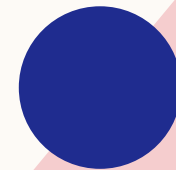# EDUCATIONAL PROGRESS IN MINORITIES

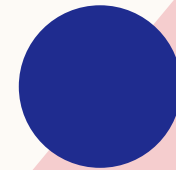## HS212 – Introduction to Social Science and Ethics

Assignment

AIM

- Status of minorities (especially Muslims) in the field of education
- What are the consequences of illiteracy in minorities
- How Sharia law affects
- What is the role of Madrasa education system
- How it can lead to extremism
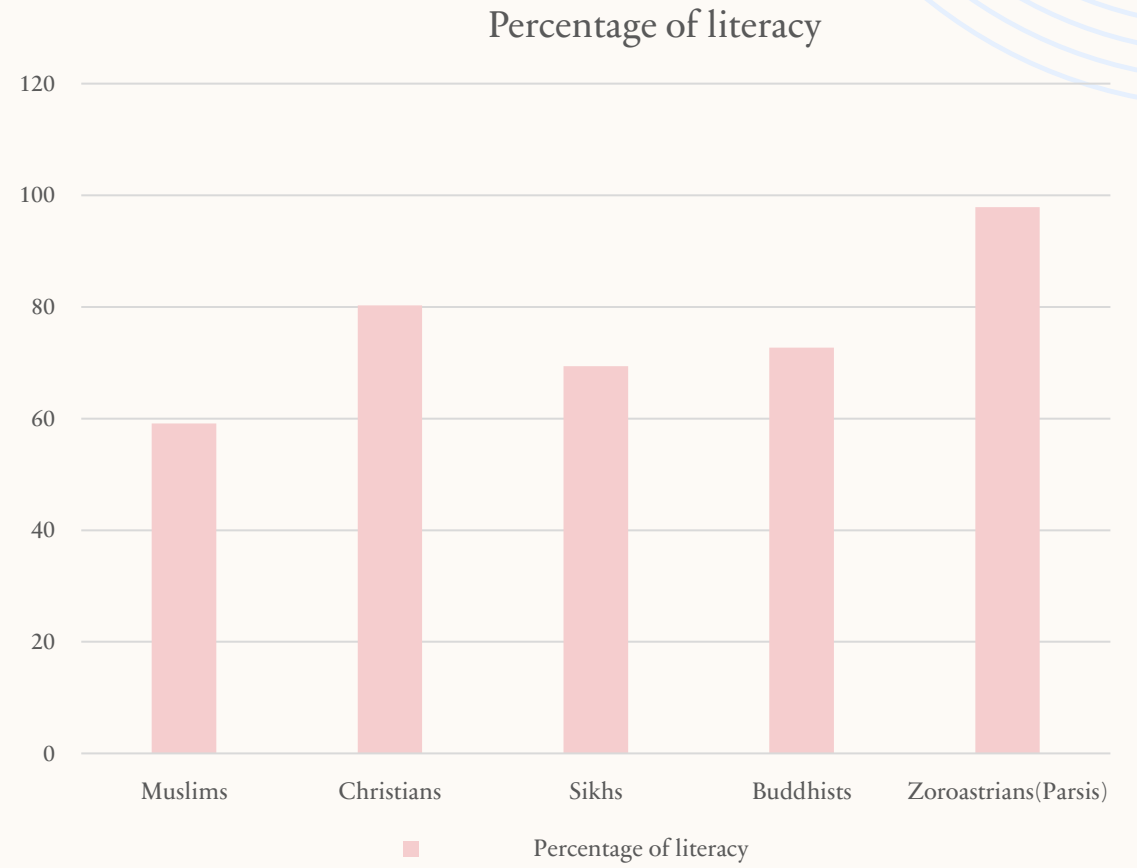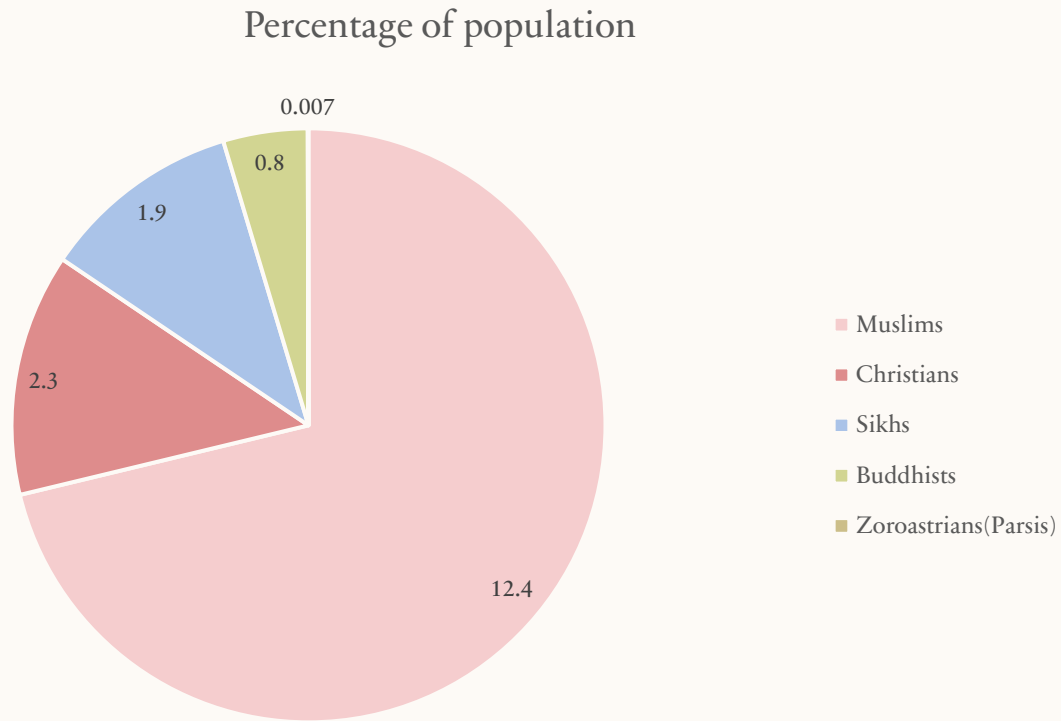- Why women are far behind in education than man in that community

MOTIVATION

- Commitment to social justice and inclusivity
- No one talks openly about this topic
- Large number of unemployment due to lack of education
- Suppressing women from education
- Possibility of radical extremism

STATISTICS

- As per Section 2(c) of the National Commission for Minorities (NCM) Act, 1992, six communities namely Christians, Sikhs, Muslims, Buddhists, Jains and Parsis have been notified as minority communities.

- As per Census 2011, the literacy rate of the Minority Communities namely Christians(84.53%), Jains(94.88%), Sikhs(75.39%) and Buddhists(81.29%) is higher than the National Average of 72.98% except Muslims which is 68.54 %.

Percentage of population

- Muslims
- Christians
- Sikhs
- Buddhists
- Zoroastrians(Parsis)

Percentage of literacy

Percentage of literacy

IMPORTANCE OF LITERACY IN MINORITIES

Right to education is a fundamental human right crucial for realizing other rights, functioning as a multiplier that enhances overall enjoyment of individual rights.

Economic Upliftment: Literate individuals are better equipped to access employment opportunities, engage in skill development, and contribute meaningfully to the workforce.

Political Empowerment: A literate minority populace is better positioned to engage in informed decision-making, exercise their democratic rights, and actively contribute to the political landscape. It promotes a more representative and inclusive governance structure.
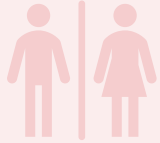
Preserving and Promoting the Rich Heritage: It facilitates the documentation of traditional knowledge, languages, and customs, ensuring their continuity across generations.

Human Rights and Social Justice: Denying any section of the population access to education not only hampers individual growth but also perpetuates cycles of disadvantage. By prioritizing minority literacy, we can take significant strides towards creating an inclusive society where every individual has an equal opportunity to thrive.

Social Cohesion and Harmony: Literacy fosters better understanding and tolerance among diverse communities. By promoting education in minority groups, we can strengthen social cohesion, reduce prejudices, and build bridges between different sections of society. This, in turn, contributes to the creation of a more harmonious and integrated nation.

Gender Equality: Minorities often include vulnerable groups such as women who may face intersecting challenges. Promoting literacy among minority women is crucial for advancing gender equality, breaking down barriers, and empowering them to participate actively in various spheres of life, from education and employment to community leadership.
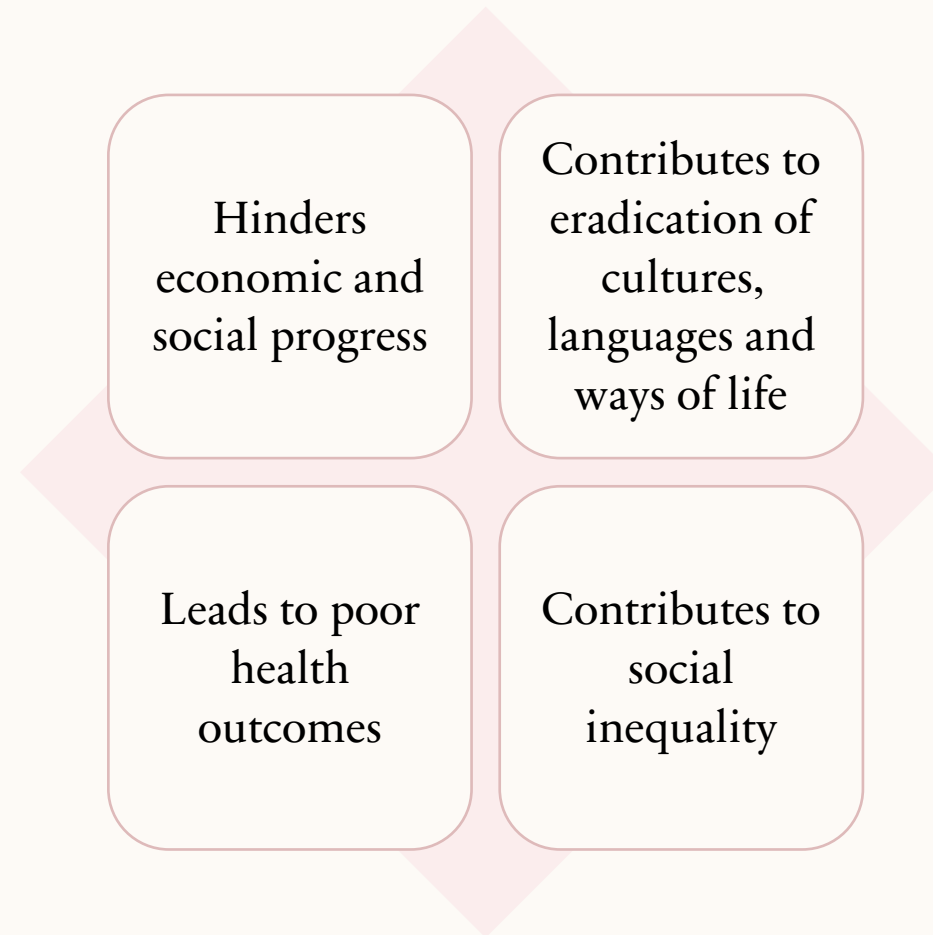
Poverty Alleviation: Literacy is a key tool in breaking the cycle of poverty. By imparting education to minority populations, India can uplift families and communities, creating a ripple effect that contributes to broader socio-economic development. Education equips individuals with skills to escape poverty, enhancing their quality of life and contributing to overall economic growth.

Digital Literacy: In the era of technology, digital literacy is essential for accessing information, participating in the digital economy, and staying connected globally. Providing minority communities with digital literacy skills ensures that they are not left behind in the rapidly evolving technological landscape, promoting greater inclusivity and access to opportunities.

WHAT ISSUES ILLITERACY WILL LEAD TO ESPECIALLY IN MINORITIES?

Hinders economic and social progress

Contributes to eradication of cultures, languages and ways of life

Leads to poor health outcomes

Contributes to social inequality

- **Hinders economic and social progress:** Illiteracy greatly inhibits the economic and social progress of an individual. It limits the ability of an individual to acquire knowledge and skills that are necessary for employment and economic growth. This can lead to poverty and unemployment, which in turn can lead to social exclusion and marginalization.

- **Contributes to the eradication of cultures, languages, and ways of life:** Illiteracy can lead to the loss of cultural heritage and traditions. This is especially true for minority groups that may have unique languages and customs. When members of these groups are unable to read or write, they may be unable to pass on their cultural knowledge to future generations.

- **Leads to poor health outcomes:** Illiteracy can lead to poor health outcomes for individuals. This is because illiterate individuals may not be able to read or understand important health information, such as instructions on medication or how to prevent the spread of disease.

- **Contributes to social inequality:** Illiteracy can contribute to social inequality by limiting the opportunities available to individuals. This can lead to a cycle of poverty and marginalization that is difficult to break.

HOW ARE THEY LACKING?

Socio-economic Disparities: Minority communities often experience higher levels of poverty and lower socio-economic status, which can limit access to quality education.

Discrimination and Bias: Discrimination based on race, ethnicity, religion, or language can create barriers to educational opportunities for minority groups. Prejudices and biases may manifest in unequal treatment, limited access to educational resources, and systemic disparities in the allocation of educational funding.

Cultural and Linguistic Barriers: Educational materials and teaching approaches that do not consider the cultural and linguistic diversity of minority communities can hinder effective learning. Lack of representation of minority cultures in the curriculum and inadequate support for students with different linguistic backgrounds contribute to lower educational attainment.

Limited Access to Quality Schools: In many cases, minority communities may have limited access to well-equipped and quality educational institutions. Geographic isolation, lack of transportation, and the concentration of inferior schools in minority neighborhoods can contribute to disparities in educational outcomes.

Gender Disparities: Within minority communities, gender disparities in education may exist, particularly affecting girls and women. Cultural norms, early marriages, and traditional gender roles can act as barriers to female education, limiting opportunities for empowerment and personal development.

Political Marginalization: Political marginalization of minority communities can result in neglect of their educational needs. Lack of representation in decision-making processes may lead to insufficient policies and resources being allocated to address the unique challenges faced by minority students.

Conflicts and Displacement: Minority communities may be disproportionately affected by conflicts and displacement, disrupting their access to education. Displacement due to violence or persecution can lead to interruptions in schooling, loss of documentation, and challenges in integrating into new educational systems.

Limited Awareness and Advocacy: Lack of awareness about the importance of education, as well as limited advocacy for the educational rights of minority communities, can perpetuate the cycle of educational disadvantage. Increased community awareness and advocacy efforts are crucial for promoting policy changes and resource allocation.

Preference for religious schools: Religious institutions traditionally focus on religious education, and their curriculum may be limited in scope, lacking the diversity offered by formal educational institutions.
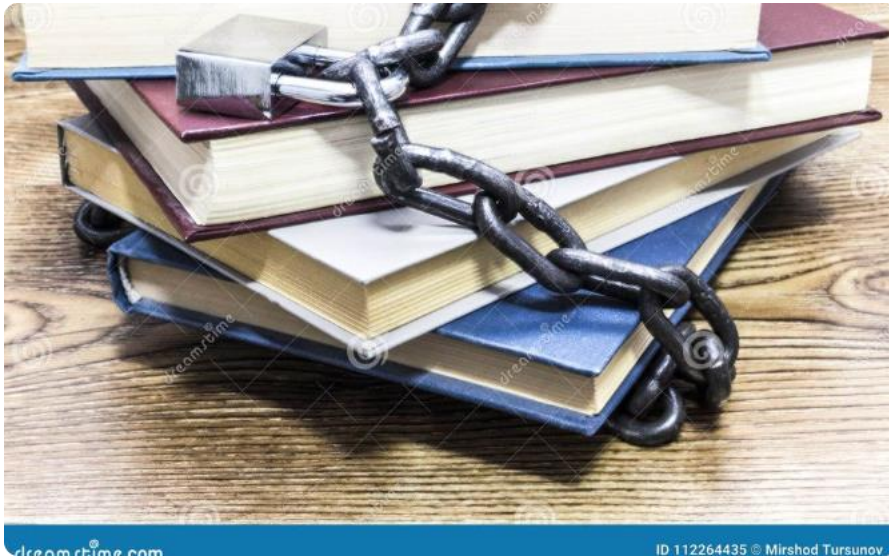
In some cases, there have been concerns about religious schools being vulnerable to extremist ideologies.

The Impact of Shariah Law on Education of Muslim Women

Muslim women face unique challenges when it comes to education due to the to the influence of Shariah law. This presentation will also explore the restrictions restrictions they face and recommend potential solutions.

Overview of Shariah Law and Women's Education

What is Shariah Law?

Shariah law is a set of legal and moral codes based on based on Islamic teachings.

The Importance of Education to Muslim Muslim Women

Education is a vital part of the Muslim faith, for both both men and women.

Restrictions on Women's Access to Education under Shariah Law

Limited Opportunities for Higher Education

In many countries, higher education opportunities for Muslim women are limited.

Gender Segregation in Educational Institutions

Segregation by gender can limit interaction among students and lead to unequal opportunities.

Lack of Female Role Models in Academia

The absence of female role models in academia can be detrimental to the aspirations of Muslim women.

Negative Impact on Curriculum and Content

1 — **Gender Bias in Educational Materials**

Many educational materials reinforce gender stereotypes and biases, which can limit the potential of Muslim women.

2 — **Limited Exposure to Critical Thinking and Diversity**

The lack of exposure to diverse perspectives can hinder critical thinking and problem-solving skills.

3 — **Restriction on Studying Certain Subjects or Careers**

Shariah law prohibits women from studying certain subjects or pursuing certain careers, limiting their opportunities for growth.

Challenges Faced by Muslim Women in Education

Social and Cultural Barriers

Cultural and societal norms often restrict the freedom and mobility of Muslim women.
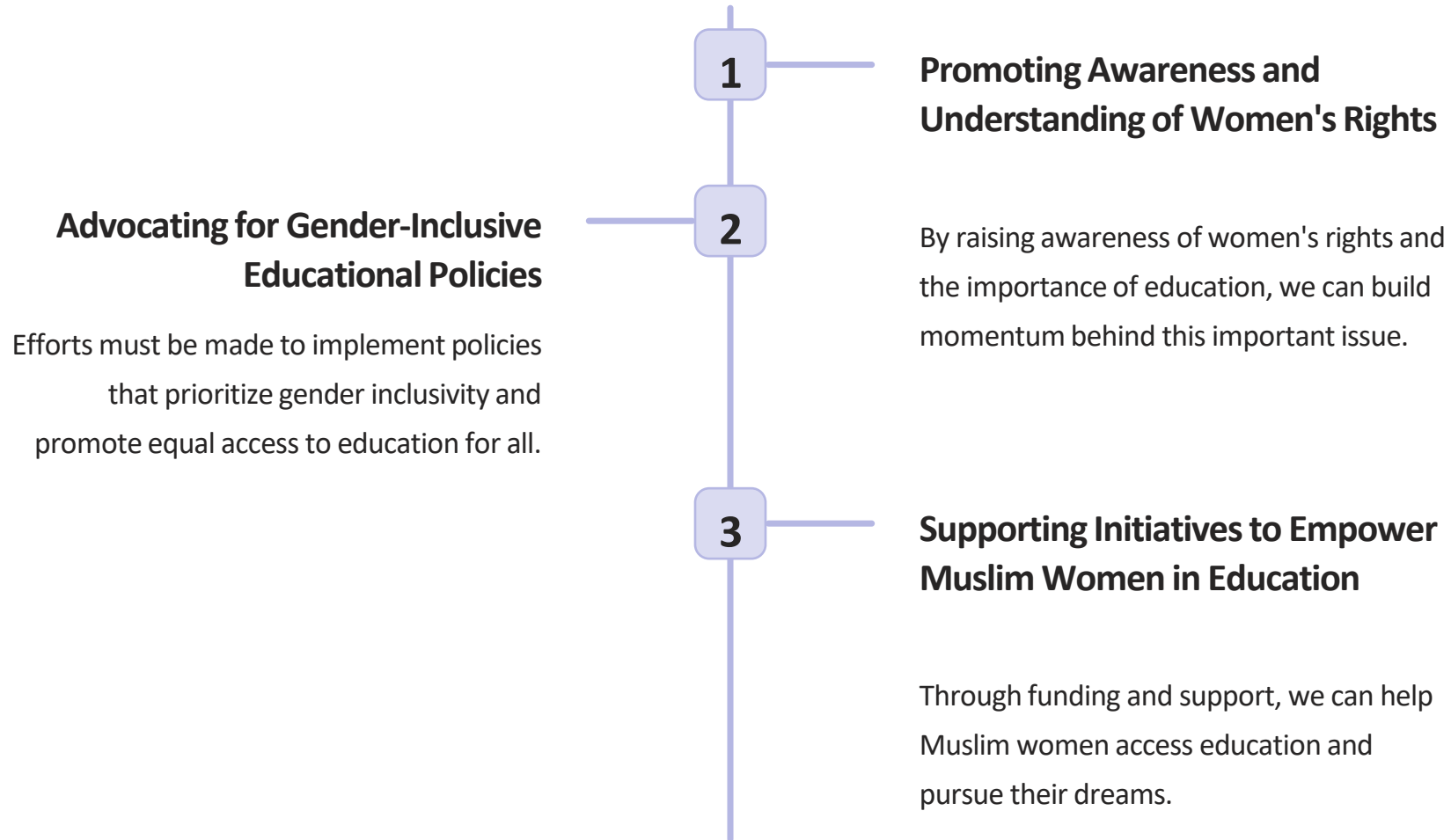
Discrimination and Stereotypes

Many Muslim women face discrimination and stereotypes in the classroom and beyond.

Lack of Support and Resources

Resources and support for Muslim women in education, including scholarships and mentorship, are limited.

Potential Solutions and Recommendations

1 — Promoting Awareness and Understanding of Women's Rights

By raising awareness of women's rights and the importance of education, we can build momentum behind this important issue.

Advocating for Gender-Inclusive Educational Policies — **2**

Efforts must be made to implement policies that prioritize gender inclusivity and promote equal access to education for all.

3 — Supporting Initiatives to Empower Muslim Women in Education

Through funding and support, we can help Muslim women access education and pursue their dreams.

WOMEN INEQUALITY AND SUPPRESSION FROM EDUCATION

Limited Access to Education: In some regions, cultural norms and traditional beliefs restrict girls' access to education. Families may prioritize boys' education over girls', leading to a gender gap in literacy rates and educational attainment.

Lack of Role Models: The scarcity of female role models in leadership positions within the education system and other fields can contribute to the perception that certain professions are not suitable for women. This lack of representation may discourage girls from pursuing certain academic and career paths.

Insufficient Resources: In some areas, schools may lack the necessary resources, such as proper infrastructure, sanitary facilities, and learning materials. This disproportionately affects girls, making it difficult for them to attend and complete their education.

Discriminatory Policies: Discriminatory policies and practices may exist within educational institutions, limiting girls' opportunities for advancement. This can include biased admission criteria, unequal access to extracurricular activities, and limited support for female students in STEM (science, technology, engineering, and mathematics) fields.

WOMEN INEQUALITY AND SUPPRESSION FROM EDUCATION

Early Marriage and Pregnancy: Early marriage and pregnancy often force girls to drop out of school. Societal expectations regarding the role of women as caregivers can hinder their ability to pursue education and career opportunities

Gender-Based Violence : Instances of gender-based violence, including sexual harassment and assault, can create hostile environments that deter girls from attending school. Fear of violence can have a detrimental impact on girls' mental and emotional well-being, affecting their educational outcomes.

Stereotypes and Bias: Gender stereotypes and biases can influence educators' expectations and treatment of students. This may result in lower expectations for girls, limiting their opportunities for advanced education and certain career paths.

WOMEN INEQUALITY AND SUPPRESSION FROM EDUCATION

Sexual Harassment: Instances of sexual harassment and violence in educational institutions can create hostile environments that deter girls from attending school. The fear of harassment can lead parents to keep their daughters at home, preventing them from accessing education.

Lack of Menstrual Hygiene Facilities: Inadequate sanitation facilities, including the lack of proper menstrual hygiene management, can contribute to girls missing school during their menstrual cycles, leading to academic setbacks and dropout rates.

MADRASA EDUCATION

Madrasa education, rooted in traditional Islamic teachings, often focuses primarily on religious studies and Quranic teachings.

So, there can be concerns about its potential impact on modern education among Muslims.

One concern is that an exclusive focus on religious studies in madrasas might lead to a lack of emphasis on subjects like science, mathematics, language, and other modern disciplines. This imbalance could potentially limit students' exposure to broader knowledge essential for success in today's rapidly evolving world.

Differences in curriculum, teaching methodologies, and approaches to critical thinking can sometimes create barriers for students transitioning from madrasas to mainstream educational institutions.

The curriculum of madrasas may vary according to their affiliation, and some madrasahs may not provide a well-rounded education that includes modern subjects like English, Science, Social Studies, and Mathematics

This can limit the opportunities available to students who attend madrasahs and may affect their future prospects.

MADRASA PROMOTES EXTREMISM?

- There are variety of madrasas, in which most of them don't promote terrorism.

- Due to lack of Standardization, students may not gain a well-rounded education.

- Extremism might find fertile ground in environments where there's political instability, social grievances, economic disparities, or where extremist ideologies are propagated. Madrasas operating in such environments could inadvertently contribute to extremist views if they don't emphasize critical thinking or provide a broader education.

- In some instances, interpretation of religious texts within certain madrasas might veer towards extremist ideologies. This could be due to the interpretation of specific texts or the influence of radical instructors.

- If a madrasa limits exposure to diverse ideas or discourages questioning, it can create an environment conducive to extremism by promoting a singular narrative without critical evaluation.

CASES OF MADRASA EXTREMISM

- Islamic movement accused of being involved in terrorism is known as Wahabism.

- An India Today probe discovered that several madrasas in Kerala are preaching Wahabism, a Saudi-sponsored creed of extremist Islam linked to global terror.
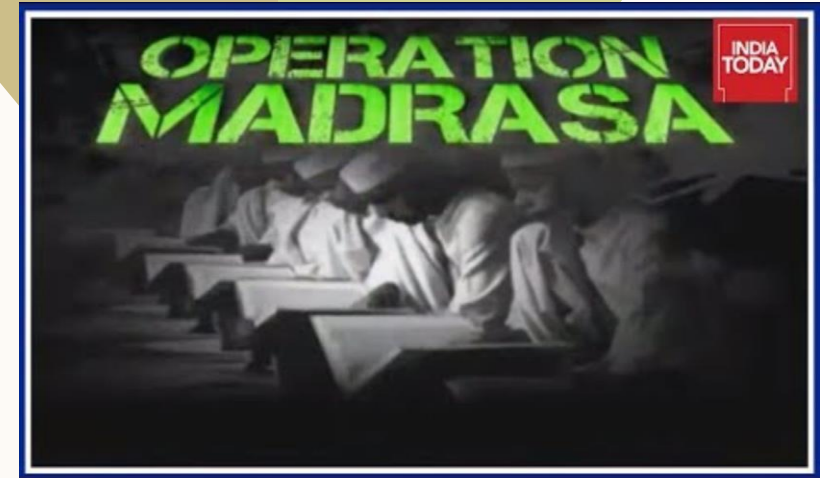
The report says that,

- Several Kerala madrasas teaching Wahabism.

- Seminaries aided by hawala funding from Gulf countries.

- Wahabism is a Saudi-sponsored creed of extremist Islam.

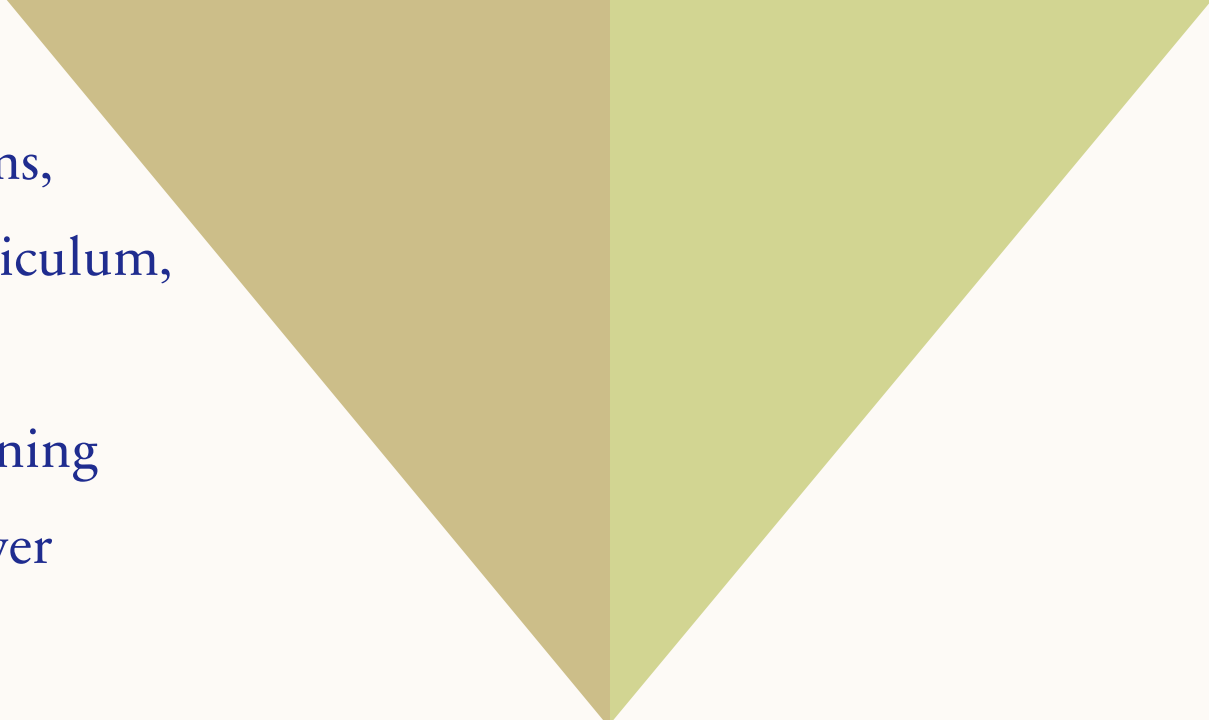Above information can be studied in detail via,

https://www.indiatoday.in/india/story/kerala-wahhabism-madrasas-isis-saudi-arabia-1131272-2018-01-10

- Many other cases are also there in India, where government some state governments are taking proper action against them, especially illegal Madrasas in Madhya Pradesh.

- Even Shia Waqf Board chief Wasim Rizvi once said that Madrasas produce terrorists, not doctors or engineers
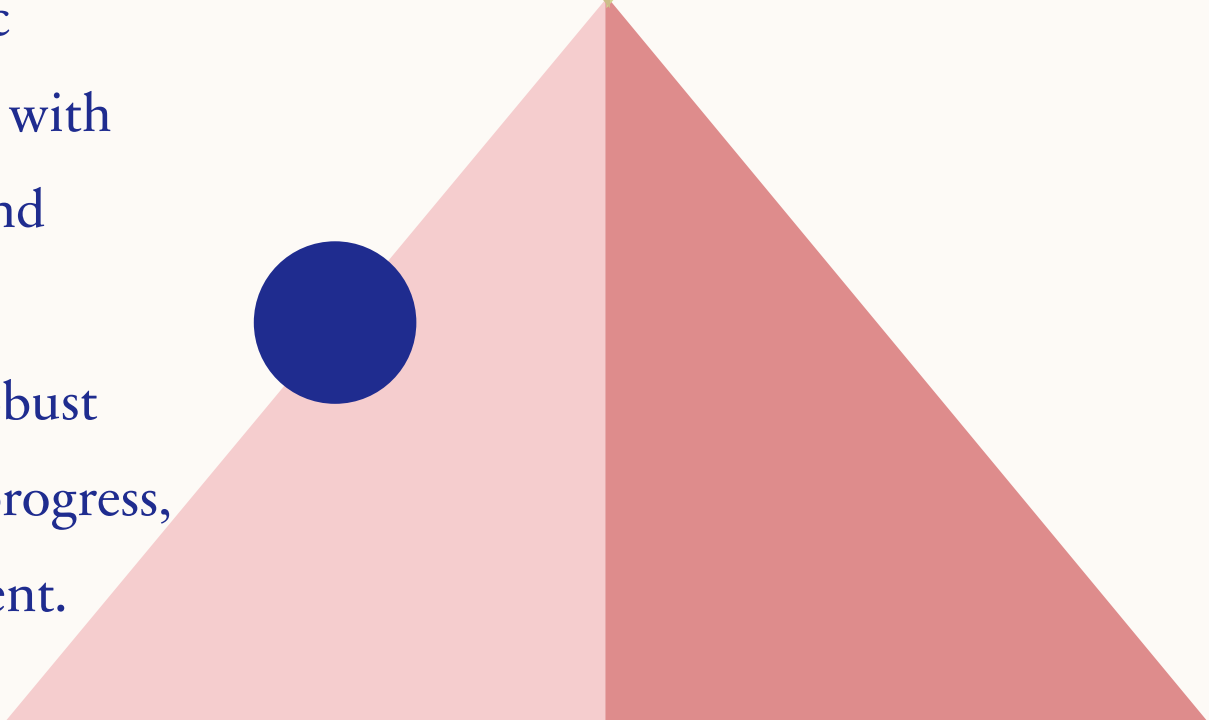
CONCLUSION

- We've gained a holistic understanding of educational progress among minority groups in India, acknowledging the multifaceted challenges they face.

- Recognition of the challenges faced by minority communities, including disparities in access, socio-economic factors, and cultural considerations.

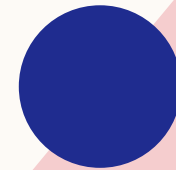- Emphasizing the need for continued efforts and collaboration to address remaining disparities.

Solutions for the Future: Advocacy for policy reforms, equitable resource allocation, culturally sensitive curriculum, community engagement, and scholarship programs.

- **Empowering Educators:** Support for teacher training programs and technological integration to empower educators and overcome geographical barriers.

- **Awareness and Collaboration:** Launching public awareness campaigns and fostering collaborations with NGOs, emphasizing the importance of diversity and inclusion in education.

- **Monitoring and Evaluation:** Establishment of robust monitoring and evaluation mechanisms to track progress, ensuring accountability and continual improvement.

- **Vocational Training and Economic Empowerment:** Introduction and support for vocational training programs to enhance employability and economic independence among minority students.

- **Government-Community Partnerships:** Encouraging partnerships between government bodies and minority community leaders to co-create and implement responsive educational policies.

Expressing optimism for a future where education serves as a beacon of empowerment for every individual, irrespective of their background.

" A CIVILIZATION CAN BE JUDGED BY THE WAY IT TREATS ITS MINORITIES. "

Mahatma Gandhi

GROUP MEMBERS
AND THEIR CONTRIBUTIONS

SC22B092: Ashwani Kumar (8840746921): Contributed to Women Inequality and Suppression from Education

SC22B124: Anand Choubey (91630 07513): Contributed to Shariah Laws and Women Education

SC22B090: Arpit Gupta (7668319437): Contributed to Madrasa education

SC22B157: Muskan Verma (8492995597): Contributed to Statistics about Literacy and Population

SC22B105: Naman Nagendra Bhatt (9008825586): Contributed to Issues created by illiteracy and Madrasa leading to Extremism.

SC22B146: Saurabh Kumar (6205635406): Contributed to Importance of Literacy in Minorities and How are They Lacking

REFERENCES

- https://www.education.gov.in/educational-development-minorities
- https://www.researchgate.net/publication/347548851_Minorities_and_Their_Educational_Rights_with_Special_Reference_to_India
- https://youtu.be/78Z3mugf_4Y
- https://www.indiatoday.in/india/story/kerala-wahhabism-madrasas-isis-saudi-arabia-1131272-2018-01-10
- https://importantindia.com/24040/illiteracy/
- https://www.nationalia.info/new/9001/report-says-illiteracy-especially-affects-minorities
- https://resilienteducator.com/news/
- Islamic terrorism - Wikipedia
- https://www.right-to-education.org/girlswomen
- https://www.savethechildren.org/us/charity-stories/how-gender-discrimination-impacts-boys-and-girls
- https://www.unesco.org/en/gender-equality/education
- https://pib.gov.in/PressReleaseIframePage.aspx?PRID=1797310

THANK YOU