



**Report  
of the Standing Committee of  
the National Monitoring Committee  
for Minorities' Education (NMCME)**

**April, 2013**

Ministry of Human Resource Development  
Government of India

# **Report of the Standing Committee of the National Monitoring Committee for Minorities' Education (NMCME)**



**Ministry of Human Resource Development**  
Government of India  
*April 2013*

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## Foreword

I have great pleasure in presenting to the Hon'ble Union Minister of Human Resource Development the first report of the Standing Committee of the reconstituted National Monitoring Committee for Minorities' Education.

The National Monitoring Committee in its meeting held on 5<sup>th</sup> March, 2012, decided to constitute a Standing Committee and I was nominated as the Chairperson of the Standing Committee of National Monitoring Committee for Minorities Education (NMCME) vide notification of the Ministry of Human Resource Development (MHRD) dated 27<sup>th</sup> April 2012. The Committee was tasked with the mandate to monitor the minority related schemes and programmes being implemented by the MHRD, suggest modifications in these schemes with a view to cater to the needs of the minority communities, study the reports of previous Committees which have gone into the issues of minority education and welfare and suggest ways and means to implement the recommendations of those Committees. It was also tasked to recommend to Government suitable monitoring mechanism for minority related programmes being run by the Ministry of HRD.

Ministry of HRD simultaneously constituted five Sub-Committees to support the NMCME in the areas of vocational education & skill development, implementation of schemes, mapping of educational requirements, girls' education and promotion of Urdu language. The Sub-Committees held a number of meetings in Delhi and outside. We have studied the inputs provided by these Sub-Committees and incorporated their recommendations in our report.

The NMCME's Standing Committee and the Sub-Committees held thirty-two meetings spanning over a period of about one year and looked into a variety of issues related to the participation of religious minorities, particularly Muslims at different levels of educational ladder. Some meetings of Standing Committee were however attended by Delhi based members only.

Given the diversity of our country, various dimensions of inequality have affected the education of religious minorities. There are large variations in educational performances of minorities across States. The Committee benefitted from the discussions with a wide variety of stakeholders including teachers, civil society representatives, government officials, academicians, thought leaders and NGOs.

The Committee gained insight into the complexity of low participation of Minorities, especially Muslims, as one goes up from primary education to university education through various reports of earlier years, such as, the Sachar Committee Report and the Ranganath Mishra Commission Report. Studies conducted by Prof Sudhanshu Bhushan of National University for Educational Planning and Administration (NUEPA) and the report "Six years

after Sachar, Review of Socially Inclusive Policies in India Since 2006”, by Abusaleh Shariff were also examined in this context.

I must state that the lack of comprehensive data on the participation of religious minorities across all levels and sectors of education made the task of making any scientific analysis quite daunting and difficult. Despite specific recommendation of Sachar Committee, data bank on education and welfare of minorities is yet to be put in place. I am thankful to Dr. A.N. Reddy of NUEPA for analyzing the data compiled under the District Information System for Education (DISE) relating to elementary education.

I appreciate the contribution of all members of the Standing Committee for their unstinting support and pro-active role. The rich deliberations and engaging discussions threw up a number of stimulating ideas which have helped in the preparation of this Report. I would like to record deep appreciation of help provided by Shri Amit Khare, Joint Secretary, MHRD and his team of officers, including Smt. Shakila Shamsu and Shri S.K.Mohanty. The support from the team of NCPUL under their Director Dr. Khawaja Mohammad Ekramuddin made it possible to ensure the smooth conduct of meetings and timely dissemination of information to all Members.

The Report has analysed available data on educational participation of religious minorities, stated the policy and Constitutional provisions on their educational rights, examined the schemes presently in operation and made recommendations at various levels of education.

This is the first in a series of reports that the Standing Committee proposes to submit during its term. I hope that it will be useful to planners, policy makers and Government officials and non-governmental organisations which have been actively working for the upliftment of the minorities. I also hope that it will lead to concrete measures by both Central and State Governments towards educational empowerment of religious minorities.

**Siraj Hussain**

*Chairman of the Standing Committee of NMCME*

New Delhi  
April 15, 2013

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## **List of Abbreviations**

AICTE	All India Council of Technical Education
AISES	All India School Education Survey
AMU	Aligarh Muslim University
ASER	Annual Status of Education Report
BITE	Block Institute of Teacher Education
CABA-MDTP	Computer Applications, Business Accounting & Multilingual Desk Top Publishing
CBSE	Central Board of Secondary Education
COBSE	Council of Boards of School Education
CSS	Centrally Sponsored Scheme
CWSN	Children with Special Needs
DBT	Direct Benefit Transfer
DCI	Dental Council of India
DI	Diversity Index
DISE	District Information System for Education
DOP&T	Department of Personnel and Training
EOC	Equal Opportunity Cell
GAR	Gross Attendance Ratio
GER	Gross Enrolment Ratio
ICAR	Indian Council of Agricultural Research
IDMI	Infrastructure Development of Minority Institutions
ITI	Industrial Training Institute
JMI	Jamia Millia Islamia
JSS	Jan Shikshan Sansthan
KGBV	Kasturba Gandhi Balika Vidyalaya
MAEF	Maulana Azad Education Foundation
MANF	Maulana Azad National Fellowship for Minority Students
MANUU	Maulana Azad National Urdu University
MCD	Minority Concentrated Districts
MCI	Medical Council of India
MHRD	Ministry of Human Resource Development
MoMA	Ministry of Minority of Affairs

MSJE	Ministry of Social Justice and Empowerment
NCERT	National Council of Educational Research and Training
NCM Act 1992	National Commission for Minorities Act 1992
NCMEI	National Commission for Minority Educational Institutions
NCPUL	National Council for Promotion of Urdu Language
NET	National Eligibility Test
NGO	Non-Government Organisation
NIOS	National Institute of Open Schooling
NMCME	National Monitoring Committee for Minorities Education
NMTT	National Mission on Teachers and Teaching
NOC	No Objection Certificate
NSSO	National Sample Survey Organisation
NUEPA	National University of Educational Planning and Administration
NVEQF	National Vocational Education Qualification Framework
NVS	Navodaya Vidyalayas
OBC	Other Backward Classes
PG	Post Graduation
pa	Per Annum
PMO	Prime Minister's Office
PPP	Private Public Partnerships
RGNF	Rajiv Gandhi National Fellowship
RMSA	Rashtriya Madhyamik Shiksha Abhiyan
RTE	The Right of Children to Free and Compulsory Education Act, 2009
SC	Scheduled Castes
SEMIS	Secondary Education Management Information System
SPQEM	Scheme for Providing Quality Education for Madrasas (SPQEM)
SSA	Sarva Shiksha Abhiyan
ST	Scheduled Tribes
TVET	Technical and Vocational Education and Training
UGC	University Grants Commission
VE	Vocational Education
WPI	Wholesale Price Index

**No. 6-2/2012-MC**  
**Government of India**  
**Ministry of Human Resource Development**  
**Department of Higher Education**  
**Minority Cell**  
**Shastri Bhawan**  
**New Delhi**

Dated the 27<sup>th</sup> April, 2012

**ORDER**

Subject: Constitution of a Standing Committee of the National Monitoring Committee for Minorities' Education (NMCME).

The National Monitoring Committee for Minorities' Education (NMCME) has been reconstituted on 23.12.2011. A copy of the Resolution constituting the Committee is enclosed.

2. In the first meeting of the reconstituted NMCME held on 5<sup>th</sup> March, 2012, a decision was taken to constitute a Standing Committee comprising of some members since it may not be possible for the entire Committee to focus on each of the terms of the reference in view of the logistics involved for arranging meetings, field visits etc.
3. Therefore, with the approval of Minister for Human Resource Development, Government of India, a Standing Committee of the National Monitoring Committee for Minorities' Education is hereby constituted with the following terms of reference:-
  - (i) To monitor the minority related schemes/programmes being implemented by the Ministry of Human Resource Development;
  - (ii) To suggest modifications, if required, in the schemes of the Ministry of Human Resource Development with a view to cater to the specific needs and requirements of the minority community;
  - (iii) To study report of previous Committees which have gone into the issues of minority education and welfare and suggest ways and means to implement the recommendations/conclusions of those Committees;
  - (iv) To advise the Committee on setting up a monitoring mechanism for minority related schemes/programmes being run by the Ministry of HRD and
  - (v) Any other issues relating to minority education which the Committee may want to bring to the notice of the Government and NMCME.
4. The Committee would interact with State Governments and their Agencies in furtherance of their objectives on the basis of terms of reference.
5. Five Sub-Committees have been constituted each headed by a Chairman and with specific terms of reference to support the NMCME.

6. In accordance with the OM No.6-3/2007-MC dated 14.6.2010 the logistic support to the Standing Committee and its Chairman shall be provided by the National Council for Promotion of Urdu Language (NCPUL). Director, NCPUL shall coordinate the meetings of the Standing Committee of the NMCME.
7. TA/DA shall be admissible as per the entitlement of Grade-I officers of the Government.
8. The composition of the Standing Committee of the National Monitoring Committee for Minorities' Education shall be as follows:-

1. Shri Siraj Hussain, Chairperson  
Ex. Vice Chancellor, Jamia Hamdard,  
Chairman & Managing Director,  
Food Corporation of India,  
M/o Consumer Affairs, Food & Public Distribution,  
Deptt. of Food and Public Distribution,  
16-20, Barakhamba Lane,  
New Delhi – 110 001.
2. Prof. Imtiaz Ahmed, Member  
B 361, Vasant Kunj Enclave,  
New Delhi-110070.
3. Shri Mahbub-ul Haque,  
Member  
Chairman,  
Educational Research Development Foundation,  
Block – B, Central IT College,  
Dr. R.P. Road, Dispur,  
Guwahati, Assam
4. Shri Haneef Lakdawala,  
Member  
45, Sanchetana, Newyork Trade Centre,  
Near Thaltej Cross Road, S.G. Highway,  
Ahmedabad, Gujarat.
5. Shri Asghar Ali Engineer  
Member  
Irane Cottage, 2<sup>nd</sup> Floor,  
4<sup>th</sup> Road, Santa Cruze (East),  
Mumbai-400 055,  
(Maharashtra).
6. Ms. Syeda Bilgrami Imam Member  
Member,  
National Commission for Minorities,  
5<sup>th</sup> Floor, Lok Nayak Bhawan,  
Khan Market  
New Delhi-110003.

7. Ms. Teesta Setalvad,  
Juhu Tara Road,  
Juhu, Mumbai. Member
8. Prof. Zakia Siddiqui,  
Member  
Former Principal,  
AMU Women's College,  
AIMUN, Sir Syed Nagar,  
Aligarh, Uttar Pradesh.
9. Shri Roomi Jaffrey,  
Member  
12, Sagar Sameer Society,  
J.P. Road, Versowa, Andheri (W),  
Mumbai – 61.
10. Shri Omar Peerzada,  
Member  
C-333/2, Indira Nagar,  
Lucknow, Uttar Pradesh.
11. Dr. Ahmed Tameem,  
Member  
B-49, Abul Fazal Apartment,  
Vasundhara Enclave, Delhi – 110 096.
12. Shri Zafar H. Jung,  
Member  
Five Star Guest House,  
Hameed Manzil,  
3631, Netaji Subash Marg,  
New Delhi-110 002.
13. Prof. Mohd. Halim Khan,  
Member  
Chairman,  
Maulana Azad Educational Technical and  
Vocational Society,  
Old Prod Shiksha Kendra Building,  
Sector-D, Scheme Number-71,  
Dhar Road, Indore – 452 002(MP).
14. Maulana Mohammad Wali Rahmani,  
Member, General Secretary,  
Muslim Personal Law Board,  
Khanqah Rahmani, Nawab Kothi,  
Belan Bazar, Munger-811201 (Bihar).
15. Shri P.A. Inamdar,  
Member  
M.A. Rangoonwala College of Dental &  
Research Centre, Camp,  
Pune – 411 001, Maharashtra.

16. Shri Bhajan Singh Walia,  
Member  
Sr. Vice President,  
Delhi Sikh Gurdwara Management Committee,  
BFH-20, Shalimar Bagh,  
Delhi – 110 088.
17. Rev. Fr. Xavier Alphonsem  
Member  
Former Principal, Loyola College,  
Chennai-600034.
18. Dr. Geshe Ngawang Samten,  
Member  
Director,  
Central University of Tibetan Studies,  
Sarnath, Varanasi – 221 007.
19. Shri Akhtar ul Wasey,  
Member  
Vice Chairman,  
Delhi Urdu Academy,  
CPO Building, Kashmere Gate,  
Delhi-110006.
20. Shri Sahal H. Musaliar,  
Member  
President,  
TKM College Trust,  
36, Musaliar Nagar,  
Kollam (Kerala).
21. Joint Secretary (in-charge of Minority Cell),  
Department of Higher Education,  
Ministry of Human Resource Development,  
New Delhi.

Member Secretary

(Amit Khare)  
Joint Secretary to the Government of India  
Ph.23071486

Copy to:-

1. All the Members of the Standing Committee of NMCME.
2. Director, NCPUL. New Delhi.
3. PS to HRM/PS to MOS (EA)/PS to MOS (HRD).
4. Sr. PPS to Secretary, Department of Higher Education.
5. Sr. PPS to Secretary, Department of Secondary Education & Literacy.
6. PPS to AS.

(Amit Khare)  
Joint Secretary to the Government of India  
Ph. 23071486

**No.6-2/2012-MC**  
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**Department of Higher Education**  
**Minority Cell**  
**Shastri Bhawan**  
**New Delhi**

Dated the 27<sup>th</sup> April, 2012

**ORDER**

Subject: Constitution of a Sub-Committee on Vocational Education & Skill Development of Minorities.

In the meeting of the National Monitoring Committee for Minorities' Education (NMCME) held on 5.3.2012, a decision was taken to constitute a Sub-Committee on Vocational Education & Skill Development of Minorities.

2. Therefore, with the approval of Minister for Human Resource Development, Government of India, a Sub-Committee on Vocational Education & Skill Development of Minorities of the National Monitoring Committee for Minorities' Education is hereby constituted with the following terms of reference:-
  - (i) To identify, various strategies for imparting vocational education and Skill Development in Minority Concentration Districts;
  - (ii) To identify the vocational courses including modular courses for different duration at 10+2 level for different sectors of economy, keeping in view the needs of the minority communities;
  - (iii) To suggest strategies for supply of trained teachers in vocational education in Minority Concentration Districts and
  - (iv) To suggest method of selection of schools for imparting vocational education.
  - (v) To study the draft of NVEQF prepared by the HRD and suggest incorporations keeping in mind the needs of the minority community.
3. The Sub-Committee shall submit its report by 30th June, 2012 and shall also submit interim report to Standing Committee from time to time.
4. Necessary Secretariat support to the Sub-Committee would be provided by National Council for Promotion of Urdu Language.
5. TA/DA shall be admissible as per the entitlement of Grade-I officers of the Government.



6. The composition of Sub-Committee on Vocational Education & Skill Development of Minorities shall be as follows:-

- |   |                  |
|---|------------------|
| 1. Rev. Fr. Xavier Alphonse,<br>Former Principal, Loyola Collège,<br>Chennai-600034.  | Chairperson      |
| 2. Shri Mahbub-ul Haque,<br>Chairman,<br>Educational Research Development Foundation,<br>Block – B, Central IT College,<br>Dr. R.P. Road, Dispur,<br>Guwahati, Assam. | Member           |
| 3. Shri T.P. Abdullah Koya Madani,<br>President,<br>Keral Nadwatul Mujahideen,<br>CD Tower, Kozhikode (Kerala),   | Member           |
| 4. Shri Bhajan Singh Walia,<br>Sr. Vice President,<br>Delhi Sikh Gurdwara Management Committee,<br>BFH-20, Shalimar Bagh,<br>Delhi – 110 088.                         | Member           |
| 5. Shri Mohd. Anis,<br>B-601, Weavers Colony, Ashok Vihar,<br>Phase IV, Delhi – 110 052.  | Member           |
| 6. Deputy Secretary (MC),<br>Department of Higher Education,<br>Ministry of Human Resource Development,<br>New Delhi.   | Member Secretary |

(Amit Khare)  
Joint Secretary to the Government of India  
Ph.23071486

Copy to:-

1. All the Members of Sub-Committee on Girls' Education.
2. Director, NCPUL. New Delhi.
3. PS to HRM/PS to MOS (EA)/PS to MOS (HRD).
4. Sr. PPS to Secretary, Department of Higher Education.
5. Sr. PPS to Secretary, Department of Secondary Education & Literacy.
6. PPS to AS.

(Amit Khare)  
Joint Secretary to the Government of India  
Ph. 23071486

**No.6-2/2012-MC**  
**Government of India**  
**Ministry of Human Resource Development**  
**Department of Higher Education**  
**Minority Cell**  
**Shastri Bhawan**  
**New Delhi**

Dated the 27<sup>th</sup> April, 2012

**ORDER**

Subject: Constitution of a Sub-Committee on Implementation of Schemes Aimed at Minorities.

In the meeting of the National Monitoring Committee for Minorities' Education (NMCME) held on 5.3.2012, a decision was taken to constitute a Sub-Committee on Implementation of Schemes aimed at Minorities.

2. Therefore, with the approval of Minister for Human Resource Development, Government of India, a Sub-Committee on Implementation of Schemes aimed at Minorities of the National Monitoring Committee for Minorities' Education, is hereby constituted with the following terms of reference:-
  - (i) Review the implementation of schemes of HRD aimed at Education of Minorities in elementary, secondary and higher education sectors;
  - (ii) Identify new schemes which could be introduced for minority communities;
  - (iii) Suggest a monitoring mechanism for physical and financial progress of Schemes focusing at Minorities in different schemes of HRD like Sarva Shiksha Abhiyan, Rastriya Madhyamik Shiksha Abhiyan, Kasturba Gandhi Balika Vidyalayas, Sub-Mission on Polytechnics etc;
  - (iv) Any other issue, which the Sub-Committee may find relevant to the subject.
3. The Sub-Committee shall submit its report by 30<sup>th</sup> June, 2012 and shall also submit interim report to Standing Committee from time to time.
4. Necessary Secretariat support to the Sub-Committee would be provided by National Council for Promotion of Urdu Language.
5. TA/DA shall be admissible as per the entitlement of Grade-I officers of the Government.
6. The composition of Sub-Committee on Implementation of Schemes aimed at Minorities shall be as follows:-
  1. Maulana Mohammad Wali Rahmani, Chairperson  
General Secretary,  
Muslim Personal Law Board,  
Khanqah Rahmani, Nawab Kothi,  
Belan Bazar, Munger-811201 (Bihar).

- |    |   |                  |
|----|---|------------------|
| 2. | Ms. Teesta Setalvad,<br>Juhu Tara Road,<br>Juhu, Mumbai.  | Member           |
| 3. | Shri Farooq Sheikh,<br>1202, B Highland Park Building,<br>New Link Road, Oshiwara,<br>(Near Lokhandwala Complex),<br>Andheri (West),<br>Mumbai-440053 (MS). | Member           |
| 4. | Shri Roomi Jaffrey,<br>12, Sagar Sameer Society,<br>J.P. Road, Versowa, Andheri (W),<br>Mumbai – 61.  | Member           |
| 5. | Shri Haneef Lakdawalla,<br>45, Sanchetana, Newyork Trade Centre,<br>Near Thaltej Cross Road, S.G. Highway,<br>Ahmedabad, Gujarat.                           | Member           |
| 6. | Dr. Bahaudheen Muhammed Nadwi,<br>Darul Huda Islamic University, Chemmad,<br>Mallapuram, Kerala   | Member           |
| 7. | Deputy Secretary (MC),<br>Department of Higher Education,<br>Ministry of Human Resource Development,<br>New Delhi.  | Member Secretary |

(Amit Khare)  
Joint Secretary to the Government of India  
Ph. 23071486

Copy to:-

1. Chairman of the Sub-Committee of NMCME on Implementation of Schemes aimed at Minorities;
2. All the Members of Sub-Committee of NMCME on Implementation of Schemes aimed at Minorities.
3. Director, NCPUL, New Delhi.

Copy for information

1. PS to HRM/PS to MOS (EA)/PS to MOS (DP).
2. PSO to Secretary (HE)/PSO to Secretary (SE&L).
3. All Officers of the Department of Department of Higher Education/ Department of Secondary Education & Literacy.

(Amit Khare)  
Joint Secretary to the Government of India  
Ph. 23071486

**No.6-2/2012-MC**  
**Government of India**  
**Ministry of Human Resource Development**  
**Department of Higher Education**  
**Minority Cell**  
**Shastri Bhawan**  
**New Delhi**

Dated the 27<sup>th</sup> April, 2012

**ORDER**

Subject: Constitution of a Sub-Committee on Mapping of Educational Requirements of Minorities – Region & District wise.

In the meeting of the National Monitoring Committee for Minorities' Education (NMCME) held on 5.3.2012, a decision was taken to constitute a Sub-Committee on Mapping of Educational Requirements of Minorities – Region & District wise.

2. Therefore, with the approval of Minister for Human Resource Development, Government of India, a Sub-Committee on Mapping of Educational Requirements of Minorities – Region & District wise of the National Monitoring Committee for Minorities' Education is hereby constituted with the following terms of reference:-
  - (i) Suggest a way for better targeting of schemes based on Census and other sources for planning and implementation of schemes for Minorities;
  - (ii) Make suggestion for having a Result Oriented Management Information System to monitor enrolments, dropout, GER in Higher Education w.r.t. minority community Region and District wise and
  - (iii) To identify the region/geographical areas which require special focus to ensure the participation of Minority communities by providing Equity and access to schools and identify impediments to the same.
3. The Sub-Committee shall submit its report by 30th June, 2012 and shall also submit interim report to Standing Committee from time to time.
4. Necessary Secretariat support to the Sub-Committee would be provided by National Council for Promotion of Urdu Language.
5. TA/DA shall be admissible as per the entitlement of Grade-I officers of the Government.
6. The composition of Sub-Committee on Mapping of Educational Requirements of Minorities – Region & District wise shall be as follows:-

1. Shri P.A. Inamdar,  
M.A. Rangoonwala College of Dental & Research Centre,  
Camp, Pune – 411 001,  
MAHARASHTRA.

Chairperson

2. Shri Khalid Anwar, Member  
Editor, Roznama Hamara Samaj,  
4/136, Lalita Park,  
New Delhi – 110092.
3. Shri Shafi Dehlvi, Member  
Y-9, DDA Flats, Turkman Gate.  
Delhi – 110 006.
4. Shri Pushpinder Singh, Member  
Member, Delhi Minority Commission,  
'C' Wing, VikasBhawan,  
New Delhi – 110 002.
5. Prof. Mohd. Halim Khan, Member  
Chairman,  
Maulana Azad Educational Technical and  
Vocational Society, Old Prod Shiksha Kendra,  
Building, Sector-D, Scheme Number-71,  
Dhar Road, Indore – 452 002(MP).
6. Deputy Secretary (MC), Member Secretary  
Department of Higher Education,  
Ministry of Human Resource Development,  
New Delhi.

(Amit Khare)  
Joint Secretary to the Government of India  
Ph.23071486

Copy to:-

1. All the Members of Sub-Committee on Mapping of Educational Requirements of Minorities – Region & District wise.
2. Director, NCPUL, New Delhi.
3. PS to HRM/PS to MOS (EA)/PS to MOS (HRD).
4. Sr. PPS to Secretary, Department of Higher Education.
5. Sr. PPS to Secretary, Department of Secondary Education & Literacy.
6. PPS to AS.

(Amit Khare)  
Joint Secretary to the Government of India  
Ph. 23071486

**No.6-2/2012-MC**  
**Government of India**  
**Ministry of Human Resource Development**  
**Department of Higher Education**  
**Minority Cell**  
**Shastri Bhawan**  
**New Delhi**

Dated the 27<sup>th</sup> April, 2012

**ORDER**

Subject: Constitution of a Sub-Committee on Girls' Education.

In the meeting of the National Monitoring Committee for Minorities' Education (NMCME) held on 5.3.2012, a decision was taken to constitute a Sub-Committee on Girls' Education.

2. Therefore, with the approval of Minister for Human Resource Development, Government of India, a Sub-Committee on Girls' Education of the National Monitoring Committee for Minorities' Education is hereby constituted with the following terms of reference:-
  - (i) To identify the factors impeding Girl Education in Minority communities and suggest Information Education System measures to counter them;
  - (ii) Ways to enhance quality teachers for girls in Minority Concentrated Areas; and
  - (iii) Ways and means to develop infrastructure for enhancing participation of girls belonging to Minority Communities in educational institutions.
3. The Sub-Committee shall submit its report by 30th June, 2012 and shall also submit interim report to Standing Committee from time to time.
4. Necessary Secretariat support to the Sub-Committee would be provided by National Council for Promotion of Urdu Language.
5. TA/DA shall be admissible as per the entitlement of Grade-I officers of the Government.
6. The composition of Sub-Committee on Girls' Education shall be as follows:-
  1. Prof. Zakia Siddiqui, Chairperson  
Former Principal,  
AMU Women's College,  
AIMUN, Sir Syed Nagar,  
Aligarh, Uttar Pradesh.
  2. Mufti Ataur Rahman Qasmi, Member  
Masjid Kaka Nagar,  
Near NDMC Primary School,  
Kaka Nagar  
New Delhi-110003.

3. Dr. Zahir Qazi, Member  
AnjumanTaraqqi Islam,  
Building No. 15, Flat No. 14,  
MHB/MIG, Opposite Leelavati Hospital,  
Bandra Reclamation, Bandra West,  
Mumbai – 400050
4. Shri Sahal H. Musaliar, Member  
President,  
TKM College Trust,  
36, Musaliar Nagar,  
Kollam (Kerala).
5. Ms. Sebha Hussain, Member  
Social Activist and Co-founder SEWA,  
(Beti Foundation),  
C-842, H Road, Mohan Nagar,  
Lucknow (UP).
6. Deputy Secretary (MC), Member Secretary  
Department of Higher Education,  
Ministry of Human Resource Development,  
New Delhi.

(Amit Khare)  
Joint Secretary to the Government of India  
Ph. 23071486

Copy to:-

1. All the Members of Sub-Committee on Girls' Education.
2. Director, NCPUL, New Delhi.
3. PS to HRM/PS to MOS (EA)/PS to MOS (HRD).
4. Sr. PPS to Secretary, Department of Higher Education.
5. Sr. PPS to Secretary, Department of Secondary Education & Literacy.
6. PPS to AS.

(Amit Khare)  
Joint Secretary to the Government of India  
Ph. 23071486

**No.6-2/2012-MC**  
**Government of India**  
**Ministry of Human Resource Development**  
**Department of Higher Education**  
**Minority Cell**  
**Shastri Bhawan**  
**New Delhi**

Dated the 27<sup>th</sup> April, 2012

**ORDER**

Subject: Constitution of a Sub-Committee on Promotion of Urdu language and enhance compatibility amongst minorities through knowledge of English.

In the meeting of the National Monitoring Committee for Minorities' Education (NMCME) held on 5.3.2012, a decision was taken to constitute a Sub-Committee on Promotion of Urdu language and enhance compatibility amongst minorities through knowledge of English.

2. Therefore, with the approval of Minister for Human Resource Development, Government of India, a Sub-Committee on Promotion of Urdu language and enhance compatibility amongst minorities through knowledge of English of the National Monitoring Committee for Minorities' Education is hereby constituted with the following terms of reference:-
  - (i) To address the problem of availability of Urdu Speaking Teachers;
  - (ii) To analyze the schemes of NCPUL and suggest improvements and linkages to modern employment oriented courses like computing, DTP, Media etc;
  - (iii) Development of infrastructure for Teachers' training for Urdu Teachers in minority concentrated areas and
  - (iv) To suggest measures for customization of Urdu language and development of Tools to make the language compatible with modern IT trends like web publishing/referencing/ library etc;
3. The Sub-Committee shall submit its report by 30th June, 2012 and shall also submit interim report to Standing Committee from time to time.
4. Necessary Secretariat support to the Sub-Committee would be provided by National Council for Promotion of Urdu Language.
5. TA/DA shall be admissible as per the entitlement of Grade-I officers of the Government.
6. The composition of Sub-Committee on Promotion of Urdu language and enhance compatibility amongst minorities through knowledge of English shall be as follows:-
  1. Shri Akhtar ul Wasey, Chairperson  
Vice Chairman,  
Delhi Urdu Academy,  
CPO Building, Kashmere Gate,  
Delhi-110006.



2. Shri Sayyed Hasan Shuja, Member  
Editor, Sahafat Daily,  
293/164, IIIrd Floor,  
Gali No. 10, Ghaffar Manzil,  
Jamia Nagar, New Delhi – 110025.
3. Dr. Majid Deobandi, Member  
R-16, Meezen Apptt.,  
Nafees Road, Jamia Nagar,  
New Delhi – 110 025.
4. Padamshri Prof. S.R. Kidwai, Member  
Professor Urdu,  
University of Delhi,  
Secretary, Ghalib Institute,  
Bagh-e-Shafiq  
Near Teachers Training College  
Jamia Nagar, Okhla  
New Delhi-110025
5. Ms. Syeda Balgrami Imam, Member  
Member,  
National Commission for Minorities,  
5<sup>th</sup> Floor, Lok Nayak Bhawan,  
Khan Market, New Delhi-110003.
6. Deputy Secretary (MC), Member Secretary  
Department of Higher Education,  
Ministry of Human Resource Development,  
New Delhi.

(Amit Khare)  
Joint Secretary to the Government of India  
Ph. 2307148

Copy to:-

1. All the Members of Sub-Committee on Promotion of Urdu language and enhance compatibility amongst minorities through knowledge of English.
2. Director, NCPUL, New Delhi.
3. PS to HRM/PS to MOS (EA)/PS to MOS (HRD).
4. Sr. PPS to Secretary, Department of Higher Education.
5. Sr. PPS to Secretary, Department of Secondary Education & Literacy.
6. PPS to AS.

(Amit Khare)  
Joint Secretary to the Government of India  
Ph. 23071486

**No.6-2/2012-MC**  
**Government of India**  
**Ministry of Human Resource Development**  
**Department of Higher Education**  
**Minority Cell**  
**Shastri Bhawan**  
**New Delhi**

Dated the 11<sup>th</sup> June, 2012

**ORDER**

Subject: Constitution of a Standing Committee of the National Monitoring Committee for Minorities' Education (NMCME).

In partial modification of this Ministry's order of even number dated 27<sup>th</sup> April, 2012 on the subject mentioned above, it has been decided with the approval of Minister of Human Resource Development, Government of India, Dr. Zahir Qazi, Anjuman Taraqqi Islam, Building No. 15, Flat No.14, MHB/MIG, Opposite Leelavati Hospital, Bandra Reclamation, Bandra West, Mumbai – 400 050 and Shri Khalid Anwar, Editor, Roznama HamaraSamaj, 4/136, Lalita Park, New Delhi – 110092 have been nominated as Members of the Standing Committee of the National Monitoring Committee for Minorities' Education (NMCME).

2. The terms of reference, etc. remain unchanged.

(Sujasha Choudhury)  
Under Secretary to the Government of India  
Ph. 23074199

Copy to:

1. Chairman, Standing Committee of NMCME.
2. All the Members of the Standing Committee of NMCME.
3. Director, NCPUL, New Delhi.

Copy for information:

1. PS to HRM/PS to MOS (EA)/PS to MOS (DP).
2. PSO to Secretary (HE)/PSO to Secretary (SE&L).
3. All Divisional Heads of the Department of Higher Education/ Department of School Education & Literacy.

(Sujasha Choudhury)  
Under Secretary to the Government of India  
Ph. 23074199



**No.6-2/2012-MC**  
**Government of India**  
**Ministry of Human Resource Development**  
**Department of Higher Education**  
**Minority Cell**  
**Shastri Bhawan**  
**New Delhi**

Dated the 11<sup>th</sup> June, 2012

**ORDER**

Subject: Constitution of a Sub-Committee on Implementation of Schemes Aimed at Minorities.

In partial modification of this Ministry's order of even number dated 27<sup>th</sup> April, 2012 on the subject mentioned above, it has been decided with the approval of Minister of Human Resource Development, Government of India, Dr. Zahir Qazi has been designated as Chairperson in place of Shri Maulana Mohammad Wali Rahmani and Shri Khalid Anwar and Prof. Mohd Halim Khan have been nominated as Members in place of Shri Roomi Jaffrey and Shri Haneef Lakdawalla. The composition of Sub-Committee on Implementation of Schemes Aimed at Minorities now shall be as follows:

- |      |   |             |
|------|---|-------------|
| i)   | Dr. Zahir Qazi<br>Anjuman Taraqqi Islam<br>Building No. 15, Flat No.14<br>MHB/MIG, Opposite Leelavati Hospital<br>Bandra Reclamation, Bandra West<br>Mumbai – 400 050 | Chairperson |
| ii)  | Maulana Mohammad Wali Rahmani<br>General Secretary<br>Muslim Personal Law Board<br>Khanqah Rahmani, Nawab Kothi<br>Belan Bazar, Munger-811201 (Bihar)                 | Member      |
| iii) | Ms. Teesta Setalvad<br>Juhu Tara Road<br>Juhu, Mumbai   | Member      |
| iv)  | Shri Farooq Sheikh<br>1202, B Highland Park Building<br>New Link Road, Oshiwara<br>(Near Lokhandwala Complex)<br>Andheri (West)<br>Mumbai-440053 (MS)                 | Member      |
| v)   | Shri Khalid Anwar<br>Editor, Roznama Hamara Samaj<br>4/136, Lalita Park<br>New Delhi – 110092   | Member      |

- vi) Prof. Mohd. Halim Khan  
Chairman  
Maulana Azad Educational Technical and  
Vocational Society  
Old Prod Shiksha Kendra Building,  
Sector-D, Scheme Number-71  
Dhar Road  
Indore – 452 002 (MP) Member
- vii) Dr. Bahaudheen Muhammed Nadwi  
Darul Huda Islamic University  
Chemmad  
Mallapuram  
Kerala Member
- viii) Deputy Secretary (MC)  
Department of Higher Education  
Ministry of Human Resource Development  
New Delhi Member Secretary

2. The terms of reference, etc. remain unchanged.

(Sujasha Choudhury)  
Under Secretary to the Government of India  
Ph. 23074199

Copy to:

1. Chairman of the Sub-Committee of NMCME on Implementation of Schemes aimed at Minorities.
2. All the Members of Sub-Committee of NMCME on Implementation of Schemes aimed at Minorities.
3. Director, NCPUL, New Delhi.

Copy for information to:

1. PS to HRM/PS to MOS (EA)/PS to MOS (DP).
2. PSO to Secretary (HE)/PSO to Secretary (SE&L).
3. All Divisional Heads of the Department of Higher Education/Department of School Education & Literacy.

(Sujasha Choudhury)  
Under Secretary to the Government of India  
Ph. 23074199

**No.6-2/2012-MC**  
**Government of India**  
**Ministry of Human Resource Development**  
**Department of Higher Education**  
**Minority Cell**  
**Shastri Bhawan**  
**New Delhi**

Dated the 11<sup>th</sup> June, 2012

**ORDER**

Subject: Constitution of a Sub-Committee on Mapping of Educational Requirements of Minorities – Region and District wise.

In partial modification of this Ministry's order of even number dated 27<sup>th</sup> April, 2012 on the subject mentioned above, it has been decided with the approval of Minister of Human Resource Development, Government of India, Shri Roomi Jaffrey and Shri Haneef Lakdawalla have been nominated as Members in place of Shri Khalid Anwar and Prof. Mohd Halim Khan. The composition of Sub-Committee on Mapping of Educational Requirements of Minorities – Region and District wise now shall be as follows:

- |      |   |             |
|------|---|-------------|
| i)   | Shri P.A. Inamdar<br>M.A. Rangoonwala College of Dental &<br>Research Centre<br>Camp, Pune – 411 001<br>Maharashtra             | Chairperson |
| ii)  | Shri Roomi Jaffrey<br>12, Sagar Sameer Society<br>J.P. Road, Versowa, Andheri (W)<br>Mumbai – 400 061                           | Member      |
| iii) | Shri Shafi Dehlvi<br>Y-9, DDA Flats, Turkman Gate<br>Delhi – 110 006  | Member      |
| iv)  | Shri Pushpinder Singh<br>Member<br>Delhi Minority Commission<br>'C' Wing, Vikas Bhawan<br>New Delhi – 110 002                   | Member      |
| v)   | Shri Haneef Lakdawalla<br>45, Sanchetana, Newyork Trade Centre<br>Near Thaltej Cross Road, S.G. Highway<br>Ahmedabad<br>Gujarat | Member      |

vi) Deputy Secretary (MC)  
Department of Higher Education  
Ministry of Human Resource Development  
New Delhi.

Member Secretary

2. The terms of reference, etc. remain unchanged.

(Sujasha Choudhury)  
Under Secretary to the Government of India  
Ph.23074199

Copy to:

1. Chairman of the Sub-Committee of NMCME on Mapping of Educational Requirements of Minorities – Region and District wise.
2. All the Members of Sub-Committee of NMCME on Mapping of Educational Requirements of Minorities – Region and District wise.
3. Director, NCPUL, New Delhi.

Copy for information:

1. PS to HRM/PS to MOS (EA)/PS to MOS (DP).
2. PSO to Secretary (HE)/PSO to Secretary (SE&L).
3. All Divisional Heads of the Department of Higher Education/Department of School Education & Literacy.

(Sujasha Choudhury)  
Under Secretary to the Government of India  
Ph. 23074199

**Meetings of National Monitoring Committee for Minorities' Education (NMCME) –  
Standing Committee and Five Sub-Committees**

<i>S. No.</i>	<i>Name of Committee</i>	<i>Date of Meeting</i>	<i>Venue</i>
1	National Monitoring Committee for Minorities' Education (NMCME)	05.03.2012	New Delhi
2	Sub-Committee on Mapping of Educational Requirement of Minorities – Region & District wise	28.05.2012	New Delhi
3	Sub-Committee on Promotion of Urdu Language and enhance compatibility amongst minorities through knowledge of English	29.05.2012	New Delhi
4	Sub-Committee on Promotion of Urdu Language and enhance compatibility amongst minorities through knowledge of English	29.05.2012	New Delhi
5	Sub-Committee on Vocational Education & Skill Development of Minorities	29.05.2012	New Delhi
6	Sub-Committee Girls' Education	30.05.2012	New Delhi
7	Sub-Committee on Implementation of Schemes Aimed at Minorities	30.05.2012	New Delhi
8	Sub-Committee on Mapping of Educational Requirement of Minorities – Region & District wise	05.06.2012	New Delhi
9	Sub-Committee on Implementation of Schemes Aimed at Minorities	06.06.2012	New Delhi
10	Sub-Committee Girls' Education	12.06.2012	New Delhi
11	Standing Committee of National Monitoring Committee for Minorities' Education (SCNMCME)	18.06.2012	New Delhi
12	Sub-Committee on Promotion of Urdu Language and enhance compatibility amongst minorities through knowledge of English	21.06.2012	New Delhi at HRM office
13	Sub-Committee on Implementation of Schemes Aimed at Minorities	23.6.2012	New Delhi
14	Sub-Committee on Mapping of Educational Requirement of Minorities – Region & District wise	25.06.2012	New Delhi
15	Sub-Committee on Implementation of Schemes Aimed at Minorities	12&13.07.12	Bihar
16	Sub-Committee on Implementation of Schemes Aimed at Minorities	16&17.07.12	New Delhi
17	Sub-Committee on Promotion of Urdu Language and enhance compatibility amongst minorities through knowledge of English	25.07.2012	New Delhi



<i>S. No.</i>	<i>Name of Committee</i>	<i>Date of Meeting</i>	<i>Venue</i>
18	Review Meeting taken by the Chairman, Standing Committee of the NMCME with the officers of the West Bengal State Govt.	26.07.2012	Kolkata
19	Standing Committee of National Monitoring Committee for Minorities' Education (SCNMCME)	28.07.2012	New Delhi
20	Standing Committee of the NMCME with the officers of the Ministry of Labour & Employment on Vocational Training and Skill Development.	02.08.2012	New Delhi
21	Standing Committee of National Monitoring Committee for Minorities' Education (SCNMCME) with the Delhi based Members.	06.08.2012	New Delhi
22	Standing Committee of National Monitoring Committee for Minorities' Education (SCNMCME)	13.08.2012	New Delhi
23	Standing Committee of National Monitoring Committee for Minorities' Education (SCNMCME)Reg- Appointment of Urdu Teachers	21.09.2012	New Delhi
24	Sub-Committee on Mapping of Educational Requirement of Minorities – Region & District wise	08.10.2012	Pune
25	Sub-Committee on Implementation of Schemes Aimed at Minorities	11.10.2012	Kishanganj, Bihar
26	Sub-Committee on Implementation of Schemes Aimed at Minorities	23.10.2012	New Delhi
27	Sub-Committee on Promotion of Urdu Language and enhance compatibility amongst minorities through knowledge of English	25.10.2012	New Delhi
28	Standing Committee of National Monitoring Committee for Minorities' Education (SCNMCME)	22.01.2013	New Delhi
29	Sub-Committee on Implementation of Schemes Aimed at Minorities	07.02.2013	New Delhi
30	Standing Committee of National Monitoring Committee for Minorities' Education (SCNMCME) Reg- Teaching Urdu in Educational Institutions of Karnataka	18.02.2013	New Delhi
31	Sub-Committee on Implementation of Schemes Aimed at Minorities	03.04.2013	New Delhi
32	Sub-Committee on Implementation of Schemes Aimed at Minorities	04.04.2013	New Delhi

## Chapter I

### Introduction

#### Declared Minorities and Demographic Profile

**1.1** Five religious communities viz. Muslims, Christians, Sikhs, Buddhists and Zoroastrians (Parsis) have been notified as minorities under the National Commission for Minorities (NCM) Act- 1992. The data on religious minorities for 2011 Census has not yet been released. However, as per 2001 Census, the percentage of religious minorities in the country was reported to be nearly 18.4% of the total population. The distribution of various minorities is as shown in Table 1.1.

**Table 1.1: Minority Population in India (2001 Census)**

S. No.	Communities of Minority	Population	Respective % of the Total Population of the country	% of the Total Minority Population
1.	Muslims	13.81 crore	13.4%	72%
2.	Christians	2.40 crore	2.3%	12.7%
3.	Sikhs	1.92 crore	1.9%	10.14%
4.	Buddhists	79.55 lakh	0.80%	4.19%
5.	Zoroastrians (Parsis)	69000	0.007%	0.04%
		Total-18.95 crore	Total – 18.4%	100%

**1.2. State/UT-wise distribution of the population as per 2001 Census is given in Table 1.2**

**Table 1.2 State/UT-wise Distribution of Minority Population**

S.No.	State/UT	Total Population	Minority Population			
			Muslims	Christians	Sikhs	Buddhists
	<b>All India</b>	<b>1,028,610,328</b>	<b>138,188,240</b>	<b>24,080,016</b>	<b>19,215,730</b>	<b>7,955,207</b>
1.	Jammu & Kashmir	10,143,700	6,793,240	20,299	207,154	113,787
2.	Himachal Pradesh	6,077,900	119,512	7,687	72,355	75,859
3.	Punjab	24,358,999	382,045	292,800	14,592,387	41,487
4.	Chandigarh	900,635	35,548	7,627	145,175	1,332
5.	Uttaranchal	8,489,349	1012,141	27,116	212,025	12,434
6.	Haryana	21,144,564	1,222,916	27,185	1,170,662	7,140
7.	Delhi	13,850,507	1,623,620	130,319	555,602	23,705
8.	Rajasthan	56,507,188	4,788,227	72,660	818,420	10,335
9.	Uttar Pradesh	166,197,921	30,740,158	212,578	678,059	302,031
10.	Bihar	82,998,509	13,722,048	53,137	20,780	18,818
11.	Sikkim	540,851	7693	36,115	1,176	152,042
12.	Arunachal Pradesh	1,097,968	20,675	205,548	1,1865	143,028
13.	Nagaland	1,990,036	35,005	1,790,349	1,152	1,356
14.	Manipur	2,166,788	190,939	737,578	1,653	1,926
15.	Mizoram	888,573	10,099	772,809	326	70,494
16.	Tripura	3,199,203	254,442	102,489	1,182	98,922
17.	Meghalaya	2,318,822	99,169	1628,986	3,110	4,703
18.	Assam	26,655,528	8240,611	986,589	22,519	51,029
19.	West Bengal	80,176,197	20,240,543	515,150	66,391	243,364
20.	Jharkhand	26,945,829	3,731,308	1,093,382	83,358	5,940
21.	Orissa	36,804,660	761,985	897,861	17,492	9,863
22.	Chhattisgarh	20,833,803	409,615	4,01,035	69,621	65,267
23.	Madhya Pradesh	60,348,023	3,841,449	170,381	150,772	209,322
24.	Gujarat	50,671,017	4,592,854	284,092	45,587	17,829
25.	Daman and Diu	158,204	12,281	3,362	145	126
26.	D& N Haveli	220,490	6,524	6,058	123	457
27.	Maharashtra	96,878,627	10,270,485	1,058,313	215,337	5,838,710
28.	Andhra Pradesh	76,210,007	6,986,856	1,181,917	30,998	32,037
29.	Karnataka	52,850,562	6,463,127	1,009,164	15,326	393,300
30.	Goa	1,347,668	92,210	359,568	970	649
31.	Lakshadweep	60,650	57,903	509	6	1
32.	Kerala	31,841,374	7,863,842	6,057,427	2,762	2,027
33.	Tamil Nadu	62,405,679	3,470,647	3,785,060	9,545	5,393
34.	Puducherry	974,345	59,358	67,688	108	73
35.	A and N Islands	356,152	29,265	77,178	1,587	421

Source: Census of India 2001 – The First Report on Religious Data. Registrar General & Census Commissioner, India, New Delhi (6<sup>th</sup> September 2004). The Census 2001 population figures for India (and Manipur) exclude those of Mao Maram, Paomata and Purul-Sub-Divisions of Senapati district of Manipur.

**1.3** The Table 1.2 shows that **Muslims** constitute majority in Lakshadweep and Jammu & Kashmir. There are six states where Muslim population is above the national average of 13.4%. These are: Assam (30.9%), West Bengal (25.2%), Kerala (24.6%), Uttar Pradesh (18.55%), Bihar (16.5%) and Jharkhand (13.8%). In absolute numbers, the largest four states in terms of Muslim population are Uttar Pradesh (3.07 crore), West Bengal (2.02 crore), Bihar (1.37 crore), and Maharashtra (1.07 crore).

1.3.1 Christians constitute a majority in Nagaland (90%), Mizoram (87%) and Meghalaya (70.03%). **Sikhs** are in majority in the state of Punjab, where their population is 60%.

1.3.2 There are broadly 2 categories of **Buddhists** in our country – *Traditional and Neo Buddhists*. Mostly, Traditional Buddhists are from Tribal communities and inhabit hilly areas of Ladakh, Himachal Pradesh, West Bengal, Sikkim, Assam and other States of Northern Eastern Region. Neo-Buddhists mainly belong to SC category. There is no Buddhist dominated State or UT in the country. Maharashtra reported 58.38 lakh Buddhists in the State which is the highest in the country. In Sikkim and Arunachal Pradesh, Buddhists are 28.1% and 13% of the State population respectively.

1.3.3 As per the 2001 Census, population of **Zoroastrians** (Parsis) in the country was only 69,000. They are mainly concentrated in Maharashtra where their population is around 60,000.

## **1.4 Literacy Rate**

It is unanimously agreed that illiteracy is one of the major contributors to poverty in any socio-religious community. Since the community-wise data of literacy segregated on the basis of religion has not been released for the 2011 Census, we have to depend on the 2001 Census data. Table 1.3 shows literacy rates among the religious communities in India. It is seen that the literacy rate of Muslim females is only 50.1% which is lower than all other minorities and is lower than even the national average for all religious communities in India.

**Table 1.3: Literacy Rate among Religious Communities**

<i>Communities</i>	<i>Male</i>	<i>Female</i>	<i>Total</i>
All religious communities	75.3.8	53.7	64.8
Muslims	67.6	50.1	59.1
Christians	84.4	76.2	80.3
Sikhs	75.2	63.1	69.4
Buddhists	83.1	61.7	72.7

Source: The First Report on Religion data "Census of India 2001"

1.4.1 The 2011 Census shows that overall level of literacy of the country has increased from 61% in 2001 to 74% in 2011. Bihar (16.8%) and U.P. (13.5%) have shown substantial increase in the literacy percentage. It is hoped that this good performance in improving the literacy has had a beneficial effect on the educationally backward Muslim minorities also. A statement showing the rank of States by literacy 2001-2011 is at Annexure 1.

1.4.2 It is, however, disappointing that States having large population of Muslims, i.e. U.P., Bihar, West Bengal and Assam still continue to be behind other States like Kerala, Tamil Nadu, Himachal Pradesh, Uttarakhand, Maharashtra, etc. in terms of literacy.

**Table 1.4: Urban Education Levels by Household Religion (%)**

<i>Religion/Sex</i>	<i>Not literate</i>	<i>Literate Below primary</i>	<i>Primary</i>	<i>Middle</i>	<i>Secondary</i>	<i>Graduate and above</i>	<i>Not Reported</i>
<b>Male</b>							
Hindus	25.3	18.8	16.6	13.9	17.2	7.9	0.3
Muslims	42.4	20.9	16.3	10.0	8.0	2.3	0.1
All	27.7	19.0	16.7	13.3	13.3	7.0	0.3
<b>Female</b>							
Hindus	33.4	18.1	15.8	12.2	14.1	6.2	0.3
Muslims	50.5	19.8	13.9	7.8	6.2	1.6	0.1
All	35.5	18.3	15.7	11.6	13.2	5.5	0.3

Source: Report of the Working Group on the Empowerment of the Minorities for the Eleventh Plan (2007-2012) pp. 6-9

**1.5** Compared to the overall population of the country, higher percentage of Muslim population lives in urban areas. However, the participation of Muslims in education in urban areas is much lower than the general population. In case of girls, 50.5% of Muslim

girls living in urban areas are not literate. Only 6.2% of Muslim girls have attained secondary education in urban areas (Table 1.4).

The percentage of Muslim girls who have graduated is a dismal 1.6%. Thus, education of Muslim girls has to be accorded top priority by the Central and State Governments.

## Chapter II

### Analysis of Current Scenario – Educational Status of Muslim Children at Elementary Level- A Statistical Profile

#### Access

**2.1** Access to school within a reasonable distance is important in ensuring participation of children in schooling. Conventionally, availability of primary school within a walking distance of 1 km. and upper primary school within a walking distance of 3 km. is considered the norm for the provision of elementary education. Several states have adopted these norms as part of rules to implement RTE<sup>1</sup>. Usually data on access to schools available from All India School Education Surveys (AISESs) carried out quinquennially by the National Council of Educational Research and Training (NCERT) is examined to ascertain the status of access. However, data from AISES is available only for 2002-03. In 2010, the report of the 64<sup>th</sup> National Sample Survey (NSS) carried out in 2007-08 has been released, which provides data on access to schools by households (NSSO, 2010).

**2.2.** According to this survey, access to primary schools within reasonable distance was near universal as 92 per cent of households were having access within a distance of less than a km. and another 7 per cent had access to a primary school between 1 and 2 kms. (Table 2.1). The pattern with respect to Muslim households is similar. Further, from the data no significant social disparities between various socio-religious communities-groups in access to primary schools could be discerned.

**2.3** Likewise, access to upper primary schools is also high. Nearly 93 per cent of households have access to upper primary schools within a distance of 3 kms. Further disaggregation of data reveals that 68 per cent of households have access to upper primary school within a distance of less than 1 km, 16 per cent between 1 and 2 kms. and another 9 per cent between 2 and 3 kms. The pattern with respect to Muslim households is similar.

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<sup>1</sup> See, for example, the rules notified by Government of Andhra Pradesh. Available at <http://rvm.ap.nic.in/> Accessed on September 3, 2012; draft rules of Madhya Pradesh available at <http://www.educationportal.mp.gov.in> and accessed on September 3, 2012

Over 67 per cent of Muslim households have access to upper primary school within a distance of 1 km, 18 per cent between 1 and 2 kms. and 8.6 per cent between 2 and 3 kms. Over 93 per cent households have access to upper primary school within a distance of less than 3 kms.

**Table 2.1: Access to Elementary Education by Socio-Religious Communities, 2007-08**

<b>Primary Level</b>									
<i>Distance of School</i>	<i>ST</i>	<i>SC</i>	<i>OBC</i>	<i>Hinduism</i>	<i>Islam</i>	<i>Christianity</i>	<i>Sikhism</i>	<i>Buddhism</i>	<i>All</i>
D<1km	90.1	92.4	92.2	92.4	91.2	77.4	92.6	93.3	91.9
1km ≤ D < 2km	6.6	6.4	6.4	6.3	6.9	15.7	5.4	5.6	6.6
2km ≤ D < 2km	2.0	0.9	1.0	1.0	1.3	5.2	2.0	1.0	1.1
3km ≤ d < 5km	0.3	0.2	0.2	0.2	0.3	1.0	0.1	0	0.2
D ≥ 5km	0.7	0	0	0.1	0.1	0.2	0	0.1	0.1
n.r.	0.3	0.1	0.1	0.1	0.1	0.4	0	0	0.1
<b>Upper Primary Level</b>									
<i>Distance of School</i>	<i>ST</i>	<i>SC</i>	<i>OBC</i>	<i>Hinduism</i>	<i>Islam</i>	<i>Christianity</i>	<i>Sikhism</i>	<i>Buddhism</i>	<i>All</i>
D<1km	54.5	65.4	68.6	67.7	67.3	58.7	73.3	72.2	67.5
1km ≤ D < 2km	15.3	17.8	15.8	16	18	20.9	14.1	11.5	16.3
2km ≤ D < 2km	14	10.4	9.1	9.5	8.6	11.2	9.3	10	9.4
3km ≤ d < 5km	8.7	4.5	4.3	4.4	4.2	4.9	3.3	2.8	4.4
D ≥ 5km	7.3	1.8	2	2.3	1.8	3.9	0	3.5	2.3
n.r.	0.3	0.1	0.1	0.1	0.1	0.4	0	0	0.1

Source: NSSO (2010).

**2.4** The social disparities are very small though households belonging to ST and Christians are at a disadvantage at upper primary stage. Table 2.2 shows that the rural urban divide is significant as 91.7 per cent of households in rural areas have access to upper primary schools within a distance of 3 kms. In urban areas, 99 per cent households have access to upper primary school within 3 km. The same is true in case of Muslim households as well. The data further reveals that only 57.8 per cent of Muslim households in rural areas have access to upper primary schools within a distance of 1 km. compared to 84.5 per cent in urban areas. The access of ST households to upper primary schools is found to be much lower compared to other communities.



**Table 2.2: Access to Elementary Education in Rural and Urban Areas by Socio-Religious Communities, 2007-08**

<b>RURAL</b>									
<b>Primary Level</b>									
<i>Distance of School</i>	<i>ST</i>	<i>SC</i>	<i>OBC</i>	<i>Hinduism</i>	<i>Islam</i>	<i>Christianity</i>	<i>Sikhism</i>	<i>Buddhism</i>	<i>All</i>
D<1 km	90.1	92.6	92.2	92.5	89.7	72.4	93.3	94.6	91.7
1 km≤D<2 km	6.5	6.1	6.3	6.1	8	18.6	4	4.3	6.5
2 km≤D<3 km	2	1	1.1	1	1.5	6.6	2.5	0.9	1.2
3 km≤d<5 km	0.3	0.2	0.2	0.2	0.5	1.6	0.1	0	0.2
D≥ 5 km	0.8	0	0	0.1	0.1	0.3	0	0.1	0.1
n.r.	0.3	0.1	0.1	0.1	0.2	0.6	0	0	0.1
<b>Upper Primary Level</b>									
D<1km	51.8	61.4	64.2	62.3	57.8	47.7	70.3	68.9	61.6
1km≤D<2 km	15.2	18.1	16.3	16.6	21	23.6	13.4	9.7	17.1
2 km≤D<3 km	15.1	12.5	11.2	12.1	12.3	15	12	12.7	12.2
3 km≤d<5 km	9.5	5.6	5.5	5.8	5.9	7.1	4.3	3.4	5.8
D≥ 5 km	8.1	2.2	2.6	3.1	2.8	6.1	0	5.3	3.1
n.r.	0.3	0.1	0.1	0.1	0.2	0.6	0	0	0.2
<b>URBAN</b>									
<b>Primary Level</b>									
D<1km	90.8	91.6	92.3	92.3	94	86.5	90.3	91.1	92.3
1km≤D<2 km	7	7.5	6.8	6.8	4.9	10.6	9.3	7.8	6.7
2 km≤D<3 km	1.8	0.8	0.8	0.7	1	2.7	0.3	1.1	0.9
3 km≤d<5 km	0.1	0	0.1	0.1	0	0	0	0	0.1
D≥ 5 km	0	0	0	0.1	0	0	0	0	0
n.r.	0.3	0	0	0	0	0.1	0	0	0
<b>Upper Primary Level</b>									
D<1 km	78.9	80	81.5	82.3	84.5	78.6	82.1	78.4	82.5
1 km≤D<2 km	15.7	16.5	14.4	14.2	12.5	16	16.5	14.7	14.1
2 km≤D<3 km	3.5	2.8	3.1	2.6	1.9	4.3	1.4	5.2	2.5
3 km≤d<5 km	1.6	0.6	0.8	0.7	0.9	0.9	0	1.7	0.7
D≥ 5 km	0.1	0.1	0.2	0.2	0.1	0	0	0	0.2
n.r.	0.3	0	0	0	0	0.1	0	0	0

Source: NSSO (2010).

**2.5** From the foregoing discussion it is clear that access to primary schools is now almost universal. However, several members of Standing Committee have pointed out that there are large number of Muslim dominated Mohallas in urban areas which do not have a school, particularly a girls' school, as a result of which the drop-out of girls is much higher.

Though the access to upper primary school seems to be better from aggregated data, there appear to be several pockets in which schools are not available within 3 kms. The rural/urban divide and disadvantage of ST and Muslim households are pointers to this. Thus, access to upper primary schools needs to be improved with a focus on rural areas and areas predominantly inhabited by STs and Muslims.

**2.6** From Table 2.2, it can be seen that in rural areas access of Muslim children to upper primary schools is considerably less than that of other communities. In fact, Muslim children have to travel long distances to attend upper primary schools as compared to SC children.

## Enrolment

**2.7** According to an analysis of data collected from District Information System for Education (DISE, NUEPA, 2012), the number of Muslim children enrolled in schools in elementary education increased from 1.58 crore in 2005-06 to 2.55 crore in 2011-12. Enrolment of Muslim children as a percentage of total enrolment has also increased from 8.84 % to 12.97% (Table 2.3).

**Table 2.3: Enrolment of Muslim Children in Elementary Education**

Year	Enrolment (in crore)			As % of total enrolment at elementary stage			Ratio of Girls to Boys of enrolment of Muslims
	Boys	Girls	Total	Boys	Girls	Total	
2006-07	0.81	0.77	1.58	8.6	9.1	8.84	0.96
2007-08	0.94	0.90	1.85	9.8	10.2	9.98	0.96
2008-09	1.00	0.97	1.97	10.3	10.8	10.51	0.97
2009-10	1.24	1.21	2.45	12.8	13.3	13.05	0.98
2010-11	1.22	1.20	2.41	12.2	12.8	12.50	0.98
2011-12	1.28	1.27	2.55	12.5	13.1	12.79	0.99

Source: Prepared by NUEPA from DISE data

**2.8** The enrolment of Muslims has also grown at higher pace at upper primary stage compared to primary stage between 2006-07 and 2011-12. This may be reflective of low initial enrolment at upper primary stage. At primary level, 1.23 crore children were enrolled in 2006-07 and the number has increased 1.5 times to 1.82 crore in 2011-12 (Table 2.4). At upper primary level, the enrolment of Muslim children increased a little more than two times from 35 lakh in 2006-07 to 72 lakh children in 2011-12. Consequently, the

proportion of Muslim children in total enrolment has increased from 9.35% to 13.31% at primary level and from 7.42% to 11.65% at upper primary level during the same period.

It may be noted that at primary level the proportion of Muslim children in total enrolment roughly corresponds to the proportion of Muslims in total population but at upper primary stage, it is somewhat lower, confirming higher drop-out rates of Muslim children, particularly as one goes up in the educational ladder.

**2.9** The ratio of girls to boys throws up some surprises. Whereas at the primary level, the ratio of girls to boys is gradually approaching one, but at upper primary level, it is more than one. This indicates that either the enrolment of girls is growing at a faster pace than enrolment of boys at upper primary stage or less girls are dropping out than boys.

**Table 2.4: Enrolment of Muslim Children in Primary and Upper Primary Stage**

Year	Enrolment (in crore)			As % of total enrolment			Ratio of Girls to Boys of enrolment of Muslims
	Boys	Girls	Total	Boys	Girls	Total	
<b>Primary stage</b>							
2006-07	0.63	0.60	1.23	9.22	9.48	9.35	0.95
2007-08	0.72	0.69	1.41	10.39	10.67	10.52	0.96
2008-09	0.76	0.73	1.49	10.91	11.21	11.05	0.96
2009-10	0.92	0.89	1.80	13.35	13.70	13.52	0.96
2010-11	0.90	0.86	1.76	12.87	13.21	13.04	0.96
2011-12	0.93	0.90	1.82	13.10	13.54	13.31	0.97
<b>Upper Primary stage</b>							
2006-07	0.18	0.17	0.35	7.03	7.87	7.42	0.97
2007-08	0.22	0.21	0.43	8.15	8.98	8.54	0.98
2008-09	0.24	0.24	0.49	8.70	9.59	9.12	1.00
2009-10	0.32	0.33	0.65	11.37	12.47	11.90	1.02
2010-11	0.32	0.33	0.65	11.10	11.84	11.25	1.04
2011-12	0.35	0.37	0.72	11.04	12.29	11.65	1.05

Source: Prepared by NUEPA from DISE

## Distribution of Enrolment by Grades

**2.10** Table 2.5 shows the enrolment of Muslim children from grade 1 to grade 8 from 2006-07 to 2011-12. The distribution of enrolment of Muslim children by grade is uneven. As is commonly understood, the proportion of Muslim children gradually decreases in higher grades. Muslim children in grade I constitute 16.6 per cent of total enrolment but it declined to 8.4 per cent in grade VIII in 2011-12 (Table 2.5). The pattern with respect to children of all communities is only marginally better.

**Table 2.5: Distribution of Enrolment by Grades**

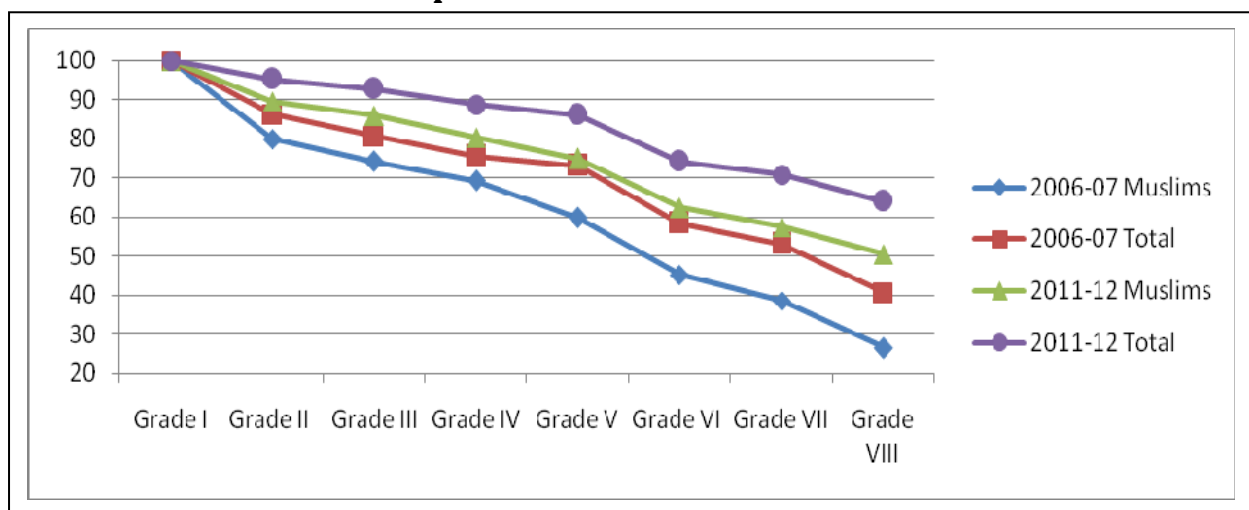
Year	Grade I	Grade II	Grade III	Grade IV	Grade V	Grade VI	Grade VII	Grade VIII
<b>Muslim Children</b>								
2006-07	20.2	16.2	15.0	14.0	12.1	9.2	7.8	5.4
2009-10	17.7	15.5	14.6	13.4	12.2	10.3	9.5	6.7
2010-11	17.4	15.3	14.5	13.6	12.2	10.2	9.3	7.4
2011-12	16.6	14.9	14.3	13.4	12.5	10.4	9.6	8.4
<b>All Children</b>								
2006-07	17.6	15.2	14.2	13.3	12.9	10.3	9.3	7.2
2009-10	16.2	14.5	14.1	13.4	12.7	10.7	10.2	8.3
2010-11	15.7	14.4	13.9	13.4	12.8	10.9	10.2	8.9
2011-12	14.9	14.2	13.8	13.2	12.8	11.0	10.6	9.5

Prepared by NUEPA from DISE

**2.11** Progression of children through successive grades provides hints on the magnitude of drop-out, etc. Ideally cohorts that enter education system ought to be tracked over successive years to examine grade progression. However, lack of data on single cohort over the years precludes this possibility. In the absence of times series data by cohorts entering education, the enrolment in a single year is examined. The distribution of enrolment by grade in a single year actually corresponds to different cohort sizes in different years. Nevertheless, an unusual decline in enrolment as one moves to higher grades is a matter of

concern<sup>2</sup>. For example, the enrolment of Muslim children in grade VIII constitutes 41 per cent in enrolment in grade I in 2011-12. For general population this figure turns out to be 64 per cent (Figure 1). This clearly suggests a steady decline in enrolment of Muslim children as they move into higher classes.

**Figure 2.1: Enrolment of Muslim Children in Different Grades as Proportion of Enrolment of Grade I**



Source: Prepared by NUEPA from DISE

## Enrolment of Muslim Children in Major States

**2.12** Table 2.6 gives the percentage of Muslim children in various States in elementary schools from class 1 to class 8. In 2011-12, in most of the States, the percentage of Muslim children in elementary classes was near their ratio in population as per 2001 Census. However, in Uttar Pradesh, the proportion of Muslim children is only 9.64% in elementary schools while the percentage of Muslims in total population of the state is 18.5% (Table. 2.6)

**2.13** A study of enrolment of Muslims in districts on the basis of segregated data shows that there are 58 districts where enrolment of Muslim children is more than 30% (Table 2.7).

<sup>2</sup> The size of cohorts that are entering primary education (grade I) are declining in recent years. This implies that enrolment in higher grades from older cohorts that are bigger in size ought to form higher proportion than enrolment in lower grades that are from recent cohorts than the true cohorts.

**Table 2.6: Proportion of Muslim (%) Children in Enrolment at Elementary Stage in Major States**

State	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	Proportion of Muslims in 2001 Census (%)
Andhra Pradesh	9.62	10.07	10.46	8.69	9.33	9.61	9.2
Assam	27.31	28.63	32.03	37.11	37.77	38.15	30.9
Bihar	8.73	10.94	12.61	13.63	13.99	14.73	16.5
Chhattisgarh	0.64	0.75	0.24	1.27	1.33	1.40	2.0
Gujarat	3.90	4.61	4.78	6.51	8.45	8.41	9.1
Haryana	0.51	4.11	3.26	5.69	7.01	8.18	5.8
Himachal Pradesh	1.15	1.08	1.09	1.38	1.59	1.69	2.0
Jammu and Kashmir	60.80	59.91	66.36	67.52	66.80	67.66	67.0
Jharkhand	7.25	10.17	10.60	12.89	13.39	14.27	13.8
Karnataka	13.22	15.53	14.42	36.24	14.96	15.41	12.2
Kerala	9.71	20.63	24.27	31.77	30.47	30.44	24.7
Madhya Pradesh	2.31	3.24	3.16	4.08	4.47	4.73	6.4
Maharashtra	6.82	8.21	8.95	11.55	12.28	12.97	10.6
Orissa	7.14	1.66	1.66	1.73	1.62	1.50	2.1
Punjab	0.19	0.41	0.92	1.53	1.36	1.46	1.6
Rajasthan	2.10	5.00	4.69	6.26	6.61	7.66	8.5
Tamil Nadu	3.89	4.75	4.48	5.21	5.50	5.70	5.6
Uttar Pradesh	8.92	8.96	9.17	9.84	9.86	9.64	18.5
Uttaranchal	0.28	12.81	11.77	13.30	14.75	15.34	11.9
West Bengal	25.23	25.23	25.52	30.23	30.12	31.12	25.2
<b>All India</b>	<b>8.84</b>	<b>9.98</b>	<b>10.51</b>	<b>13.05</b>	<b>12.50</b>	<b>12.79</b>	<b>13.4</b>

**Table 2.7: Distribution of Districts by Proportion of Muslim Children in Enrolment at Elementary Stage, 2011-12**

Per cent of Muslim children in Total Enrolment	Primary (Grade 1-5)	Upper Primary (Grades 6-8)	Elementary (Grades 1-8)
above 30	58	53	58
25-30	10	8	6
20-25	28	14	25
15-20	46	37	46
10-15	93	88	89
5-10	135	149	135
1-5	168	178	175
Less than 1	106	117	110

Source: Prepared by NUEPA from DISE

**2.14** In several minority concentration districts, it is found that the enrolment of Muslim children at elementary level is lower than their share in population. In Bareilly district of Uttar Pradesh, for example, Muslims constitute 30.9% of population but they were only 14.3% in elementary schools. In Udhampur district of Jammu and Kashmir, only 9.8 % of children in elementary schools were Muslims while their share in population was 25.57 %. From the above, it clearly emerges that there is a need to further analyze the district-wise data of enrolment in greater detail so that specific strategy of intervention can be taken up in districts where the enrolment of Muslim children in elementary schools is found to be disproportionately poor (Annexure 5). Ministry of Human Resource Development may accordingly issue clear instructions to State Governments and also review district-wise performance of enrolment of Muslim children to identify the districts where intensive efforts are required. Macro level data conceals a lot of information which is crucial to policy making.

### **Transition Rate<sup>3</sup> of Muslim Children**

**2.15** The Sachar Committee Report has documented that the drop-out rate of Muslim children is very high. It states that as many as 25 per cent of Muslim children in the 6-14 year age group have never attended a school or have dropped out. Table 2.8 prepared on the basis of DISE shows that the drop-out rate continues to be high.

**2.16** In previous sections, it was noticed that the proportion of Muslims in total enrolment at upper primary stage is somewhat lower than primary stage and is also lower than corresponding proportion of Muslims in India's population. Further, enrolment of Muslim children is fast declining as one progresses to higher grades. This clearly points out that transition to upper primary stage is one of the major bottlenecks in the education of Muslim children.

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<sup>3</sup> Transition rate is calculated as follows. Enrolment of Muslim children in grade 6 (excluding repeaters) as proportion of enrolment of Muslim children in grade 5 in previous year. This assumes that the structure of schooling, i.e., terminal grade of primary and entry grade of upper primary education is uniform across the country. The data on Muslims and particularly on repeaters of Muslim children is beginning to be collected only recently and has not yet been stabilized.

**2.17** The transition rate for Muslim children at aggregate levels has been found to be around 86-87 per cent in 2011-12 and no noticeable differences could be found between SCs, STs, OBCs, and general population at the national and state aggregates. However, districts vary widely in transition rates of Muslim children. Districts were classified by transition rates of Muslim girls as shown in Table 2.8. As the Table reveals, in about 15 districts the transition rate is lower than 50 per cent and in another 42 districts, it is between 40-70 per cent<sup>4</sup>.

**Table 2.8: Distribution of Districts by Transition Rate of Upper Primary Muslim Children, 2011-12**

<i>Transition rates</i>	<i>Number of districts</i>
Less than 50	15
50-70	42
70-80	57
80-90	116
Above 90	276

Source: Prepared by NUEPA from DISE.

## **Enrolment of Muslim Children and Private Schools**

**2.18** The proportion of Muslim children who attend government and private schools is an important factor that may help in framing appropriate policy to improve the status of the educationally most backward community, i.e., Muslims. A study of data derived from DISE shows (Table 2.9) that a predominant proportion of Muslim children attend government schools at primary and upper primary stages. About 68% of Muslim children at primary stage and 55.3% at upper primary stage attended state/central government and local body schools in 2011-12. Private, aided schools account for very small proportion of Muslim enrolment at primary and upper primary stages. Surprisingly, at upper primary stage a little over 27 per cent of enrolled Muslim children attend private unaided schools. Nearly 19 per cent of Muslim children enrolled in primary stage attended private unaided schools. Notwithstanding the growth of private schooling due to withdrawal of Government from secondary schooling, a large majority of Muslim children (and also majority of all children),

<sup>4</sup> The list of districts is given in Annexure 9. For this analysis, only districts with more than 2000 Muslim enrolment were considered.



particularly girls, attended government and private aided schools. Any improvement in education of Muslim children is, therefore, closely linked with improvement in government schools.

The Standing Committee noted that this point is not very well understood even by NGOs working for Muslim education and they seem to be paying unwarranted attention to establishing their schools rather than asking for more Government schools in poor localities. However, the quality of teaching and learning in government schools continues to be a cause of concern.

**Table 2.9: Enrolment of Muslim Children in Schools by Management, 2011-12**

<i>Management</i>	<b>Muslim Children</b>			<b>All Children</b>
	<i>Primary</i>	<i>Upper Primary</i>	<i>Elementary</i>	
Government	58.7	47.5	55.3	54.1
Local Bodies	9.2	5.7	8.1	12.6
Private Aided	7.1	15.1	9.6	8.5
Private Unaided	18.9	27.2	21.4	24.8
Others	6.1	4.5	5.6	Nil
<b>Ratio of Girls to Boys</b>				
Government	1.02	1.15	1.05	1.02
Local Bodies	1.03	1.09	1.04	1.00
Private Aided	1.01	1.03	1.02	0.94
Private Unaided	0.78	0.78	0.78	0.76
Others	0.97	1.28	1.04	Not applicable

Source: Prepared by NUEPA from DISE

## **Gender Parity**

**2.20** Gender disparities are clearly visible in the kind of school boys and girls are attending. From Table 2.9, it is amply clear that a disproportionate number of girls attend government and local body schools. The ratio of girls to boys is over one in case of Government, local body and also private aided schools, both at primary and upper primary stage. But with respect to private unaided schools, the ratio of girls to boys turns out to be

merely 0.78, indicating that due to higher fee, poor parents may not be sending girls to private unaided schools (Table 2.9).

## Quality

**2.21** Though infrastructure facilities in government schools have improved in the recent past as documented by several studies, learning achievement of children of government schools is still very low and falling. For instance, the Annual Status of Education Report (ASER 2012) has reported that the proportion of grade V children who cannot read grade II text increased from 49.3% in 2010 to 58.3% in 2012 in government schools. Limited research on achievement levels of children by religious groups points to very poor performance of Muslim children. For example, Jalan and Panda (2010) reported that test scores for Muslim children were significantly lower compared to children of upper caste Hindus in West Bengal. It is clear that children belonging to weaker sections are likely to benefit most if standard of education in Government schools is improved.

## Enrolment of Muslim Children in Madrasas

**2.22** DISE started collecting information from Madrasas only recently. Hence, the coverage in its database is likely to be incomplete. DISE collected data from 5797 recognised and 2392 unrecognised Madrasas in 2011-12 which cater to 19.85 lakh and 4.89 lakh Muslim children respectively. In all, 24.75 lakh children are enrolled in Madrasas, both recognised and unrecognised, constituting 9.7 per cent of Muslim children enrolled (Table 2.10).

**Table 2.10: Enrolment in Madrasas, 2011-12**

<i>Type of Madrasas</i>	<i>Enrolment</i>		
	<i>Boys</i>	<i>Girls</i>	<i>Total</i>
Recognized	951267	1034725	1985992
Unrecognized	259616	229942	489558
Total	1210883	1264667	2475550

Source: Prepared by NUEPA from DISE

**2.23** Further enrolment in Madrasas varies by districts. In more than 430 districts, enrolment in Madrasas as proportion of total Muslim enrolment is very small (Table 2.11). The number of districts where more than 25 per cent of Muslim children enrolled in Madrasas is 68 in 2011-12. There is a need to study in detail the reason for higher preference for Madrasas in these 68 districts.

**Table 2.11: Districts by Proportion of Enrolment in Madrasas, 2011-12**

<i>Enrolment in Madrasas as Proportion of Total Enrolment</i>	<i>Total Number of Districts</i>
Less than 1	374
1-5	59
5-10	46
10-15	27
15-20	37
20-25	11
25-30	23
30-50	27
Above 50	18
Not defined	23

Source: Prepared by NUEPA from DISE

**2.24** The Standing Committee would like to reiterate that Government alone cannot take full responsibility for education of country's children. The parents of the children also have enormous responsibility on their shoulders to ensure regular attendance of children and their active participation in educational activities in the schools. It is, therefore, necessary that parents and community leaders are sensitized about the need of taking full advantage of the emerging opportunities for improving their socio-economic conditions through better participation in educational endeavour. There is a need to give special attention to districts showing high percentage of drop-out and poor enrolment ratio. The MHRD, in consultation with State Governments may issue targeted advertisements through media for these districts so that awareness is generated about the large variation in the participation of Muslims in educational activities within the State and across the State.

## Concluding Observations

**2.25** This chapter has analyzed the status of elementary education of Muslim children with the help of data collected under DISE by NUEPA. The following general observations can be made on the basis of data presented in the chapter.

- Access of Muslim households to primary and upper primary schools is at par with other religious groups, with few exceptions. In general, children in rural areas have very limited access to upper primary schools. This implies that efforts to improve access to upper primary schools have to target rural areas, in general, and those predominantly inhabited by Muslim community, in particular. District by district analysis is required to identify the villages and urban areas where such intervention is required. This initiative has to come from MHRD and State Governments have to be persuaded to minutely identify such areas.
- The participation of Muslim children in elementary education in terms of share of Muslim children in enrolment is in accordance with their share in the population. However, the share of Muslim children in enrolment at upper primary stage is somewhat lower than their share in the population. There are large variations across States and within States. MHRD may pay special attention to such districts.
- As far as participation of Muslim girls in elementary education is concerned, it is at par with boys. In fact at upper primary stage one can find more girls than boys (in 2011-12). This may suggest that boys are dropping out early without proceeding to upper primary stage for a variety of reasons, which need to be examined. Here also, district by district analysis and action plan is required in addition to the circular from MHRD to State Governments.
- The gender disparity in elementary education is seen in the type of schools, boys and girls are attending across all communities. For example, for every 100

Muslim boys enrolled in private unaided school, only 78 Muslim girls are enrolled.

- A preponderant proportion of all children, including Muslim children (more-so, girls) are attending government schools. Notwithstanding improvement in infrastructure facilities in schools in the recent past, the learning levels continue to be unsatisfactory and falling. This suggests that efforts to improve elementary education must focus on government schooling.
- The distribution of enrolment by grades, and transition rates to upper primary education point to early withdrawal of children without completing the elementary cycle of education. The policy measures have to focus on preventing drop-outs, facilitating transition rates to upper primary by improving government schooling. The policies to prevent drop-outs and improve transition rates have to focus on boys and girls, albeit with different strategies.

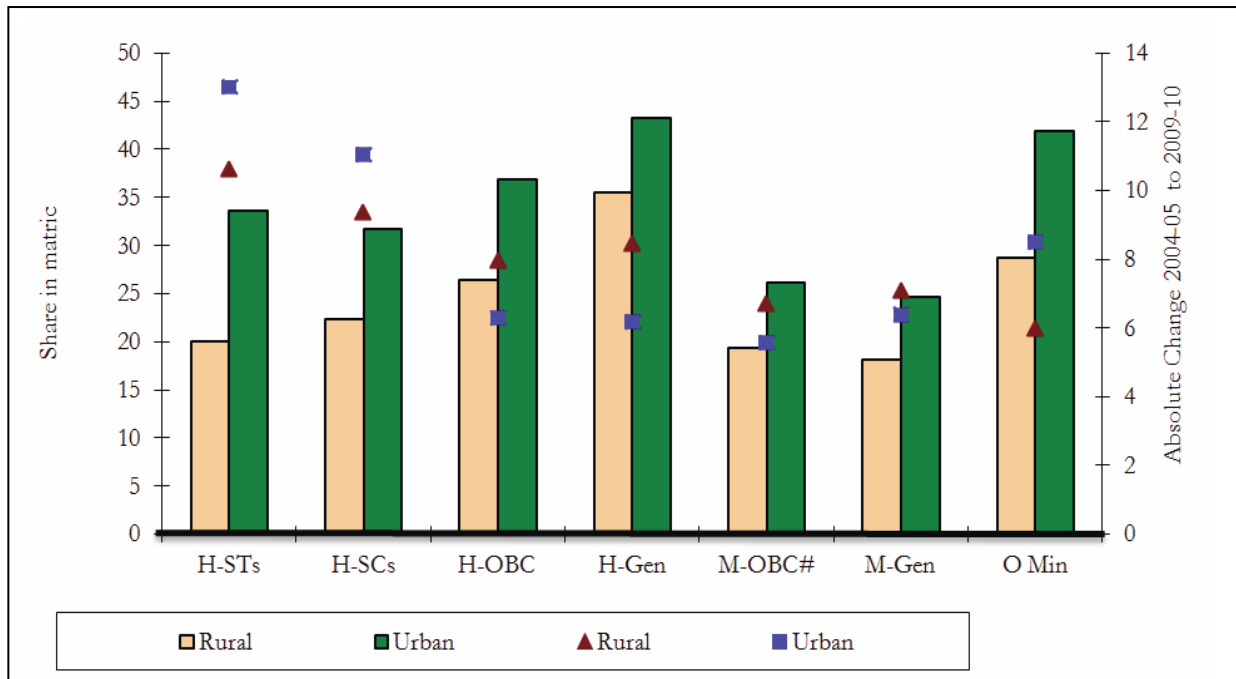
## Chapter III

### Analysis of Current Scenario – Secondary Education

**3.1** Presently community-wise data, on the pattern of DISE, is not collected for secondary education. Government of India started a system of collection of data for secondary education (Secondary Education Management Information System (SEMIS) from the year 2011-12. However, segregated data for socio-religious communities is not collected under SEMIS too.

**3.2** *Abusaleh Shariff* has analyzed the status of matriculation level education in their Report released in January, 2013 (Six Years After Sachar–Review of Socially Inclusive Policies in India, 2013). This is based on data collected in 66<sup>th</sup> Round of NSSO (Employment and Unemployment Survey of India, 2009-10). It has been found that the level of matriculation education among Muslims both in rural and urban areas is lower than even SCs and STs. More worryingly, they have found that improvement between 2004-05 and 2009-10 is least for Muslims (both OBC and general Muslims).

**Figure 3.1: All-India Shares in Matriculation by Socio-Religious Groups, 2009–10**



Source: Estimates of Abusaleh Sheriff and Amit Sharma from 66th Round (Employment and Unemployment Survey in India, 2009–10), NSSO.

**3.3** There is an immediate need to collect segregated data for all socio-religious communities under SEMIS on the pattern of DISE so that rather than depending on unconfirmed reports and preconceived notions, the Government policies can be made on the basis of hard data from the field.

## **Chapter IV**

### **Analysis of Current Scenario – Higher Education**

**4.1.** According to the information furnished by Ministry of HRD, community-wise data of higher education is not collected by the Department of Higher Education or by UGC or AICTE. In the absence of data, it is not possible to assess the actual participation of minorities in higher education. It is, therefore, recommended that MHRD may issue directive to all institutions of higher education, including the institutions under the jurisdiction of other Ministries like MCI, DCI, ICAR, Labour and Empolymnt etc. for collecting relevant data of participation of minorities in higher, technical and even diploma level professional education.

**4.2.** In the Report titled 'Six Years After Sachar', (Abusaleh Shariff - January, 2013), the participation of Muslims in higher education too has been analyzed. It is found that Muslim OBCs are much behind the Hindu OBCs, SCs and STs. Even the general category of Muslims are far behind SCs and STs. Worryingly, it has been noted that the general category of Muslims have seen 1.5% decline between 2004-05 and 2009-10 (p. 22).

The study has also noted that there has been massive increase in the participation of students in higher education in the age group of 17-29, in general. In 2004-05, the percentage of participation in this age group in higher education was 6 % and it has risen to 11% in 2009-10. However, the Muslim community has not been able to get the benefit of higher education despite the Sachar Committee Report and some steps taken by the Government to address the situation. We strongly feel that there is a need to take concrete steps to improve the participation of Muslims in higher education by making it mandatory for the Universities, Institutions and Colleges to try to achieve diversity in their student population. Scholarships, fee waivers and other facilities like hostels etc. given to SC students also need to be made available to Muslim students so that poverty does not come in the way of their participation in higher education.



**4.3** A large number of institutions set up by the minorities want to claim the status of a minority institution so that they can reserve seats for admission of children belonging to their community. However, there are enormous difficulties in getting recommendation of some State Government as minority institutions. The Standing Committee appreciates the efforts of the National Commission for Minority Educational Institutions (NCMEI) in granting minority status to educational institutions. It was brought to the notice of Committee that in some cases the recommendations of the Commission have not been accepted by State Governments (e.g. Azad Engineering College, Lucknow). The Committee recommends that MHRD must monitor the implementation of recommendations of NCMEI. UGC, AICTE etc must be directed to immediately notify the status of a minority institution declared so by NCMEI and the same must be placed on the website of the concerned institution, like UGC, MCI, DCI, AICTE etc.

#### **4.4. Salient Findings of Research Study Conducted by NUEPA**

4.4.1 A research study has also been done by NUEPA on the basis of National Sample Survey 64<sup>th</sup> Round (conducted in 2007-08) which presents the information on participation in higher education by social and religious groups. Result of this research study shows that the Gross Attendance Ratio (GAR)<sup>5</sup> of Muslims stands at 8.7 per cent as opposed to 16.8% GAR of Non-Muslims. If we compare the GAR of Muslims with other social groups, we observe that it is higher than the GAR of Scheduled Tribes at 6.63 per cent and lower than the GAR of Scheduled Caste at 10.65% and much lower than the GAR of other backward classes at 13.67 percent. (Figure 4.1)

4.4.2 There is a wide variation in the participation in higher education as we move from ST, SC, OBC and others. It varies from 6.26% in the case of ST to 10.52% in the case of SC, 14.27% in the case of OBC and 29.56% in the case of General.

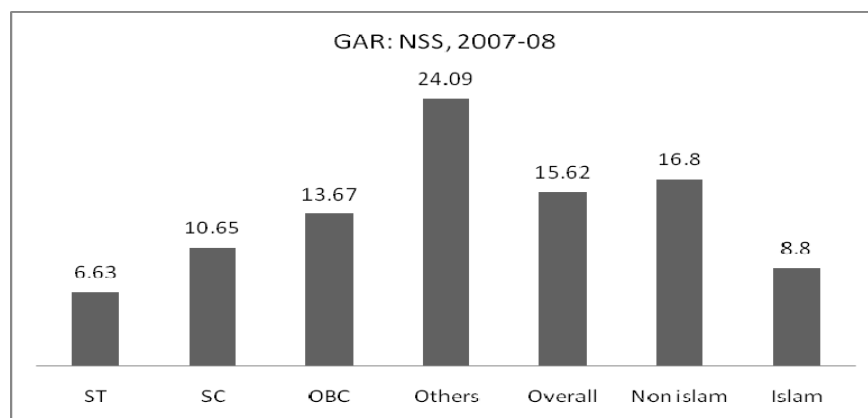
4.4.3 The important characteristics of Muslim participation in higher education is that at higher levels of higher education such as at the post-graduation level attendance of Muslims

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<sup>5</sup> Participation is captured in terms of Gross Attendance Ratio. It is defined as the ratio of persons attending higher education to the population of eligible age group population (five year age cohort 18-22).

falls down considerably. Besides, higher percentage of Muslims (as compared to non-Muslims, 22.4% as compared to 19.2%) ends up doing Diploma & Certificate below Graduate level.

**Figure 4.1: GAR Based on 18-22 year age cohort of Population in 2007-08 (in %)**



Source: NSSO 64<sup>th</sup> Round 2007-08

4.4.4 Table 4.1 shows the current level of attendance and percentage distribution of attendance at different levels of education - Diploma & Certificate below Graduate level, Diploma at graduate level and above, graduation, post-graduation and others – among Muslims and Non-Muslims. Current level of attendance among Muslims constitutes 8 per cent of the total current attendance of 16.9 million, although in terms of population Muslims constitute 13.49 per cent of the total population. It is important to note that of the total current attendance at Diploma & Certificate (below Graduate level) accounts 22.4 per cent of the Muslims and 19.2 per cent of the Non-Muslims.

**Table 4.1: Current Level of Attendance and Percentage Distribution of Attendance of Muslims and non-Muslims**

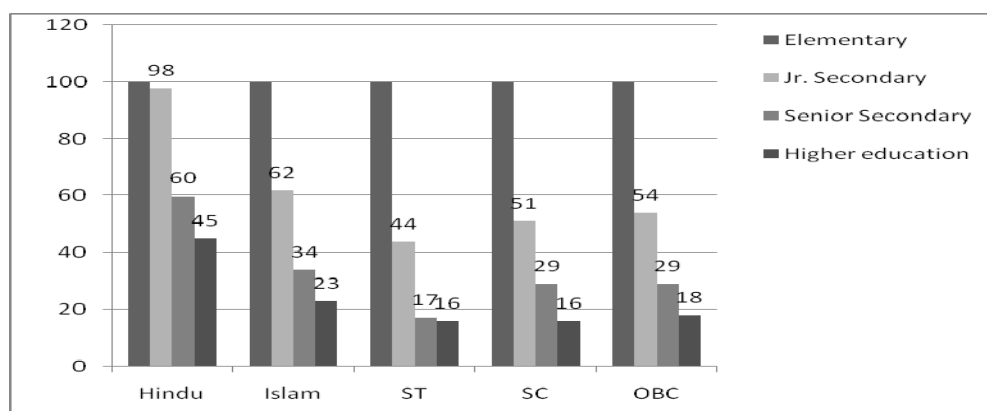
Current Level of Attendance	Muslims	Non- Muslims	Total	Muslims	Non- Muslims
Diploma & Certificate Below Graduate level	306167	2951337	3257504	22.4	19.2
Diploma at Graduate and above level	181464	2404262	2585726	13.3	15.2
Graduation	763633	8679715	9443348	55.9	55.7
Post-Graduation	4650	159751	164401	0.3	1.0
"Others"	110256	1402458	1512714	8.1	8.9
Total	1366170	15597523	16963693	100	100

Source: Bhushan (2012) generated from NSSO 64<sup>th</sup> Round 2007-08

#### 4.4.5 Level-wise Educational Inequality of Participation: Group Analysis

Group analysis of the educational participation in terms of graduates at different levels of education is presented in terms of social, religious and economic groups. In the information given in the figure 4.2, elementary level is taken as the base and index of graduates at other levels of education is calculated. Graduates, at different levels of education, give the picture of stock available at a point of time. However, the comparison tells us which group at what level suffers from the deficit of graduates.

**Figure 4.2: Educational Levels across Socio-Religious Groups**



Source: NSSO 64<sup>th</sup> Round 2007-08

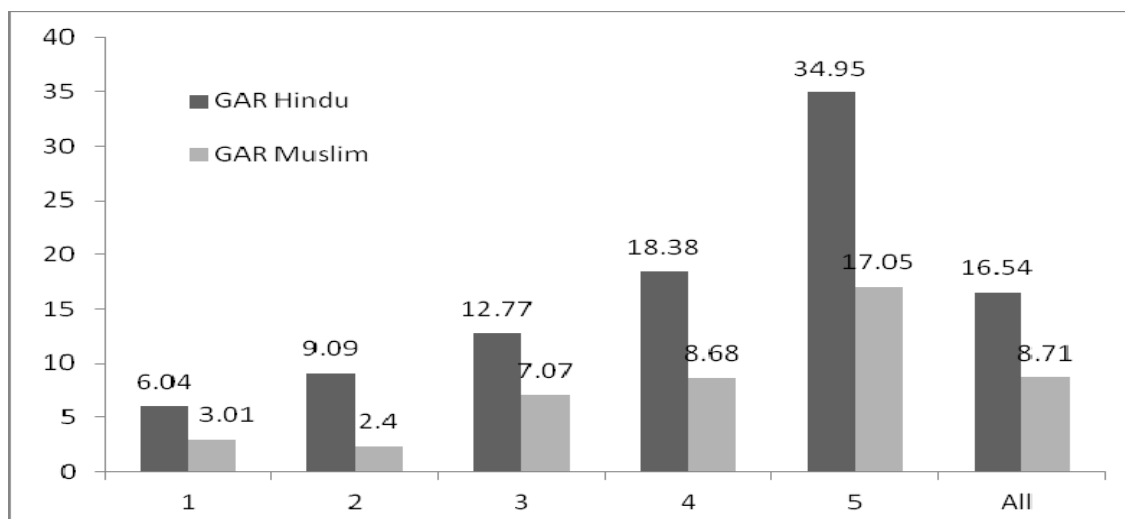
4.4.6 It is important to note that there is a sharp fall in the number of pass-outs at junior secondary level for ST, SC and OBCs. The fall in the number of pass-outs at junior secondary level for the Muslims is high; however, the fall is not as high as that of ST, SC and OBC. The religious group 'Hindus' does not show fall at the junior secondary level.

4.4.7 In terms of economic groups, the fall in the number of graduates at the junior secondary level is largest for group I<sup>6</sup>. The fall is reduced as the consumption expenditure group increases. It is only the top quintile (households in top 20 per cent consumption expenditure) which has a substantially high GAR, almost double that of an all India average. It is the bottom – first, second and third quintile – that has much lower participation, less

<sup>6</sup> The per capita monthly expenditure of household was classified in five divisions. The bottom (1st) quintile per capita monthly consumption expenditure range was Rs. 0-2060, the second quintile range, Rs. 2060-2900, third quintile range, Rs. 2900-3800, the fourth quintile range Rs. 3800-5500 and the fifth quintile range was Rs. 5500 and above.

than an all India average. It may be concluded that to increase educational participation at higher levels of education the number of pass-outs at Jr. secondary level needs to be increased especially for ST, SC, OBC and the Muslims and income groups I, II and III (Chart 4.3).

**Figure 4.3: GAR of Hindu and Muslim by Consumption Expenditure Quintile**



Source: NSSO 64<sup>th</sup> Round 2007-08

4.4.8 It is a matter of concern that a further deficit of graduates occurs for SC, ST, OBC, I and II income group at the senior secondary level and to a lesser extent for Muslims and income group III. Hindus also suffer from sharp fall in the number of pass-outs at senior secondary level from a high number of pass-outs at junior secondary level (figure 4.2 & 4.3).

4.4.9 From the above analysis, it is thus clear that unless the participation at the first three levels of education is enhanced for SC, ST, OBC and Muslims it would be meaningless to talk of enhanced participation in higher education by these social groups. This point has to be clearly understood by Academicians, NGOs and Community leaders also as there is more demand for setting-up of Engineering & Medical Colleges & Universities than for high quality secondary schools. It is recommended that MHRD may pay attention to the need of establishing quality secondary schools and admitting more Muslim Children in them.

## **Chapter V**

### **Constitutional Provisions and Policy Provisions**

Having broadly discussed the educational status of minorities at elementary, secondary and higher education level, this chapter discusses the Constitutional provisions and educational policies for minorities.

#### **5.1 Fundamental Rights**

Article 29 and 30 of our Constitution provides protection to minorities—religious and linguistic—to conserve their culture and to set up institutions of their choice. The guarantees provided by the Constitution are as under:-

- (i) Article 29- Protection of Interests of Minorities.
  - (a) Any section of the citizens residing in the territory of India or any part thereof having a distinct language, script or culture of its own shall have the right to conserve the same.
  - (b) No citizen shall be denied admission into any educational institution maintained by the State or receiving aid out of State funds on grounds only of religion, race, caste, language or any of them.
- (ii) Article 30-Right of Minorities to Establish and Administer Educational Institutions.
  - (a) All minorities, whether based on religion or language, shall have the right to establish and administer educational institutions of their choice.
  - (b) The State shall not in granting aid to educational institutions, discriminate against any educational institution on the ground that it is under the management of minority, whether based on religion or language.

- (iii) In addition, Article 350 A provides for instruction in mother-tongue at primary level. It reads as under:

It shall be the endeavour of every State and of every local authority within the State to provide adequate facilities for instruction in the mother-tongue at the primary stage of education to children belonging to linguistic minority groups; and the President may issue such directions to any State as is considered necessary or proper for securing the provision of such facilities.

## **5.2 National Policy on Education, 1986**

The National Policy on Education, 1986 states the following regarding education of minorities vide para 4.8 of the document: "Some minority groups are educationally deprived or backward. Greater attention will be paid to the education of these groups in the interest of equality and social justice. This will naturally include the Constitutional guarantees given to them to establish and administer their own educational institutions, and protection to their languages and culture. Simultaneously, objectivity will be reflected in the preparation of text-books and in all school activities, and all possible measures will be taken to promote an integration based on appreciation of common national goals and ideals, in conformity with the core curriculum."

## **5.3 Institutional Mechanisms for Protection of Minorities**

With a view to evaluating progress and development of minorities, monitoring the working of safeguards provided to them under the Constitution and laws, etc., the Central Government had constituted a non-statutory Minorities Commission in 1978. In 1992, the National Commission for Minorities Act was enacted to provide for constitution of a statutory Commission. The National Commission for Minorities was set up under the Act in 1993. The functions of the Commission include:

- (a) Evaluating the progress of the development of minorities under the Union and States;

- (b) Monitoring the working of the safeguards provided in the Constitution and in laws enacted by Parliament and the State Legislatures;
- (c) Making recommendations for the effective implementation of safeguards for the protection of the interests of minorities by the Central Government or the State Governments;
- (d) Looking into specific complaints regarding deprivation of rights and safeguards of the minorities and take up such matters with the appropriate authorities;
- (e) Causing studies to be undertaken into problems arising out of any discrimination against minorities and recommend measures for their removal;
- (f) Conducting studies, research and analysis on the issues relating to socio-economic and educational development of minorities;
- (g) Suggesting appropriate measures in respect of any minority to be undertaken by the Central Government or the State Government; and
- (h) Making periodical or special reports to the Central Government on any matter pertaining to minorities and, in particular, difficulties confronted by them.

**5.4** The National Commission for Minority Educational Institutions Act, 2004 was enacted to constitute a Commission charged with the responsibilities of advising the Central Government or any State Government on any matter relating to education of minorities that may be referred to it, looking into specific complaints regarding deprivation or violation of rights of minorities to establish and administer educational institutions of their choice, deciding on any dispute relating to affiliation to a scheduled University and reporting its findings to the Central Government for implementation. The Act was extensively amended in 2006 (Act 18 of 2006), *inter alia*, empowering the Commission to enquire suo moto or on a petition presented to it by any minority educational institution (or any persons on its behalf) into complaints regarding deprivation or violation of rights of minorities to establish and administer an educational institution of its choice and any dispute relating to affiliation

to a University and report its finding to the appropriate Government for its implementation. The Act also provides that if any dispute arises between a minority educational institution and a University relating to its affiliation to such University, the decision of the Commission thereon shall be final.

5.4.1 The Commission on its website has uploaded the list of educational institutions which have been granted minority status since its inception. So far 7292 institutions have been granted minority status. The Committee noted with appreciation the contribution made by the Commission in facilitating the process of grant of minority status to educational institutions established by religious minorities across the country. The Standing Committee, however, noted that details regarding the level of educational institutions recognized by the Commission as minority institutions are not available on the website. Similarly, it is not clear as to how many of these institutions are primary schools, secondary schools, colleges, universities, engineering colleges and medical colleges etc. The classification of institutions by community would also be helpful in encouraging the different minority communities to set up educational institutions. The Committee met the Chairman of the Commission Hon'ble Justice M.S. Siddiqui and requested him to consider uploading such information on the website.

## **5.5 RTE (Amendment) Act 2012**

The Constitution (Eighty-sixth Amendment) Act, 2002 inserted Article 21-A in the Constitution of India to provide free and compulsory education to all children in the age group of six to fourteen years as a Fundamental Right in such a manner as the State may, by law, determine. The Right of Children to Free and Compulsory Education (RTE) Act, 2009, which represents the consequential legislation envisaged under Article 21-A, means that every child has a right to full-time elementary education of satisfactory and equitable quality in a formal school which satisfies certain essential norms and standards.

Article 21-A and the RTE Act came into effect on 1 April 2010. The title of the RTE Act incorporates the words 'free and compulsory'. 'Free education' means that no child, other than a child who has been admitted by his or her parents to a school which is not



supported by the appropriate Government, shall be liable to pay any kind of fee or charges or expenses which may prevent him or her from pursuing and completing elementary education. 'Compulsory education' casts an obligation on the appropriate Government and local authorities to provide and ensure admission, attendance and completion of elementary education by all children in the 6-14 age-group. With this, India has moved forward to a rights-based framework that casts a legal obligation on the Central and State Governments to implement this fundamental child right as enshrined in the Article 21A of the Constitution, in accordance with the provisions of the RTE Act.

The RTE Act was amended in 2012 wherein the following sub-sections 4 & 5 were inserted:

“(4) Subject to the provisions of Articles 29 and 30 of the Constitution, the provisions of this Act shall apply to conferment of rights on children to free and compulsory education.

(5) Nothing contained in this Act shall apply to Madrasas Vedic Pathsalas and educational institutions primarily imparting religious instruction.”

## **Chapter VI**

### **Recommendations of the Sachar Committee, 2006**

On 9 March 2005, the PMO issued the Notification for constitution of the High Level Committee under the Chairmanship of Justice Rajinder Sachar for preparation of a Report on the Social, Economic and Educational Status of the Muslim Community of India. The Committee was to consolidate, collate and analyse the above information to identify areas of intervention by the Government to address relevant issues relating to the social, economic and educational status of the Muslim community. The Report of the Committee was submitted in November, 2006. It would be pertinent to repeat the main recommendations of this Committee.

#### **6.1 Main Recommendations of the Sachar Committee Report**

In Chapter 12 of its Report, Justice Sachar Committee has made certain recommendations emerging out of its findings on the educational status of the Muslim community in India. These are summarized below:

- i. Need for collecting data and creating a National Data Bank for the various Socio-Religious Communities in respect of their status.
- ii. Five-yearly monitoring of its status and regular monitoring in the interim.
- iii. Removing the wide spread perception of discrimination and strengthening of legal provisions.
- iv. Increasing participation of minorities in various public authorities right from the grass-roots level.
- v. Developing a Diversity Index (DI) in respect of institutions in order to mainstream the minorities and induce greater diversity, including allocation of grants to colleges and universities by the UGC, linking it to the extent of diversity, developing programmes for sensitizing staff, including appropriate curriculum for this purpose in teachers' education, organizing remedial classes and providing public spaces for minorities.

- vi. Sharper focus on school education, scanning content in school textbooks for reflection on social diversity and purging material that promote religious intolerance.
- vii. Create local community study centres for students.
- viii. Setting up of high quality government schools in areas of Muslim concentration.
- ix. Exclusive schools for girls from 9<sup>th</sup> to 12<sup>th</sup> standard.
- x. Mapping of areas with Urdu speaking population and provision of primary education in such areas.
- xi. State funding of institutions may be linked to the criteria of admissions for the educationally backward.
- xii. Provision of hostel facilities at reasonable cost for students from minority communities at Taluka HQs and educational centres.
- xiii. Appointment of more para-teachers from among the Muslims.
- xiv. Removing distortions in the three-language formula to accommodate Urdu teachers in the Hindi-speaking States.
- xv. Opening high quality Urdu medium schools where there is demand and also ensuring that quality textbooks are available.
- xvi. Introduction of Urdu as an optional subject in all States with substantial Urdu-speaking population.
- xvii. Considering Madrasas as complementary to regular schools and giving academic equivalence to students of the Madrasa system so that they can move over to the institutions of higher education.
- xviii. Qualification from Madrasas should be recognized for eligibility to participate in examinations for recruitment to public posts.
- xix. Review and revamp the Madrasa Modernization Scheme before expanding it.

## **Chapter VII**

### **Recommendations of the Ranganath Mishra Commission, 2007**

On 29th October 2004, the Government of India constituted a National Commission to suggest criteria for identification of socially and economically backward sections among religious and linguistic minorities; recommend measures for welfare of socially and economically backward sections among religious and linguistic minorities, including reservation in education and government employment; and suggest the necessary constitutional, legal and administrative modalities required for the implementation of its recommendations. The Final Report was submitted in 2007. Major recommendations of the Commission are summarized below:

**7.1** In respect of the Muslims – who are the largest minority at the national level with a country-wide presence and yet educationally the most backward of the religious communities – certain exclusive measures as listed below were recommended:

- (i) Select institutions in the country like the Aligarh Muslim University and the Jamia Millia Islamia should be legally given a special responsibility to promote education at all levels to Muslim students by taking all possible steps for this purpose. At least one such institution should be selected for this purpose in each of those States and Union Territories which has a substantial Muslim population.
- (ii) All schools and colleges run by the Muslims should be provided enhanced aid and other logistic facilities adequate enough to raise their standards by all possible means and maintain the same.
- (iii) The Madrasa Modernisation Scheme of the government should be suitably revised, strengthened and provided with more funds so that it can provide finances and necessary facilities either-

- (a) for the provision of modern education up to Standard X within those madrasas themselves which are at present imparting only religious education or, alternatively,
  - (b) to enable the students of such madrasas to receive such education simultaneously in the general schools in their neighbourhood. The Madrasa Modernisation Scheme may, for all these purposes, be operated through a central agency like the Central Wakf Council or the proposed Central Madrasa Education Board.
- (iv) The rules and processes of the Central Wakf Council should be revised in such a way that its main responsibility should be educational development of the Muslims. For this purpose, the Council may be legally authorized to collect a special 5 per cent educational levy from all wakfs, and to sanction utilisation of wakf lands for establishing educational institutions, polytechnics, libraries and hostels.
- (v) In the funds to be distributed by the Maulana Azad Educational Foundation, a suitable portion should be earmarked for the Muslims proportionate to their share in the total minority population. Out of this portion, funds should be provided not only to the existing Muslim institutions but also for setting up new institutions from nursery to the highest level and for technical and vocational education anywhere in India but especially in the Muslim concentration areas.
- (vi) Anganwaris, Navodaya Vidyalayas and other similar institutions should be opened under their respective schemes especially in each of the Muslim-concentration areas and Muslim families be given suitable incentives to send their children to such institutions.
- (vii) The three-language formula should be implemented everywhere in the country making it compulsory for the authorities to include in it the mother tongue of every child – including, especially, Urdu and Punjabi – and all necessary facilities,

financial and logistic, should be provided by the State for education in accordance with this dispensation.

- (viii) Since, according to the Mandal Commission Report the minorities constitute 8.4 per cent of the total OBC population, in the 27 per cent OBC quota an 8.4 per cent sub-quota should be earmarked for the minorities with an internal break-up of 6 percent for the Muslims (commensurate with their 73 per cent share in the total minority population at the national level) and 2.4 per cent for the other minorities – with minor adjustments inter se in accordance with population of various minorities in various States and UTs.
- (ix) It is recommended that for the backward sections among all the minorities, the concessions now available in terms of lower eligibility criteria for admission and lower rate of fee, now available for the Scheduled Castes and Scheduled Tribes, should be extended also to such sections among the minorities. Since women among some minorities – especially the Muslims and Buddhists – are generally educationally backward, we recommend the same measures for them as well and suggest that other possible measures be also initiated for their educational advancement.

## **Chapter VIII**

### **Prime-Minister's 15–Point Programme** New 15-Point Programme for the Welfare of Minorities, 2006

The Hon'ble President, in his address to the Joint Session of Parliament on February 25, 2005, had announced that the Government would recast the 15–Point Programme for the Welfare of Minorities with a view to incorporate programme specific interventions.

#### **8.1 The objectives of the programme are as follows:-**

- a) Enhancing opportunities for education.
- b) Ensuring an equitable share for minorities in economic activities and employment, through existing and new schemes, enhanced credit support for self-employment, and recruitment to State and Central Government jobs.
- c) Improving the conditions of living of minorities by ensuring an appropriate share for them in infrastructure development schemes.
- d) Prevention and control of communal disharmony and violence.

**8.2** An important aim of the new programme is to ensure that the benefits of various government schemes for the underprivileged reach the disadvantaged sections of the minority communities. The underprivileged among the minorities are, of course, included in the target groups of various government schemes. But, in order to ensure that the benefits of these schemes flow equitably to minorities, the new programme envisages location of a certain proportion of development projects in minority concentration areas.

**8.3** It was felt that the new 15-point programme was necessary because of the gaps in the previous programme with regard to amelioration of socio-economic conditions and enhancement of socio-economic status of the minority groups. With a view to removing this lacuna and having a more comprehensive programme for minorities, the Prime Minister's new 15-point Programme for Welfare of Minorities was formulated, and approved by the Cabinet on 22 June 2006. This programme includes:

8.3.1 *Enhancing opportunities for education:* Education is seen as a necessary intervention to address problems of backwardness of any community. Opportunities will be enhanced through the following measures:

- (1) Equitable availability of ICDS services: The ICDS aims at holistic development of children and lactating/pregnant mothers from disadvantaged sections through nutritional and educational inputs. Blocks/villages with substantial population of minority communities will be covered through ensuring a certain percentage of ICDS projects/centres in such areas.
- (2) Improving access to school education: Elementary schools are being opened in localities/villages across the country, where substantial population of minority community lives, under the Sarva Shiksha Abhiyan, Kasturba Gandhi Balika Vidyalaya Scheme and other similar government schemes.
- (3) Greater resources for teaching Urdu: Central assistance will be provided for recruitment of Urdu language teachers in primary and upper primary schools that serve a population in which at least one-fourth belong to that language group.
- (4) Modernising Madrasa education: The Central Plan Scheme of Area Intensive and Madrasa Modernisation Programme will be substantially strengthened and effectively implemented.
- (5) Scholarships for meritorious students from minority communities: A scheme for Pre-Matriculation and Post-Matriculation Scholarships for students from minority communities will be formulated and implemented, to ensure that poverty does not impede continuation of studies of meritorious students from minority communities.
- (6) Improving educational infrastructure through the Maulana Azad Education Foundation (MAEF): Government shall provide all possible assistance to the MAEF, to enable it to expand its activities with the aim of promoting education amongst the educationally backward minorities.



- (7) Upgradation of skills through technical training: Provision of technical training to the large population of minority communities engaged in low-level technical work or in handicrafts would upgrade their skills and earning capacities. A proportion of all new ITIs will, therefore, be located in areas predominantly inhabited by minorities, and a proportion of the existing ITIs will be upgraded to 'Centres of Excellence' on the same basis.
- (8) An exclusive scheme will be launched to provide pre-examination coaching for competitive examinations in government and private institutions for candidates from minority communities. Government will also provide funds to pay the fees on behalf of meritorious candidates from minority communities.

## **Chapter IX**

### **Recommendations of the Steering Committee for Minorities for the XII Five Year Plan**

**9.1** The Planning Commission had set up a Steering Committee on “Empowerment of Minorities” for the XII Plan. A clear-cut strategy of empowerment of minorities through education, skill development for employability, enhanced targeting to overcome socio-economic deficiency with forward and backward linkages, is essential. It emphasized that education is the main building block on which socio-economic empowerment is built. The following suggestions and recommendations emerged from the discussions:

- (i) Scholarship should be demand driven and different departments implementing different scholarships should be harmonized in terms of maintenance allowance, admission fees and tuitions fees.
- (ii) The components under the various scholarships have been assumed to be constant during the XI Five Year Plan. It is recommended that the rates be revised and pegged to the relevant Wholesale Price Index (WPI).
- (iii) Transfer scholarship amounts directly to the bank accounts of students. The Online Scholarship Management System has been put in operation on a trial basis. In the XII Five Year Plan, it may be extended to the Pre and Post Matric scholarships.
- (iv) Pre-Matric Scholarship Scheme may be 100% funded by the Central Government. Family income limit for Pre-Matric scholarships should be raised from the present Rs. 1 lakh p.a. to Rs. 1.5 lakh p.a. as income levels of the poorest among the minority communities have also increased.
- (v) The condition that a student should obtain 50% marks before a Pre-Matric scholarship is awarded, should be removed. This will allow retention of the minority students in schools.

- (vi) For Post-Matric scholarships, the present conditions for award of the scholarship should be maintained but the income ceiling be raised to Rs. 2.5 lakhs.
- (vii) The rates of admission fees, tuition fees and maintenance allowance should not be uniform. The rates could be considered for increase for a student moving up the ladder from Class IX to Class XII. This will act as an incentive and allow for greater retention of students at the higher classes to equip them for higher studies.

## **Chapter X**

### **Ongoing Schemes under Elementary Education and Literacy**

#### Existing Schemes under the Department of School Education and Literacy

#### **Elementary Education**

##### **10.1 Sarva Shiksha Abhiyan (SSA)**

SSA has been operational since 2000-2001 to provide for a variety of interventions for universal access and retention, bridging of gender and social category gaps in elementary education and improving the quality of learning. SSA interventions include, *inter alia*, opening of new schools and alternate schooling facilities, construction of schools and additional classrooms, toilets and drinking water, provisioning for teachers, periodic teacher training and academic resource support, textbooks and support for learning achievement. With the passage of the RTE Act 2009, some changes have been incorporated in the SSA approach, strategy and norms. The changes encompass the vision and approach to elementary education, guided by the following principles:

- (i) Holistic view of education, as interpreted in the National Curriculum Framework 2005, with implications for a systemic revamp of the entire content and process of education with significant implications for curriculum, teacher education, educational planning and management.
- (ii) Equity, to mean not only equal opportunity, but also creation of conditions in which the disadvantaged sections of the society – children of SC, ST, Muslim minority, landless agricultural workers and children with special needs, etc. – can avail of the opportunity.
- (iii) Access, not to be confined to ensuring that a school becomes accessible to all children within specified distance but implies an understanding of the educational needs and predicament of the traditionally excluded categories – the SC, ST and

other sections of the most disadvantaged groups, the Muslim minority, girls in general, and children with special needs.

- (iv) Gender concern, implying not only an effort to enable girls to keep pace with boys but to view education in the perspective spelt out in the National Policy on Education 1986/92; i.e., a decisive intervention to bring about a basic change in the status of women.
- (v) Centrality of teacher, to motivate them to innovate and create a culture in the classroom, and beyond the classroom, that might produce an inclusive environment for children, especially for girls from oppressed and marginalised backgrounds.
- (vi) Moral compulsion is envisaged through the RTE Act on parents, teachers, educational administrators and other stakeholders for enrolling children in schools rather than shifting emphasis on punitive processes.
- (viii) Convergent and integrated system of educational management is pre-requisite for implementation of the RTE law. All states must move in that direction as speedily as feasible.

## **10.2 Kasturba Gandhi Balika Vidyalaya (KGBV)**

Kasturba Gandhi Balika Vidyalaya (KGBV) is a scheme launched in July 2004, for setting up residential schools at upper primary level for girls belonging predominantly to the SC, ST, OBC and minority communities. The scheme is being implemented in educationally backward blocks of the country where the female rural literacy is below the national average. The scheme provides for a minimum reservation of 75% of the seats for girls belonging to SC, ST, OBC or minority communities and priority for the remaining 25% is accorded to girls from families below poverty line.

The KGBV scheme very specifically targets:

- Adolescent girls who are unable to go to regular schools.
- Out-of-school girls in the 10<sup>+</sup> age group who are unable to complete primary school

- Younger girls of migratory populations in difficult areas of scattered habitations that do not qualify for primary/upper primary schools.

The scheme is being implemented in 26 States/UTs *namely*: Assam, Andhra Pradesh, Arunachal Pradesh, Bihar, Chhattisgarh, Dadar & Nagar Haveli, Gujarat, Haryana, Himachal Pradesh, Jammu and Kashmir, Jharkhand, Karnataka, Madhya Pradesh, Maharashtra, Manipur, Meghalaya, Mizoram, Nagaland, Orissa, Punjab, Rajasthan, Tamil Nadu, Tripura, Uttar Pradesh, Uttarakhand and West Bengal.

Out of 3600 KGBVs sanctioned, 3439 KGBVs have been operationalized. Out of these, 552 KGBVs have been sanctioned in rural and urban areas of Muslim concentration and 517 of these have been operationalized. 24,590 minority girls have been enrolled out of total of 3,33,622 girls enrolled.

The Department of School Education and Literacy has also issued instructions that as KGBV schools are part of the regular upper primary school system of the State, the State Government / Union Territory's particular policy for instruction in Urdu medium should be adopted for the KGBV schools. The Urdu teachers available in the system should be deployed for the purpose. Continued efforts have been made by MHRD to increase enrolment of Muslim girls in these KGBVs.

### **10.3 Appointment of Language Teachers**

As per the Centrally Sponsored Scheme of Financial Assistance for Appointment of Language Teachers, financial support is provided to the State/UT Governments for appointing Urdu teachers/honorarium to existing teachers for teaching Urdu to the students with a view to promote Urdu.

Under the scheme, 100% financial assistance is provided to the States/UTs for appointment of Urdu teachers to any locality where more than 25% of the population is from Urdu speaking community, in pursuance of the Prime Minister's new 15-Point Programme for the welfare of the Minorities. Honorarium @ Rs.1, 000/- per month is admissible to the part-time teachers for teaching Urdu to the students. .

## Adult Education

### 10.4 Saakshar Bharat

This Mission provides comprehensive opportunities of adult education, primarily to women with focus on disadvantaged groups, specially SCs, STs and minorities, in rural areas. Basic Literacy, Post-literacy and Continuing Education, are to form a continuum rather than sequential segments. State Governments and Panchayati Raj Institutions, along with civil society and community, are valued stakeholders in the programme. At the grass-roots level Gram Panchayats are the fulcrum of the programme. Lok Shiksha Kendras (Adult Education Centres) are to be set up in Gram Panchayats to coordinate the entire range of Adult Education, including Literacy, Post-literacy, Basic Education, Vocational Education and Life-long Learning within their territorial jurisdiction.

The programme cost is to be shared by Government of India and State Governments in the ratio of 75:25 respectively, except in the North Eastern Region (NER) where the sharing is in the ratio of 90:10.

To make the programme successful, the accent is on Access, Equity, Quality and Good Governance. To ensure access, an Adult Education Centre, with two Coordinators, was to be set up in each Gram Panchayat covered under the scheme. To make the programme inclusive, of the 70 million targeted beneficiaries at least 85% were to be women, 20% SCs, 11% STs and 17% Minorities. To make it participatory, Gram Panchayats are the implementing agencies at the grass-roots level. To ensure Quality, the Scheme provides for core curriculum framework, high quality teaching learning material, improved quality of literacy educators, assessment and certification, new learning technologies, promotion of literate environment and adequate resource support. Besides, a web based accounting system to facilitate 'Just-in-Time' release of funds, a robust monitoring and evaluation system has also been devised to infuse transparency, accountability and organizational efficiency in implementation.

## **10.5 Jan Shikshan Sansthan (JSS)**

The Scheme of Jan Shikshan Sansthan(JSS) or institute of People's education (formerly known as Shramik Vidyapeeth) was initially launched as a polyvalent or multi-faceted adult education programme aimed at improving the vocational skill and quality of life of the workers and their family members. The programme was evolved to respond to the educational and vocational training needs of the numerous groups of adult and young people living in urban and industrial areas and for persons who had been migrating from rural to urban settings.

### *10.5.1 Changed Focus*

With the emergence of millions of neo-literates through the total literacy campaigns launched across the length and breadth of the country and the transformation that has taken place in the economic and social set up over the years, the role and the scope of these polyvalent educational institutes have widened manifold. In the changed scenario, the focus of Jan Shikshan Sansthan(JSS) has been shifted from the industrial workers in the urban areas to the numerous neo-literates and unskilled and unemployed youth throughout the country. Now these Sansthans act as a district level resource support agencies especially in regard to organisation of vocational training and skill development programmes for the neo-literates and other target groups of the continuing education programme. The operational areas of the Sansthans earlier restricted to urban, semi-urban and industrial areas have now been extended to the entire districts including rural areas. As per the revised guidelines issued by the Govt. of India, at least 25% of the beneficiaries of the Jan Shikshan Sansthan(JSS) should be neo-literates.

### *10.5.2 Number of Jan Shikshan Sansthan*

At present 271 Jan Shikshan Sansthans (JSSs) have been sanctioned in the country including 50 JSSs sanctioned in the year 2008-09. Out of 88 districts, 33 JSSs have been sanctioned in the districts having Muslim population 20% and above, which is 12.17% of the total JSSs sanctioned.



## **10.6 Teacher Education**

The Centrally Sponsored Scheme of Teacher Education has been revised. During the XII Five Year Plan, Block Institutes of Teacher Education (BITEs) are proposed to be established in 196 blocks having concentration of SC/ST and Minorities.

The Committee noted that impact of adult education programmes on religious minorities has not been evaluated. MHRD may therefore award a study to a reputed institute to assess the usefulness of adult education programmes especially in Minority concentrated districts.

## Chapter XI

### **Scheme for Providing Quality Education for Madrasas (SPQEM) and Infrastructure Development of Minority Institutions (IDMI)**

**11.1** The Area Intensive and Madrasa Modernization Programme was recast in 2008 as two schemes, namely, the Scheme for Providing Quality Education in Madrasa (SPQEM) and Infrastructure Development of Private Aided/Unaided Minority Institutions (IDMI) for Elementary Secondary/Senior Secondary Schools.

SPQEM seeks to bring about qualitative improvement in Madrasas to enable Muslim children attain standards of the national education system in formal education subjects. The salient features of SPQEM scheme are:-

- To strengthen capacities in Madrasas for teaching of the formal curriculum subjects like Science, Mathematics, Language, Social Studies etc through enhanced payment of teacher honorarium.
- Training of such teachers every two-year in new pedagogical practices.
- Providing science labs, computer labs with annual maintenance costs in the secondary and higher secondary stage Madrasas.
- Provision of Science/mathematics kits in primary/upper primary level Madrasas.
- Strengthening of libraries/book banks and providing teaching learning materials at all levels of Madrasas.
- The unique feature of this modified scheme is that it encourages linkage of Madrasas with National Institute for Open Schooling (NIOS), as accredited centres for providing formal education, which will enable children studying in such Madrasas to get certification for class 5, 8, 10 and 12. This will enable them to transit to higher studies and also ensure the quality standards akin to the national education system. Registration and examination fees to the NIOS will be covered under this scheme, as also the teaching-learning materials to be used.

- The NIOS linkage will be extended under this scheme for Vocational Education at the secondary and higher secondary stage of Madrasas.
- For the monitoring and popularization of the scheme it will fund State Madrasa Boards. Government of India will itself run periodic evaluations, the first within two years.
- As against an outlay of Rs.325 crore for the scheme of SPQEM in the 11<sup>th</sup> Plan period , the total expenditure is Rs.379 crore.

### **11.2 Scheme of Infrastructure Development in Minority Institutions (IDMI)**

IDMI has been operationalised to augment infrastructure in private aided/unaided minority schools/institutions in order to enhance quality of education to minority children. The salient features of IDMI scheme are:

- The scheme was to facilitate education of minorities by augmenting and strengthening school infrastructure in Minority Institutions in order to expand facilities for formal education to children of minority communities.
- The scheme will cover the entire country but preference will be given to minority institutions (private aided/unaided schools) located in districts, blocks and towns having a minority population above 20%,
- The scheme will, *inter alia*, encourage educational facilities for girls, children with special needs and those who are most deprived educationally amongst minorities.
- The scheme will fund infrastructure development of private aided/unaided minority institutions to the extent of 75% and subject to a maximum of Rs. 50 lakh per institution for strengthening of educational infrastructure and physical facilities in the existing school including (i) additional classrooms, (ii) science / computer lab rooms, (iii) library rooms, (iv) toilets, (v ) drinking water facilities and (vi) hostel buildings for children especially for girls. As against an outlay of Rs.125 crore for the scheme of IDMI in the 11<sup>th</sup> Plan , the total expenditure is Rs.75 crore.

## **Chapter XII**

### **Ongoing Schemes in Secondary Education**

**12.1** The scheme of Rashtriya Madhyamik Shiksha Abhiyan (RMSA), *inter alia*, provides coverage of special focus groups viz. girls' education, children belonging to SC, ST, OBC and Educationally Backward Minorities was launched in March, 2009 with the objective to enhance access to secondary education and improve its quality. During the period of implementation of RMSA from 2009-10 till 2012-13, 9670 new secondary schools have been approved out of which 7303 new secondary schools have become functional. Out of the 9670 new secondary schools approved, 906 schools have been approved in Minority Concentrated Districts (MCD) and 461 of these schools have become functional as on 31.1.2012. However, number of minority children in these schools is not known as there is no system to collect data on minorities from secondary schools.

**12.2** The certificates/qualifications of the Madrasa Boards have been granted equivalence by the State Education Boards for the purpose of employment and entry to higher levels of education. Consequential notification by DOP&T has since been issued on 23.2.2010.

**12.3** Instructions have been issued to post teachers belonging to the minority communities in the schools in Minority Concentration Districts (MCDs) to instill confidence among minority children, encourage enrolment and reduce drop-outs.

**12.4** Under the revised CSS of Vocationalisation of the Secondary Education, special priority would be on imparting Vocational Education (VE) in mainstream schools. There is provision for special efforts to be made by the States/UTs to mainstream children belonging to SC/ST/OBC, Minority, persons below poverty line and CWSN with special attention to the girls belonging to these group. States/UT's are expected to develop suitable incentives for their participation for which funding provision has been made in the scheme. Enrolment drives, special campuses, provision for special facilities, working in close collaboration with parents and NGOs should be undertaken to ensure participation of Special Groups; including Minorities in vocational education. Monitoring attendance, organizing remedial

classes and follow-up of special groups will be done by school imparting Vocational Education.

The Ministry is also developing the NVEQF to set principles which would enable equivalency between general and Vocational Education. It would also provide vertical and horizontal mobility to the students. The strong industry partnership in the revamped TVET system in the country would enhance the employability to the youth and bridge the demand and supply of skilled manpower.

**12.5** Scholarships: The details of the various scholarship schemes with the updated status are available on the website of the Ministry of HRD and Minority Affairs: [www.mhrd.gov.in](http://www.mhrd.gov.in) and [www.minorityaffairs.gov.in](http://www.minorityaffairs.gov.in)

## Chapter XIII

### Ongoing Schemes in Higher Education

#### 13.1 UGCs Recommendations for XII Plan

The UGC's approach paper to the XII Five Year Plan states that there is a serious problem as the enrolment and GER for the Muslim population is much lower than that for non-Muslim students. The GER for Muslim students is half that of the total GER. Compared to 2004-05, the increase of GER for Muslims is 11% while that for non-Muslims is 18%. This problem needs special attention.

**Table 13.1: Enrolment and GER (18-22 Years)**

	NSS 61 <sup>st</sup> round (2004-05)		NSS 64 <sup>th</sup> round (2007-08)	
	Enrolment (000)	GER %	Enrolment (000)	GER %
Muslims	1,308.8	8.5	1,521.4	9.51
Non-Muslims	14,170.9	15.1	17,102.4	18.54
<b>Total</b>	<b>15,479.7</b>	<b>14.19</b>	<b>18,623.8</b>	<b>17.21</b>

Source : NSS 61<sup>st</sup> and 64<sup>th</sup> Rounds

The UGC proposes to expand the following schemes to achieve greater inclusion of Muslim minorities in higher education:

1. PG Scholarships for students belonging to SC/ST/Minorities
2. Schemes for Promotion of higher education to Minorities
3. Establishment of Equal Opportunities Cell(EOC)
4. Establishment of Residential Coaching Academy for Minorities/SC/ST and Women
5. Post-Doctoral Fellowship for SC/ST/Minorities' candidates
6. PG Scholarship for Professional courses for SC/ST/Minorities Candidates
7. Scholarships for Muslim & OBC students for graduate/PG studies
8. Research Fellowships for Muslim & OBC Students
9. Post Doc Fellowships for SC/ST/Muslim & OBC Students
10. Schemes for Remedial and Coaching Classes for SC/ST/OBC/Minority Students through Universities and Colleges

11. Schemes for NET and Entry to Public Services Coaching Classes for SC/ST/OBC/Minority students
12. Book bank scheme for socially and economically deprived students
13. Student Scholarship Scheme for SC/ST/OBC & Muslim students for joining Public/Private Professional Courses (Covering College fees and subsistence)

## **13.2 Other Schemes of Department of Higher Education**

*13.2.1* In the XI Plan, under the Sub-Mission on Polytechnics, the Government of India provides Central financial assistance to the State Governments/UTs for setting up of polytechnics in the un-served and underserved districts. A sum of up to Rupees 12.3 crore per polytechnic is provided to the States/UTs, subject to the condition that the land and recurring cost shall be provided by the State Governments/UTs.

*13.2.2* Academies for Professional Development of Urdu Medium Teachers has been set up at three Central Universities viz. Aligarh Muslim University (AMU), Aligarh, Jamia Millia Islamia (JMI), New Delhi; and Maulana Azad National Urdu University (MANU), Hyderabad. The Academy at JMI has trained 1675 teachers. MANUU has trained 3061 teachers. The AMU has conducted 16 Refresher Courses/Workshops for Primary/Secondary school teachers and has covered 356 teachers for teaching modern subjects in Urdu medium. An amount of Rs. 4.00 crore for each of these Universities has been sanctioned by UGC for establishment of Academies for Professional Development of Urdu Medium Teachers during 11th Plan.

*13.2.3* An amount of Rs.61.31 crore has been sanctioned for establishment of ‘Residential Coaching Academies for Minorities, Women/SCs/STs’ in Aligarh Muslim University, Maulana Azad National Urdu University, Baba Saheb Bhimrao Ambedkar University, Jamia Hamdard and Jamia Milia Islamia.

*13.2.4* Two new campuses of Aligarh Muslim University have been set up in Murshidabad (West Bengal) and Mallapuram, Kerala.

13.2.5 National Commission for Minority Educational Institutions (NCMEI) has been established by an Act of Parliament with the key objective of ensuring that the true amplitude of the educational rights enshrined in Article 30 (1) of the Constitution is made available to the members of the notified religious minority communities, including the Muslims. NCMEI has issued 5313 minority status certificates as on 31.12.2011.

13.2.6 National Council for Promotion of Urdu Language (NCPUL) is being strengthened. The mandate of the Council is being revisited for empowering the Council to register, examine and award approved qualifications to the students registered with it up to pre-degree level courses in the Urdu language and vocational qualifications, dovetailing these with National Vocational Education Qualification Framework whether by statute or otherwise.

1. The programmes of the NCPUL are now available at 1567 locations in 234 districts in 26 States of the country which include one-year Diploma Course in Computer Applications, Business Accounting & Multilingual DTP (CABA-MDTP), One-Year Diploma Course in Urdu language, one-year Certificate Course in Arabic Language and two-year Diploma Course in Functional Arabic. CABA-MDTP scheme has transformed the Urdu speaking population into employable technical work force and more than 50% diploma holders are already employed. 50,000 jobs are expected for Diploma holders under the National Population Register Project.

2. In order to preserve and promote traditional calligraphy, a rich heritage of India and dovetailing it with the modern graphic design to create employment and entrepreneurship, the Council is running Calligraphy and Graphic Design Course at 35 locations in the country.

3. Scheme for Urdu Press Promotion has been strengthened to provide for capacity building of Urdu journalists. New courses on Mass Media, Script Writing and Dialogue writing are being launched to enhance employment opportunity, in addition to, the subsidy provided to Urdu newspapers to avail UNI Urdu News Service.



### **13.3 New/Modified Schemes for implementation in XII Plan**

#### *13.3.1 Model degree colleges*

Under the Scheme of 374 Degree colleges in low GER districts, the 90 Minority Concentrated Districts (MCDs) will be covered. The Planning Commission's Steering Committee has felt that the model degree colleges being set up in the MCDs should be fully funded by the MHRD. Also, the recurring costs as per norms of the UGC should be made to these colleges for 5 years. The Scheme is being revisited by MHRD in the XII Plan and the funding pattern is likely to be revised.

#### *13.3.2 Skill Development*

The emphasis on skill development among students from minorities will receive the desired attention as it directly impacts their employability. As part of inclusive strategy, community colleges are also envisaged which will have linkages with local industries. Strengthening vocational education will be particular importance to Minorities which under the National Vocational Educational Qualifications Framework (NVEQF) will give scope to entering higher education as per the student's flexibility, needs and requirements.

#### *13.3.3 Enhanced Student Financial Assistance*

The XII Plan will be student driven and the quantum of scholarships and financial assistance will be substantially enhanced so as to ensure that all students desirous of pursuing higher education will be suitably enabled. The interest subsidy scheme and scholarships will have targeted approach to cater to the demand of minority students.

#### *13.3.4 Task Force under CAGE Committee for National Mission on Teachers and Teaching (NMTT)*

One of the Terms of Reference under CAGE Committee for NMTT is Attracting and Retaining Teachers from SCs, STs, OBCs, Minorities and Differently-abled.

### 13.3.5 *Reservation for Muslims carved out of OBC's 27 per cent*

MHRD issued directives for reserving 4.5 % for Muslims within the 27% reservation for OBCs. Accordingly, the IITs announced reservations under the minority quota in 2012 for admissions to academic session 2013. The Andhra Pradesh High Court quashed the 4.5 per cent reservation for minorities within the 27 per cent quota of the OBC.

## **Chapter XIV**

### **Way Forward and Recommendations**

**14.1** The Committee found that reliable data of participation of religious minorities at various levels of enrolment is very poor. It was found that there is a comprehensive system of capturing data from Class 1 to Class 8 under District Information System for Education (DISE). However, at present there is no system of comprehensive data collection and pattern from Class 9 onwards. The Committee also noted that the Ministry is introducing a project for capturing data for secondary education from Classes 9 to 12 but unfortunately it will not capture the data for religious minorities. The logic of excluding collection of data of minorities was not explained. It is, therefore, recommended that the Government may immediately start collecting data for religious minorities from Class 1 to Class 8 under existing DISE project and from Class 9 to Class 12 under Secondary Education Management Information System (SEMIS) project.

**14.2** The Committee also recommends that a comprehensive system for collection of data may also be introduced in technical and higher education, including the courses offered by Ministries other than the HRD, e.g. Ministry of Health and Family Welfare (medical and para-medical courses), Department of Agricultural Research, Ministry of Textiles (Fashion Technology etc.). Ministry of HRD may, therefore, take up the matter with other Ministries where courses are offered after Class 12.

**14.3** The Committee also recommends that while preparing a system for collection of information for post-intermediate courses, the Standing Committee may also be consulted by the Government so that at the time of designing of the software itself adequate care is taken to capture data relating to education of minorities.

**14.4** The Committee also recommends that a National Data Bank for minorities may also capture information other than that of enrolment which is being collected through DISE. For example, details of submission of applications for recognition of schools and colleges, present status of such applications, constitution of expert committees by various institutions

for inspection of institutions, final decision of the Government/affiliating bodies on the applications submitted for recommendation. In any case, the Standing Committee will cover this aspect in its subsequent reports.

**14.5.** The Committee noted with great deal of concern the poor transition of students from primary to upper primary schools in U.P. where it was only 70.7 per cent in the year 2011-12. Adequate explanations for such poor transition rates in certain States were not easily available. Therefore, the Committee recommends that the Ministry of HRD may analyse the district level data and discuss the same with State Governments so that remedial action could be taken to State Governments for addressing the problem of low rates of transition from primary to upper primary level.

### **Elementary Education**

**14.6.** It was brought to the notice of the Committee that prior to commencement of the RTE Act 2009, some Madrasas and Maktabas were receiving financial support under SSA. However, after commencement of the RTE Act financial support under SSA Scheme has been discontinued on the ground that Madrasas and Maktabas were covered under the RTE 2009. By an amendment of 2012 to RTE Act, Madrasas and Maktab have been excluded from the provisions of the RTE Act 2009. It is therefore recommended that MHRD may advise all the State Governments not to refuse assistance to Madrasas and Maktabas under SSA. The Committee noted that in several areas of the country, the schooling system of the Government is not adequate to cater to the requirement of the local population, specially religious and linguistic minorities. In several areas of the country, schools offering primary education in Urdu medium are not available. In such cases many parents may prefer to send their children to Madrasas and Maktabas since they offer primary education in Urdu medium. Since the Constitution (Article 350) guarantees education in mother tongue, the Committee recommends that financial assistance to Madrasas and Maktabas may be continued.

**14.7** The Standing Committee noted that Kasturba Gandhi Balika Vidyalayas (KGBVs) had been established in those districts where the population of religious minorities is more than 25%. In order to attract more girls to schools, it is recommended that KGBV may be opened in all districts where the population of religious minorities is more than 10%. Within such districts also, it is recommended that preference may be given to Blocks where there is a higher percentage of Muslims for opening of model schools.

The Committee also noted that in large number of KGBVs, the percentage of students of minority community is insignificant. It is recommended that the Ministry of HRD may issue suitable advice to State Governments that girls of minority communities should be preferentially admitted so that the purpose of KGBV is adequately served. The Committee noted that out of 3501 KGBVs which have become operational only 454 KGBVs have enrolment of more than 20% Muslim children.

**14.8** Opening of primary schools in Urdu medium: The Committee noted with concern the non-availability of primary schools offering education in Urdu medium even in areas where there are large number of students whose mother tongue is Urdu. The Committee recommends that all the State Governments may be advised to ensure that education in mother tongue is available at primary level if the number of students in a class is more than 15. The Committee also recommends that all the State Governments may be advised by the Ministry of HRD to ensure that sufficient numbers of teachers are appointed who could teach in Urdu medium in primary schools.

**14.9** The Committee also recommends that the State Governments may be advised to open Teachers' Training Schools where teachers of Urdu medium can be trained. The Committee also recommends that a National Register on Trained Teachers may be maintained by the MHRD, so that if trained teachers are not available in any State, they may be taken from another State.

## Secondary Education

**14.10** The Standing Committee noted that in some cases there has been delay in obtaining NOC from the State Government for opening of schools by the societies/ trusts by minorities for affiliation to CBSE or State Government Boards. It is recommended that the Ministry of HRD may direct the State Governments that they should take a decision within 90 days failing which concerned Board may go ahead with grant of permission for establishment of a school.

**14.11** The Standing Committee notes that MHRD has a scheme for establishment of 2500 Model Schools in PPP mode but so far no school has been opened. The Standing Committee recommends that at least 10%, i.e., 250 schools should be reserved for religious minorities in proportion to the number of schools sanctioned in each State. The Scheme visualizes that in each Model School under PPP mode, Government support shall be provided to 140 Select Students in each class totalling up to a maximum of 980 Select Students for the School. Within the Select Students, reservation for SC/ST/OBC students shall be as per reservations applicable in the respective States. Further, there will be reservation of 33 per cent for girls amongst the Select Students. The Committee recommends that girls from Minorities must also be included within this 33 per cent category.

**14.12** The Committee was informed that MHRD has opened more than 500 NVS in various districts of the country. However, the educationally backward minorities do not seem to have benefited from such schools. Since data of enrolment of minority children in secondary schools is not available, it is not possible to assess the impact of NVS on children belonging to minority communities. The Committee recommends that two schools on the pattern of NVS may be opened in each of the 90 Minority Concentration Districts (MCDs). The Committee also recommends that in such schools, the help of local NGOs may be taken to attract minority children so that the benefit of these schools can accrue to the local minority community. Opening of such schools may also be suitably publicized through media.

**14.13** The Committee noted that in the 11<sup>th</sup> Plan, MHRD operated a scheme for opening of girls' hostels in secondary schools. Under this scheme, many hostels have been sanctioned in various districts. The Committee noted that the Government has set up 538 hostels some of which are co-located with KGBVs. Since KGBVs are only up to Class 8, the girl students of minorities find it difficult to continue their studies after class 8 for want of hostel facilities. Therefore, the Committee recommends that at least two Girls' hostels in each of the 90 MCDs may be established with a capacity of 100 girls.

### **Higher Education**

**14.14** As mentioned above in para 14.1 earlier, data of enrolment of minority children in institutions of higher education is not available. An analysis of Higher Education data of NSSO by NUEPA has shown that Gross Attendance Ratio (GAR) of Muslim minority is only 8.7 % in 2007-08 as compared to that of Non-Muslims which is 16.8 %. The Committee reiterates that unless an efficient system of data collection is evolved, the real situation of minorities will be very difficult to assess. In order to improve the participation of minority children in Higher Education, it is recommended that Central Government may provide 100% grant to State Governments for setting up of Model Degree Colleges in 90 MCDs. One college may be established in each such district which may offer courses in science, humanities, commerce and arts.

**14.15** The Committee noted that UGC has a scheme for offering remedial coaching classes to students of minority communities. However, data about the students who benefited by this scheme was not made available. As indicated in para 14.1 above, comprehensive data should be collected and made available in public domain. The Committee noted the successful experiment of selection of meritorious students by Rahmani Foundation in Bihar. The Committee recommends that similar process of selection may be carried out in all States and meritorious students may be deputed to reputed coaching institutions for coaching for competitive examinations of professional courses in engineering, medicine, etc.

**14.16** As recommended by Sachar Committee, MHRD should also formulate a policy for giving representation to minority students in all institutions of higher learning by taking into account the need for encouraging diversity in such institutions. Even the highly reputed institutions in the US take into consideration the deprivation of minorities while admitting students. There is an urgent need to formulate a policy for taking into account the poor representation of certain minorities in institutions of higher education.

**14.17 Teacher Education:** The Committee noted that one of the best interventions to improve the educational status of minorities is to provide opportunity to their children to become teachers. For achieving this objective, it is recommended that MHRD may provide funds to State Governments for opening institutions of teacher education in each of the 90 MCDs.

**14.18 Technical Education:** The Committee noted that a large number of students may not be interested to go for higher education after completing class 12. Instead they may seek admission to technical institutions like polytechnics, para-medical courses, diploma courses, etc. The Committee recommends that diversity of student population in such institutions may be encouraged as recommended in para 14.16 above. The Committee noted that in some States coaching classes for preparing students for medical and engineering courses are being run by a few reputed NGOs. It is recommended that MHRD may announce a scheme for providing residential coaching to students of minority communities who may be selected on the basis of marks in class 10/12 of the respective board.

## **Madrasas**

**14.19** The Committee noted that a large number of Muslim students are enrolled in Madrasas and Maktabas. These students particularly come from backward areas where the educational facilities of the Government are poor or the standard of education in Government schools is not of high quality. In such areas, even non-Muslim children are enrolled in Madrasas. However, there are some Madrasas which are already aided by the Government for payment of salary to teachers. In such aided Madrasas, the State



Government are also providing mid-day meals to children. The Committee noted that in several un-aided Madrasas mid-day meal is not provided to the children. The Committee recommends that MDM scheme should be extended to children of un-aided Madrasas also wherever such Madrasas seek the help of the Government for offering MDM scheme.

**14.20** The Committee noted that the MHRD is operating a Scheme for Promoting Quality Education in Madrasas (SPQEM). Under this scheme, the Central Government has provided Rs.350 crore as funds to the Madrasas in the 11<sup>th</sup> Plan. The Committee noted that in several States, the funds released by the MHRD to State Governments have not been released to Madrasas. The Committee, therefore, recommends that such delays in disbursement of funds be addressed. Further, the salary of graduate teachers under SPQEM may be enhanced from Rs.6000 to Rs.8000 and PG teachers from Rs.12000 to Rs.15000. Accordingly, MHRD may provide enhanced outlay under SPQEM.

**14.21** In order to provide the opportunity of modern education to Madrasa students, it is recommended that an incentive scheme may be formulated by the MHRD for Madrasa students who opt for examination conducted by NIOS. Enrolment & examination fee for such students may be waived and on passing the examination of NIOS students may be given a cash incentive of Rs. 1000 so that more students can be attracted to take NIOS examinations. This will facilitate participation of Madrasa student in the formal system of schooling. The Committee recommends that fee charged by NIOS should be waived for students of Madrasas.

### **Scholarship Schemes**

**14.22** The Committee notes with concern the poor enrolment of minority children, particularly, Muslims in schools in certain States. The Committee recommends that eligibility for scholarship should also be the same as it is for SC/ST children. The Committee noted that Ministry of Minority Affairs (MoMA) and Ministry of Social Justice and Empowerment are running schemes for post-matric scholarship for students of minority community and SC/ST (Annexure 10). The Committee recommends that rate of scholarship for student of

minority communities may be brought at par with rates of scholarship to SC students. For this, it is necessary that sufficient funds are provided by the Central Government to State Governments so that no child of minority community is denied education due to economic hardship.

**14.23** The Committee also notes that in case of SC student, there is reimbursement of total fee even if the student is pursuing education in a private institution. In case of SC students, no fee is payable to the institution at the time of admission and the institution is reimbursed such fee by the State Govt. In case of minority student, however, the student is required to full fee to the institution at the time of admission. Due to economic hardship, a large number of minority students may not be able to pursue higher education as they may find it difficult to arrange large sums of fee charged by private institutions. The Committee, therefore, recommends that in case of minority students also, MHRD/MoMA may come out with the scheme which is completely at par with the scheme for SC students so that deserving students are not denied the opportunity to pursue higher education due to high fee. The Committee recommends that students belonging to minority communities may be given admission in State/private educational institutions without deposit of fee by the students at the time of admission. As in the case of SC students, the college may claim reimbursement of such fee from the State Government and the State Government may in turn claim it from the Ministry of Minority Affairs who should be provided sufficient budget for undertaking this reimbursement of fees.

### **Infrastructure Development for Minority Institutions (IDMI)**

**14.24** The Committee noted that MHRD has been continuing IDMI since 11<sup>th</sup> Plan. The allocation in 11<sup>th</sup> Plan was Rs.125 crore. The Committee noted that funds are provided to NGOs up to Rs. 50 lakh for strengthening of infrastructure. The Committee noted that even if funds are released by the MHRD to the State Governments, there is delay in release of funds in certain cases to the educational institutions. The Committee, therefore, recommends that this scheme may also be covered under Direct Benefit Transfer (DBT) so that funds are transferred directly from MHRD to the institutions. The Committee also

recommends that institutions of higher education established by minorities may also be provided funds by MHRD for establishment of hostel facility. This may improve the participation of educationally backward minorities in higher education.

### **Urdu medium schools/teachers/books**

**14.25** The Committee had a detailed interaction with the officials of the Delhi Government regarding the availability of teachers in Urdu medium schools. It was noted that several Urdu medium schools in Delhi do not have the teachers who have the ability of teaching in Urdu. It was noted that there is no policy of the Government of Delhi for appointment of teachers knowing Urdu in various subjects. The Committee, therefore, recommends that Govt. of Delhi may be advised to make it compulsory for appointment of teachers in each subject that they should have studied Urdu up to class 12. This will enable appointment of Urdu knowing teachers in various subject (for example, Economics, History, Physics, Chemistry, etc.) who will be teaching children in Urdu medium in schools in Delhi. Certain number of posts may therefore be reserved for Urdu knowing teachers at TGT and PGT level.

*14.25.1.* The Committee also noted that availability of books in Urdu is not ensured in some States as a result of which children's education suffers. The Committee recommends that the work of printing and distribution of Urdu books may be given to NCPUL.

*14.25.2.* The Committee noted that grant to NCPUL was increased from Rs. 20 crore to Rs. 40 crore in the year 2011-12. The Committee recommends that grant of at least Rs. 40 crore may be maintained.

### **Hunar on Bihar pattern**

**14.26** A scheme by the name 'Hunar' was started in Bihar in which 13000 Muslim girls had taken training. This scheme was implemented in Bihar by NIOS with the help of different NGOs. However, this course is not continuing in Bihar after its one year success story. The Committee strongly recommends that this scheme should be implemented in the

whole country through NIOS with the support of NGOs and the funding should be done through NIOS.

### **Awareness of Government Schemes**

**14.27** The Committee noted that the awareness about the schemes of the Government is very poor and the NGOs operating in minority concentration areas are not well informed about the schemes of the Government. The Committee recommends that Urdu TV channels and Urdu newspapers may be extensively used for releasing advertisements and suitable measures, including websites and social media may be used for disseminating information about government schemes amongst the minority communities.

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Ministry of Minority Affairs (MoMA)  
<http://www.minorityaffairs.gov.in/>

Ministry of Human Resource Development (MHRD)  
<http://www.mhrd.nic.in>

Planning Commission  
<http://planningcommission.nic.in/index.php>



# **Annexures**





### Ranking of States by Literacy Rate, 2001 and 2011

Sl No.	States	Literacy rate		Rank*		Decadal difference in literacy rate
		2001	2011	2001	2011	
	India	64.8	74.0	-	-	9.2
1	Uttar Pradesh	56.3	69.7	31	29	13.5
2	Bihar	47.0	63.8	35	35	16.8
3	Andhra Pradesh	66.6	75.6	21	23	9.0
4	West Bengal	68.6	77.1	19	20	8.4
5	Assam	63.3	73.2	25	26	9.9
6	Maharashtra	76.9	82.9	10	12	6.0
7	Rajasthan	60.4	67.1	29	33	6.7
8	Madhya Pradesh	63.7	70.6	24	28	6.9
9	Karnataka	60.5	67.7	28	31	7.2
10	Chhattisgarh	64.7	71.0	23	27	6.4
11	Orissa	63.1	73.5	26	25	10.4
12	Gujarat	69.1	79.3	17	18	10.2
13	Kerala	90.9	93.9	1	1	3.1
14	Punjab	69.7	76.7	16	21	7.0
15	Himachal Pradesh	76.5	83.8	11	11	7.3
16	Jammu & Kashmir	55.5	68.7	32	30	13.2
17	Haryana	67.9	76.6	20	22	8.7
18	Jharkhand	53.6	67.6	34	32	14.1
19	Uttarakhand	71.6	79.6	14	17	8.0
20	Tamil Nadu	73.5	80.3	12	14	6.9
22	Goa	82.0	87.4	4	5	5.4

Source: Census of India 2001 & 2011\*

The smaller states and union territories are not included in the table, but the ranks presented are among all states and union territories.

**Districts with Muslim Enrolment More than 25 per cent at  
Elementary Stage in 2011-12**

State	District	General	SC	ST	OBC	Muslims
ANDHRA PRADESH	HYDERABAD	64	10	2	24	43
ASSAM	CHIRANG	30	10	39	22	25
ASSAM	KOKRAJHAR	37	4	32	27	31
ASSAM	KAMRUP-RURAL	65	8	13	14	39
ASSAM	CACHAR	47	21	5	27	40
ASSAM	NALBARI	74	9	3	14	41
ASSAM	GOALPARA	73	5	17	6	46
ASSAM	MARIGAON	64	12	14	10	50
ASSAM	KARIMGANJ	63	14	3	20	56
ASSAM	BONGAIGAON	65	12	2	20	59
ASSAM	HAILAKANDI	70	12	4	14	60
ASSAM	NAGAON	71	11	5	12	62
ASSAM	BARPETA	87	6	2	5	70
ASSAM	DARRANG	81	5	1	13	70
ASSAM	DHUBRI	88	3	0	8	81
BIHAR	PURNIA	8	12	5	76	25
BIHAR	ARARIA	10	15	5	71	35
BIHAR	KATIHAR	32	9	6	53	37
BIHAR	KISHANGANJ	58	7	4	30	69
DELHI	NORTH EAST DELHI	81	10	0	9	28
DELHI	CENTRAL DELHI	83	14	0	3	31
HARYANA	MEWAT	6	8	0	86	72
JAMMU AND KASHMIR	KISHTWAR	77	6	14	4	49
JAMMU AND KASHMIR	REASI	53	11	32	5	49
JAMMU AND KASHMIR	DODA	77	13	10	0	49
JAMMU AND KASHMIR	RAMBAN	82	4	12	2	66
JAMMU AND KASHMIR	RAJOURI	44	7	44	6	70
JAMMU AND KASHMIR	KARGIL	1	0	99	0	83
JAMMU AND KASHMIR	PUNCH	47	0	44	9	96
JAMMU AND KASHMIR	KULGAM	68	0	7	25	99
JAMMU AND KASHMIR	SRINAGAR	97	0	2	1	99
JAMMU AND KASHMIR	BARAMULA	89	0	4	7	99
JAMMU AND KASHMIR	PULWAMA	84	0	7	9	99
JAMMU AND KASHMIR	ANANTNAG	65	0	14	21	99
JAMMU AND KASHMIR	GANDERBAL	51	0	23	26	100

State	District	General	SC	ST	OBC	Muslims
JAMMU AND KASHMIR	SHOPIAN	90	0	10	0	100
JAMMU AND KASHMIR	KUPWARA	63	0	9	28	100
JAMMU AND KASHMIR	BANDIPORA	65	0	21	14	100
JAMMU AND KASHMIR	BADGAM	77	0	4	19	100
JHARKHAND	SAHIBGANJ	4	6	28	61	37
JHARKHAND	PAKAUR	3	4	42	52	39
KARNATAKA	DAKSHINA KANNADA	7	8	4	81	32
KERALA	KANNUR	27	3	3	66	31
KERALA	WAYANAD	25	4	23	48	32
KERALA	PALAKKAD	14	17	3	67	35
KERALA	KASARAGOD	17	4	6	72	40
KERALA	KOZHICODE	15	7	1	77	47
KERALA	MALAPPURAM	6	8	2	85	73
LAKSHADWEEP	LAKSHADWEEP	0	0	99	1	95
MAHARASHTRA	MUMBAI (SUBURBAN)	79	11	2	9	27
PONDICHERRY	MAHE	6	1	0	93	40
RAJASTHAN	JAISALMER	28	16	8	48	25
UTTAR PRADESH	BAHRAICH	23	17	1	59	25
UTTAR PRADESH	MORADABAD	27	19	0	54	41
UTTARANCHAL	UDHAM SINGH NAGAR	22	28	7	43	25
UTTARANCHAL	HARDWAR	15	27	0	58	40
WEST BENGAL	DAKSHIN DINAJPUR	45	33	18	4	26
WEST BENGAL	NADIA	58	31	3	8	31
WEST BENGAL	NORTH TWENTY FOUR PARGANA	67	24	3	6	32
WEST BENGAL	KOCH BIHAR	40	50	1	10	33
WEST BENGAL	HAORA	77	19	0	4	34
WEST BENGAL	SOUTH TWENTY FOUR PARGAN	64	32	1	3	40
WEST BENGAL	BIRBHUM	58	32	8	3	41
WEST BENGAL	UTTAR DINAJPUR	61	29	6	4	52
WEST BENGAL	MALDAH	61	23	6	10	54
WEST BENGAL	MURSHIDABAD	82	13	1	4	66

Source: Prepared from DISE.

**Districts with Muslim Enrolment More than 25 Per cent at  
Primary Stage in 2011-12**

State	District	General	SC	ST	OBC	Muslims
ANDHRA PRADESH	HYDERABAD	64	10	3	23	44
ASSAM	CHIRANG	32	9	38	21	28
ASSAM	KOKRAJHAR	40	4	30	26	33
ASSAM	CACHAR	46	21	6	27	40
ASSAM	KAMRUP-RURAL	67	8	13	12	42
ASSAM	GOALPARA	75	4	16	5	45
ASSAM	NALBARI	76	7	3	13	46
ASSAM	MARIGAON	67	11	13	9	52
ASSAM	KARIMGANJ	64	13	3	20	57
ASSAM	HAILAKANDI	70	12	5	14	60
ASSAM	BONGAIGAON	69	12	2	17	62
ASSAM	NAGAON	73	10	5	11	64
ASSAM	BARPETA	89	5	1	4	72
ASSAM	DARRANG	85	4	1	11	75
ASSAM	DHUBRI	90	3	0	7	84
BIHAR	PURNIA	7	12	5	75	26
BIHAR	ARARIA	9	16	5	70	36
BIHAR	KATI HAR	32	10	6	52	38
BIHAR	KISHANGANJ	59	7	4	30	69
DELHI	NORTH EAST DELHI	76	11	0	12	29
DELHI	CENTRAL DELHI	85	13	0	3	33
HARYANA	MEWAT	6	7	0	88	73
JAMMU AND KASHMIR	DODA	76	13	11	0	49
JAMMU AND KASHMIR	KISHTWAR	77	5	14	3	50
JAMMU AND KASHMIR	REASI	52	10	34	4	51
JAMMU AND KASHMIR	RAMBAN	82	4	13	2	67
JAMMU AND KASHMIR	RAJAURI	42	6	46	5	72
JAMMU AND KASHMIR	KARGIL	1	0	99	0	82
JAMMU AND KASHMIR	PUNCH	47	0	44	8	96
JAMMU AND KASHMIR	SRINAGAR	97	0	2	1	99
JAMMU AND KASHMIR	PULWAMA	84	0	7	9	99
JAMMU AND KASHMIR	KULGAM	66	0	8	26	99
JAMMU AND KASHMIR	ANANTNAG	64	0	15	21	99
JAMMU AND KASHMIR	BARAMULA	88	0	5	7	99
JAMMU AND KASHMIR	BADGAM	77	0	5	19	100

State	District	General	SC	ST	OBC	Muslims
JAMMU AND KASHMIR	KUPWARA	62	0	10	28	100
JAMMU AND KASHMIR	GANDERBAL	48	0	25	27	100
JAMMU AND KASHMIR	SHOPIAN	89	0	11	0	100
JAMMU AND KASHMIR	BANDIPORA	63	0	23	14	100
JHARKHAND	SAHIBGANJ	4	6	30	60	37
JHARKHAND	PAKAUR	3	4	44	50	38
KARNATAKA	DAKSHINA KANNADA	7	8	4	81	32
KERALA	KANNUR	28	3	3	66	31
KERALA	WAYANAD	24	4	24	48	32
KERALA	PALAKKAD	13	16	3	68	36
KERALA	KASARAGOD	17	4	6	72	41
KERALA	KOZHIKODE	15	7	1	77	46
KERALA	MALAPPURAM	6	8	1	86	77
LAKSHADWEEP	LAKSHADWEEP	0	0	99	1	99
MAHARASHTRA	AURANGABAD (MAHARASHTRA)	51	17	7	25	25
MAHARASHTRA	AKOLA	26	24	7	42	25
MAHARASHTRA	MUMBAI (SUBURBAN)	80	10	1	8	27
MANIPUR	THOUBAL	25	10	2	63	26
PONDICHERRY	MAHE	6	1	0	93	43
RAJASTHAN	JAISALMER	26	16	9	50	28
UTTAR PRADESH	JYOTIBA PHULE NAGAR	16	18	0	66	25
UTTAR PRADESH	BAHRAICH	22	17	0	60	27
UTTAR PRADESH	MORADABAD	27	19	0	54	43
UTTARANCHAL	UDHAM SINGH NAGAR	22	27	7	44	27
UTTARANCHAL	HARDWAR	13	26	0	60	44
WEST BENGAL	DAKSHIN DINAJPUR	46	32	19	3	26
WEST BENGAL	NADIA	59	31	4	7	32
WEST BENGAL	NORTH TWENTY FOUR PARGANA	69	23	4	5	33
WEST BENGAL	HAORA	78	19	0	3	35
WEST BENGAL	KOCH BIHAR	45	48	1	6	36
WEST BENGAL	BIRBHUM	58	31	9	2	42
WEST BENGAL	SOUTH TWENTY FOUR PARGAN	65	31	2	2	43
WEST BENGAL	UTTAR DINAJPUR	63	27	6	4	54
WEST BENGAL	MALDAH	63	22	7	8	55
WEST BENGAL	MURSHIDABAD	83	13	2	3	66

Source: Prepared from DISE.

**Districts with Muslim Enrolment More than 25 Per cent at  
Upper Primary Stage in 2011-12**

State	District	General	SC	ST	OBC	Muslims
ANDHRA PRADESH	HYDERABAD	63	10	2	26	39
ASSAM	KOKRAJHAR	31	5	37	28	26
ASSAM	KAMRUP-RURAL	62	9	12	17	33
ASSAM	NALBARI	69	11	4	16	34
ASSAM	CACHAR	49	21	4	25	41
ASSAM	MARIGAON	58	15	15	12	48
ASSAM	GOALPARA	67	6	20	7	49
ASSAM	BONGAIGAON	58	14	3	26	51
ASSAM	KARIMGANJ	61	15	2	21	54
ASSAM	NAGAON	66	13	6	15	56
ASSAM	DARRANG	72	6	2	20	56
ASSAM	HAILAKANDI	72	12	2	14	61
ASSAM	BARPETA	83	7	3	7	65
ASSAM	DHUBRI	85	4	1	11	74
BIHAR	ARARIA	11	12	4	74	29
BIHAR	KATI HAR	29	8	6	57	33
BIHAR	KISHANGANJ	57	7	4	32	66
DELHI	NORTH EAST DELHI	90	8	0	2	26
DELHI	CENTRAL DELHI	81	16	0	3	28
HARYANA	MEWAT	8	12	0	80	65
JAMMU AND KASHMIR	REASI	54	11	28	7	44
JAMMU AND KASHMIR	KISHTWAR	77	7	12	5	49
JAMMU AND KASHMIR	DODA	77	13	9	0	49
JAMMU AND KASHMIR	RAMBAN	83	4	10	2	64
JAMMU AND KASHMIR	RAJAURI	46	8	40	6	65
JAMMU AND KASHMIR	KARGIL	0	0	100	0	86
JAMMU AND KASHMIR	PUNCH	47	0	44	9	96
JAMMU AND KASHMIR	SRINAGAR	97	0	2	1	98
JAMMU AND KASHMIR	PULWAMA	86	0	7	8	99
JAMMU AND KASHMIR	BARAMULA	89	0	3	7	99
JAMMU AND KASHMIR	KULGAM	71	0	4	24	100
JAMMU AND KASHMIR	ANANTNAG	67	0	12	21	100
JAMMU AND KASHMIR	KUPWARA	64	0	8	28	100
JAMMU AND KASHMIR	BADGAM	78	0	3	19	100
JAMMU AND KASHMIR	GANDERBAL	56	0	20	25	100

<i>State</i>	<i>District</i>	<i>General</i>	<i>SC</i>	<i>ST</i>	<i>OBC</i>	<i>Muslims</i>
JAMMU AND KASHMIR	SHOPIAN	93	0	7	0	100
JAMMU AND KASHMIR	BANDIPORA	68	0	19	13	100
JHARKHAND	GODDA	3	10	16	70	25
JHARKHAND	SAHIBGANJ	5	7	22	65	34
JHARKHAND	PAKAUR	2	3	36	59	41
KARNATAKA	DAKSHINA KANNADA	7	8	4	81	31
KERALA	KANNUR	26	3	4	67	32
KERALA	WAYANAD	26	5	20	49	32
KERALA	PALAKKAD	15	17	2	66	33
KERALA	KASARAGOD	17	5	6	73	38
KERALA	KOZHIKODE	14	7	2	77	48
KERALA	MALAPPURAM	6	8	3	83	68
LAKSHADWEEP	LAKSHADWEEP	0	1	98	1	89
MAHARASHTRA	MUMBAI (SUBURBAN)	68	18	3	11	33
PONDICHERRY	MAHE	6	1	0	93	34
UTTAR PRADESH	MORADABAD	26	20	0	54	35
UTTARANCHAL	HARDWAR	18	30	0	52	29
WEST BENGAL	DAKSHIN DINAJPUR	42	35	16	7	27
WEST BENGAL	KOCH BIHAR	28	54	1	17	27
WEST BENGAL	NADIA	55	32	3	11	30
WEST BENGAL	NORTH TWENTY FOUR PARGANA	64	26	3	8	30
WEST BENGAL	HAORA	76	19	0	6	31
WEST BENGAL	SOUTH TWENTY FOUR PARGAN	60	34	1	4	34
WEST BENGAL	BIRBHUM	58	32	6	4	40
WEST BENGAL	UTTAR DINAJPUR	55	34	4	7	47
WEST BENGAL	MALDAH	55	26	5	14	52
WEST BENGAL	MURSHIDABAD	79	13	1	7	67

Source: Prepared from DISE.



**Districts Where Proportion of Muslims in Enrolment at Elementary level is Less than 2 Percentage Points of the Proportion of Muslims in Population (2001) in 2012**

State	District	2008-09	2009-10	2010-11	2011-12	Muslims as % of Total District Population as per Census 2001
Andhra Pradesh	Rangareddi	9.73	8.95	9.21	8.96	11.42
Assam	Goalpara	48.50	59.08	52.99	46.38	53.71
Assam	Kamrup-Metro	-	-	-	14.74	24.78
Bihar	Araria	29.30	32.29	36.37	34.67	41.14
Bihar	Banka	7.18	8.02	8.18	9.53	11.81
Bihar	Begusarai	6.26	11.23	10.34	11.30	13.35
Bihar	Bhagalpur	12.38	13.89	13.11	13.12	17.47
Bihar	Darbhanga	16.05	14.69	16.71	18.43	22.73
Bihar	Gaya	7.74	7.88	7.95	8.05	11.62
Bihar	Katihar	43.67	33.34	39.54	36.85	42.53
Bihar	Nawada	8.02	8.06	6.81	8.27	11.30
Bihar	Purnia	14.93	25.77	16.50	24.95	36.76
Bihar	Saharsa	10.22	11.77	12.11	11.91	14.45
Bihar	Sheohar	13.50	14.80	13.26	12.72	15.52
Bihar	Sitamarhi	14.78	14.28	17.17	18.45	21.21
Bihar	Siwan	11.34	13.12	15.10	15.84	18.21
Delhi	North Delhi	12.70	13.94	15.92	12.53	16.13
Gujarat	Jamnagar	2.87	3.88	11.56	11.66	14.19
Gujarat	Patan	6.37	6.46	8.48	8.09	10.13
Haryana	Faridabad	2.05	3.64	11.11	8.57	11.27
Haryana	Mewat <sup>7</sup>	28.01	64.25	73.57	71.59	74.2
Jammu and Kashmir	Doda	52.10	49.47	50.48	49.18	57.92
Jammu and Kashmir	Udhampur	8.39	9.17	9.02	9.79	25.57
Jharkhand	Dumka	2.62	8.09	7.66	7.92	11.58
Karnataka	Uttara Kannada	14.62	53.23	14.47	9.13	11.94

<sup>7</sup> Mewat was created in 2005 out of Gurgaon and Faridabad. The proportion of Muslim Population in the districts is taken from a base line survey sponsored by Ministry of Minority Affairs and ICSSR and carried out by Sharma et.al. (2008).

<i>State</i>	<i>District</i>	<i>2008-09</i>	<i>2009-10</i>	<i>2010-11</i>	<i>2011-12</i>	<i>Muslims as % of Total District Population as per Census 2001</i>
Madhya Pradesh	Bhopal	10.91	13.38	9.52	19.63	22.86
Madhya Pradesh	Indore	4.22	4.60	5.09	4.01	11.64
Madhya Pradesh	Khandwa	3.82	7.23	8.44	8.20	14.12
Madhya Pradesh	Ratlam	2.19	3.64	4.49	5.50	10.22
Madhya Pradesh	Ujjain	7.29	10.18	11.39	8.81	11.21
Maharashtra	Mumbai li	10.70	17.26	17.69	18.26	22.00
Rajasthan	Ajmer	3.89	7.26	8.68	7.24	11.20
Rajasthan	Bikaner	5.89	6.65	6.31	8.01	10.30
Rajasthan	Jodhpur	3.50	4.58	5.76	6.73	10.74
Uttar Pradesh	Aligarh	8.68	10.24	10.34	10.62	17.78
Uttar Pradesh	Allahabad	6.83	6.83	7.85	7.62	12.72
Uttar Pradesh	Ambedkar Nagar	10.79	11.17	11.42	12.65	16.39
Uttar Pradesh	Azamgarh	5.66	6.91	6.86	6.55	15.07
Uttar Pradesh	Baghpat	1.27	2.22	4.21	2.42	24.73
Uttar Pradesh	Bahraich	21.59	22.53	22.17	25.13	34.83
Uttar Pradesh	Balrampur	19.37	20.08	19.50	15.73	36.72
Uttar Pradesh	Barabanki	13.69	12.84	12.58	16.42	22.04
Uttar Pradesh	Bareilly	14.51	12.71	14.68	14.26	33.89
Uttar Pradesh	Basti	6.63	5.23	9.68	0.97	14.70
Uttar Pradesh	Bhadoi	7.32	7.37	8.75	8.81	11.96
Uttar Pradesh	Bijnor	15.58	9.05	5.19	4.22	41.71
Uttar Pradesh	Budaun	6.99	13.52	14.64	15.03	21.33
Uttar Pradesh	Bulandshahr	9.67	7.61	8.69	4.84	21.07
Uttar Pradesh	Chandauli	6.69	5.81	7.07	7.40	10.24
Uttar Pradesh	Deoria	4.31	5.55	5.29	7.17	11.38
Uttar Pradesh	Etah	8.38	6.24	6.90	6.21	11.45
Uttar Pradesh	Faizabad	10.60	9.14	8.75	10.94	14.57
Uttar Pradesh	Farrukhabad	4.44	8.28	6.60	8.86	14.81
Uttar Pradesh	Fatehpur	8.11	8.25	9.40	9.75	13.30
Uttar Pradesh	Firozabad	3.71	2.02	3.04	3.66	12.69
Uttar Pradesh	Ghaziabad	18.08	17.17	21.11	19.34	23.79
Uttar Pradesh	Gonda	11.49	10.88	11.15	12.31	19.26

<i>State</i>	<i>District</i>	<i>2008-09</i>	<i>2009-10</i>	<i>2010-11</i>	<i>2011-12</i>	<i>Muslims as % of Total District Population as per Census 2001</i>
Uttar Pradesh	Hardoi	0.00	7.22	8.08	7.81	13.11
Uttar Pradesh	Hathras	3.73	6.47	4.09	7.14	10.09
Uttar Pradesh	Jalaun	5.99	4.88	5.44	4.97	10.06
Uttar Pradesh	Jaunpur	5.62	5.41	6.85	7.49	10.21
Uttar Pradesh	Jyotiba Phule Nagar	20.33	38.20	28.81	23.67	39.38
Uttar Pradesh	Kannauj	2.80	3.61	4.05	7.65	15.78
Uttar Pradesh	Kanpur Nagar	7.69	5.44	4.63	5.56	15.69
Uttar Pradesh	Kaushambi	-	5.79	6.81	7.19	13.51
Uttar Pradesh	Kheri	11.69	9.88	7.43	10.44	19.10
Uttar Pradesh	Lucknow	9.41	10.99	5.23	6.51	20.52
Uttar Pradesh	Maharajganj	10.16	7.24	11.55	0.74	16.46
Uttar Pradesh	Mau	4.41	0.94	1.64	1.40	19.04
Uttar Pradesh	Meerut	15.52	24.31	17.40	1.70	32.55
Uttar Pradesh	Moradabad	31.96	34.08	37.27	41.00	45.54
Uttar Pradesh	Muzaffarnagar	20.59	22.84	24.66	19.42	38.09
Uttar Pradesh	Pilibhit	3.40	8.79	10.47	10.29	23.75
Uttar Pradesh	Pratapgarh	5.22	3.49	6.51	8.71	13.70
Uttar Pradesh	Rae Bareli	6.72	6.64	6.22	6.88	11.84
Uttar Pradesh	Rampur	5.07	15.88	8.89	2.80	49.14
Uttar Pradesh	Saharanpur	27.66	23.95	23.24	21.65	39.11
Uttar Pradesh	Sant Kabir Nagar	8.67	7.80	7.13	8.24	24.02
Uttar Pradesh	Shahjahanpur	10.73	9.85	10.87	9.61	17.86
Uttar Pradesh	Shrawasti	18.12	17.75	17.97	19.53	25.60
Uttar Pradesh	Siddharthnagar	13.98	12.92	13.36	22.55	29.43
Uttar Pradesh	Sitapur	5.82	7.69	4.36	5.16	19.23
Uttar Pradesh	Sultanpur	12.21	11.42	12.24	6.87	16.32
Uttar Pradesh	Unnao	4.26	4.95	5.17	8.69	10.99
Uttar Pradesh	Varanasi	9.35	9.59	9.31	9.00	15.85

Source: Prepared from DISE.

**Districts Where Proportion of Muslims (in Enrolment at Elementary Level) is more or not less 2 Percentage Points compared to Proportion of Muslims in Population (2001) in 2012**

<i>State</i>	<i>District</i>	2008-09	2009-10	2010-11	2011-12	<i>Muslims as % of Total District Population as per Census 2001</i>
Andhra Pradesh	Anantapur	10.99	10.47	10.19	9.87	10.69
Andhra Pradesh	Cuddapah	16.89	16.28	15.20	16.93	14.87
Andhra Pradesh	Guntur	10.31	9.48	10.42	10.75	10.93
Andhra Pradesh	Hyderabad	49.97	32.43	40.92	42.61	41.17
Andhra Pradesh	Kurnool	16.74	15.52	15.87	15.60	16.22
Andhra Pradesh	Medak	11.95	11.26	11.81	11.99	11.10
Andhra Pradesh	Nizamabad	17.55	14.22	16.92	17.69	14.45
Assam	Barpeta	52.07	65.48	66.32	69.67	59.37
Assam	Bongaigaon	41.62	45.23	47.80	58.79	38.52
Assam	Cachar	30.63	39.51	37.30	40.08	36.13
Assam	Darrang	35.48	40.37	39.01	70.02	35.54
Assam	Dhubri	74.87	81.32	81.92	80.95	74.29
Assam	Hailakandi	57.87	63.48	61.98	60.46	57.63
Assam	Karimganj	44.21	56.04	56.88	55.87	52.30
Assam	Kokrajhar	24.60	27.73	26.54	30.89	20.36
Assam	Lakhimpur	15.47	18.21	15.89	18.33	16.14
Assam	Marigaon	27.96	51.55	48.88	50.40	47.59
Assam	Nagaon	53.19	57.75	60.61	61.70	50.99
Assam	Nalbari	14.69	22.82	24.54	41.27	22.10
Assam	Sonitpur	18.50	19.43	19.96	20.70	15.94
Bihar	Gopalganj	13.53	13.62	13.93	15.33	17.06
Bihar	Jamui	9.36	10.56	9.54	10.25	12.18
Bihar	Khagaria	7.26	8.26	9.88	8.49	10.27
Bihar	Kishanganj	60.69	73.35	69.15	68.72	67.58
Bihar	Madhepura	9.07	10.07	9.96	11.25	11.37
Bihar	Madhubani	14.04	15.45	16.84	16.81	17.95
Bihar	Muzaffarpur	12.21	13.59	15.30	14.74	15.32
Bihar	Pashchim Champaran	20.08	20.19	20.41	20.67	21.25
Bihar	Purba Champaran	15.00	16.46	16.94	18.35	19.16
Bihar	Rohtas	7.55	7.88	8.69	8.41	10.07
Bihar	Samastipur	8.01	7.91	9.33	9.98	10.48
Bihar	Saran	7.97	11.76	11.36	14.14	10.40

<i>State</i>	<i>District</i>	2008-09	2009-10	2010-11	2011-12	<i>Muslims as % of Total District Population as per Census 2001</i>
Bihar	Supaul	13.72	15.19	15.40	16.20	17.44
Delhi	Central Delhi	20.73	24.90	33.49	30.95	29.88
Delhi	North East Delhi	25.13	30.34	31.80	28.04	27.24
Delhi	South Delhi	14.46	17.23	18.00	14.77	13.85
Gujarat	Ahmadabad	6.93	8.74	10.94	10.47	11.40
Gujarat	Anand	5.98	8.58	9.18	9.30	10.73
Gujarat	Bharuch	19.10	19.36	22.13	22.50	21.41
Gujarat	Junagadh	5.33	6.96	11.56	12.13	11.21
Gujarat	Kachchh	11.28	16.05	22.17	22.25	20.80
Gujarat	Kheda	8.71	10.03	10.30	10.45	10.80
Jammu and Kashmir	Anantnag	99.58	99.89	99.38	99.45	98.49
Jammu and Kashmir	Badgam	99.11	100.24	99.52	99.87	98.08
Jammu and Kashmir	Baramula	99.31	99.00	99.14	99.43	97.55
Jammu and Kashmir	Kargil	82.76	87.67	85.10	83.33	80.43
Jammu and Kashmir	Kupwara	98.16	100.24	99.94	99.94	97.37
Jammu and Kashmir	Leh (Ladakh)	17.64	18.66	16.63	16.31	13.78
Jammu and Kashmir	Pulwama	100.57	99.08	98.83	99.01	97.61
Jammu and Kashmir	Punch	94.85	95.63	95.06	96.20	91.92
Jammu and Kashmir	Rajauri	69.60	66.12	67.34	69.66	60.23
Jammu and Kashmir	Srinagar	98.29	97.73	97.95	98.73	94.66
Jharkhand	Bokaro	6.06	11.15	11.62	12.10	10.96
Jharkhand	Chatra	7.35	8.11	9.75	10.31	11.68
Jharkhand	Deoghar	18.32	21.53	19.32	20.93	19.02
Jharkhand	Dhanbad	15.33	16.54	14.62	14.20	15.22
Jharkhand	Garhwa	13.72	14.56	14.75	15.57	14.40
Jharkhand	Giridih	15.10	16.14	14.39	18.36	20.12
Jharkhand	Godda	18.46	25.30	23.92	24.45	20.11
Jharkhand	Hazaribag	13.65	13.61	14.83	14.54	14.80
Jharkhand	Kodarma	13.07	13.41	14.24	14.01	14.99
Jharkhand	Lohardaga	17.53	17.86	20.33	19.77	20.11
Jharkhand	Pakaur	36.23	36.90	37.24	38.71	32.36
Jharkhand	Palamu	8.20	10.77	11.02	12.14	11.58

<i>State</i>	<i>District</i>	2008-09	2009-10	2010-11	2011-12	<i>Muslims as % of Total District Population as per Census 2001</i>
Jharkhand	Ranchi	10.31	10.54	12.03	13.06	12.52
Jharkhand	Sahibganj	5.00	24.32	37.40	36.61	31.26
Karnataka	Bagalkot	12.70	48.89	12.37	12.79	11.14
Karnataka	Bangalore U North	15.57	8.86	16.07	15.99	13.38
Karnataka	Belgaum	12.67	17.42	13.22	14.12	10.46
Karnataka	Bellary	12.75	29.87	13.17	14.49	12.72
Karnataka	Bidar	13.74	17.39	22.98	24.02	19.69
Karnataka	Bijapur	19.95	47.35	22.72	19.11	16.30
Karnataka	Dakshina Kannada	32.15	41.59	32.39	31.86	22.07
Karnataka	Davanagere	14.87	21.34	16.02	16.06	12.66
Karnataka	Dharwad	23.42	25.45	23.29	23.11	19.65
Karnataka	Gadag	13.99	43.61	14.99	15.00	12.99
Karnataka	Gulbarga	17.63	33.49	19.24	23.43	17.60
Karnataka	Haveri	20.72	41.15	21.35	21.27	17.65
Karnataka	Kodagu	19.16	31.94	19.39	20.07	14.30
Karnataka	Kolar	15.72	36.69	15.98	14.88	11.78
Karnataka	Koppal	11.77	42.70	10.74	11.57	11.47
Karnataka	Raichur	14.87	27.58	14.00	16.16	13.69
Karnataka	Shimoga	14.95	37.23	14.94	14.18	12.24
Kerala	Ernakulam	22.50	15.94	14.55	15.49	14.55
Kerala	Kannur	0.70	34.98	36.73	31.17	27.63
Kerala	Kasaragod	0.00	41.78	17.06	40.18	34.31
Kerala	Kollam	0.00	19.52	18.82	16.70	18.34
Kerala	Kozhikode	30.47	42.27	43.80	46.88	37.47
Kerala	Malappuram	51.12	68.17	67.30	73.25	68.53
Kerala	Palakkad	27.15	32.54	34.75	34.61	26.88
Kerala	Thiruvananthapuram	7.17	21.07	15.05	16.09	13.34
Kerala	Thrissur	34.44	20.98	18.92	17.72	16.43
Kerala	Wayanad	29.97	32.22	32.42	31.98	26.87
Lakshadweep	Lakshadweep	98.89	98.17	90.78	94.96	95.47
Madhya Pradesh	Dewas	5.34	7.79	9.73	10.05	10.50
Madhya Pradesh	Sehore	6.91	7.14	7.23	9.89	10.11
Madhya Pradesh	Shajapur	10.94	10.25	11.09	11.24	11.05
Madhya Pradesh	Vidisha	6.13	7.46	8.51	12.52	10.11
Maharashtra	Akola	15.12	21.95	22.83	23.89	18.17
Maharashtra	Amravati	13.21	14.72	17.02	18.31	13.32
Maharashtra	Aurangabad (Maharashtra)	15.00	19.99	22.97	23.25	19.66
Maharashtra	Bid	11.54	14.57	15.18	15.33	11.87

<i>State</i>	<i>District</i>	2008-09	2009-10	2010-11	2011-12	<i>Muslims as % of Total District Population as per Census 2001</i>
Maharashtra	Buldana	11.73	14.30	15.47	16.03	12.78
Maharashtra	Hingoli	10.09	11.86	12.85	12.47	10.45
Maharashtra	Jalgaon	8.13	11.41	12.47	13.09	12.36
Maharashtra	Jalna	13.05	14.19	15.40	15.72	13.11
Maharashtra	Latur	13.20	17.78	18.31	18.40	14.08
Maharashtra	Mumbai (Suburban)	15.18	21.32	23.30	27.41	17.23
Maharashtra	Nanded	6.73	14.49	14.45	16.32	13.39
Maharashtra	Nashik	10.12	12.36	12.33	12.35	10.53
Maharashtra	Osmanabad	10.45	12.07	12.60	12.75	10.17
Maharashtra	Parbhani	9.91	18.56	19.50	19.34	15.97
Maharashtra	Ratnagiri	9.65	10.47	11.60	12.40	10.35
Maharashtra	Thane	9.25	10.45	11.42	12.96	10.83
Maharashtra	Washim	7.50	10.07	12.57	12.67	10.97
Manipur	Imphal East	0.00	12.13	17.59	19.92	15.94
Manipur	Thoubal	0.00	21.20	24.75	24.04	23.85
Meghalaya	West Garo Hills	1.84	10.02	12.38	13.88	15.23
Pondicherry	Karaikal	12.76	13.83	14.43	13.47	13.96
Pondicherry	Mahe	25.54	40.62	41.55	39.78	30.99
Rajasthan	Alwar	13.33	13.16	14.55	16.28	12.81
Rajasthan	Barmer	4.07	8.63	9.42	10.08	11.80
Rajasthan	Bharatpur	0.00	10.88	11.92	14.27	12.60
Rajasthan	Churu	2.86	6.77	7.76	10.52	10.94
Rajasthan	Jaisalmer	20.75	20.76	20.74	24.68	23.65
Rajasthan	Jhunjhunun	9.37	9.78	9.74	11.25	10.33
Rajasthan	Kota	8.12	8.58	6.88	10.38	11.71
Rajasthan	Nagaur	5.98	11.20	11.65	12.88	12.84
Rajasthan	Sawai Madhopur	8.07	9.07	10.17	9.83	11.29
Rajasthan	Sikar	8.59	8.71	6.99	10.21	11.44
Rajasthan	Tonk	7.40	7.84	8.26	9.72	10.27
Tamil Nadu	Ramanathapuram	14.63	13.82	13.86	14.71	14.66
Tamil Nadu	Vellore	7.89	9.40	10.00	10.53	10.09
Tripura	North Tripura	16.20	16.58	18.42	22.10	13.85
Uttar Pradesh	Gautam Buddha Nagar	10.37	10.37	11.34	12.81	13.01
Uttar Pradesh	Kushinagar	12.99	15.28	14.61	16.11	16.86
Uttaranchal	Dehradun	3.94	6.38	10.03	13.49	10.86
Uttaranchal	Hardwar	37.28	40.39	40.61	39.85	33.05
Uttaranchal	Nainital	11.24	13.13	13.12	12.66	11.34
Uttaranchal	Udham Singh Nagar	24.93	25.78	25.59	25.45	20.59

<i>State</i>	<i>District</i>	<i>2008-09</i>	<i>2009-10</i>	<i>2010-11</i>	<i>2011-12</i>	<i>Muslims as % of Total District Population as per Census 2001</i>
West Bengal	Barddhaman	20.99	21.97	20.81	20.62	19.78
West Bengal	Birbhum	34.83	42.97	41.42	41.11	35.08
West Bengal	Dakshin Dinajpur	22.85	24.91	26.07	26.19	24.02
West Bengal	Haora	27.81	33.07	31.43	33.57	24.44
West Bengal	Hugli	15.80	17.90	17.14	17.92	15.14
West Bengal	Jalpaiguri	11.52	12.85	11.21	13.68	10.86
West Bengal	Koch Bihar	25.97	32.02	30.73	33.24	24.24
West Bengal	Kolkata	15.33	15.86	16.64	20.23	20.27
West Bengal	Maldah	44.42	53.59	53.68	54.18	49.73
West Bengal	Murshidabad	61.21	67.03	67.82	66.41	63.67
West Bengal	Nadia	27.06	32.73	31.91	31.40	25.41
West Bengal	North Twenty Four Pargana	28.55	33.73	34.57	31.83	24.22
West Bengal	Paschim Medinipur	9.72	11.17	11.36	12.73	11.33
West Bengal	South Twenty Four Pargan	30.69	35.41	36.35	40.03	33.24
West Bengal	Uttar Dinajpur	35.85	45.88	48.75	52.12	47.36

Source: Prepared from DISE.



### Share of Muslim Enrolment in MCDs at Elementary Stage

STATE NAME	DISTRICT NAME	Enrolment of Muslims children as % of total enrolment at elementary stage				Muslims as % of Total District Pop.
		2008-09	2009-10	2010-11	2011-12	
ANDAMAN & NICOBAR ISLANDS	NICOBARS	0.0	1.9	1.0	1.9	5.1
ARUNACHAL PRADESH	CHANGLANG	0.0	0.5	0.1	0.3	0.9
ARUNACHAL PRADESH	EAST KAMENG	0.0	0.1	0.1	0.0	0.7
ARUNACHAL PRADESH	LOWER SUBANSIRI	0.0	0.2	0.0	0.8	0.8
ARUNACHAL PRADESH	PAPUM PARE	0.0	0.8	1.1	0.9	4.4
ARUNACHAL PRADESH	TAWANG	0.1	0.4	0.1	0.5	0.6
ARUNACHAL PRADESH	TIRAP	0.0	0.2	0.1	0.0	0.8
ARUNACHAL PRADESH	WEST KAMENG	0.2	0.2	0.3	0.2	1.6
ASSAM	BARPETA	52.1	65.5	66.3	69.7	59.4
ASSAM	BONGAIGAON	41.6	45.2	47.8	58.8	38.5
ASSAM	CACHAR	30.6	39.5	37.3	40.1	36.1
ASSAM	DARRANG	35.5	40.4	39.0	70.0	35.5
ASSAM	DHUBRI	74.9	81.3	81.9	81.0	74.3
ASSAM	DIMA HASAO (North Cachar Hills)	0.4	0.8	1.1	1.3	2.5
ASSAM	GOALPARA	48.5	59.1	53.0	46.4	53.7
ASSAM	HAILAKANDI	57.9	63.5	62.0	60.5	57.6
ASSAM	KAMRUP-METRO	-	-	-	14.7	24.8
ASSAM	KAMRUP-RURAL	25.5	31.8	32.8	39.2	0.0
ASSAM	KARIMGANJ	44.2	56.0	56.9	55.9	52.3
ASSAM	KOKRAJHAR	24.6	27.7	26.5	30.9	20.4
ASSAM	MARIGAON	28.0	51.5	48.9	50.4	47.6
ASSAM	NAGAON	53.2	57.7	60.6	61.7	51.0
BIHAR	ARARIA	29.3	32.3	36.4	34.7	41.1
BIHAR	DARBHANGA	16.0	14.7	16.7	18.4	22.7
BIHAR	KATI HAR	43.7	33.3	39.5	36.8	42.5
BIHAR	KISHANGANJ	60.7	73.4	69.2	68.7	67.6
BIHAR	PURBA CHAMPARAN	15.0	16.5	16.9	18.4	19.2
BIHAR	PURNIA	14.9	25.8	16.5	25.0	36.8
BIHAR	SITAMARHI	14.8	14.3	17.2	18.5	21.2
DELHI	NORTH EAST DELHI	25.1	30.3	31.8	28.0	27.2
HARYANA	GURGAON	2.7	4.1	4.1	5.3	37.2
HARYANA	SIRSA	12.1	1.0	0.4	0.6	

STATE NAME	DISTRICT NAME	Enrolment of Muslims children as % of total enrolment at elementary stage				Muslims as % of Total District Pop.
		2008-09	2009-10	2010-11	2011-12	
Haryana	Mewat <sup>8</sup>	28.1	64.3	73.6	71.6	74.2
JAMMU AND KASHMIR	LEH (LADAKH)	17.6	18.7	16.6	16.3	13.8
JHARKHAND	GUMLA	3.8	4.7	4.5	4.5	4.4
JHARKHAND	PAKAUR	36.2	36.9	37.2	38.7	32.4
JHARKHAND	RANCHI	10.3	10.5	12.0	13.1	12.5
JHARKHAND	SAHIBGANJ	5.0	24.3	37.4	36.6	31.3
KARNATAKA	BIDAR	13.7	17.4	23.0	24.0	19.7
KARNATAKA	GULBARGA	17.6	33.5	19.2	23.4	17.6
KERALA	WAYANAD	30.0	32.2	32.4	32.0	26.9
MADHYA PRADESH	BHOPAL	10.9	13.4	9.5	19.6	22.9
MAHARASHTRA	BULDANA	11.7	14.3	15.5	16.0	12.8
MAHARASHTRA	HINGOLI	10.1	11.9	12.9	12.5	10.5
MAHARASHTRA	PARBHANI	9.9	18.6	19.5	19.3	16.0
MAHARASHTRA	WASHIM	7.5	10.1	12.6	12.7	11.0
MANIPUR	CHANDEL	0.0	0.0	1.4	1.5	2.0
MANIPUR	CHURACHANDPUR	0.0	0.9	1.9	1.6	1.1
MANIPUR	SENAPATI	0.0	0.0	0.0	0.0	0.4
MANIPUR	TAMENGLONG	0.0	0.0	0.0	0.0	1.3
MANIPUR	THOUBAL	0.0	21.2	24.7	24.0	23.9
MANIPUR	UKHRUL	0.0	0.0	0.0	0.1	0.6
MEGHALAYA	WEST GARO HILLS	1.8	10.0	12.4	13.9	15.2
MIZORAM	LAWNGTLAI	0.0	0.0	1.1	0.0	0.3
MIZORAM	MAMIT	0.0	0.0	0.0	0.7	1.7
ORISSA	GAJAPATI	5.8	0.2	0.1	0.1	0.3
SIKKIM	NORTH SIKKIM	0.8	1.3	1.7	1.1	1.0
UTTAR PRADESH	BAGHPAT	1.3	2.2	4.2	2.4	24.7
UTTAR PRADESH	BAHRAICH	21.6	22.5	22.2	25.1	34.8
UTTAR PRADESH	BALRAMPUR	19.4	20.1	19.5	15.7	36.7
UTTAR PRADESH	BARABANKI	13.7	12.8	12.6	16.4	22.0
UTTAR PRADESH	BAREILLY	14.5	12.7	14.7	14.3	33.9
UTTAR PRADESH	BIJNOR	15.6	9.1	5.2	4.2	41.7
UTTAR PRADESH	BUDAUN	7.0	13.5	14.6	15.0	21.3
UTTAR PRADESH	BULANDSHAHR	9.7	7.6	8.7	4.8	21.1
UTTAR PRADESH	GHAZIABAD	18.1	17.2	21.1	19.3	23.8

<sup>8</sup> Mewat was created in 2005 out of Gurgaon and Faridabad. The proportion of Muslim Population in the districts is taken from a base line survey sponsored by Ministry of Minority Affairs and ICSSR (2008)

STATE NAME	DISTRICT NAME	Enrolment of Muslims children as % of total enrolment at elementary stage				Muslims as % of Total District Pop.
		2008-09	2009-10	2010-11	2011-12	
UTTAR PRADESH	JYOTIBA PHULE NAGAR	20.3	38.2	28.8	23.7	39.4
UTTAR PRADESH	KHERI	11.7	9.9	7.4	10.4	19.1
UTTAR PRADESH	LUCKNOW	9.4	11.0	5.2	6.5	20.5
UTTAR PRADESH	MEERUT	15.5	24.3	17.4	1.7	32.6
UTTAR PRADESH	MORADABAD	32.0	34.1	37.3	41.0	45.5
UTTAR PRADESH	MUZAFFARNAGAR	20.6	22.8	24.7	19.4	38.1
UTTAR PRADESH	PILIBHIT	3.4	8.8	10.5	10.3	23.8
UTTAR PRADESH	RAMPUR	5.1	15.9	8.9	2.8	49.1
UTTAR PRADESH	SAHARANPUR	27.7	24.0	23.2	21.7	39.1
UTTAR PRADESH	SHAHJAHANPUR	10.7	9.9	10.9	9.6	17.9
UTTAR PRADESH	SHRAWASTI	18.1	17.8	18.0	19.5	25.6
UTTAR PRADESH	SIDDHARTHANAGAR	14.0	12.9	13.4	22.6	29.4
UTTARANCHAL	HARDWAR	37.3	40.4	40.6	39.8	33.0
UTTARANCHAL	UDHAM SINGH NAGAR	24.9	25.8	25.6	25.5	20.6
WEST BENGAL	BARDDHAMAN	21.0	22.0	20.8	20.6	19.8
WEST BENGAL	BIRBHUM	34.8	43.0	41.4	41.1	35.1
WEST BENGAL	DAKSHIN DINAJPUR	22.9	24.9	26.1	26.2	24.0
WEST BENGAL	HAORA	27.8	33.1	31.4	33.6	24.4
WEST BENGAL	KOCH BIHAR	26.0	32.0	30.7	33.2	24.2
WEST BENGAL	KOLKATA	15.3	15.9	16.6	20.2	20.3
WEST BENGAL	MALDAH	44.4	53.6	53.7	54.2	49.7
WEST BENGAL	MURSHIDABAD	61.2	67.0	67.8	66.4	63.7
WEST BENGAL	NADIA	27.1	32.7	31.9	31.4	25.4
WEST BENGAL	NORTH TWENTY FOUR PARGANA	28.6	33.7	34.6	31.8	24.2
WEST BENGAL	SOUTH TWENTY FOUR PARGAN	30.7	35.4	36.4	40.0	33.2
WEST BENGAL	UTTAR DINAJPUR	..	..	..	52.1	47.4

Source: Prepared from DISE.

**Transition Rate from Primary to Upper Primary Stage by  
Socio-Economic Groups in 2011-12**

State	General			SC			ST			OBC			Muslim		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Andhra Pradesh	91.4	92.4	91.9	91.8	93.3	92.5	84.2	85.6	84.8	95.7	96.9	96.3	87.3	89.5	88.5
Assam	93.0	93.6	93.3	95.4	96.7	96.0	95.7	97.2	96.4	96.5	97.6	97.0	90.6	92.4	91.6
Bihar	66.5	73.2	69.8	73.9	78.0	75.8	70.9	73.2	72.0	77.2	81.2	79.1	72.1	77.4	74.7
Chhattisgarh	110.5	109.4	110.0	96.4	97.0	96.7	93.3	93.4	93.4	97.2	96.6	96.9	110.0	110.0	110.0
Delhi	112.6	113.7	113.1	67.4	80.1	73.3	89.1	89.8	89.4	39.7	31.6	35.8	79.5	87.8	83.5
Gujarat	96.2	96.7	96.5	93.7	92.7	93.2	87.3	86.9	87.1	92.8	90.7	91.8	90.4	91.7	91.0
Haryana	105.8	105.1	105.5	97.6	97.5	97.6	0.0	0.0	0.0	99.9	100.3	100.1	89.6	88.3	89.1
Himachal Pradesh	98.5	96.7	97.7	96.9	96.0	96.5	103.8	100.8	102.3	100.0	101.2	100.6	124.6	94.8	110.7
Jammu and Kashmir	87.4	86.1	86.8	85.2	84.2	84.7	83.1	80.2	81.7	98.4	100.4	99.4	87.3	86.0	86.7
Jharkhand	75.9	74.2	75.1	72.3	72.9	72.6	67.1	69.2	68.1	82.0	83.4	82.7	80.5	82.8	81.7
Karnataka	94.4	94.6	94.5	95.8	94.1	95.0	96.4	94.8	95.6	96.4	96.4	96.4	97.2	97.8	97.5
Kerala	121.2	115.9	118.6	102.1	103.0	102.5	110.3	113.4	111.8	107.2	107.1	107.1	107.5	110.8	109.1
Madhya Pradesh	88.9	87.9	88.4	91.5	93.0	92.2	82.4	83.2	82.8	90.0	91.1	90.5	92.1	89.2	90.6
Maharashtra	100.5	100.2	100.4	100.4	99.8	100.1	97.8	97.2	97.5	101.0	100.3	100.6	104.0	105.2	104.6
Orissa	90.9	91.6	91.2	86.1	85.9	86.0	77.0	75.7	76.4	92.3	92.4	92.4	83.3	85.6	84.5
Punjab	96.3	96.0	96.2	99.7	99.0	99.4	33.9	20.5	28.6	103.5	105.1	104.2	109.3	104.6	107.1
Rajasthan	89.5	87.4	88.5	91.6	89.7	90.8	86.7	85.0	85.9	94.3	91.1	92.8	91.8	88.1	90.1
Tamil Nadu	101.5	102.3	101.9	98.1	98.8	98.4	88.0	88.9	88.4	98.6	98.8	98.7	101.0	102.0	101.5
Uttar Pradesh	71.6	72.9	72.2	67.4	69.7	68.5	89.3	92.7	91.0	73.6	74.0	73.8	69.7	71.8	70.7
Uttaranchal	96.7	97.4	97.1	92.7	94.1	93.4	86.8	89.2	88.0	84.4	87.0	85.6	78.0	78.8	78.4
West Bengal	78.2	83.0	80.7	83.9	83.8	83.8	80.8	80.2	80.5	89.5	91.3	90.3	83.7	90.8	87.5
<b>All India</b>	<b>88.5</b>	<b>89.0</b>	<b>88.7</b>	<b>84.4</b>	<b>85.3</b>	<b>84.8</b>	<b>85.1</b>	<b>85.3</b>	<b>85.2</b>	<b>88.1</b>	<b>88.4</b>	<b>88.2</b>	<b>86.2</b>	<b>88.9</b>	<b>87.5</b>

Source: Prepared from DISE.

**Districts where Transition Rate of Muslim Girls is  
less than 70% in 2011-12**

State	District	Transition Rate (%)		Enrolment of Muslim children in Elementary Education
		Boys	Girls	
BIHAR	SHEOHAR	56.02	51.59	16,731
BIHAR	ARARIA	52.26	59.58	199,848
BIHAR	KHAGARIA	59.83	60.53	31,319
BIHAR	PASHCHIM CHAMPARAN	60.69	64.22	143,608
BIHAR	BHAGALPUR	84.58	65.86	74,472
BIHAR	SAHARSA	60.88	67.27	51,986
BIHAR	MADHUBANI	65.24	67.82	157,734
BIHAR	DARBHANGA	63.37	68.30	134,161
BIHAR	SUPAUL	67.27	68.51	79,480
GUJARAT	PORBANDAR	74.45	46.37	3,166
HARYANA	PANCHKULA	69.76	68.84	3,753
HIMACHAL PRADESH	SIRMAUR	88.35	64.04	3,917
JAMMU AND KASHMIR	JAMMU	51.67	56.00	9,227
JAMMU AND KASHMIR	SAMBA	58.40	61.21	2,150
JHARKHAND	SIMDEGA	76.82	64.13	2,196
KARNATAKA	UTTARA KANNADA	66.31	64.02	8,065
KARNATAKA	BIJAPUR	69.86	68.36	77,467
MADHYA PRADESH	ASHOKNAGAR	57.03	45.26	4,232
MADHYA PRADESH	SHEOPUR	47.08	51.43	11,747
MADHYA PRADESH	DATIA	64.90	52.71	7,549
MADHYA PRADESH	MORENA	58.46	55.88	7,388
MADHYA PRADESH	BHIND	44.90	57.48	6,523
MADHYA PRADESH	TIKAMGARH	491.26	62.99	14,230
MADHYA PRADESH	JABALPUR	63.62	65.98	29,479
MADHYA PRADESH	KHANDWA	82.75	67.72	22,044
RAJASTHAN	JAISALMER	77.21	41.59	35,486
RAJASTHAN	BARMER	71.03	59.21	57,308
RAJASTHAN	BHARATPUR	72.39	62.66	69,075
UTTAR PRADESH	MAHARAJGANJ	7.98	4.44	3,518
UTTAR PRADESH	BASTI	6.66	4.72	3,770
UTTAR PRADESH	MEERUT	7.33	8.64	8,358
UTTAR PRADESH	RAMPUR	10.81	11.22	13,458
UTTAR PRADESH	ETAWAH	26.01	18.36	3,067
UTTAR PRADESH	SULTANPUR	25.31	26.90	30,791

State	District	Transition Rate (%)		Enrolment of Muslim children in Elementary Education
		Boys	Girls	
UTTAR PRADESH	BULANSHAHAR	28.62	31.07	22,773
UTTAR PRADESH	BALLIA	36.53	39.17	9,177
UTTAR PRADESH	BALRAMPUR	50.21	39.97	60,902
UTTAR PRADESH	SHRAWASTI	45.85	41.54	39,447
UTTAR PRADESH	JYOTIBA PHULE NAGAR	46.61	44.10	108,856
UTTAR PRADESH	MATHURA	66.51	48.47	11,745
UTTAR PRADESH	MUZAFFARNAGAR	45.85	50.39	126,195
UTTAR PRADESH	KASHIRAM NAGAR	69.67	50.44	15,698
UTTAR PRADESH	BAREILLY	56.60	52.88	102,875
UTTAR PRADESH	RAE BARELI	57.72	53.98	22,645
UTTAR PRADESH	HARDOI	51.52	54.90	68,583
UTTAR PRADESH	SHAHJAHANPUR	59.74	55.26	56,864
UTTAR PRADESH	PILIBHIT	65.46	57.32	37,935
UTTAR PRADESH	BAGHPAT	55.26	57.62	4,569
UTTAR PRADESH	BAHRAICH	54.82	59.86	141,623
UTTAR PRADESH	SAHARANPUR	57.49	62.42	119,509
UTTAR PRADESH	GONDA	69.41	62.72	72,292
UTTAR PRADESH	ETAH	70.79	64.61	22,886
UTTAR PRADESH	BANDA	63.90	65.58	25,068
UTTAR PRADESH	MAU	66.15	67.04	4,989
UTTAR PRADESH	SITAPUR	65.07	68.28	51,912
UTTARANCHAL	HARDWAR	62.53	62.49	124,596
WEST BENGAL	SILIGURI	73.00	68.95	28,437

Source: Prepared from DISE.

**Schemes and Programmes of Ministry of Social Justice  
and Empowerment, Govt. of India for  
Promotion of Education of Scheduled Castes**

1. Centrally sponsored Scheme of Pre-Matric Scholarship for Scheduled Castes Students
2. Central Sector Scheme of 'Rajiv Gandhi National Fellowship' for providing Scholarships to Scheduled Caste Students to persue Programmes in Higher Education such as M.Phil and Ph.D
3. Central Sector Scheme of 'Rajiv Gandhi National Fellowship'
4. Babu Jagjivan Ram Chhatrawas Yojana (*Centrally Sponsored Scheme of Hostels for SC Girls and Boys*)
5. Post-Matric Scholarship for SC Student
6. Pre-Matric Scholarships for the Children of those Engaged in Unclean Occupations
7. Central Sector Scholarships Scheme of Top Class Education for SC Students
8. National Overseas Scholarships for Scheduled Caste (SC) etc. Candidates.
9. Special Educational Development Programme for Scheduled Castes Girls Belonging to Low Literacy Levels
10. Up-gradation of Merit of SC Students
11. Scheme of Free Coaching for SC and OBC Students

**Schemes and Programmes of Ministry of Minority Affairs, Govt. of India for  
Promotion of Education of Minorities**

1. Scholarship Schemes
  - a. Pre-matric Scholarship Scheme
  - b. Post-matric Scholarship Scheme
  - c. Merit-cum-Means Scholarship Scheme
2. Maulana Azad National Fellowship for Minority Students Scheme

Note: There is no scheme corresponding the National Overseas Scholarships for Scheduled Castes etc., in the schemes of the Ministry of Social Justice and Empowerment.

### Post-Matric Scholarship Scheme

(Comparison between Schemes of Ministry of Social Justice and Empowerment (MSJE) and Ministry of Minority Affairs (MOMA))

Salient Features	MSJE (SC Students)	MOMA		
Object	To provide financial assistance to SC students studying at Post-matric or Post secondary stage.	To award scholarships to meritorious students belonging to economical weaker section of minority community so as to provide better opportunities for higher education and for enhancing their employability.		
Scope	Awarded by the Government of the State/UT to which the applicant belongs/permanently settled.	Awarded for studies in Govt. /Private higher secondary school/ college/university and eligible private institutes selected and notified by the State Govt./UT. Also covers technical and vocational course of class-XI & XII level in ITIs/ITCs.		
Eligibility	Inter-alia, extends to the candidates who have passed matriculation or higher education or any other exam of a recognised university or board of secondary education. The parents/guardians income should not exceed ₹ 2.00 lakh p.a.	Awarded to the students who have secured not less than 50% marks or equivalent grade in the previous final exam and the annual income of whose parents /guardians does not exceed ₹ 2.00 lakh		
Value of Scholarship	Includes the following for complete duration of the course:- i. maintenance allowance ii. reimbursement of compulsory non-refundable fees iii. study tour charges iv. thesis typing/printing charges for Research Scholars v. book allowance for students pursuing correspondence courses vi. book bank facility for specified courses and vii. additional allowance for students with disabilities, for the complete duration of the course.	Admission and tuition fee for classes XI & XII.  Admission and tuition fee for technical & vocational courses of XI & XII level.  Admission and tuition fee for under graduate/post graduate.	Hostellers Ceiling of ₹ 7000 p.a.  Ceiling of ₹10000 p.a.  Ceiling of ₹ 3000 p.a.	Day Scholars Ceiling of ₹7000 p.a.  Ceiling of ₹10000 p.a.  Ceiling of ₹ 3000 p.a.

Contd...



Salient Features	MSJE (SC Students)		MOMA			
	<b>Maintenance Allowance</b>					
	Groups	Rate of Maintenance allowance (in ₹ per month)		Maintenance allowance for 10 months including expenses for study material etc.		
		Hostellers	Day Scholars		Hostellers	Day Scholars
	<b>Group-I</b> Degree and post Graduate level courses in Medicine & Engineering etc.	1200	550	Classes XI and XII including technical and vocational courses of this level	₹ 380 p.m.	₹ 230 p.m.
	<b>Group-II</b> Professional courses leading to degree, diploma and P.G. courses not covered under Group-I	820	530	Courses other than technical and professional courses at under graduate and post P.G. level	₹ 570 p.m.	₹ 300 p.m.
	<b>Group-III</b> All other courses leading to a graduate degree not covered under Group-I and II. (e.g. B.A./B.Sc./B.Com. etc.)	570	300	M.Phil. & Ph.D. (for those researchers who are not awarded any fellowship by University or any other authority).	₹ 1200 p.m.	₹ 550 p.m.
	<b>Group-IV</b> All post matriculation level non degree courses for which entrance qualification is High School, both general and vocational stream, ITI courses, 3 year diploma courses in Polytechnics etc.	380	230			

\* In addition to the above, the selected candidates are also eligible to get specified amounts in respect of ii to vii above.

### Pre-Matric Scholarship Scheme

(Comparison between Schemes of Ministry of Social Justice & Empowerment (MSJE) and Ministry of Minority Affairs (MOMA))

Salient Features	MSJE			MOMA		
Object	To support parents of SC children for education of their wards studying in classes IX and X.			To encourage parents for minority communities to send their children to school.		
Eligibility	Students should belong to SC, parent's income should not exceed ₹ 2.00 lakh p.a. Students getting any other centrally funded pre-matric scholarship and repeating second year in the same class will not be eligible.			Students should have secured not less than 50% marks in the previous final exam and annual income of their parents/guardians should not exceed ₹ 1.00 lakh p.a.		
Value of Scholarship	Item	Day Scholars	Hostellers	Item	Hostellers	Day Scholars
	Scholarship (Rs.p.m.) (for 10 months)	150	350	Admission fee from class VI to X.	₹ 500 p.a. subject to actuals.	₹ 500 p.a. subject to actuals.
				Tuition fee from Class VI to X	₹ 350 p.a. subject to actuals.	₹ 350 p.a. subject to actuals.
				Maintenance allowance will be payable for a period not exceeding 10 months in an academic year		
				(i) Class I to V	Nil	₹100 p.m.
				(ii) Class VI to X	₹ 600 p.m. subject to actuals	₹100 p.m.
	Books and Ad hoc Grant (Rs.p.a.)	750	1000			

\* In addition, additional allowances for SC students with disabilities studying in private unaided schools are also admissible.

**Rajiv Gandhi National Fellowship (RGNF) vis-a-viz  
Maulana Azad National Fellowship for Minority Students (MANF)**

(Comparison between Schemes of Ministry of Social Justice & Empowerment (MSJE)  
and Ministry of Minority Affairs (MOMA))

Salient Features	RGNF (MSJE)				MANF – (MOMA)			
Scope	2000 Fellowships per year.				756 Fellowships per year for minority students with 30% thereof earmarked for women students.			
Eligibility	Student admitted to M.Phil./Ph.D degree in universities/institutions recognized by the UGC. After two years, if the progress in the research work of the awardee is found satisfactory, his/her tenure will be extended for a further period of three years as Senior Research Fellowship (SRF). There is no restriction as regards to the minimum marks in the PG exam.				Student should get admission and registration for regular and full time M.Phil/Ph.D course in University/Academic Institution. NET/SLET will not be prerequisite for award of MANF for minority students M.Phil./Ph.D. In order to qualify for the award of JRF/SRF the UGC norms would be applicable at pre-M.Phil and pre-Ph.D stage respectively, including minimum score of 50% at post graduate level			
Duration	Name of the course		Admissibility of JRF and SRF		Name of the Course	Maximum duration	Admissibility of JRF and SRF	
			JRF	SRF			JRF	SRF
	M. Phil	2 years	2 Years	Nil	M.Phil	2 years	2 years	Nil
	Ph.D	5 years	2 years	Remaining 3 years	M.Phil + Ph.D	5 years	2 years	Remaining 3 years.
	M.Phil + Ph.D	5 years	2 years	Remaining 3 years				
Implementing Agency	University Grants Commission.				University Grants Commission.			
Rate of Fellowship	Fellowship in Science Humanities and Social Science		@ ₹ 16,000 p.m. for initial two years (JRF) @ ₹ 18,000 p.m. for remaining tenure (SRF)		Fellowship		@ ₹ 12,000 p.m. for initial two years (JRF) @ ₹ 14,000 p.m. for remaining tenure (SRF)	
	Fellowship in Engineering & Technology		@ ₹ 18,000 p.m. for initial two years (JRF) @ ₹ 20,000 p.m. for remaining tenure (SRF)		Contingency for Arts & Commerce		@ ₹ 10, 000 p.a. for initial two years @ ₹ 20, 500 p.a. for remaining three years.	

Salient Features	RGNF (MSJE)		MANF – (MOMA)	
		Contingency for Humanities & Social Sciences	@ ₹ 10,000 p.a. for initial two years @ ₹20,500 p.a. for remaining tenure	Contingency for Sciences & Engineering
	Contingency for Sciences, Engineering & Technology	@ ₹ 12,000 p.a. for initial two years @ ₹ 25,000 p.a. for remaining tenure	Departmental assistance	@ ₹ 3, 000 p.a. per student to the host institution for providing infrastructure
	Departmental assistance (All subject)	@ ₹ 3,000 p.a. per student to the host institution for providing infrastructure	Escorts/Reader Assistance	@ ₹ 2, 000 p.m. in cases of physically and visually challenged candidates
	Escorts/Reader assistance (All subject)	@ ₹ 2,000 p.m. in cases of physically and visually handicapped candidates		

