

EDUCATION AND THE MUSLIM DIASPORA

IN SEARCH OF HOLISTIC APPROACHES
FOR AN INCLUSIVE DEVELOPMENT

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CONTENTS

	<i>List of Contributors</i>	<i>vii</i>
1	Educational Status of Muslim in India: Problems and Prospect <i>Baishakhi Bhattacharyya</i>	1
2	A Comparative Study of Academic Achievement in Board Examinations among the Muslim Students in Tripura <i>Binapani Saha • Dr. Tinku De (Gope)</i>	11
3	Knowledge and Practice of Menstrual Hygiene among Adolescent Muslim School Girls of Kamrup District, Assam <i>Chinmoy Misra • Banani Basistha</i>	19
4	Idealistic and Veracity of Muslim Education in Tripura: A Groundwork Presentation of the Muslim Women Education in Tripura <i>Malsawma Darlong</i>	34
5	A Review on the Educational Status of Muslims as Religious Minority in Tripura <i>Daniel Debbarma</i>	42
6	Education, Muslims and Development in India: A Priori Analysis of Problems and Issues <i>Priyadarshi Bahinipati</i>	59
7	Indian Muslims: Problems and Prospects <i>Humayun Bakth</i>	68
8	Poor Academic Performance among Students: Issues and Future Outlook <i>Naorem Jibolata Devi</i>	74

9	A Study on the Socio-Economic Status of Muslims Women in Tripura <i>Mijanur Rahaman • Hafezul Mannan</i>	81
10	The Fury of Debt in the Char Areas of Assam: An Assessment on FIs <i>M. Seik Mozibar Rahman</i>	95
11	Shamser Gazi - The Man Who Became the Ruler of Medieval Tripura Being a Slave <i>Nayem Hussain</i>	102
12	Educational Status of Muslim Women in Tripura <i>Sabita Das • Dr. Tinku De (Gope)</i>	114
13	Educational Development of Muslim Minority: A Study of Tripura <i>Sumon Ali</i>	123
14	A Review on Educational Status of Muslim Women in Tripura <i>Swapna Biswas • Mijanur Rahaman</i>	135
15	Concerns of the Muslim Community in India <i>Ram Kumar Mahto</i>	145

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CONCERNS OF THE MUSLIM COMMUNITY IN INDIA

Ram Kumar Mahto

Abstract

According to Union Government of India, Six religious communities, i.e. Muslims, Christians, Sikhs, Buddhists, Zoroastrians (Parsis) and Jains have been notified as minority communities in India. A wide variety of policy initiatives and programmes have been launched by successive governments to promote the economic, social and educational development of the minority communities in India. The population of Muslims are maximum among six religious communities. In India Muslims have as equal an opportunity as is available to other Indian citizens with regard to leading a life of dignity and equality and observance of their religious practices. The Indian Constitution is committed to the equality of citizens and the responsibility of the State to preserve, protect and assure the rights of minorities in matters of language, religion and culture. That is why our national leaders while framing the Constitution, emphasized the doctrine of unity in diversity. However some major issues are there due to which the economic, social and educational development of the Muslims community in India is slow. Through this paper "Concerns of the Muslim community in India" the author has tried to focus the issues which impede the development of the Muslims community in India.

Key words: Socio-Religious Communities (SRCs), Sachar Committee, patriotism, anti-national, terrorists.

INTRODUCTION

The country is going through a high growth phase. This is the time to help the underprivileged to utilize new opportunities through skill development and education. A definitive way to find out the quality of life in a state, region or dwelling place, whether rural or urban, is to ascertain the presence, accessibility and utility of the social and physical infrastructure by the residents of these spaces. In principle, such facilities are open to all citizens regardless of social and religious identities. Yet one can observe differentials in the presence (availability), accessibility and utilization of these facilities across SRCs. The educational and employment status of a community together contribute to the economic status of a community. A wide variety of policy initiatives and programmes have been launched by governments to promote the economic, social and educational

HIGHER EDUCATION IN INDIA

ISSUES, CONCERNS AND NEW DIRECTIONS

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ISSUES, CONCERNS AND NEW DIRECTIONS

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NEW DELHI 110002

Contents

<i>Preface and Acknowledgements</i>	<i>vii</i>
<i>Contributors and their affiliations</i>	<i>xi</i>
1. Introduction <i>Dr. Kartick Das</i>	1
2. Higher Education in India: An Evaluative Study <i>Anil Kumar Biswas</i>	11
3. Quality in Higher Education <i>Ram Kumar Mahto</i>	27
4. Role of NAAC in Maintaining Quality in Higher Education in India <i>Dr. Surya Narayan Ray</i>	36
5. Social Inequalities in Higher Education <i>Rajkumar G Rathod</i>	51
6. Reservation Policy in Higher Education <i>Sushma N. Jogan</i>	57
7. EIQG: Four Pillars of Indian Higher Education <i>Dr. Ram Prahlad Choudhury</i>	65
8. Need of Innovative Experiments for Quality Higher Education <i>R.D. Padmavathy</i>	83

(x)

9. Flipped Classroom: An Innovative Approach in Higher Education <i>Priyanka Datta</i>	89
10. Emerging Configuration of Higher Education through EDUSAT <i>Dr. D. Sivakumar</i>	102
11. Growth of Higher Education Institutions and Emerging Enrolment Patterns in India <i>Rakshinder Kaur</i>	112
12. Distance Education in India—Its Genesis, Development and Challenges <i>Ajit Mandal</i>	127
13. Ethical Background of Indian Education: Fore Time to Living Time <i>Dr. Bijay Kumar Sarkar</i>	150
14. Endorse the Level of Intelligent through Mastery Learning Among Pre-service Elementary Teachers <i>Dr. Thanga Shyla</i>	158
15. Community College in India—What and Why? <i>Dr. Kartick Das</i>	165
<i>Appendices</i>	172

Quality in Higher Education

Ram Kumar Mahto

Introduction

A quality service shall meet three criteria. It shall be fitted to purpose, satisfactory to the client and quality grade equivalent to other suppliers. A sound higher education sector plays an important role in economic growth and development of a nation. Higher education, in terms of its relevance and importance, enjoys a significant position in the education system as it equips people with appropriate knowledge and skills to be gainfully employed. India has one of the largest systems of higher education in the world offering facility of education and training in almost all aspects of human creativity and intellectual endeavour. In the context of current demographic structure of India where the majority of population is below the age of 25 years, the role of higher education is critical. The general education mainly consists of higher education courses in arts, commerce and science, the technical education on the other hand comprises of programmes of education, research and training in engineering technology, architecture, town planning, management, pharmacy and applied arts and crafts. Professional education includes courses in medical, education, law and other specialized

fields. Higher education in India has witnessed an impressive growth over the years. The number of higher educational institutions (HEIs) has increased from about 30 universities and 695 colleges in 1950-51 to about 700 universities (as of 2012-13) and 35,000 colleges (as of 2011-12) as per a recent UGC report. With an annual enrolment of above 25 million (including enrolment under Open and Distance Learning system), India is today ranked as the third largest higher education system in the world after US and China. The launch of RUSA will introduce a significant shift in the approach towards development of higher education in India, with the emphasis on reforming state higher education systems. The key difference with the introduction of RUSA is with respect to funding higher education in state universities, which have been receiving a disproportionately small share of central government funds in relation to central government institutions. Additionally, funding will now be performance-based funding, incentivizing well performing institutions and decision making through clearly defined norms.

Qualitative Aspects

i. Infrastructural facilities

It includes classroom/space for learning, space for activities (individual and group), drinking water facilities, toilet facilities, play ground and play material facilities etc.

ii. Management and community support

It includes children attendance, teachers attendance, academic support, financial support, TLM development support, learner's assessment, timely availability of books etc.

iii. Institution and classroom environment

It includes physical environment i.e. proper lighting facilities in the classroom as well as social environment.