



## ALL INDIA EDUCATIONAL MOVEMENT

### The Context

All India Educational Movement (AIEM) was established in December, 1995 on the conclusion of All India Educational Caravan to create educational awareness among the Muslims of India. It was formally registered on 3rd November, 1999 with late Sayyid Hamid, former Vice Chancellor of AMU as its Founder, President and Mr. Amanullah Khan as Gen Secretary. The Movement has been undertaking various educational activities from time to time including annual educational conferences, short-term Teacher Training Programmes, Seminars, Workshops on Quality Education, Personality Development & Educational Caravans etc.

There was a strong realization that there are a number of organizations engaged in making various types of interventions including educational, but in a segmented manner. It was felt that there is an urgent need to synergize these segmented efforts being made by individual agencies/organizations to address educational backwardness of weaker sections in general and Muslim Minority in particular. An All India Consultative Meeting on Educational Empowerment of Muslim Minority' was held in February, 2017 to address these concerns. It was attended by representatives from a dozen educational Trusts, Philanthropists, Missions and those institutions who are seriously engaged in addressing educational backwardness of Muslim Minority in India. These among others included Tasmia Education & Social Welfare Society; All India Educational Movement; Haji Abdul Latief Charitable Trust (Mumbai); Minority Development and Protection Foundation; Rahmani 30; Muslim Education Trust (New Delhi); Understrand Quran Academy Hyderabad; Shaheen Group of Institution, Bidar; Empower India Foundation; Abdul Kalam Azad Islamic Awakening Centre, Delhi; Worldwide Professionals Ltd.; Zakat Foundation of India; educational experts and media representatives. The Consultation strongly felt that there is a need to prepare a joint action plan to address this educational backwardness through well-defined thrust areas.



All India Consultative Meeting on Educational Empowerment of Muslim Minority' held in February, 2017 at Jamia Hamdard, New Delhi

During the preparation of Joint Action Plan, it was observed that the objectives and thrust areas of All India Educational Movement were very similar to thrust areas emerging for the 'Joint Action Plan'. It was therefore, agreed to revamp AIEM to accommodate these thrust areas as their main activity to avoid any duplication of efforts. The revamped AIEM is expected to play role of an umbrella to bring about greater synergy among various organizations to address larger issue of educational backwardness.

### Main Objectives:

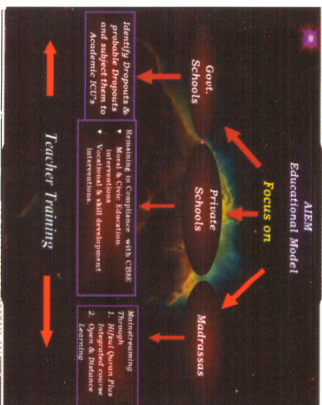
The main objective shall remain as promotion of education, economic upliftment, employment, health, social reform and communal harmony. The main focus for the coming three years will be to address educational backwardness of weaker sections in general and Muslim Minority in particular.

### Thrust Areas:

The main thrust areas of AIEM are:

1. Strengthening of Existing Systems (in terms of Quality Improvement) with focus on School Education;
2. Introduction of Moral & Vocational Education along side Formal Education;
3. Facilitating Educational Mainstreaming of those coming out of Madrasahs through ODL / Bridge / Integrated Courses and
4. Teacher Education / Training

Most of the organizations/ institutions who attended the above consultation have become part of the AIEM Network. The Governing Body of the All India Educational Movement decided to develop an AIEM Educational Model to address the above thrust areas.



technologies will also be a part of this AIEM Educational Model.

The Government has the largest school network. The quality of education imparted in Govt. run schools leaves a lot to be desired, with few exceptions. They also contribute towards increasing the dropout ratio at the school level. AIEM plans to address this problem through Academic Intensive Care Units (AICU's) with focus on Government run schools.

**Academic Intensive Care Units (AICU)** is an approach to address and resolve the problems & issues related to:

- the school dropouts and
- those who lag behind in keeping pace with the process of learning in particular.

It has been observed that generally students lag behind others for lack of understanding of the subject coupled with lack of confidence. Lack of quality teachers is also a contributory factor. The studies conducted by the **Shaheen Group of Institutions** - a pioneering institution in successfully

applying this approach, reveal that lack of understanding about Maths and languages are two main factors responsible for aggravating the plight of School drop outs. In AICU's special attention is paid to address these subjects. There is also full proof mechanism in place to measure impact of AICU before students are discharged.

### Moral and Civic Education

Moral and civic education is one area which is not receiving adequate attention. There is an urgent need to foster among students positive values and attitudes. They should learn how to live harmoniously in society. They need to be encouraged to grow honest, sincere and responsible citizens with concern for moral virtues. It is equally important that democracy education also becomes a part of schooling process so that the students believe in democracy rather than on autocracy. This is what we believe constitutes moral and civic education.

### Skill and Vocational Development

AIEM Educational Model is competency & employment based (rough coaching & skill and vocational development) and is expected to prepare the new generation to face all the educational and competency challenges. It will also have a scope for skill building for those who are forced to divert at different levels due to various socio-economic factors. Eventually will strengthen the competitiveness of the community and improve the productivity and living standards of the people. AIEM Educational Model also provides full scope for mainstreaming of those coming out of Madrasahs, through integrated courses offered by network institutions and by encouraging and motivating them to study further through Open & Distance Learning.

### Institutional Network

AIEM as an Umbrella Organization has been able to seek institutional cooperation from well-established institutions across the country. It is striving to have more institutions associated with it to further extend its activities. Those associated among others include the following:

#### 1. Tasmia All India Education & Social Welfare Society.

Tasmia All India Educational and Social Welfare Society is working for educational and social welfare of the minority community. Boys' girls from economically weaker sections of the minority community are being taught in spoken English, embroidery, cutting and tailoring, computer/DTP, elementary Urdu, food preservation, art and craft and penmanship development in a free one-month vocational training program. Tasmia Academy also has remarkable collection of rare manuscripts/Holy Quran. **Dr S Farooq**, is the patron of the Tasmia All India Education and Social Welfare Society.

#### 2. Shaheen Group of Institutions (SGI).

SGI is a major center of academic excellence touching the lives of more than 1,00,000 students and 400 teachers engaged in creation of knowledge from KG to Graduation levels. SGI is now poised for a giant leap by making its presence felt in Beluru,