.12	14.43	48.32	50.37	50.25
Kerala	24.70	29.23	28.77	29.18	48.47	47.99	49.54
Madhya Pradesh	6.37	3.91	4.08	4.25	52.22	51.67	51.28
Maharashtra	10.60	10.40	11.27	11.59	48.91	49.25	49.12
Orissa	2.07	1.80	1.69	1.56	51.22	52.25	52.56
Punjab	1.57	1.33	1.21	1.22	45.05	47.25	46.05
Rajasthan	8.47	4.43	5.80	5.89	40.58	41.65	43.60
Tamil nadu	8.47	5.08	5.42	5.48	49.76	49.48	49.71
Uttar Pradesh	5.56	8.20	8.13	8.10	49.72	49.43	49.95
West Bengal	18.50	26.46	26.74	28.78	55.99	56.07	56.68
All India	13.43	11.89	11.25	11.65	50.41	50.92	51.31

Table V indicate that at the National level in 2011-12, the total enrollment of Muslim children was 11.65% as against their share in population of 13.45 i.e. 1.80% Muslim children were out of school at upper-primary level. However the enrollment of girls was more than fewer shares in total population i.e. 51.31%. Bigger states which indicated significant shortfall in enrollment of Muslim children and upper primary level in 2011-12 included Bihar, Madhya Pradesh, Rajasthan and Uttar Pradesh.

III. RETENTION

Although separate data for retention of Muslim children at primary level but overall data of all categories of children at primary level in 2011-12 was 75.94 (source, DISE 2011-12) which meant that out of total children enrolled in 2011-12, 18,41,253 children were Muslim out of which 75.94% students i.e. 13,98,247 children could be retained and the rest 4,43,006 children went out of school despite massive efforts to ensure their regular attendance in school and retention as discussed above. Special intervention in this regard has no doubt helped to reduce the cases of drop-out drastically but still it constitute serious problem for achieving the goals for universalization of basic education.

IV. TRANSITION RATE

In 2011-12, the transition rate from primary to upper-primary was 87.09% (source: DISE 2011-12) that nearly 12% of total children of all categories enrolled could not complete primary education as a result of drop-out for a variety of socio-economic family retained or personal reasons and repeaters as they failed to cope-up with primary level curriculum. It meant that in 2011-12, out of total 18,41,253 Muslim children enrolled at primary level only 16,20,302 could reach from primary to upper-primary level. To ensure that these categories of children go back to school and enable them to complete their basic education, the following action should be taken:

- Improved child specific monitoring by local community of cases of irregular attendance and drop-outs through regular follow-up, counseling of child and parents and even bringing peer group pressure of families reluctant to send their drop out children back to school.
- Interacting with school authority to solve child specific school related problem of drop-out child if any.
- Arrange bridge courses for out of school average children especially for those left out in their peers.
- Building suitable environment for ensuring basic education for all by bringing social and gender gap, if any.

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