

Socio-economic and educational condition of Muslim community in the country

SHRI ABDUL WAHAB (Kerala): Sir, I wish to draw the attention of the Government towards the socio-economic indicators about the Muslim youth. The findings of the seven-member high-level committee report on the socio-economic and educational status of the Muslim community of India, which was chaired by Justice Rajinder Sachar, were an embarrassment to our country, as it questioned the commitment of the previous Governments about the welfare of Muslim community in this country.

The Sachar Committee made a number of recommendations to address the status of the Muslim community in India, namely, setting up an Equal Opportunity Commission to look into grievances of deprived groups like minorities, creating a nomination procedure to increase participation of minorities in public bodies, establishing a delimitation procedure that does not reserve constituencies with high minority population for Scheduled Castes, working out mechanisms to link madarasas with higher-secondary school board, and, recognizing degrees from madarasas for eligibility in defence, civil and banking examinations.

The Sachar Committee suggested that policies should sharply focus on inclusive development and mainstreaming of the community while respecting diversity. However, a recent study conducted by Christophe Jaffrelot and Kalaiyaran has confirmed that nothing has improved amongst Muslim community in India even after thirteen years of Sachar Committee report.

The study by Jaffrelot and Kalaiyaran says that the proportion of the youth who have completed graduation among Muslims in 2017-18 is 14 per cent which is much lower than that of dalits and other backward classes. The State-wise data shows that Muslim youth in the Hindi heartland fare the worst in their educational attainment with just three per cent in Haryana followed by seven per cent in Rajasthan.

The marginalisation of Muslims on socio-economic indicators becomes clear when we evaluate the statistics related to youth currently in institutions with 39 per cent, which is the lowest among any community in India. While the marginalisation of Muslim began several years ago, the phenomenon seems to have gathered pace in recent years. The recent incidents and reports from our universities confirm that Muslim students continue to face discrimination. The opposition to appointment of Firoz Khan as Sanskrit professor at Banaras Hindu University is a classic example of how our universities treat Muslim professors. The institutional murder of Fathima Latheef at the prestigious IIT, Madras is another example of how Muslim students are discriminated.

MR. CHAIRMAN: Time is over. ...*(Interruptions)*... I have allowed a general discussion. You cannot make it specific and you will not get answer also. That is the problem. ...*(Interruptions)*...

SHRI ANAND SHARMA: Sir, it is an important issue. ...*(Interruptions)*...

MR. CHAIRMAN: Still, he has completed and concluded. ...*(Interruptions)*... You will get opportunity to speak during discussion on Budget, during discussion on working of Ministry of HRD and on other occasions.

SHRI ANAND SHARMA (Himachal Pradesh): Sir, I associate myself with the matter raised by the hon. Member.

SHRI T.K. RANGARAJAN (Tamil Nadu): Sir, I also associate myself with the matter raised by the hon. Member.

SHRI P. WILSON (Tamil Nadu): Sir, I also associate myself with the matter raised by the hon. Member.

SHRI AHAMED HASSAN (West Bengal): Sir, I also associate myself with the matter raised by the hon. Member.

SHRI ELAMARAM KAREEM (Kerala): Sir, I also associate myself with the matter raised by the hon. Member.

श्री हुसैन दलवाई (महाराष्ट्र): महोदय, मैं भी स्वयं को माननीय सदस्य द्वारा उठाए गए विषय के साथ सम्बद्ध करता हूँ।

SHRI K. SOMAPRASAD (Kerala): Sir, I also associate myself with the matter raised by the hon. Member.

State of education and teachers across the country

प्रो. मनोज कुमार झा (बिहार): सभापति महोदय, आपने मुझे बोलने की इजाजत दी, इसके लिए बहुत-बहुत धन्यवाद। सर, राष्ट्रपति जी के अभिभाषण में भी इसका जिक्र हुआ और शिक्षा को लेकर हम अक्सर बात भी करते हैं। मुझे शिक्षा और शिक्षकों की नियुक्ति को लेकर बहुत दुःख है, इसका कारण यह है कि अभी भी कितने बच्चों पर कितने शिक्षक होने चाहिए, इस संबंध में हमारा जो प्रपोज़न है, हम उससे मीलों दूर हैं। मैं उदाहरण देना चाहता हूँ। मैंने पहले भी इसी सदन में यह बात रखी थी कि NISO का D.El.Ed. Programme पिछली एनडीए की सरकार में शुरू हुआ था, वह 24 महीने का कहा गया या 18 महीने का, अब उस पर बखेड़ा हो रहा है। जो कहा गया, it shall be subsumed. यह on record है। NCTE ने अपना फैसला खुद ही पलट दिया। आज पूरे देश में 13 लाख ट्रेड टीचर्स बदहाली में, हताशा में हैं।