

Report and Recommendations

On

Minority Girls' Education



COMMITTEE ON GIRLS EDUCATION

National Commission for Minority Educational institutions

Ministry of Human Resource Development

Government of india, New Delhi



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FOREWORD

The Chairman National Commission for Minority Educational Institutions

The inspiring and nobly expressed Preamble to our Constitution, shows that one of the cherished objects of our Constitution is to secure to all its citizens the liberty of thought, expression, belief, faith and worship. To implement and fortify these avowed objectives, Part III of the Constitution provides certain fundamental rights. Special reference may be made to Articles 29 and 30, which confer certain educational and cultural rights to the minorities as fundamental rights. Among the minorities, Muslims need special attention as compared to other minorities as they have remained socially, educationally and economically backward. According to the Sachar Committee report, Muslims are scratching the bottom of the educational barrel of the Country. Educational backwardness is one of the main causes for real and perceived alienation of Muslims. Consequent to the awareness generated by this Commission, the Muslims want to consolidate the inclusive society. They want to ensure that their children are brought up in 'Islamic Ways' without falling into the 'conservative trap'. Elaborating on the concept of development, Prof. Amartya Sen said that empowerment of women is one of the main issues of development and one of the factors involved is women's education. For an educationally backward community that the Muslim are, the question of women's education is even more contemporaneous and pressing.

Keeping in view the alarming drop out rate of the Muslim girls and some socio-economic cultural factors acting against Muslim Girls education, the Commission had set up a Committee on Girls Education. The main objective was to promote education among Muslim girls by generating awareness within the community, creating favourable conditions for Muslim Girls education and acting as a facilitator that develops a system of networking among various educational institutions and agencies working in this domain.



On 14th July, 2010, I addressed a letter to Hon'ble the Minister for HRD, Shri Kapil Sibal to accord sanction of a sum of Rs. 20 lacs for the year 2010-2011 for meeting the expenditure of the Committee. Pursuant to the said request the Commission was allowed to meet the expenditure from unspent balance of the grant in the year 2009-10.

When the Committee was constituted, initially there was not much forward movement. The Committee actually got activated only after Dr. Shabistan Gaffar took over as Chairperson. She has galvanized the members into action and her unstinted efforts have culminated in completion of the report. She remained in constant touch with the Commission during this period and these interventions have proved quite fruitful.

Dr. Shabistan Gaffar and other members of the Committee successfully generated awareness on minority girl's education among minorities in general and Muslim in particular. Muslim girls face a double jeopardy of being at the receiving end of conservative outlook of the community and the larger bane of prejudices of the system. Dr. Shabistan Gaffar and some members of the Committee have at their own expenses visited many parts of the country, organized zonal conferences and seminars and acquired first hand knowledge about various issues at the grass-root level. Out of twenty lakhs, the Commission has spent less than Rs. Two lakhs for meeting the expenditure of the Committee, related to payment of honorarium to the Chairperson and for holding conferences/ seminars in various parts of the Country. I would like to commend on their enthusiasm, devotion and dedication in spending their valuable time and resources in getting acquainted with the basics of the problems and suggest appropriate solutions. The awareness programmes on 'empowerment of women through education' organized by the Committee resulted in enrolment of 1,00,75,000 students of the Muslim community in 2009-10 in primary education out of which 492 were Muslim girls. There is a need for quality education for Muslim girls but there is no demand from the Muslim community. So one has to translate the need to demand. And this can only be achieved if the Muslims are aware of their Constitutional rights and the corresponding obligation of the State.

It is an opportune moment for self introspection. Constitution of the Committee on Girls education is a positive step for promoting higher education for minority girls to bridge the disparities among genders and in improving their access to quality education. Needless to add here that quality is *sine qua-non* for the robust growth of Indian higher education. In no time the Committee devised creative and effective strategies on a gigantic endeavor. In



addressing the problems, the Committee has given valuable recommendations which touch upon subjects dealt by other ministries, viz, Ministry for Human Resource Development, the Ministry of Minority Affairs, Ministry of Social Justice and Empowerment and Ministry of Women & Child Development etc. It needs to be highlighted that the Committee organizes regional conferences/ seminars in different parts of India periodically.

The report of the Committee is very informative for the stakeholder, educationists, social activists, NGOs etc. in the field of education and child welfare. It will help our minority girls to access quality education, thus leading to their empowerment and going a long way towards addressing the concern for a more equitable model of growth for them.

I am grateful to all the active members of the Committee, Dr. Shahistan Gaffar, Mrs. Abeda Inamdar, Mrs. Atiya Mushtaq, Dr. Sumayaa Dawood, Prof. Najma Akhtar, Dr. Qamar Rehman and Mrs. Sheeba Fahmi for their help and cooperation in conducting zonal conferences/ seminars on the subject.



(JUSTICE M.S.A SIDDIQUI)

23rd April, 2012



PREFACE

The Chairperson

Committee on Girls Education

Education remains a top priority in India and educating girls become further important in the country where women constitute fifty percent of human resources and are playing a vital role in shaping the economic, social, cultural and political fabric of the society. The right to education as a Fundamental right has reaffirmed the nation's commitment to provide free and compulsory education to all children in the age of 6 to 14 years after the passing of the Constitution (86th Amendment) Act in December, 2002. The Indian Constitution further assures equality in spite of differences based on gender, caste, religion, age, background etc. The makers of our Constitution went further to provide special provisions to protect the interest of women and minorities, yet, the available data indicates that equality in educational opportunity hardly exists at ground level. Muslim girls and women lag behind their male counterpart as well as among the other minority groups the enrolment of Muslim girls is comparatively less. In a highly stratified society like ours, it become essential not only to examine and understand the reasons behind disparities in enrolment, years of schooling, drop outs and educational attainment but also to find out ways and means to deal with this uneven distribution of the opportunity to growth and development.

To achieve this objective of women empowerment through women's education, the National Commission for Minority Educational Institutions (NCMEI), Ministry of Human Resource Development, Government of India, constituted its Committee on Girls Education in 2007 to formulate and submit recommendations on ways and means to ameliorate the grave situation of girls of minority communities, in general, and that of Muslim girls in particular. The Committee was assigned to look into the given issue for evolving modalities that could lead to the enhancement of educational attainments of the girl child in the country, particularly of Muslim girls and submit appropriate recommendations to the Commission for the needful. The objectives of this exercise are to look into ways to empower religious minority girls in India through education, Uplift the educational standards of minority girls, Enhance educational opportunities for the minority girls, Take stock of the present scenario, understand challenges and bottlenecks and recommend plan of action.

The Committee in order to achieve these objectives organized seminar, conferences and symposiums at various places in India in collaboration with various stakeholders including NGOs, academic institutions, religious leaders and other functionaries working in the area. Interactions were held with various institutions – government and private, in order to get in touch with ground realities as well as to sensitize parents, NGOs, religious leaders and other members within the communities. These interactions with different stakeholders were enriching and have deepened the Committee's understanding of the issue as well as in coming up with the workable strategies



for promoting education of Muslim Girls within a holistic framework. The Committee therefore expresses its gratitude to the Chairman of the NCMEI for providing his continuous support, to the Ministry of HRD for giving the opportunity to the Committee to address this significant issue and to all stakeholders for making valuable contributions. The Committee after carefully examining all the facts reached to the conclusion that positive steps are required to be taken towards the Right to Education a reality and more so in case Muslim Girls there is a need to make an affirmative discrimination. The Committee has made several recommendations towards this direction in this report. This report, therefore, is a humble effort to look into the issues relating to Muslim Girls Education and offer some relevant information and suggestions for policy makers, planners, researchers, activists, community and religious leaders and to parents.

(Shabistan Gaffar)
Chairperson



ABBREVIATIONS

A

AICTE – All India Council for Technical Education

AWC – Anganwadi Centre

B

BIMARU – Bihar, Madhya Pradesh, Rajasthan and Uttar Pradesh

BPL – Below Poverty Line

C

CBSE – Central Board of Secondary Education

CSWB – Central Social Welfare Board

CARA – Central Adoption Resource Authority

CREATE – Consortium for Research on Education, Access, Transition and Equity

D

CGE – Committee on Girls' Education

DEC – Distance Education Council

DPEP – District Primary Education Project

E

ECCE – Early Childhood Care and Education

I

ICDS – Integrated Child Development Services

IDMI – Infrastructure Development of Private Aided/ Unaided Minority Institutes

IGNOU – Indira Gandhi National Open University

J

JSS – Jan Shikshan Sansthan

M

MANUU – Maulana Azad National Urdu University

MAEF – Maulana Azad Education Foundation

MCD – Minority Concentration District

MHRD – Ministry of Human Resource Development

MMA – Ministry of Minority Affairs

MSCs – Minority Status Certificates

MSDP – Multi-Sectoral Development Programme

N

NAAC – National Assessment and Accreditation Council

NCERT – National Council of Educational Research and Training

NCM – National Commission For Minorities

NCMEI – National Commission for Minority Educational Institutions

NCW – National Commission for Women

NCMP – National Common Minimum Programme

NCPCR – National Commission for Protection of Child Rights

NCRI – National Council for Rural Institutes

NCTE – National Council for Teacher Education

NCVT – National Council for Vocational Training

NFHS – National Family and Health Survey

NIOS – National Institute of Open Schooling

NCW – National Commission for Women



NGO– Non-Government Organisation

NIPCCD – National Institute of Public Co-operation and Child Development

NHRC – National Human Rights Commission

NPE – National Policy on Education

NSSO – National Sample Survey Organisation

NUEPA – National University for Educational Planning and Administration

O

OBC – Other Backward Communities

P

PMO – Prime Minister’s Office

PSE – Pre-School Education

PTA – Parent Teacher Association

R

RMK – Rashtriya Mahila Kosh

RTE – Right To Education Act

RGSEAG – Rajiv Gandhi Scheme for Empowerment of Adolescent Girls, SABLA

S

SABLA (See RGSEAG)

SC– Scheduled Caste

SMS– Short Message Service

SNAP– SNAP Association West Bengal

SPQEM – Scheme for Providing Quality Education in Madrasas

SRCs – Socio Religious Communities

ST– Scheduled Tribe

U

UGC – University Grants Commission

UPA – United Progressive Alliance

UNESCO– United Nation Education Social and Cultural Organisation

UPA – United Programme Alliance



National Commission For Minority Educational Institutions

The National Commission for Minority Educational Institutions (NCMEI) was established by the Government of India through the enactment of 'The National Commission for Minority Educational Institutions Act, 2004'. The said Act was amended in 2006 and again in 2010 for making the Commission more effective and useful towards discharging its enshrined responsibility for the educational advancement of minority communities in the country.

The formation of the National Commission for Minority Educational Institutions was envisaged in the UPA Government's manifesto called 'National Common Minimum Programme (NCMP)' which was approved after a consensus reached upon between the UPA and its allies. The NCMP's section on National Harmony, Welfare of Minorities, notes that "a Commission for minority educational institutions would be established which will provide direct affiliation for minority professional institutions to Central Universities". The Commission came into being with its headquarter in the national capital after the promulgation of an Ordinance by the President of India on 11 November 2004, coinciding with the birth anniversary of the First Education Minister of the country Maulana Abul Kalam Azad, which was further ratified as the above mentioned Act by the Parliament the next month. Consequently, the concerning Act was notified for its effectuation in January 2005. The composition of the first team of the Commission was as follows: Justice M.S.A. Siddiqui (Chairperson), Shri B.S. Ramoowalia (Member) and Shri Valson Thampu (Member). Presently, the Commission comprises Justice M.S.A. Siddiqui (Chairman), Dr. Mohinder Singh (Member), Dr. Cyriac Thomas (Member), Mr. Zafar Agha (Member) and Shri Raj Singh (Secretary).

The Commission is mandated to look into specific complaints regarding deprivation or violation of rights of minorities to establish and administer educational institutions of their choice. Protection of rights of minorities are enshrined in the Article 30 of the Constitution which states that "All minorities, whether

based on religion or language shall have the right to establish and administer educational institutions of their choice". Thus, the Commission can look into any complaints relating to violation and deprivation of rights of minorities to establish and administer educational institutions of their liking. This is a quasi-judicial body and has been endowed with the powers of a Civil Court. The NCMEI has three roles to play, namely adjudicatory function, advisory function and has recommendatory powers.

The Commission has heard 1404 cases in its maiden year, mostly related to Minority Status Certificate (MSC), No Objection Certificate, permission for establishing new schools, creation of posts and filling the vacancies, complaints in grant-in-aid, cases related to service conditions, problems appertained to Urdu as a language, problems of madrasa education and the like. In 2005 it heard 373 cases, in 2006 : 2074 cases, in 2007:1096 cases, in 2008:1648 cases, in 2009:1833 cases, in 2010:2729 cases, in 2011: 2051 cases and in till 31.07.2012:1733 cases. After a decline in 2007-08, the number of cases heard by the Commission is continuously on the rise. This speaks of both the increasing awareness regarding the provisions of the NCMEI Act and the extent of the prevailing bias against minorities in the administration and educational system of the country. The overall number of registered cases with the NCMEI since its beginning till 31st July 2012 has been 13,537. The Commission has issued 6579 Minority Status Certificates (MSCs) to aspiring institutions as on 31st July 2012, 45% of them being availed by the educational institutions from the State of Kerala.

In the wake of the debate on the educational backwardness of Muslim minority, particularly after the submission of Sachar Committee Report (SCR), need has been felt by different authorities to intervene in order to develop better educational opportunities for the members of the community. The NCMEI has also highlighted this matter in various ways. The Commission's foremost decision in this regard has been the formation of Committee on Girls' Education,



with eminent women activists and experts as its members. The task of this Committee was to analyse the educational conditions of the minority girls in general, and the Muslim girls in particular and accordingly, to suggest appropriate measures in order to improve the existing situation. This decision was taken by the Commission on the basis of the fact that Muslim women have been found to be more backward as compared to their counterparts, both general women and Muslim males. The Committee was expected to submit its report and recommendations in the light of ground realities, inputs provided by the experts and community perceptions relating to the

issue of education of girl children.

There is no doubt that the NMCEI has played a vital role in reassuring minority communities of the country that their educational rights will be honoured and fulfilled. The NCMEI has invigorated thousands of minority educational institutions in delivering their services in a better way. The Commission is helping the government to redress a voluminous load of grievances accruing against local and state administration. To further the cause of girl child education it is expected that people engaged in the promotion of education among minority communities should cooperate with the Commission in discharging its mandatory function.



COMMITTEE ON GIRLS' EDUCATION (CGE)

“Education is the basic element of empowerment, more so for the women who are ‘the minority within minority’ section of population”

—
Justice MSA Siddiqui, Chairman NCMEI

To achieve the objective of women empowerment through women's education, the National Commission for Minority Educational Institutions (NCMEI), Ministry of Human Resource Development, Government of India, constituted its Committee on Girls Education in 2007 to formulate and submit recommendations on ways and means to ameliorate the grave situation of girls of minority communities, in general, and that of Muslim girls in particular. The Committee was assigned to look into the given issue for evolving modalities that could lead to the enhancement of educational attainments of the girl child in the country, particularly of Muslim girls.

The National Commission for Minority Educational Institutions has had an impression from various reports and studies that education of the girl child has received an inadequate priority in the Indian society especially due to the rampant backwardness of masses and social taboos ascribed to it. In this scenario Muslim girls emerged as the worst sufferers. Therefore, through the resolution passed on 19th June 2007, the Commission has formulated a committee of eminent women educationists and activists to recommend ways and means to alleviate the glaring situation. The Committee was supposed to evolve modalities for promoting education of the girl child more effectively and submit appropriate recommendations to the Commission for the needful.

Constitution of a Special Committee:

During its interactions, the Commission observed that girls have proved themselves to be no less capable and

talented than boys. However, overall, the education of girl child continues to suffer an utter neglect. This situation has been found to be more depressing in the case of Muslim girls. The Commission also noticed that the dismal state of affairs of educational facilities available for the poorer sections of the minority communities had to be addressed properly. The education of girl child is found to be as one of the area that has received least focus in the development process till recently. The girl child in the Muslim community is one of the worst sufferers of the situation prevalent in society. In order to address the troublesome scenario, the NCMEI constituted a committee of eminent women educationalists and experts to study the situation and recommend ways and means to ameliorate the same. The Commission requested the Committee to analyse the situation thoroughly and submit its report at the earliest. The Commission anticipated that the Committee will initiate dialogue with all stakeholders so that a thorough and comprehensive view regarding minority girls' education may be brought on record and suitable measures could be formulated in the light of the most acceptable suggestions. Education of women is far more crucial for the progress, health and dynamism of a society and the Commission hopes that with the recommendations of the committee, this neglected field would receive due attention of all concerned. Therefore, it resolved to form the Committee on Girls' Education as a step forward.

Accordingly, a committee consisting of the following members was formerly constituted by the Commission:



Name	Designation
Smt. Ipsita Roy Chakraberty	Chairperson
Sr. Jessy Kurian	Alternate Chairperson
Smt. Neelam Romila Singh	Member
Dr. Seema Wahab	Member
Miss Bhupinder Jit Kaur	Member
Ms. Annie Koshi	Member
Smt. Sadia Dehlvi	Member
Smt. Daljit Kaur	Member
Smt. Abeda P. Inamdar	Member
Ms. Atiya Mushtaque	Member
Dr. Shabistan Gaffar	Member
Mrs. Najma Nazim Kazi	Member
Ms. Fauzia Khan	Member
Ms. Rahmathunisa Abdul Azeez	Member
Dr. S. Sumayaa Dawood	Member
Ms. Noushaba Parveen	Member
Mrs. Uzma Naheed Ghazi	Member
Mrs. Rajni Sharon	Member

Smt. Ipsita Roy Chakravarti was nominated as the first Chairperson of the Committee on Girls Education. Since Smt. Roy Chakravarti was not able to spare much of her time towards gearing up the Committee, it was felt necessary to appoint Sr. Jessy Kurian, Member of the Commission, as Working Chairperson of the said Committee (vide resolution dated 8th July, 2008). Sr. Jessy Kurian had also demitted her office on 5 December 2009.

It is evident that the Committee became dysfunctional for some period of its tenure. However, a

few members of the Committee, namely Dr. Shabistan Gaffar, Mrs. Atiya Mushtaque and Mrs. Abeda P. Inamdar, remained proactive and did commendable work in achieving objectives of the Committee whereas some others actively cooperated in fulfilling the responsibilities assigned to them. Some of the major meetings conducted by the Committee till 2009 are enclosed herewith. (Vide Annexure-V). Yet, the Committee as a whole was not working up to the expectations. Therefore, it became imperative to reconstitute the said Committee. Hence, the Committee on Girls Education was reconstituted



afresh and Dr. Shabistan Gaffar was appointed as its Chairperson (vide order dated 7th January, 2010). Five members of the Committee were nominated in consultation with the chairperson of the Committee.

In due course five more members were inducted in the Committee in two spells, making its present strength to 11 members in all, who represent various regions, denominations and professional backgrounds.

The present Committee on Girls Education comprised the following members:

Name	Designation	Place/State
Dr. Shabistan Gaffar	Chairperson	New Delhi
Mrs. Abeda P Inamdar	Member	Pune
Mrs. Atiya Mushtaque	Member	Kolkata
Dr. Seema Wahab	Member	New Delhi
Ms. Sheeba Aslam	Member	New Delhi
Dr. Karen Gabriel	Member	Delhi
Prof. Najma Akhtar	Member	New Delhi
Dr. S. Sumayaa	Member	Tamil Nadu
Prof. Dr. Qamar Rahman	Member	Lucknow
Dr. PA. Fathima	Member	Alwaye
Ms. Lovina Khan	Member	Kolkata

Aims and Objectives:

Apart from other various practical measures, members of the Committee agreed to have certain objectives for the Committee to work for. The Committee cherishes to achieve the following aims and objectives to:

- Empower religious minority girls in India through education
- Uplift the educational standards of minority girls
- Enhance educational opportunities for the

minority girls

- Take stock of the present scenario
- Understand challenges and bottlenecks
- Recommend plan of action

Functions

It has been envisaged that the Committee will undertake the following functions for achieving its enshrined aims and objectives:

- To find out the pros and cons of the issue in order



to evolve the modalities providing education to the girl child more effectively;

- To suggest ways and means to improve the educational standard of the girl child belonging to the down trodden segment of the society in general and the Muslim girls in particular;
- To recommend ways and means to ameliorate the bleak situation of the general education of the girl child;
- To recommend modalities for an effective implementation of the provisions of the Right to Education Act 2009 focusing on universalisation of girls' education;
- To recommend to the Commission from time to time to consider relevant issues appropriately for their speedy redressal.

Activities:

The Committee on Girls' Education, as formed by the NCMEI, has undertaken the following activities since its formation in 2007.

1. Meetings of the Committee:

The members of the Committee on Girls' Education (CGE) held their meetings periodically in order to review the progress made and planning the future course of action. Though, the Committee could not meet as many times as expected due to several logistic problems and only one full-fledged meeting of the members could be held during its stint; yet, the members remained in active touch with each other over phone and email. The seminars and events held in different parts of the country also provided these members to interact and exchange thoughts with each other and with the larger community of social activists, functionaries of NGOs, community leaders, and other stakeholders.

One meeting of the Committee on Girls' Education was held on 26th July 2010 at the NCMEI office, New Delhi to pinpoint issues and assignments before the Committee and to plan activities according to the envisaged terms of reference. The chairman of the National Commission for Minority Educational Institutions (NCMEI) Justice M.S.A. Siddiqui presided over the proceedings. Shri R. Renganath (Secretary NCMEI) and Mr. Sourindra Ghosh (Consultant) also joined the meeting. The members of the Committee on Girls Education who were present include Dr Shabistan Ghaffar (Chairperson), Professor Najma Akhtar, Mrs Abeda P. Inamdar, Dr. Karen Gabriel, Dr. Seema Wahab and Mrs Atiya Mushtaque. The meeting began with the preliminary remarks of Justice Siddiqui and the Secretary of the NCMEI. The discussion of the meeting centered on the problems and bottlenecks faced in promoting minority girls' education. A number of suggestions were put forward for consideration. The major decisions of the meeting comprised holding of a National Conference on the core theme of 'Minority Girls' Education' to be inaugurated by the Prime Minister of India and five regional seminars to cover different states of the country. A resolution based on discussed points was adopted for the follow up and action. (Vide Annexure-VI).

2. Sub-Committees:

In each zone the resident Member/s of the Committee on Girls Education and Honorary Coordinators of the NCMEI in that region jointly formed the sub-committee of the zone for fulfilling various academic and logistic needs of the Committee. The concerning sub-committee mainly helped the NCMEI and Committee on Girls' Education in identifying suitable experts and in holding the regional seminars and in preparing proceedings thereof.

3. Interaction with Competent Authorities:



The focus of minority girls' education falls within the purview of different ministries, departments and bodies. The Prime Minister's Office (PMO) supervises implementation of the 15-Point Programme, the Ministry of Human Resource Development (HRD) deals with the issues of illiteracy, primary education, secondary education and higher education through different departments, the Ministry of Minority Affairs looks after various matters appertained to the development of minority communities. The Ministry of Social Justice and Empowerment works towards the matters related to social justice and equality and the Ministry of Women and Child Development focuses on women issues including those related to the girl child. There are a number of government bodies that deals with the education and standard of education such as the UGC, CBSE, ICSE, NCERT, NCTE, AICTE, IGNOU, NIOS, JSS, NCRI, state boards, etc. There are some National Commissions having bearing on the advancement of minority girls such as National Human Rights Commission (NHRC), National Commission for Minorities (NCM), National Commission for Minority Educational Institutions (NCMEI) and National Commission for Women (NCW). Since education is on concurrent list of the Constitution of India, the state level matters are dealt by the State Governments through their respective departments, commissions and educational bodies.

There is no doubt that rules and regulations formed by the concerned ministries, departments and statutory bodies and the attitude of the concerning authorities have a major say in shaping the course of education in the country. Therefore, it became imperative for the members of the Committee to understand the governing procedures, persuade authorities to remove bottlenecks, modify and simplify rules, motivate concerning authorities to become proactive and shed bias and sensitise administration

regarding minority girls' education. This necessitated close interaction of the Committee with all concerned. During the tenure of the Committee, its members, especially its chairperson held several meetings with the Secretaries and senior officers of various ministries and regulatory bodies.

Through these interactions the officials have been sensitized towards the ground realities and needs of inclusive education for women minorities for the advancement of the Nation. As a consequence of this proactive intervention of the Committee, the following outcome has been noted.

- a. The authorities have expressed their full support and cooperation for the smooth functioning of the Committee towards empowering the minority girls through education. This, in turn, has resulted in raising awareness about, and concern for, the importance of minority girls' within these offices.
- b. The NIOS has relaxed norms for affiliating educational institutions and vocational centres working primarily for the advantage of minority people.
- c. With the tremendous co-ordination and effort of the Committee on Girl's Education in organizing and arranging stakeholders, the NIOS introduced the Project HUNAR in Delhi
- d. Many Madrasas/Minority educational institutions got accredited as NIOS Centres for OBE, Vocational and Academic courses
- e. The Committee as per the collaboration with the Ministry of Labour helped the NGOs to establish technical institute in one of the Minority concentrated District, Mewat, Haryana
- f. The enrolment of minority girl children, particularly Muslims increased due to the awareness programmes and seminars conducted by the Committee in Collaboration with NGOs in



different Minority Concentrated districts on early marriage, sexual harassment, child labour etc.

- g. On recommendation of the Committee, the Education, Research & Development Foundation (ERDF) reserved 33 per cent seats for girls in all their institutions including the University of Science & Technology, Meghalaya.

Details of some of the official meetings conducted by the Committee with the Government officials are enclosed vide ANNEXURE-IV.

4. Information, Awareness and Guidance:

The Committee on Girls' Education played an important role and provides information, generate awareness and guide educational institutions, NGOs, social activists and community leaders for availing its intervention as regards promoting women education in general and Muslim girls' education in particular. Through interactive meetings, discussions, institutional visits, email responses, telephonic conversations, press releases, media meets, website information and the like, the role of the NCMEI and its Committee on Girls Education in the promotion of minority girls' education has been given a wide publicity for the benefit of all those who are interested in the educational empowerment of minority girls. Most of the stakeholders, educational institutions, NGOs and parents were made aware of the importance of girls' education for the progress of the concerning communities and the nation as a whole. The educational institutions were guided regarding the Government schemes and provisions under the NCMEI.

5. Community Sensitisation:

Community sensitisation is one of the major steps taken by the NCMEI's Committee on Girls Education. However, this could not succeed without involving a wide array of experts, educationalists, social workers,

functionaries of NGOs, community leaders and the woman folks from the concerned communities in thrashing out deep rooted issues and in removing impediments in the way to girls' education.

Therefore, during its tenure so far, the members of the Committee made visits to several States and districts and interacted with educational institutions, participated in regional seminars, addressed various press conferences and met community leaders and educationalists for spreading its message. (Vide details in Annexure- III). This exercise has also helped the Committee and its members in understanding deep issues involved in Girls' education, in pinpointing the bottlenecks involved in alleviating the conditions and in formulating suggestions for future measures on the part of the state and the community.

The Committee deemed it necessary to reach out to the concerned constituencies scattered around the country. These visits and interactions were found mutually beneficial as the Committee was also able to acquire first-hand information regarding the extent and diversity of the problems faced by the minority girls in various states of India and the causes thereof.

6. Regional Conferences:

In order to interact with various stakeholders and understand regional variations of the girls' education, it was felt essential to hold regional conferences of educationalists, social activists, functionaries of NGOs and institutions, community leaders, etc. Therefore, it was resolved in the meeting of the Committee on Girls Education held at the NCMEI on 26 July 2010, presided by Hon'ble Justice M.S.A. Siddiqui, chairman, NCMEI, that five regional conferences on the central theme 'Empowerment of Minority Girls through Education' will be held in collaboration with local organisations. Accordingly, various states and union territories were grouped into the respective zones



keeping geographical and linguistic proximity in view.

In these conferences/seminars, state-wise analysis of educational situation was presented, major issues appertained to girls' education of the concerning states were highlighted and concrete suggestions were put forward for ameliorating educational backwardness of the minority communities of the State concerned. All presentations and deliberations were focused on the core theme of empowering girls through education, as proposed by the Committee. Both, Justice M.S.A. Siddiqui the chairman of NCMEI and Dr Shabistan Ghaffar the Chairperson of Committee on Girls' Education, enriched all these conferences/seminars with their valuable experience sharing whereas members of the Committee and the Commission joined them as and when possible according to their own convenience. The issues and findings of these conferences and seminars have been discussed under the chapter 'Regional Perspectives'.

So far the following regional conferences have been held:-

a. NORTH EAST ZONE:

The regional conference on the given theme was organised by Education, Research and Development Foundation (ERDF) on 10 April 2010 at Sankardeva Kalakshetra, Guwahati in collaboration with Ajmal Foundation, Markazul Maarif, Pragjyotish Group of Institutions and All Assam Madrasa Educated Youth Association. In this event, experts and activists from Assam, Manipur, Meghalaya, Tripura, Mizoram, Sikkim, Nagaland, Sikkim and West Bengal, etc discussed the local issues as regards girls' education. The key speakers of the conference apart from paper contributors were Justice M.S.A. Siddiqui, Chairman of the NCMEI; Dr. S.S. Jena, Chairman National Institute of Open Schooling (NIOS); Dr. Shabistan Ghaffar, Chairperson

Committee on Girls Education; Mrs Abeda P. Inamdar and Ms Sheeba Alam, Members of the Committee; Dr. Masood Parveez, director Regional Services Division of IGNOU and M. Hoque, chairman ERD Foundation. 16 papers were presented on the theme of the conference. The proceedings were published by the ERD Foundation. Over 300 participants from all states of the North East attended the conference, notably among them were Saeedullah Nongrum, MLA and former minister, Government of Meghalaya; Mrs Remliani Chawngthu, member secretary, Mizoram State Women Commission; Ms Tsibukhro, an advocate from Nagaland; Prof. Abdul Mannan of Guwahati University; Dr. Mahfuja Rahman and Dr. Saduddin Chowdhary of Cotton College, Assam; and Mr Salauddin Islam from Manipur. Ms Farida Haque welcomed the guests and Ms Akhtara Nilufar presented the vote of thanks. A resolution was passed at the end of the conference. (Vide Annexure-VII).

b. WEST ZONE:

Regional conference of the Western Zone was organised by Maharashtra Cosmopolitan Education Society Pune, Azam Campus, on the proposed theme on Minority Girls' Education on 28 November 2010 at Mumbai. In this conference, representatives from Rajasthan, Gujarat, Maharashtra and Goa participated. The key speakers of the conference were Justice M.S.A. Siddiqui, Chairman National Commission for Minority Educational Institutions, New Delhi; Mrs Fauzia Khan, the Education Minister of Maharashtra; Dr. Mohinder Singh, the member NCMEI; Shri R. Renganath the Secretary NCMEI; Dr. Najma Akhtar, NUEPA; Dr. Shabistan Ghaffar the Chairperson and Mrs. Abeda P. Inamdar the member of Committee on Girls Education; Shri P. A. Inamdar the Vice President, All India Federation of Muslim Educational Institutions, New Delhi; and many others. Around 20 presentations



and papers were presented during the conference. A resolution based on discussed points was adopted for the follow up and action. (Vide Annexure-VIII)

c. SOUTH ZONE:

The Regional Conference of Southern States was held at Chennai on 2 February 2011 at Justice Basheer Ahmed Sayeed Women's Auditorium, Chennai. Around 1500 delegates from Tamil Nadu, Kerala, Andhra Pradesh and Karnataka were present. The key speakers of the conference were Justice M.S.A. Siddiqui, chairman NCMEI; Thiru Dr. K. Ponmudi, Minister of Higher Education, Government of Tamil Nadu; Dr. Kaviko Abdul Rahman, chairman Tamil Nadu Wakf Board; Padma Bhushan Shri Moosa Raza, chairman of The Southern India Education Trust; Dr. Mohinder Singh and Dr. Cyriac Thomas, members of the NCMEI; Dr. Shabistan Ghaffar, Chairperson, Committee on Girls' Education; T.P. Imbichammad; Dr S Xavier Alphonse SJ Director, Indian Centre for Research Development and Community Education and UGC Member, Chennai; Mrs. Regina Papa, Director of Women Studies; Professor Dr. Najma Akhtar, NUEPA, New Delhi; Dr S Sathikh, former Vice Chancellor, University of Madras, Sr. Sumayaa, Member, Committee on Girls' Education as Convener of the Committee and several experts who presented their valuable papers and opined their views on this occasion. A resolution based on several regional demands was approved by the seminarians. (VIDE ANNEXURE-IX).

d. CENTRAL ZONE:

The Central Zonal seminar of some north central states was held at Karamat Hussain Muslim Girls' P.G. College, Lucknow on 15 February 2011. The representatives from Uttar Pradesh, Uttarakhand, Bihar, Jharkhand, Madhya Pradesh and Chhattisgarh attended the seminar. The key speakers of the conference were Justice M.S.A. Siddiqui, Chairman National Commission

for Minority Educational Institutions (NCMEI), Shri Anis Ansari, Vice-Chancellor U.P Urdu Arabi Farsi University, Dr. Shabistan Ghaffar, Chairperson and Mrs. Abeda P. Inamdar, Dr. Sumayaa, Professor Najma Akhtar and Dr. Qamar Rehman members, Committee on Girls Education, NCMEI; Dr. Roop Rekha Verma, former Vice-Chancellor, University of Lucknow; Dr. Rehana Tariq and Mrs. Shakila Khan, Allahabad; Dr. M. Zaki Kirmani, Aligarh; Dinesh C. Sharma, Meerut; Gurdeep Singh Sahota, Dehradun; Dr. Shakeel Ahmed, Patna; Mrs. Mumtaz Jahan, Karimchak and Ms. Jahanabad, (Bihar); Dr. S.M. Khalid, Dhanbad, Dr. Wakil Ahmad Rizvi, Hazari Bagh and Raeez Khan, Bokaro (Jharkhand). 24 presentations were made by the experts. Abstracts of the Zonal Seminar were published in a Souvenir released on the occasion of the event. The papers presented at the Seminar is enclosed (vide Annexure-X)

e. NORTH ZONE:

The regional seminar of representatives of northern states was held on 28 December 2011 at India Islamic Cultural Centre, New Delhi in which experts from Delhi, Rajasthan, Haryana, Punjab, Jammu & Kashmir, Himachal Pradesh, Odisha, Assam and Maharashtra participated in the deliberations on the general theme of the scheme. The key speakers of the conference comprised Justice M.S.A. Siddiqui, Chairman NCMEI; Dr. Abdul Rehman Nakadar, Trustee of the American Federation of Muslims of Indian Origin (AFMI), USA; Mr Ashfaq Qureshi, President AFMI; Dr. Aslam Abdullah, editor Muslim Observer, USA; Dr. Shabsitan Ghaffar, Chairperson Committee on Girls Education; Mrs Abeda P. Inamdar, Professor Najma Akhtar, Dr. Qamar Rehman (all members of the Committee on Girls' Education); Mr. Abdul Rashid Agwan, President Universal Knowledge Trust representing Rajasthan; Dr. Halima Sadia,



head of Hamdard Public School (Primary Section), representing Delhi; Mrs Mamduha Majid, secretary Muslim Women's Organisation representing Odisha; Dr. Firdous Ahmad Wani, Registrar Jamia Hamdard, representing J&K; Dr. Pramila Sriwastava, President of Indian Council of Education, representing Haryana; Dr. Jawahira Tabassum, representing Assam; Mrs Zohra Sattar representing Punjab and several members of the team of AFMI.

f. EAST ZONE:

The Eastern Zonal Conference on Empowerment of Women and Girl child through Education in Minority Community was held on 7th March 2012 at St. Xavier's college auditorium, Kolkata, West Bengal. The Conference was coordinated and organized by Ms. Lovina Khan, Hony. Member of the Committee on Girls' Education, NCMEI. The conference was witnesses to a large gathering including the educationalist, social activist, Stakeholders of Minority Educational Institutions, NGOs etc.

The key speakers of the conference comprised Hon'ble Justice M.S.A. Siddiqui, Chairman, NCMEI; His Grace Archbishop Thomas D'Souza, Bishop of Kolkata, Dr. Shabistan Gaffar, Chairperson, Committee on Girls' Education, NCMEI, Ms. Lovina Khan, Member, Committee on Girls' Education, NCMEI; Mrs. Sabitri Mitra, Minister for Women & Child Development; Mr. Shane Calvert, MLA of the Anglo-Indian Community; Mr. Mishra I.A.S., Secretary, Higher Education Department, West Bengal, Sister Cyril, Mrs. Atiya Mushtaque, Member, Committee on Girls' Education, Director, Lorento School, Kolkata; Bishop Emeritus Henry D'Souza; Mr. Nazrul Hoque, Principal Secretary, Minority Cell, West Bengal, Ms. Farah Khan, Co-ordinator, NCMEI etc.

Hon'ble Justice M.S.A. Siddiqui, Chairman, NCMEI, gave an in-depth, legal, and technically

excellent explanation on the various aspects pertaining to issues of minority education. Mr. Nazrul Hoque I.A.S., West Bengal addressed the audience regarding the importance of girls' education and the concerned speakers from West Bengal enlightened the audience about the possibilities available in the Government of West Bengal for empowering the girl child through education, particularly, for minorities.

Dr. Shabistan Gaffar, Chairperson, Committee on Girls' Education, pointed about the issues regarding under-utilisation of governmental assistance, and impediments in the various other schemes relating to vocational training and other benefits available from state and central agencies. Her speech was a cause for great cheer among the women of the minority community and also among the heads, administrators and representatives of a large number of NGO's from the city working on women's issues.

During the conference ten women who head various NGO's or Social Organizations were also felicitated for their selfless and dedicated contribution to society. The seminar report and the activities conducted by the Members of the Committee on Girls' Education enclosed. (Vide Annexure-XII).

7. Representation:

In order to remove bottlenecks coming in the way of improving participation of minority girls in the process of education, the chairperson of the Committee herself, along with other members of the Committee on Girls Education as and when possible, made representations to UGC, IGNOU, NIOS, etc on different occasions with the result that the viewpoint of education providers were given a patient hearing by the concerned authorities and certain relaxations were accepted in the procedures and norms for the benefit of educationally backward communities.

8. Memorandum of Understandings signed by the



CGE:

The Committee on Girls Education signed MoUs with concerned bodies for close cooperation in the field of education. One such agreement was reached upon between the Committee and the National Institute of Open Schooling (NIOS) for the promotion of girls' education through advocacy programmes.

9. Grants and Assistance:

The members of the Committee guided several minority organisations regarding the government schemes in a way that many of them could avail different grants and assistance for their valuable activities. In some cases they also recommended proposals of NGOs to private donors and philanthropic agencies for help.

10. Impact:

There is no doubt that in a short span of an active engagement of the Committee on Girls Education, and its mentor the NCMEI, succeeded in making a

laudable impact on the prospects of girls' education in the country particularly as regards the backward Muslim girls. It caused an attitudinal change among the parents, teachers, community leaders and officials and brought all stakeholders closer for a synergic maneuvering to promote educational status among the backward sections of society where women have to bear a double burden of backwardness as a second sex within minority. Several norms could be modified after the intervention of the Committee for generating a favourable atmosphere for the education of girls hailing from such sections. Moreover, the Committee has been able to collate and analyse data and information emanating from the deep understanding of the experts and executors alike. The Committee has encouraged free and frank discussions at all levels which resulted in integrating all sorts of opinions and viewpoints in the operative part of this presentation.





Meetings of the Members of the CGE with the Chairman, NCMEI at the Conference Room of NCMEI



Mrs. Fauzia Khan, Education Minister, Maharashtra addressing at the Western Zone Conference at Mumbai



Mrs. Fauzia Khan, Education Minister, Maharashtra; Mr. P.A. Inamdar, Mr. R. Renganath, Secretary, NCMEI at the Western Zone Conference at Mumbai



Audience at the Western Zone Conference at Mumbai



Dr. K. Ponmudi, Minister of Higher Education, Tamilnadu; Justice M.S.A. Siddiqui, Chairman, NCMEI, Padma Bhushan Shri Moosa Raza, chairman of The Southern India Education Trust and Dr. Kaviko Abdul Rahman, Chairman Tamil Nadu Wakf Board at the South Zone Conference at Chennai.



Dr. K. Ponmudi, Minister of Higher Education, Tamilnadu; Justice M.S.A. Siddiqui, Chairman, NCMEI, Padma Bhushan Shri Moosa Raza, chairman of The Southern India Education Trust; Dr. Kaviko Abdul Rahman, Chairman Tamil Nadu Wakf Board and Dr. Mohinder Singh, Dr. Cyriac Thomas, Members of NCMEI; at the South Zone Conference at Chennai.



Dr. Shabistan Gaffar, Chairperson, CGE, NCMEI addressing at the South Zone Conference at Chennai.



Dr. K. Ponmudi, Minister of Higher Education, Tamilnadu Audience addressing at the South Zone Conference at Chennai.



Different speakers addressing at the North Zone Conference at Islamic Cultural Centre, New Delhi.



Justice M.S.A. Siddiqui, Chairman, NCMEI, His Grace Archbishop Thomas D'Souza, Kolkata & Members of CGE, NCMEI at the inauguration of the Eastern Zone Conference at Kolkata



Delegates at the Eastern Zone Conference at Kolkata

INTRODUCTION

Almost half of the human world is comprised of women. By mid-2011 there were 3.5 billion women in the world. Trends of world population make it evident that there are generally 101 males to 100 females. According to the Census of India 2011, the population of 586,469,174 females illustrates that there are 933 women per 1000 men in the country. However, most human development indicators locate women on the rear side of the progress. They are being deprived of the opportunities or facilities as compared to their male counterparts on the fronts of education, economic gains, health, human rights, equality, justice and the like. There is a global debate on the causes of women's deprivation and possible measures for ameliorating the situation. India is also a vital part of this global upsurge.

Women in India are entering into every field of education and taking on challenges of various professions. However, masses of women are restricted by vicious circle of family expectations, gender role discrimination, social stereotypes and stigma. Women from different socio-economic strata have a great deal of disparity in their life-situations. There are also significant differences in women's specific status across regions, caste and class, communities and religions. There is a need to identify factors that account for differential impact of common constitutional and legal provisions, common policies, programmes and schemes on women from different communities especially the minorities and the disadvantaged sections of our population.

India now has around six decades of experience in dealing with inequalities and disparities rooted in several millennia of its evolution, yet we still see sharp inequalities of caste, creed, tribe and rural urban divide. Gender cuts across all these layers making women and girls of the disadvantaged groups the most deprived members of our society. Gender disparities in educational and all other social and demographic indicators reflect the unequal position of girls and women in a highly sexist, gender discriminatory social order. Any discussion on the present situation of minority women would be incomplete without looking at the situation of women in general and specifically among the minorities and the disadvantaged sections of population.

Indian women are facing a multi-layered discrimination; first as a woman, then as the woman from a poor family, as a woman from some rural background, or as a woman hailing from

OBC, SC/ST and minority communities. Education, economic background and social clout determine the real status of the women in India and the women of weaker sections have been glaringly enervated on that count. Although most women in the country face discrimination at some or the other front, those belonging to the deprived castes and communities are living in a spiral of deprivation. Decades of government measures have failed to bring them to the forefront of progress and development. The glaring example of this is evident when we talk about the situation of women from minority communities. This report locates the educational situation of Muslim women in India within social, economic and political context. Prejudices, patriarchy and broader discriminatory practices all combine to present formidable challenges before Muslim women in India even decades after independence. Within this broader picture of social disadvantage, the literacy levels of Muslim men and women are further skewed towards the bottom.

The largest minority of the country comprising 175 million Muslims forms one single cohort that is educationally, socially and economically more backward compared to the other Socio-Religious Communities (SCR), as intensively argued by Sachar Committee Report. Evidently, the situation of Muslim women is worse than Muslim males as well as women from other communities. For instance, Muslim women are lagging behind Muslim males in terms of literacy by 17.5 percentage points, whereas they are behind general women in literacy by 3.6 percentage points. Both the gender gap and social gap becomes more and more pronounced with the rise in educational levels. In spite of efforts made at various fronts, most of the women remain poor, unlettered, pregnant and powerless - regardless of their religious affiliations.

The Census, 2001 corroborates that at the all India level except the Muslims; all other religious groups have higher literacy rates than the Hindus who are a majority group. Jains have the highest literacy rate



of 94.1%, followed by Christians (80.3%); Buddhists (72.7%); Sikhs (69.4%); Hindus (65.1%) and Muslims at 59.1%. The SC/ST who constitute 24.4% of the country's population have literacy rate of 52.2%. Rural urban literacy differentials are marked for all groups, the gap is the widest amongst Hindus and lowest among the Muslims. Male female disparities in literacy rates is 22 percentage points for India as a whole; it is 23 percentage points amongst Hindus; 17.5 percentage points amongst Muslims and 24.7 percentage points amongst the SC/ST. Regional Variations are tremendous making development a crucial variable.

The situation of disadvantage persists in spite of the fact that the Constitution of India grants Muslims and other Minorities equality of status and opportunities with other citizens to accelerate the process of educational and socio-economic justice. The Constitution of India grants the rights to Equality and Right to Freedom of Religion and Protection of Interest of Minorities in regard to educational rights. For six decades, the nation has worked and moved towards building and sustaining a secular democracy and advancing the interests of the historically disadvantaged sections to include women, the Scheduled castes (SC), the Scheduled Tribes (ST) and the minorities. Concerted efforts have been made towards equality and removal of disparities. Major policy and programmatic inputs are being made to ameliorate the overall situation of the socially and economically disadvantaged sections of our society with a string focus on women and girls in the last two decades with special focus on education and empowerment.

The government, policymakers, educationists and the community leaders need to take serious notice of this grim situation. The Sachar Committee suggested that, "Relative deprivation in education of Muslims vis-à-vis other SRCs calls for a significant shift in the policy of the State, along with the creation of effective partnership with private and voluntary sectors". Though various schemes and proposals are on the board for redressing the obtained conditions of minority women in general, and that of the Muslim women in particular, yet none of them proved to be effective. Often, there is a mismatch between the efforts of different bodies and lack of coordination to provide effective services remained an uncompleted task. In

this context, the National Commission for Minority Educational Institutions (NCMEI) has taken a laudable decision in forming Committee on Girls Education for studying and analysing the situation of girls of minority communities and to recommend specific proposals to the Commission for alleviating the same.

The Committee on Girls' Education, as constituted by the NCMEI, has practically worked for more than two years in discharging its assigned responsibility. Consequently, the Report and Recommendations on Minority Girls' Education, Committee on Girls Education, National Commission for Minority Educational Institutions, Ministry of Human Resource Development, Government of India, have been prepared based on wider interaction of the Committee members with policymakers, educationalists, social workers, NGOs, community leaders and other stakeholders in different parts of the country and by integrating relevant information from the available researches and studies on girls' education. The findings and recommendations on Minority Girls' Education may be divided into four categories of contents. In the first place, some formal chapters have been included such as Forward, Preface, National Commission on Minority Educational Institutions and Committee on Girls Education. The Report begins with the section on is followed by putting together relevant information on the core issue under such chapters as Introduction, A Note on Government Initiatives, Public Perceptions and Perspectives and The State of Minority Girls' Education in India. The next section deals with the suggestive parts of the Report under such chapters as Regional Perspectives, Issues in Girls' Education with a Focus on Muslim Girls and Innovations in Girls' Education. The Recommendations and Proposals Section is the crux and culmination of the whole exercise undertaken by the Committee on Girls' Education during the last two years. Some pertinent appendices have been added at the end of the Report for increasing its utility.

The report presented below is divided into several sections. The chapter 'Committee on Girls' Education' gives details regarding activities, approaches and impact of the Committee. It covers on the seminars and conferences organised by the Committee or on its behest by the collaborating NGOs. It briefly informs



regarding the inter-departmental interactions of the Committee members for exchange of views on girls' education and for removing the bottlenecks coming in the way of realising the goal at various levels. The chapter on 'The Regional Perspectives' shares information and suggestions presented by different experts and discussants in the regional conferences. These conferences have played an important role in providing space for understanding how the stakeholders in different regions of the country think about the state and prospects of girls' education in India. The major points of the resolutions adopted during these conferences/seminars have also been briefly discussed under this chapter. Some of the observations made under the chapter 'Innovations in Girls' Education' are the product of close interactions of the Committee with the educationalists diligently working in the field and will be found useful for an effective and creative planning.

The chapters 'The State of Minority Girls Education' and 'Issues in Minority Girls Education' are mainly based on varied study materials available on girls' education. A number of studies and research findings have been quoted to bring home the pertaining points. The data of Sachar Committee Report and NUEPA has been used extensively to understand the situation. It was important to have a comprehensive idea about the state of minority girls' education so that future course of action could be chalked out in a proper way. The chapter on 'Issues in Minority Girls' Education' will further contribute in this process. The chapter on 'Innovations in Girls Education' will be found useful for an effective and creative planning. The chapters 'A Note on Government Initiatives' and 'Public Perceptions and Perspectives' provide a strong base for a progressive course of action in order to ameliorate the situation.

'Recommendations and Proposals' section pinpoints measures for improving the state of girls' education in general and that of minority girls in particular. It provides the crux and culmination of the whole exercise undertaken by the Committee on Girls' Education during the last two years.

Most suggestions have emerged during the process of wide-ranged interactions, discourses, seminars and conferences held on the issue of girls' education and

from the expert inputs in different parts of the country. It is being suggested that mere government initiatives will not deliver the desired results rather the communities should play a proactive for their own empowerment as well as empowerment of women and girl children. It is anticipated that this Report will succeed in highlighting concerning issues of girls' education in the context of minority communities and the recommendations and proposals made by the Committee on Girls Education of the NCMEI will be fervently taken up by all concerned for alleviating educational backwardness of the women in general and that of the minority women in particular.

A NOTE ON GOVERNMENT INITIATIVES

"Education, as a prime mover in facilitating social and economic development, is now well understood by all and needs no further emphasis. It is well understood that it not only enhances productivity (through improvement in educational and skill base) thereby leading to economic empowerment but also augments democratic participation of all minorities/marginalized sections of society and upgrades their access to health and other quality of life indicators. Therefore, the aspect of equity and social justice is inextricably interwoven with the issue of expansion of educational access, more so in complex, pluralistic, democratic societies like India that are undergoing a phase of rapid economic development. The issue of equity and social justice, if not addressed correctly, by a well thought of and decisive set of policy interventions, can lead to a further widening of already existing gaps in between different Socio-Religious Communities (SRC) and aggravate their feeling of alienation".

The Government of India has adopted suitable policies and measures for the promotion of girls' education in the country including that of the minorities. These policies and measures are reflected in the provisions of the Constitution of India, relevant laws, approved policies, budgetary allocations, specific schemes and norms of educational bodies. A brief introduction to the concerning details has been given here for the information of all concerned. These are briefly stated as below

Policies and Constitutional Provisions:

The Constitution of India ensures equal opportunities for all sections of citizens without any



discrimination on the basis of belief, caste, creed, race, region or gender. In the light of constitutional provisions, girls hailing from any minority community enjoy, at least in principle, equal rights in education, employment and other fruits of the national progress.

1. The Article 22 of The Universal Declaration of Human Rights, the Charter of United Nations, to which India is also a signatory and is bound to act accordingly pronounces thus: "Everyone, as a member of society, has the right to social security and is entitled to realization, through national effort and international co-operation and in accordance with the organization and resources of each State, of the economic, social and cultural rights indispensable for his dignity and the free development of his personality".
2. The Constituent Assembly adopted the recommendations of the Advisory Committee on Fundamental Rights and Minorities in August 1947 which were incorporated into the Draft Constitution Articles 292, 294, 296 and 299. But under the shadow of Partition and the communal situation that had ensued, these safeguards for political and economic rights of minorities were altogether dropped in the subsequent meetings of the Constituent Assembly held in May and November 1947. However, the members of the Constituent Assembly assured the minorities of fair deal in public participation and representation even without the specific provisions. The first prime minister of India, Jawaharlal Nehru, guaranteed in the Constituent Assembly, "To all the minorities in India we give the assurance that they will receive fair and just treatment and there will be no discrimination in any form against them. Their religion, their culture and their language are safe and they will enjoy all the rights and privileges of citizenship, and will be expected in their turn to render loyalty to the country in which they live and to its constitution. To all we give the assurance that it will be our endeavour to end poverty and squalor and its companions, hunger and disease; to abolish distinction and exploitation and to ensure decent conditions of living".

3. Various Articles of the Constitution of India guarantees rights to religious and linguistic minorities and women. (Vide Articles 15, 16, 25, 26, 29, 30, 39, 45, 51, 347, and 350) Details may be considered as follows:

15. (1): The State shall not discriminate against any citizen on grounds only of religion, race, caste, sex, place of birth or any of them.
15. (3) Nothing in this article shall prevent the State from making any special provision for women and children.
15. (4) Nothing in this article or in clause (2) of article 29 shall prevent the State from making any special provision for the advancement of any socially and educationally backward classes of citizens or for the Scheduled Castes and the Scheduled Tribes.
15. (5) Nothing in this article or in sub-clause (g) of clause (1) of article 19 shall prevent the State from making any special provision, by law, for the advancement of any socially and educationally backward classes of citizens or for the Scheduled Castes or the Scheduled Tribes in so far as such special provisions relate to their admission to educational institutions including private educational institutions, whether aided or unaided by the State, other than the minority educational institutions referred to in clause (1) of article 30.]
16. (1) There shall be equality of opportunity for all citizens in matters relating to employment or appointment to any office under the State.
16. (2) No citizen shall, on grounds only of religion, race, caste, sex, descent, place of birth, residence or any of them, be ineligible for, or discriminated against in respect of, any employment or office under the State.
16. (3) Nothing in this article shall prevent Parliament from making any law prescribing, in regard to a class or classes of employment or appointment to an office.



16. (4) Nothing in this article shall prevent the State from making any provision for the reservation of appointments or posts in favour of any backward class of citizens which, in the opinion of the State, is not adequately represented in the services under the State.
25. (1) Subject to public order, morality and health and to the other provisions of this Part, all persons are equally entitled to freedom of conscience and the right freely to profess, practise and propagate religion.
- (2) Nothing in this article shall affect the operation of any existing law or prevent the State from making any law— (a) regulating or restricting any economic, financial, political or other secular activity which may be associated with religious practice; (b) providing for social welfare and reform or the throwing open of Hindu religious institutions of a public character to all classes and sections of Hindus. Explanation I.—The wearing and carrying of kirpans shall be deemed to be included in the profession of the Sikh religion. Explanation II.—In sub-clause (b) of clause (2), the reference to Hindus shall be construed as including a reference to persons professing the Sikh, Jaina or Buddhist religion and the reference to Hindu religious institutions shall be construed accordingly.
29. (1) 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.
29. (2) 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.
30. (1) All minorities, whether based on religion or language, shall have the right to establish and administer educational institutions of their choice.
30. (2) 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 a minority, whether based on religion or language.
- 39 The State shall, in particular, direct its policy towards securing—
- (a) that the citizens, men and women equally, have the right to an adequate means of livelihood.
45. The State shall endeavour to provide early childcare and education for all children until they complete the age of six years.
- 51A. It shall be the duty of every citizen of India –
- (e) to promote harmony and the spirit of common brotherhood amongst all the people of India transcending religious, linguistic and regional or sectional diversities; to renounce practices derogatory to the dignity of women.
347. On a demand being made in that behalf the President may, if he is satisfied that a substantial proportion of the population of a State desire the use of any language spoken by them to be recognised by that State, direct that such language shall also be officially recognised throughout that State or any part thereof for such purpose as he may specify.
350. Every person shall be entitled to submit a representation for the redress of any grievance to any officer or authority of the Union or a State in any of the languages used in the Union or in the State, as the case may be.
- 350 A. 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 he considers necessary or proper for securing the provision of such facilities.



350B. (1) There shall be a Special Officer for linguistic minorities to be appointed by the President.

(2) It shall be the duty of the Special Officer to investigate all matters relating to the safeguards provided for linguistic minorities under this Constitution and report to the President upon those matters at such intervals as the President may direct, and the President shall cause all such reports to be laid before each House of Parliament, and sent to the Governments of the States concerned.

Policies

4. Educational policy and progress have been reviewed in the light of the goal of national development and priorities set forth from time to time. In the Resolution on the National Policy on Education in 1968, an emphasis on quality improvement and a planned, more equitable expansion of educational facilities and the need to focus on the education of girls was stressed. The National Policy on Education (NPE-1986) was formulated which was further updated in 1992. The NPE-1986 provided for a comprehensive policy framework for the development of education up to the end of the century and a Plan of Action (POA) 1992, assigning specific responsibilities for organising, implementing and financing its proposals.
5. The NPE-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." This has been reiterated in the Revised National Policy on Education (1992).
6. The UPA Government's commitments regarding education as noted in the National Common Minimum Programme (NCMP) are like this:
 - i) The UPA Government will amend the Constitution to establish a Commission for Minority Educational Institutions that will provide direct affiliation for Minority Professional Institutions to Central Universities;
 - ii) The UPA Government will promote modern and technical education among all minority communities. Social and economic empowerment of minorities to more systemic attention to education and employment will be a priority concern for the UPA;
 - iii) The UPA Government pledges to raise public spending in education to at least 6% of the GDP with at least half this amount being spent on primary and secondary sectors. This will be done in a phased manner. The UPA Government will introduce a Cess on all central taxes to finance the commitment to universalize access to quality basic education;
 - iv) The UPA Government will take immediate steps to reverse the trend of communalization of education that had set in the past five years. Steps will be taken to remove the communalization of the school syllabus that has taken place in the past five years. A review committee of experts will be set up for this purpose;
 - v) The UPA Government will ensure that nobody is denied professional education because he or she is poor;
 - vi) The UPA Government will ensure that a national cooked nutritious mid-day-meal scheme, funded mainly by the Central Government, will be introduced in primary and secondary schools. An appropriate mechanism for quality checks will also be set up;
 - vii) The UPA Government will also universalize the



Integrated Child Development Services (ICDS) scheme to provide a functional Anganwadi in every settlement and ensure full coverage for all children.

7. The Right of Children to Free and Compulsory Education Act or Right to Education Act (RTE), which was passed by the Indian parliament on 4 August 2009 and signed by the President of India on 3rd September the same year and was duly notified by the Ministry of Human Resource Development on 1 April 2010. The Act provides for a special organization, the National Commission for the Protection of Child Rights, an autonomous body set up in 2007, to monitor the implementation of the Act together with Commissions to be set up by the states. While speaking on the concerning bill in Lok Sabha the Prime Minister Dr. Manmohan Singh said, “We are committed to ensuring that all children, irrespective of gender and social category, have access to education. An education that enables them to acquire the skills, knowledge, values and attitudes necessary to become responsible and active citizens of India.”
8. Enactment of National Commission Minority Educational Institutions Act, 2004, as amended in 2006 and 2010, made concrete provisions for safeguarding educational rights of minorities. This Commission hears complaints of minority educational institutions as regards their affiliation and recognition with statutory bodies, discrimination in grants and benefits of public resources and the issues related preservation of cultural identities and the like.
9. Prime Minister’s High-level Committee on Social, Economic and Educational Status of Muslim Community in India 2005 The Prime Minister’s High level Committee on Social, Economic and Educational Status of Muslim Community (Sachar Committee) in India was set up in 2005 under the Chairmanship of Justice Rajinder Sachar which submitted its report in 2006 (here to referred as Sachar Committee). This Committee noted with concern the low socio economic status of Muslim

minority, higher poverty, lower literacy and educational attainments, higher unemployment rates, lower availability of infrastructure and lower participation in decision making, in civil services including police, judiciary and in elected bodies, and above, all a perceived sense of insecurity and discrimination. The findings pose valid questions to a secular democracy based on equality and justice.

Perspectives and Recommendations of Sachar Committee:

While there is considerable variation in the conditions of Muslims across states, the Community exhibits deficits and deprivation in practically all dimensions of development. Mechanism to ensure equity and equality of opportunity to bring about inclusion should such that diversity is achieved and at the same time the perception of discrimination is eliminated.

- Creation of a National Data Bank (NBD) where all relevant data for various SRCs are maintained is recommended. An autonomous Assessment and Monitoring Authority (AMA) is needed to evaluate the extent of development benefits, which accrue to different SRCs through various programmes.
- While equity in the implementation of programmes and better participation of Community in the development process would gradually eliminate the perception of discrimination, there is a need to strengthen the legal provisions to eliminate such cases. It is imperative that if the minorities have certain perceptions of being aggrieved, all efforts should be made by the State to find a mechanism by which these complaints could be attended to expeditiously. The Committee recommends that an Equal Opportunity Commission (EOC) should be constituted to look into the grievances of the deprived groups.
- Procedure should be worked out to increase inclusiveness in governance. The Committee recommends the elimination of the anomalies with respect to reserved constituencies under the delimitation schemes. The idea of providing certain incentives to a ‘diversity index’ should be explored. A wide variety of incentives can be linked to this index so as to ensure equal opportunity to all SRCs in the areas of education, government & private employment and housing.
- Relevant functionaries should be sensitive to the



need to have diversity and the problems associated with social exclusion. The Committee recommends that a process of evaluating the content of the school textbooks needs to be initiated and institutionalized.

- The University Grants Commission (UGC) should be encouraged to evolve a system where part of the allocation to colleges and universities is linked to the diversity in the student population. To facilitate admissions to the 'most backward' amongst all the SRCs in the regular universities and autonomous colleges, alternate admission criteria need to be evolved.
- Providing hostel facilities at reasonable costs for students from, minorities must be taken up on a priority basis.
- Teacher training should compulsorily include in its curriculum components, which introduce the importance of diversity/plurality within the country and sensitize teachers towards the needs and aspirations of Muslims and other marginalized communities.
- Given the commitment to provide primary education in the child's mother tongue, the State is required to run Urdu medium schools. Work out mechanisms where by Madarasas can be linked with a higher secondary school board so that students wanting to shift to a regular/mainstream education can do so after having passed from a Madarsa. Recognition of the degrees from, Madarasas for eligibility in competitive examinations is desirable.
- The Committee recommends promoting and enhancing access to Muslims in Priority Sector Advances. The real need is of policy initiatives that improve the participation and share of the Minorities, particularly Muslims in the business of regular commercial Banks. It may be desirable to have experts drawn from the Community on relevant interview panels and Boards. The country is going through a high growth phase. This is the time to help the underprivileged to utilize new opportunities through skill development and education. Provide financial and other support to initiatives built around occupations where Muslims are concentrated and that have growth potential.
- The registration of trusts set up by the Community, such as Wakf institutions and mosque committees should be facilitated.

New 15-Point Programme for the Welfare of Minorities

A need was felt to review and recast the 15-point programme for Minorities, to sharply focus action on

issues intimately linked to the social, educational and economic uplift of the minorities. While points relating to prevention of communal riots and provision of relief to riot victims continue to have an important place in the revised programme, there are additional points more closely linked with the development of backward minorities, relating specifically to employment, education and improved living conditions. The new 15-point programme was felt to be 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 included the following provisions:

I. 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:

- i. 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/centers in such areas.
- ii. 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.
- iii. 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.



- iv. Modernising Madrasa education: The Central Plan Scheme of Area Intensive and Madrasa Modernisation Programme will be substantially strengthened and effectively implemented.
- v. 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.
- vi. Improving educational infrastructure through the Maulana Azad Education Foundation: 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.

II. Equitable share in economic activities and employment:

All communities and groups constituting a nation should have equal share in economic opportunities and employment. Proactive measures are necessary if one or more communities lag behind and become increasingly marginalized. Government programs then need to focus towards these communities, with earmarking of targets.

- a. Self-employment and Wage employment for the poor:
 - i. Swarnajayanti Gram Swarozgar Yojana (SGSY), primary self-employment programme for rural areas, will have a certain percentage of physical and financial targets earmarked for beneficiaries belonging to the minority communities living below the poverty line.
 - ii. Swarnajayanti Shahari Rozgar Yojana (SSRY), the equivalent programme for the urban areas, will have a certain percentage under both its major components (Urban Self-Employment Programme and Urban Wage Employment Programme) earmarked to benefit people from the minority communities living below the poverty line.
- iii. Sampoorna Grameen Rozgar Yojana (SGRY), aimed at providing additional wage employment in rural areas, will have a certain percentage earmarked for beneficiaries from minority communities living below the poverty line. A certain percentage of allocation will also be earmarked for creation of infrastructure in villages that have a substantial minority population.
- b. 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 existing ITIs will be upgraded to 'Centres of Excellence' on the same basis.
- c. Enhanced credit support to economic activities:
 - i. The National Minorities Development and Finance Corporation (NMDFC) will be strengthened by government provision of greater equity support to enable it to fully achieve its objectives.
 - ii. Bank credit, essential for creating and sustaining self-employment initiatives, will have a target of 40% (of net bank credit from domestic banks) fixed for priority sector lending. The priority sector includes agricultural loans, loans to small-scale industries and small businesses, loans to retail traders, professionals and self-employed persons, educational loans and micro-credit. A certain percentage of priority-sector lending in all categories will be targeted for the minority communities.
- d. Recruitment to State and Central services: Recruitment of personnel for police personnel at State and Central levels will be advised to give special consideration to minorities. In the case of Railways, Nationalised banks and the Public sector enterprises, such special consideration will also be ensured. Also 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.

III. Improving the conditions of living of minorities:

A large number of people belonging to minority communities live in slums in urban areas; and are often amongst the poorest of the poor in the urban areas, without access to proper housing.

- i. Equitable share in rural housing scheme: The Indira Awas Yojana, which provides financial assistance for shelter to the rural poor living below the poverty line, will have a certain percentage of physical and financial targets earmarked for the minority community beneficiaries.
- ii. Improvement in conditions of slums inhabited by minority communities: A certain percentage of physical and financial targets under the National Slum Development Programme (NSDP) will be earmarked for slums predominantly inhabited by the minority communities. Under NSDP the Central government provides assistance to State governments for developing urban slums through provision of physical amenities, community infrastructure and social amenities.

IV. Prevention and control of communal riots:

The welfare of minority communities is linked to the effectiveness of measures adopted to address the issue of prevention and control of communal riots.

- i) Prevention of communal incidents: In areas identified as communally sensitive and riot prone, police officers of known efficiency, impartiality and secular record must be posted. The prevention of communal tension should be one of the primary duties of the police and administrative officers.
- ii) Prosecution for communal offences: Special courts should be set up so that offenders who incite communal tensions or take part in communal violence are speedily tried and punishment meted out.

- iii) Rehabilitation of victims of communal riots: Victims of communal violence should be provided immediate relief and prompt and adequate financial assistance for rehabilitation.

The 15-point Programme further provides that care shall be taken to ensure that wherever applicable, there is separate earmarking of the physical and financial targets for the minority communities under each programme/scheme, preferably in the ratio of the all-India population of each minority community. Thereafter these targets shall be further split State-wise for each minority community in the ratio of the population of the minority community in that State. This will ensure that the benefits necessarily reach the target group in the proportion of the population of the group in each State.

Budgetary Support for Operationalisation of New 15 Point Programme

The New 15 Point Programme for removal of Muslim Minority backwardness is adequately reflected in Budget 2007-08 as a 'principle of governance' with the FM announcing a number of policies for the education and social development of minorities.

The Budget sends a clear signal that the welfare of minorities as a targeted social group has been put on the same pedestal as SC/STs and OBCs, worthy of specially designed schemes and exclusive provisions. In a way, it marks the continuation of the approach, which saw the responsibility of minority welfare" being carved out of the social justice ministry to be entrusted to the just-created ministry of minority affairs. An allocation of Rs.63 crore has been made for the National Minorities development and Finance Corporation over last year's Rs.16.47 crore. The Budget also makes a special allocation of Rs.108 crore for multi-sector development programmes for minority-dominated districts. The number of districts with at least 25% minority population is estimated at 156. Three scholarships have been introduced for minority students. Rupees 72 crore has been earmarked for paramatric scholarships, Rs.90 crore for post-matric scholarships and Rs.48.60 crore for merit-cum means scholarships at undergraduate and PG levels.



Specialized Institutional Structures for Minorities

The Minorities Commission was set up in 1978. It was a non-statutory body until 1992, when Parliament enacted the National Commission for Minorities Act, and set up the first statutory commission in 1993, called the National Commission for Minorities (NCM). The main objective of NCM is to safeguard the interests of minorities. The state governments of Bihar, Karnataka, UP, MP, West Bengal, AP, Tamil Nadu, Maharashtra and Rajasthan have also set up State Minorities Commissions, and the governments of Assam and Gujarat have set up Minorities Boards. A full fledged Ministry for Minorities has been set up and a National Minority Commission is actively engaged in looking into the interests and welfare of the Minorities.

The National Minorities Development and Finance Corporation (NMDFC) was set up in 1994, to provide special focus to the economic development of Minorities, namely, Muslims, Christians, Sikhs, Buddhists and Parsis. The main objective of the NMDFC is to promote economic and development activities for the benefit of the 'backward sections' among minorities, giving preference to women and occupational groups. The NMDFC provides self employment finance at concessional rates to minorities living close to poverty line (families with an annual income of less than Rs.40,000 in rural and Rs.55,000 in urban areas. By the end of the 10th Plan the NMDFC is projected to distribute Rs 165 crores to cover 3.01 lakh beneficiaries, with an outreach of 2.19% of the eligible (Double Below Poverty Line, BPL families). The corresponding figures for the 11th Plan are Rs.2658.29 crores, 6.30 lakhs and 5.63%. (Sachar Committee Report, p.184-86).

The NMDFC reaches the beneficiaries through State Channnelising Agencies (SCAs) nominated by the States and through Non Governmental Organizations (NGOs). Presently, the NMDFC has 35 SCAs in 25 states and two union territories and a network of more than 150 NGOs throughout the country. Mainly Term Loans of up to Rs. 5 lakhs and Micro Finance of RS.25,000 per beneficiary are provided through the SCAs and the NGOs, benefiting 2.87 lakh beneficiaries so far. These two schemes cover about 96% and 3% of the loan funds disbursed by the NMDFC. The cumulative flow of funds

and beneficiaries covered under the Term Loan scheme disbursed during 2002-03 and 2005-06 was to the tune of Rs. 400 crores, of which 73% has been disbursed to Muslims. The total number of persons assisted in this period is 1.15 lakh; Muslims constitute 77% of these beneficiaries. Under the Micro Finance scheme, only Rs. 10 crores has been disbursed to about 36 thousand beneficiaries. While Muslims have benefited from the activities of the NMFDC, the total flows of credit from the NMFDC (Ibid.).

Departments, Commissions and Undertakings

10. The following ministries, departments of the central government, national commissions and undertakings are responsible for the promotion of education and the well being of women and the girl child including those from minority communities.
 - a. Ministry of Human Resource Development
 - b. Ministry of Minority Affairs
 - c. Ministry of Women and Child Development
 - d. Ministry of Justice and Empowerment
 - e. Department of School Education and Literacy
 - f. Department of Higher Education
 - g. Sarva Shiksha Abhiyan
 - h. Department of Personnel and Training
 - i. National Human Rights Commission (NHRC)
 - j. National Commission for Women (NWC)
 - k. National Commission for Minorities (NCM)
 - l. National Commission for Minority Educational Institutions (NCMEI)
 - m. National Commission for Protection of Child Rights (NCPCR)
 - n. Rashtriya Mahila Khosh (RMK)
 - o. Central Social Welfare Board (CSWB)
 - p. Central Adoption Resource Authority (CARA)
 - q. National Institute of Public Co-operation and Child Development (NIPCCD)
 - r. University Grants Commission (UGC)
 - s. Central Board of Secondary Education (CBSE)
 - t. National Institute of Open Schooling (NIOS)
 - u. Indira Gandhi National Open University (IGNOU)
 - v. Maulana Azad National Urdu University (MANUU)



- w. National Council for Teacher Education (NCTE)
- x. Distance Education Council (DEC)
- y. All India Council of Technical Education (AICTE)
- z. National Council of Vocational Training (NCVT)

Schemes

11. Apart from various state level schemes, the central government provides assistance and other facilities for the promotion of education of girls and minorities. Generally, the central government shares 75% of the budget and the concerning state the rest. These schemes are available for government departments, universities, government and private schools and NGOs. Some major schemes are as under.

Prime Ministers 15-Point Programme

12. 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. Prime Minister, in his address on the occasion of Independence Day, 2005, announced inter-alia that "We will also revise and revamp the 15 Point Programme for Minorities. The new 15 Point Programme will have definite goals which are to be achieved in a specific time frame". In pursuance of these commitments, the earlier programme was revised as the Prime Minister's New 15 Point Programme for the Welfare of Minorities and released it for implementation.
13. The objectives of the programme, as related to the educational advancement of minority girls, 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. 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. It also provides that, wherever possible, 15% of targets and outlays under various schemes should be earmarked for minorities.
- d. The programme does not envisage any change or relaxation of any criteria, norms or eligibility conditions in any scheme for minorities. These would continue to be as provided for in the original schemes included in the programme.
- e. The term 'substantial minority population' in the 15 Point Programme applies to such districts/sub-district units where at least 25% of the total population of that unit belongs to minority communities.
- f. The new programme will be implemented by Central Ministries / Departments concerned through State Governments/ Union Territories. Each Ministry/Department concerned shall appoint a nodal officer, not below the rank of a Joint Secretary to Government of India, for this programme. The Ministry of Minority Affairs shall be the nodal Ministry for this programme.
- g. Considering the complexity of the programme and its wide reach, wherever possible, Ministries/Departments concerned will earmark 15 % of the physical targets and financial outlays for minorities. These will be distributed between States/UTs on the basis of the proportion of Below Poverty Line (BPL) population of minorities in a particular State/ Union Territory to the total BPL population of minorities in the country.



- h. Integrated Child Development Services (ICDS) Scheme by providing services through Anganwadi Centres.
- i. Improving access to School Education through Sarva Shiksha Abhiyan, Kasturba Gandhi Balika Vidyalaya Scheme, and other similar Government schemes.

Scholarships for Minority Girls

- 14. Maulana Azad Education Foundation provides a lump sum scholarship of Rs 10000 per annum to the minority girls who have passed matriculation and have joined XI class in any recognised school.
- 15. Ministry of Minority Affairs, under its four scholarship schemes, provides financial assistance to minority students from class I onwards to PhD. These schemes are Merit-cum-Means Scholarship Scheme, Pre-Metric Scholarship Scheme, Post Metric Scholarship Scheme and Maulana Azad National Fellowships for Minority Students Scheme. A certain quota has been fixed for girl students under each level of the scheme. The Scholarships/fellowships during M Phil and PhD is being executed through the UGC.

Leadership Development Programme for Minority Women

- 16. The Ministry of Minority Affairs has envisaged a scheme in 2009 for leadership development of minority women. Although tenders were invited by the Ministry and some organisations were shortlisted for execution of the scheme in various minority concentration districts; however, no headway could be marked since then. It is likely that the process of selection of suitable NGOs would take place anew.

Free Coaching and Allied Schemes for Minority Community's Students

- 17. The scheme aims to empower the minority communities, which are relatively disadvantaged section of society, by assisting them as well as those institutions working for them, towards enhancing their skills and capabilities for making them

employable in industries, services and business sectors in addition to the government sector. It has the built-in resilience to adapt itself to the market dynamics on a continuous basis so that the target groups are not deprived of the professional acumen demanded by the changing/emerging market needs and opportunities for employment at domestic as well as international levels. Universities, colleges, professional institutions, NGOs, etc can apply to the central government for grants leading to preparing minority students for civil services and entrance examinations.

Multi-Sectoral Development Programme (MSDP)

- 18. Perhaps MSDP is the only scheme which can be said was adopted by the government purely in response to the recommendations of Sachar Committee Report. The concept behind the scheme is to identify minority concentration areas and implement some infrastructural development plans there. Consequently, 90 Minority Concentration Districts (MCDs) were identified throughout the country, based on the criteria of 25% minority population in that district. The nodal ministry, i.e. MMA, provides funds on the proposals sent by the District Magistrate concerned through the state government for infrastructure development in that district that will presumably benefit the minority people in a great way. The proposals may include school buildings, hostels, road construction, water supply improvement, sanitation, and the like.

Training programmes for principals/managers/ teachers in minority managed schools

- 19. Training programmes for principals/managers/ teachers in minority managed schools have been carried out by the NCERT through organising seminars and training programmes for principals/ teachers of minority managed schools. The programmes include seminar cum workshop for principals and managers, and training programmes for teachers from minority managed institutions in subject areas of English, Science, Mathematics,



Vocationalisation of education and Educational Evaluation. Such training programmes are also being organised by the Regional Resource Centres.

Integrated Child Development Services (ICDS)

20. The ICDS Scheme was launched in 1975 with these objectives: to improve the nutritional and health status of children in the age-group 0-6 years; to lay the foundation for proper psychological, physical and social development of the child; to reduce the incidence of mortality, morbidity, malnutrition and school dropout; to achieve effective co-ordination of policy and implementation amongst the various departments to promote child development; and to enhance the capability of the mother to look after the normal health and nutritional needs of the child through proper nutrition and health education.
21. The Non-formal Pre-School Education (PSE) component of the ICDS may well be considered the backbone of the ICDS programme, since all its services essentially converge at the anganwadi – a village courtyard. Anganwadi Centre (AWC) – a village courtyard – is the main platform for delivering of these services. In pursuance of its commitment to the cause of India's Children, present government has decided to set up an AWC in every human habitation/ settlement. As a result, total number of AWC would go up to almost 1.4 million. This is also the most joyful play-way daily activity, visibly sustained for three hours a day. It brings and keeps young children at the anganwadi centre - an activity that motivates parents and communities. PSE, as envisaged in the ICDS, focuses on total development of the child, in the age up to six years, mainly from the underprivileged groups.

Rajiv Gandhi Scheme for Empowerment of Adolescent Girls (RGSEAG) Sabla

22. Rajiv Gandhi Scheme for Empowerment of Adolescent Girls (RGSEAG), i.e. Sabla, covers adolescent girls in the age group of 11-18 years under all ICDS projects in selected 200 districts

in all the States/UTs in the country. In order to give appropriate attention, the target group is subdivided into two categories, viz. 11-15 & 15-18 years and interventions planned accordingly. The Scheme focuses on all out-of-school adolescent girls who would assemble at the Anganwadi Centre as per the time table and frequency decided by the States/UTs. The others, i.e., the school going girls meet at the AWC at least twice a month and more frequently during vacations/holidays, where they receive life skill education, nutrition & health education, awareness about other socio-legal issues etc. This provides an opportunity for mixed group interaction between in-school and out-of-school girls, motivating the latter to join school.

Scheme for Infrastructure Development of Private Aided/Unaided Minority Institutes (IDMI)

23. In pursuance of National Policy on Education (NPE) stipulations, the scheme of Area Intensive Development for ensuring an area intensive approach to education was launched in the IX Plan. This scheme was merged with Madrasa Modernisation Scheme during the X Plan with two components of Modernisation and Infrastructure remaining separate.
24. The scheme facilitates education of minorities by augmenting and strengthening school infrastructure in Minority Institutions (elementary/secondary/senior secondary schools) in order to expand facilities for formal education to children of minority communities. The scheme inter alia encourages educational facilities for girls, children with special needs and those who are most deprived educationally amongst minorities.

Scheme for Providing Quality Education in Madrasas (SPQEM)

25. The National Policy on Education commits itself to provide all possible means for the uplift of the educationally backward minorities. The children of the educationally backward Muslim minorities attend Maktabs/Madrasas/Darul-Uloms with



very little participation in the national mainstream education system. These institutions provide by and large, religious teaching. In order to provide them with access to education in modern subjects, the Central Government has been implementing the Area Intensive and Madrasa Modernisation Scheme.

26. No financial assistance for infrastructure development was envisaged for madrasas. Assistance was restricted to providing honorarium for the teachers teaching modern subjects and assistance under the infrastructure component was provided to Governmental and Non Governmental educational institutions imparting modern education in the minority concentration districts and blocks.

Kasturba Gandhi Balika Vidhyalaya

27. The Government of India has approved a scheme Kasturba Gandhi Balika Vidhyalaya for setting up upto 750 residential schools with boarding facilities at elementary level for girls belonging predominantly to the SC, ST, OBC and minorities in difficult areas. It was envisaged that residential schools will be opened in a phased manner at an estimated cost of Rs. 19.05 lakh as recurring cost and Rs. 26.25 lakh as non-recurring cost, per school. Initially, the proposed schools shall be opened in rented or other available Government buildings after deciding the location. Such residential schools will be set up only in those backward blocks that do not have residential schools for elementary education of girls under any other scheme of Ministry of Social Justice & Empowerment and Ministry of Tribal Affairs. This is to be ensured by the district level authority of SSA at the time of actual district level planning of KGBV initiatives by coordinating with the other Departments/Ministries. The scheme gives priority to the education of minority girls.
28. Setting up of residential schools where there are a minimum of 50 girls predominantly from the SC, ST and minority communities available to study in the school at the elementary level. The number can be more than 50 depending on the number of eligible girls. The components of the scheme are as follows: To provide necessary infrastructure for

these schools; To prepare and procure necessary teaching learning material and aids for the schools; To put in place appropriate systems to provide necessary academic support and for evaluation and monitoring; and to motivate and prepare the girls and their families to send them to the residential school.

Schemes for Employment Generation

29. Swarn Jayanti Gram Swarozgar Yojana is a poverty eradication plan by the Government of India for providing self-employment through small industries in rural areas. Members of BPL families are the target group. The participants are mobilised, trained and assisted in skill development for some gainful self-employment. This scheme benefits many young members of minority communities, including girls.
30. Swarn Jayanti Shahari Rozgar Yojana is also a similar scheme for the youths hailing from urban poor families. Comparatively better participation of young members of minority communities including girls have been noted under the scheme as compared to other flagship schemes of the central government.

Schemes of State Governments

31. A number of state governments have launched their own specific schemes for the promotion of education and vocational skills among women and girls wherein minority girls have been benefitted to some extent. These schemes generally provide educational incentives to girls in the form of scholarships, free uniform, free books and stationery, bicycles for movement up to schools, etc. The Hunar scheme of Bihar government has become very popular for the promotion of vocational skills among minority girls.

Budgetary Allocations and their Implementation

32. The UPA government's concern is also visible in its budgetary provisions for the minority communities. The Ministry of Minority Affairs



(MMA) was formulated in 2004 for the first time in Indian history to take care of development and welfare of minority people during UPA regime. The major aim of the Ministry is to support minorities, although Ministry of Human Resource Development (HRD) is another larger source of the concerning provisions.

33. The total allocation of Rs. 7000 crore was made for the MMA during Eleventh Plan, which constituted just 0.3 % of the total plan outlay. The utilization of funds accounts for 54% of the total proposed outlay for the ministry in the last four years of the five year plan. The main beneficiary of this provisioning and utilisation remains to be the people of 90 designated MCDs, as around 40% of the total outlays for minorities were under the scheme of Multi-Sectoral Development Programme (MSDP). 56 of the total MCDs have concentration of Muslim minority.
34. Immediately after taking power the President of India addressed the Joint Session of the Parliament on 4th June 2009. She talked of the Govt. ensuring inclusive development with special emphasis on minority development. She acknowledged the UPA victory “a mandate for inclusive growth, equitable development and secular and plural India”. On behalf of her govt. she promised “concerted action for the welfare of the minorities”. She assured to strengthen and modernize administration of wakfs and ensured to set up an Equal Opportunity Commissions.
35. In order to provide directions and address relevant issues related to social, economic and educational status of Muslim Community as an SRC, the Government of India, had set up a committee called Sachar Committee to identify possible areas of intervention. The Committee concluded that the Muslim Community had experienced educational deprivation, both in absolute and relative terms and more importantly, the community felt discriminated against and was getting increasingly marginalized (consequently alienated). It substantiated its findings by gathering statistical data to show lower overall literacy rates for Muslims (59.1 % as against 65.1% - national

average) for growth rate of literacy across different SRCs, in terms of Mean Years of Schooling (MYS), enrolment rates, attendance rates, differentials in educational attainments of different SRCs, dropout rates and Matriculation Completion Rates (MCRs). It came to the conclusion that Muslims as SRC, have one of the lowest enrollment rates at school level and within Muslims, it is the girl child who is most vulnerable. It further concluded that ‘Elementary Education’ was the biggest stumbling block, which hindered their access to higher/technical education, thereby restricting their employment and income generating potential. Therefore, the immediate interventions required to be made by the state were (a) in the field of elementary education (b) through promotion of Urdu medium schools in the immediate neighborhood (c) integrating traditional educational institutions like Madarsas/Maktabas into the mainstream of education providers (d) imparting appropriate skill/vocational based training at elementary/secondary level to Muslim girls and boys.

36. The Harsh Mandar report based on the implementation of MSDP in some districts have exposed the fact that minority people are not properly benefited under the scheme and major development projects were executed in non-minority areas of the MCDs.
37. The Sachar Committee observed “There is also a common belief that Muslim parents feel that education is not important for girls and that it may instill a wrong set of values. Even if girls are enrolled they are withdrawn at an early age to marry them of. This leads to a higher drop-out rate among Muslims girls. Our interactions indicate that the problems may lie more in non-availability of schools within easy reach for girls at lower levels of education, absence of female teachers and availability of scholarships as they move up the education ladder. In some cases absence of vital facilities in schools such as toilets keeps the girls away from schools”. Therefore, what is required is proper implementation of laws, policies, programmes, schemes and recommendations.



PUBLIC PERCEPTIONS AND PERI



Dr. Shabistan Gaffar, CGE, NCMEI addressing at Jodhpur, Rajasthan





Dr. Shabistan Gaffar, Chairperson, CGE, NCMEI addressing at Mysore, Karnataka



Dr. Shabistan Gaffar, Chairperson, CGE, NCMEI addressing at Mysore, Karnataka



Students at Mysore, Karnataka



Dr. Shabistan Gaffar, Chairperson, CGE, NCMEI addressing and distributing meritorious certificate at Malappuram, Kerala



Dr. Shabistan Gaffar, Chairperson, CGE, NCMEI addressing and distributing meritorious certificate at Malappuram, Kerala



Dr. Shabistan Gaffar, Chairperson, CGE, NCMEI addressing and distributing meritorious certificate at Malappuram, Kerala



Justice M.S.A. Siddiqui, Chairman, NCMEI and Members of CGE, NCMEI addressing on importance of vocational education at Kolkata, West Bengal



Dr. Shabistan Gaffar, Chairperson, CGE, NCMEI addressing at Madurai, Tamilnadu



Participants at Madurai, Tamilnadu



Justice M.S.A. Siddiqui, Chairman, NCMEI and Dr. Shabistan Gaffar, Chairperson, GE, NCMEI interacting with the students at Azam Campus, Pune, Maharashtra



Dr. Shabistan Gaffar, Chairperson, CGE, NCMEI addressing at Hyderabad, Andhra Pradesh



Dr. Shabistan Gaffar, Chairperson, CGE, NCMEI addressing at Hyderabad, Andhra Pradesh



Dr. Shabistan Gaffar, Chairperson, CGE, NCMEI addressing and the delegates at Bokaro, Jharkhand



Dr. Shabistan Gaffar, Chairperson, CGE, NCMEI addressing and the delegates at Bokaro, Jharkhand



Dr. Shabistan Gaffar, Chairperson, CGE, NCMEI addressing and the delegates at Bokaro, Jharkhand



Chairperson, CGE, NCMEI's interaction with the students and management of the minority institution, Oasis International School at Bangalore, Karnataka.





Dr. Shabistan Gaffar, Chairperson, CGE, NCMEI, addressing at MES College, Aluva, Kerala



Justice M.S.A. Siddiqui, Chairman, NCMI, Dr. Cyriac Thomas, Member, NCMEI and Dr. Shabistan Gaffar, Chairperson, CGE, at the minority Conference at Calicut, Kerala



Justice M.S.A. Siddiqui, Chairman, NCMI; Dr. Shabistan Gaffar, Chairperson, CGE, and other delegates at the minority Congerence at Rifa-Hul Muslimeed Educational trust, Mysore, Karnataka

PUBLIC PERCEPTIONS AND PERSPECTIVES

1. A number of complementary as well as contradictory perceptions and perspectives are in the fore as regards the situation, factors, government initiatives, community aspirations, etc appertained to the girls' education in general and that of Muslim girls in particular. These popular perceptions are variously fashioned and given vent to by social reformers, community leaders, activists, media, public debates and educationists apart from the state interventions. Mostly the concerning communities are at variance with the general mood of a nation due to various historical, social, cultural and political reasons. The richest store of such perceptions as regards girls' education in general and Muslim girls in particular have been recently collated in what is popularly called as Sachar Committee Report.
2. The Committee on Girls Education has also come across such a hoard of information from the public opinions. Representation by communities to concerning authorities from time to time also brings forth valuable information regarding popular thinking. These perceptions generally denote gap in the community aspirations as against the state measures. At times, they also bring to surface the underlying social tensions between the majority and minority of a nation in the race of progress and development. So long as the issue of girls education of minority girls is concerned some of the public perceptions and perspectives have been reproduced here from different sources.
3. Sachar Committee Report notes, "Muslim identity affects everyday living in a variety of ways that ranges from being unable to rent/buy a house to accessing good schools for their children... Muslim identity also comes in the way of admitting their children to good educational institutions. This has given rise to a number of Muslims denominational schools, which according to some are the only source of good education for Muslims today. A large majority of Muslims would apparently prefer to send their children to 'regular mainstream' schools. It was argued that while setting up of denominational institutions is a right of minorities under the Constitution, it was not meant to become their only option". Thus, the Muslim children face a double educational crisis, namely deprivation from education in good institutions and public perceptions of being studying in 'madrasas', which some do tag to all sorts of minority educational institutions including the central university Jamia Millia Islamia and Hamdard University.
4. Culturally, many Muslims prefer traditional symbols of identity in public spaces. Generally speaking, Muslim girls tend to use school uniform and normal dresses wherein legs are covered by a long Salwar or trousers and the bosom by a heavy dupatta/chadar. A few of them even go further and wear Burqa with or without hiding the face. There is a prevalent disliking among Muslims girls and their parents to wear the shirt-skirt combine which more or less has become a norm in most Indian schools. Some people and social groups regard such a tendency of Muslim girls as unacceptable and a mark of backwardness. The headscarf of Muslim girls has been made an unnecessary controversy here and there. Consequently, Muslim girls are subjected to alienation among their fellow students and a betrayal to their cultural rights.
5. The Sachar Committee also puts on record, "Many suggested that gender issues in the Community are also given a Muslim slant. To the exclusion of all other aspects of a Muslim woman's life (income, jobs, education, security and even caloric intake), the rules of marriage, right to divorce and maintenance have become the benchmarks of a gender-just existence. The obsessive focus on select cases of Muslim women passionately discussed in the media results in identifying the Muslim religion as the sole locus of gender injustice in the Community".
6. "Muslim women's deprivation is not in terms of the 'objective' reality of societal discrimination and faulty development policies, but in the religious-community space. This allows the State to shift the blame to the Community and to absolve itself of neglect. Muslim parents often face overt discrimination from school authorities when trying



to get admission or availing of scholarship schemes for their children. Small acts such as lack of civility in behavior, rude questioning, and an atmosphere which treats them and their children as 'second class' citizens - all these combine to create a powerful deterrent, distancing the Muslim community from the school system. Parents are less likely to send girls (than boys) into such a hostile environment. Markers of Muslim Identity while adding to the distinctiveness of Indian Muslims have been a cause of concern for them in the public realm. While setting up of educational institutions under Article 30 of the Constitution is a right of minorities it was not meant to become the dominant option available for them.”

7. The Committee on Girls' Education has come across many of the similar perceptions as have been brought to the notice of Sachar Committee Report; such as difficulties arising in establishing educational institutions, the issues related to dropout and retention of girls in schools, non-availability of schools in neighborhood, failure of public education system in providing quality education to the people of lower rung of society, and the like.
8. Apart from Muslim girls, the perceptions regarding that of other minority communities have also been pointed out during various discussions and interactions with educationalists and experts from Christian, Sikh and Jain communities. The Sikh discussants have felt that there is big gap between the rural and urban girls of the Sikh community whereas a similar gap has been brought forth on sectarian lines between the Catholic and Protestant Christians with the latter one more advanced. The girls of the Jain community have been found more educated as compared their male counterparts.
9. Conservative attitude of Muslim community towards girls' education has been referred in many studies and reports and the same impression was also expressed to the Committee on Girls Education. However, the tone of the feeling has not been as high-pitched as had been observed previously. And, it has been noticed that Muslim parents are taking active interest in sending their daughters to the school at least to the one located in the neighborhood. There

is an increasing acceptability of girls' education within the community, particularly in rural areas and urban slums.

10. Poverty has been seen as the first villain playing against the interest of Muslim girls' education. Parents find it difficult to send their daughters for secondary and tertiary education because of the economic factor apart from other ones.

There has been a perceived notion of information gap as regards many of the initiatives of the government relating to promotion of girls' education which comes in the way of availing public resources in an effective manner for educating the minority girls in general and the Muslim girls in particular. This information gap as well as communication gap led to widening the distance between service providers and their customers (in this case minority communities). Lack of awareness among communities regarding schemes and facilities provided by the government is one of the factors which led to the underutilisation of budget.

11. The notion of education being seen as essential for empowerment of the women as well as minorities and has been repeatedly raised during interactions and structured discourses and it has been emphasised again and again that the education should come on the top priority of the community if it wants itself to be empowered and enjoy a prosperous and respectful existence in the country.
12. Many felt that the educational rights enshrined for the minority people in the Constitution, law books, statutory norms, government schemes, etc generally not get earnestly implemented by those concerned and several instances have been brought on record where these rights have been blatantly violated by authorities themselves. Therefore, need has been felt for safeguarding these rights, generating increased awareness regarding these rights and providing mechanism for their execution in the Indian educational system.
13. The scope and importance of vocational training course for the girl children for linking education with livelihood have been discussed in many of the interactions. It was found that most of the



educational organisations and institutions working at the grassroots level would not come up to the prevailing norms. Therefore, these norms should be relaxed to some extent for such institutions so that the beneficiary base from among the backward communities could be widened. There is a need to develop programmes at the grassroot level keeping in mind the prevalent norms, utility of vocational programmes after these are completed and education.

14. Distance education has been proposed by many as panacea to the need of mass education in the contemporary society. As there is information gap among the community organisations and apprehensions regarding certain norms, full benefit from the distance mode of learning could not be enjoyed by the educationally backward communities, particularly Muslims. It was also felt that Urdu as an alternative language of instruction and examination should also become prevalent in the distance education planning so that general Muslims and those who are coming from Madrasa background could participate in higher levels of education.
15. There is a general perception regarding various government schemes wherein lack of awareness about them at the community level, their ineffective implementation and failure in monitoring their execution have been pointed out by the activists and experts alike. The prevailing corruption in bureaucracy also comes in the way of providing the due benefits of the government schemes to society and the minority sections are the worst affected ones in this regard.
16. There are only few institutions for girls imparting them Madrasa-based education beyond maktab level. Generally, these institutions also provide education in modern subjects and girls can switch over to modern education after elementary education.
17. It has been observed that due to the initial lag and poor quality of the institution attended by the girls, they face difficulties in getting admission in the quality institutions at the later stage. Once these girls join mainstreams there are no schemes and initiatives for preparing girls to compete with others in the entrance tests or face interviews with confidence or even participate in the Groups Discussions required to get entry into the mainstream institutions.
18. Illiteracy among parents is one of a major stumbling block for girls' education in the country. If mothers are motivated to join adult literacy programmes, to whatever extent possible for them, it will enhance participation of girls in education.
19. Many of the people interacted with are in favor of the opinion that teachers of government and community based schools do not take due interest in fulfilling their responsibilities which ultimately affect educational attainments of students, particularly the girls. Therefore, teacher motivation should become a part of any redressing scheme.
20. The issues of teaching art, craft and the mother tongue have also been raised. People think that vocational training, with general education, imparted in the mother tongue would persuade girls and their parents in a better way.
22. It has been a repeated complaint that schools do not have adequate number of female teachers. Presence of female teachers may reassure girl students and their parents that they are studying in a safe and women-friendly environment.
23. Experts and activists differ in their views regarding co-education system and its usefulness for the educational development of girl students.
24. It has been reminded by many that girls' hostel is a rare phenomenon in smaller cities and towns, which makes it hard for a girl to join secondary or higher education there after completing their elementary education from a local village.
25. Prevalence of child labour has also been referred in several interactions and discussions as an impediment in educating girls, especially those who hail from minority communities.
26. It has been observed that the practice of child marriage prevalent among Muslims communities as well as among other social groups in some parts of the country reduces educational prospects of many girls.



THE STATE OF MINORITY GIRLS' EDUCATION IN INDIA

The state of minority education in India is generally regarded as unsatisfactory, particularly Muslims and Buddhists are categorised among educationally most backward sections of the country. Although, Christians, Sikhs and Parsis are deemed as educationally better off, they have their own specific issues and problems in regards to education. In spite of being the largest minority group in India, the Muslim Community is faced with immense tribulations especially in the field of education where it cascades behind; discussed as follows.

Impact of the Partition on Minority Education

1. The Freedom struggle against the British rule and the subsequent partition of the country in 1947 has caused great impact on the socio-cultural milieu of the country. The Partition had left the Muslim community not only fragmented firstly into two countries and then three countries but has left permanent scars. The communal tension that existed in the pre-partition days continued somehow to create a hostile environment against minorities in the post-partition era as well. Many Constitutional promises of freedom, justice, equality and fraternity for all people of the country still remain to be fulfilled.
2. A significant section of Indian majority did not appreciate the idea of pluralism and multiculturalism for a long period after India got independence. This bred to a visible extent, showcasing itself through unreasonable prejudice against minorities in the political system, administration, judiciary, police & security forces, trade & commerce, media and other arenas of public life. Muslims, Christians, Sikhs and Buddhists have been facing a lot of hardships as a consequence and that is immensely affecting the educational prospects of these communities. Since Parsis are a small and wealthy community, they generally do not face any prejudice that could come in the way of their educational attainments. The prevailing prejudice among other communities has

been observed by many regarding the admissions to quality institutions, establishing and managing educational institutions, state support and the projection of the image of minority communities with a negative aspect by media and in popular perceptions.

3. Before the Partition, the literacy rate of the whole country (including the partitioned lands) was understood to be around 30%. Some studies put the crude literacy rate of the country (excluding the partitioned lands) in 1941 to be just 16.1% . Muslims were a better literate community than the average countrymen with around 40% literacy rate in the Muslim dominant provinces by that time. Muslims were in good numbers in administration, police and armed forces and owned vast lands under zamindari. Since Persian and Urdu were official languages it was easier for them to get employment after studying in these mediums.
4. So long as participation of Muslim women in pre-partition days is concerned the Memorandum of the Progress of Education in British India 1916-26 is revealing. It reads, "The percentages for the Mohammadan community were more favourable than the percentage for all communities together, and even figures for Mohammadan girls alone did not fall below the figures for all classes for female people. Even at collegiate and secondary stages, the proportion of Mohammadans has been well maintained."

Province	Muslim Males	Other Males	Muslim Female	Other Female
Bombay	4.5	5.4	1.4	2.1
Madras	7.9	4.1	3.1	2.3
Bengal	3.8	4.6	1.4	1.6
United Province	3.1	2.5	-	-

5. This was the state of affairs in 1926, which had improved a great deal thereafter. The British writer Kinsley Davis noted that "since the turn of



nineteenth century, Muslims have improved their relative position, that between 1891 and 1931, their percentage among the various religious communities was the highest in terms of gains in literacy". Agarwal (1988) mentions "At the college level also the percentage of Muslim women in United Province in 1947 was 0.16 while that of Hindu women was 0.10". Ahmad reports that in 1947 there were 8.5% college going Muslim girls almost compensating Muslim population in the country. Clearly Muslim women were quite ahead of Hindu women at the time of partition. There is no doubt that the dismal picture of the state of education of Muslims in general and that of Muslim girls in particular has emerged essentially during the last sixty years.

6. Just after the Partition, the country passed through a severe turmoil and chaotic situation due to communal tension in the country especially in its northern part, ranging from Punjab to Assam. The overall state of the country at that time fell badly on the educational attainments of the countrymen in spite of well minded intentions of the political leadership of the country which tried at its level best to build new India on the high ideals of secularism, democracy, justice and equality. This can be understood from the fact that the overall literacy of the country declined from 28% to 18% by 1951. Even if the crude literacy rate of 16.1% in pre-independence India, as calculated by some studies, is taken into account then it may be concluded that during the entire troubled decade of 1941-1951 the process of educational growth had come to a standstill. The female literacy rate of the country was even more disappointing with 8.86% literacy among women in 1951.
7. The Muslim minority was the worst sufferer in the new situation with a fall of literacy rate from around 40% to just 9% during the same period. Prevalence of literacy among Muslim women by that time would be been almost half of the national figure for women, i.e. approximately 4%.

The Midway Assessment by Gopal Singh Panel

8. Research and studies constantly brought this fact to the fore that Muslims and some other minority communities were not able to adequately enjoy the fruits of progress and development in the country, even decades after Independence. To address this issue, the then Prime Minister Smt Indira Gandhi constituted a 10-member High-Power Panel on Minorities, Scheduled Castes (SCs) and Scheduled Tribes (STs) and other Weaker Sections, headed by Dr. Gopal Singh. In its report submitted on June 14, 1983, the Dr. Gopal Singh Committee maintained that there was a "sense of discrimination prevailing among the minorities" and that it "must be eliminated, root and branch, if we want the minorities to form an effective part of the mainstream". The Panel identified Muslims and Neo-Buddhists as educationally backward at the national level.
9. The Panel mentioned that "Muslims are almost at par with others up to elementary level of education" whereas their state of affairs become worse upwards and still worst at higher education.
10. The Dr. Gopal Singh Panel also brought to the fore the fact that Muslim girls were doing better than the general girls in rural areas whereas Muslim girls of urban areas were far behind their counterparts in terms of elementary education. Beyond elementary level, the state of Muslim girls' education gets worsened fast.

Demography and the Current Situation

11. The PMO's High Level Committee on Social, Economic and Educational Status of the Muslim Community of India, popularly called as Sachar Committee as it was chaired by Justice Rajendra Sachar, is the recent most extensive study on the state of Muslims and other socio-religious communities (SRCs) of the country. The Committee has a treasure of information, authentic derivations and sound propositions in its report presented to the Prime Minister of India on 17 November 2006. The other sources of data



relevant to the present review comprise Census 2011 and reports of National Sample Survey Organisation (NSSO) presented to the nation from time to time. In the light of these studies and surveys the following overall situation emerges regarding the state of minority girls' education in general and Muslim girls in particular.

12. The minority population in the country as enumerated by Census 2001 constitutes 1937 lakh persons, i.e. 18.83 % of the total population of the country. The five recognized minority communities of the country respectively forms 13.4% Muslims, 2.3 % Christians, 1.9 % Sikhs, 0.8 % Buddhists and a small percentage of Parsis in the overall population of the country. Thus, when a reference is made in this presentation to 'minorities' it denotes to 19 % of the overall population of India.

S.No	Religion	Population (in Lakhs)	%
1.	Total	10286.07	100
2.	Hindus	8275.78	80.5
3.	Muslims	1381.88	13.4
4.	Christians	240.80	2.3
5.	Sikhs	192.15	1.9
6.	Buddhists	79.55	0.8
7.	Jains	42.25	0.4
8.	Others	66.39	0.6
9.	Religion not stated	7.27	0.1

13. According to the census 2001, there were 138 million Muslims comprising 13.4 % of the total population of the country. Out of the total Muslims, 67 million were females making the sex ratio of the community to be 936, a little better than the national average of 932. "The NFHS data indicate that Muslims have the highest child sex ratio of any social group in the country. For instance, the child sex ratio among Muslims was 986 girls per 1000 boys in the age group 0-5 in 1998-99, significantly higher than the ratio of 931 among SCs/STs, 914 among other Hindus, and 859 among other groups". The Sachar Committee

Report (SCR) has also pointed out comparatively lesser mortality rate of girl child among Muslims, in spite of the degree of impoverishment they have fallen in. This indicates a better take off of the Muslim girl child in life. However, things change in due course of her life.

14. The SCR shows "Muslims are at a double disadvantage with low levels of education combined with low quality education; their deprivation increases manifold as the level of education rises. In some instances the relative share for Muslims is lower than even the SCs who are victims of a long standing caste system. Such relative deprivation calls for a significant policy shift, in the recognition of the problem and in devising corrective measures, as well as in the allocation of resources".
15. The SCR has also discussed the age-groups of the Muslim community in its overall population by gender. In the overall age-groups, the females in the age range from 5 to 24 years may be considered as the potential candidates who are either getting education or must attend an educational institution due to the age specific role. Accordingly, 47.1 % of the total Muslim females of the country fall in the range of educable age, making an overall population of 31.6 million persons. So the educational canvas of Muslim girls comprises over 30 million individuals who should attain one or the other level of education. That should be the ultimate goal of any worthwhile objectives of educating Muslim girls for ensuring their 100 % participation.

Age	Muslim Female Population (%)
5-9	14.7
10-14	13.7
15-19	10.1
20-24	8.6



Institutions and Infrastructure

16. Dearth of suitable educational institutions and lack of proper infrastructure in Muslim dominated localities is one of the most recurring inadequacies which have bearing on the community's educational attainments for a long a time. Number of schools in Muslim localities or in their vicinity is hardly sufficient. Like many other parents, Muslim parents do not send their daughters, to faraway places due to the reasons of safety and security. This is true as regards to girls who will generally prefer to dropout from the educational stream than to get admission in a distant institution.
17. During the last two decades there has been "expansion of schooling facilities, especially at the primary and upper primary levels all across the country, but more specifically in states that are educationally backward. Under District Primary Education Projects (DPEP), and now under (Sarva Shiksha Abhiyan) SSA, the focus is laid on providing access to primary schooling facilities within 1 Km and upper primary facilities within 3 Kms. This expansion facilitated those in remote rural areas. The habitations with access to primary schools increased by 23% between 1993 and 2002 (Sixth and Seventh All India Education Survey, NCERT). At the same time, 20% increase has been noticed in access to upper primary schools within the 3 Km during the same period. Similarly, the provision of classrooms, teachers and other facilities also improved during the period." However, accessibility to such measures has not been equally dispersed across social groups in the areas served under the programme. The SCs/STs and educationally backward minorities witness lesser quantum of infrastructural facilities in their vicinity for education.
18. The SCR comments that the Muslim localities did not receive due administrative attention for increasing accessibility to government or private educational institutions. The report deduces from available data that "The proportion of villages with educational facilities falls from 88 % in villages with a low Muslim share in the population to 85% in villages with a high Muslim share. In larger villages, the differences are small as practically all villages with a population of over 2000 have an educational institution. But as the size of village becomes small and the share of Muslims increases one finds a drop in the presence of primary and elementary schools. Thus, there is a clear and significant inverse correlation between the proportion of the Muslim population and the availability of educational infrastructure in small villages. While about 82% of small villages with less than 10% Muslims have educational institutions, this proportion decreases to 69% in villages with a substantial Muslim population". Saxena (1983) observed from his study of Moradabad city that most of the regular schools were located in the non-Muslim localities.
19. The SCR has convincingly informed that out of the total Muslim children attending any sort of educational institutions, 66% joins government schools, 30% in private schools and only less than 4 % prefer or have no choice than to get enrollment in the madrasa system of education. This is certainly revealing that as many as one-third of Muslim children are taking education privately.
20. Some studies, such as those carried out by Hamdard Education Society, Institute of Objective Studies and All India Educational Movement, bring forth the fact that most Muslim-managed institutions are either serving the community even before Independence or have been established almost around the early nineteen eighties. The liberal economy and privatisation of education has impede the way for increasing number of institutions under private managements, however, girls in the Muslim communities could not obtain benefits because of several factors including the high cost of education, proximity to the institution, traditional approach, safety and security issues and ability to get access to these institutions



or competing with fellow students among other factors. It has also been pointed out that around half of the students studying in most of the Muslim-managed institutions are from other faiths.

Literacy

21. According to the recently released information about the census 2011, it becomes evident that the literacy rate of the country has grown from 64.5 in 2001 to 74.04% in 2011, recording a hike of almost 10 percentage points. The male and female literacy registered by the latest census is respectively 82.14 and 65.46%, with a gender gap of 16.68 percentage points. It is pleasant to note that two of the BIMARU states, Bihar and Uttar Pradesh have shown great literacy gains by women, in Bihar female literacy has reached to 53.3% in 2011 from 33.1 effective female literacy rate in 2001 and in Uttar Pradesh the rise from 42.2% in 2001 to 59.3% 2011 . Keeping this in mind, it is anticipated that the females of Muslim minority community, who constitute a significant population in these states would have definitely got benefitted from this literacy gains in these states. This anticipation is due to the fact that improvement in general conditions has positive effect on the conditions of minority communities as well.
22. No religion-wise data have been released so far by the Registrar of Census as regards population and literacy. It is anticipated that the same will be available soon. Meanwhile the concerning information provided in census 2001 will be relevant for any analytical discussion. Religion-wise and gender-wise literacy rate of India in 2001 has been depicted in the given table.
23. It can be observed that among the six major denominations at the national level the highest gender gap in terms of literacy is in Hindus, i.e. 23 percentage points, followed by Buddhists 21.4 percentage points and Muslims 17.5 percentage points. Both Muslim males and females exhibit the lowest literacy rates among all SRCs; however, Hindus and Buddhists have had worse gender gaps as compared to Muslims.
24. “At the state level among the Hindus, the highest female literacy has been recorded in Lakshadweep 95.8% followed by Kerala 86.7%. The Hindu females in Bihar have a very low literacy rate of 33.4 %. Twenty states recorded literacy rate between 60 to 80% among the Hindu females while seven including the large states of Bihar, Uttar Pradesh, Jharkhand, Rajasthan and Andhra Pradesh, the female literacy rate was less than 50%”.
25. “Among the Muslims, Andaman & Nicobar Islands has returned the highest female literacy rate of 96.8 % followed by Kerala at 89.5%. Haryana has recorded the lowest literacy rate of 21.5 % among the Muslim females preceded by Bihar at 31.5%. In 15 states and union territories the female literacy among the Muslim females is less than 50% while in 14 states and union territories it is more than 60%. The other six states/ union territories fall in the range of 50.1 to 60%”.
26. The female literacy among Sikhs and Jains has been found quite high “as compared to other religions, wherein except one state all the other states have reported female literacy rate above 60%. Twenty-nine states and union territories among the Jains, 16 states and union territories among Sikhs and 13

Religion	Total Literacy Rate	Male	Female	Gender Gap
All	64.8	75.3	53.7	21.6
Hindus	65.1	76.2	53.2	23.0
Muslims	59.1	67.6	50.1	17.5
Christians	80.3	84.4	8.2	
Sikhs	69.4	75.2	63.1	12.1
Buddhists	72.7	83.1	61.7	21.4
Jains	94.1	97.4	90.6	6.8



states and union territories among Christians are having female literacy above 80%. The 2001 Census data brings out clearly a high literacy rate among the females of the Jains, Sikhs and Christians. In Lakshadweep female literacy of Buddhists is 100% and in another 5 states it is above 80%. There are still 11 states where Buddhist female literacy rates are below 50%. The position of 'Other Religions and Persuasions' is also following more or less similar pattern as that of Buddhist population'.

27. The female literacy rate of Punjab where the Sikhs comprise 70% of the population is 63.55% according to census 2001, shows a significant increase from 50.41% in 1991. However, in some districts the female literacy has been noted below the national female literacy rate of 53.67% in 2001; such as 53.29% in Sangrur, 52.33% in Firozpur, 50.59% in Muktsar and 45.07% in Mansa. Female literacy in rural localities of these districts calls for special measures to improve the situation there.

28. Since data on minority literacy in 2011 have yet

not been released by the Registrar General of Census of India, a trend may be studied from analysing statistical information of the minority concentration districts. In the given Table-X, female literacy of Minority Concentration Districts in India by lowest literacy districts as evidenced by census 2011 has been shown. Here, data of 90 MCDs and 5 lowest literacy districts from each of the Punjab and Jammu & Kashmir states having Sikhs and Muslims as the national minorities but the state-level majorities were combined and then top 20 districts with the lowest female literacy have been selected for the present discussion.

29. It should be noted here that out of 11 districts of the country showing female literacy rates in 2011 below 40%, there are only two MCDs, i.e. Shrawasti and Mewat; indicating that 9 top illiterate districts are in the category of non-MCDs. Unfortunately, most districts among the lowest female literacy districts tabled here have Muslim minority with significant presence.

S. No.	District	State	Female Literacy (%)	Community
1	Shrawasti	Uttar Pradesh	37.07	Muslims
2	Pakur	Jharkhand	41.23	Christians
3	Bahraich	Uttar Pradesh	40.76	Muslims
4	Balrampur	Uttar Pradesh	40.92	Muslims
5	Tirap	Arunachal Pradesh	41.83	Buddhists
6	Purnia	Bihar	43.19	Muslims
7	Budaun	Uttar Pradesh	41.76	Muslims
8	Sitamarhi	Bihar	43.40	Muslims
9	Katihar	Bihar	45.37	Muslims
10	Sahibganj	Jharkhand	44.31	Christians
11	Gajapati	Orissa	43.59	Christians
12	Rampur	Uttar Pradesh	46.19	Muslims
13	Araria	Bihar	45.18	Muslims
14	Mewat	Haryana	37.58	Muslims
15	Ramban	Jammu & Kashmir	40.04	Muslims
16	Kishanganj	Bihar	47.98	Muslims
17	Barmer	Rajasthan	41.03	Muslims
18	Bandipore	Jammu & Kashmir	46.24	Muslims
19	Badgam	Jammu & Kashmir	46.60	Muslims
20	Jaisalmer	Rajasthan	40.23	Muslims



Shrawsti district of Uttar Pradesh and Pakur district of Jharkhand with the concentration of respectively Muslim and Christian minorities top the list being the first and second lowest female literacy districts among the MCDs. Two districts of Jammu & Kashmir, which are not designated as MCDs being in a state that have majority of the Muslim population have also been mentioned here among the 20 selected districts. Since Muslim females are generally behind other females by 5-10 percentage points, their present situation can be imagined from the available data. There is a need to undertake intensive literacy campaigns in these districts for an effective rollback of illiteracy from the educationally backward minority communities.

Enrollment of Girls

30. The enrollment statistics of primary and upper primary education in India reveal that in 2004-05 the total girls enrolled at primary and upper primary levels were respectively 61.1 and 22.7

million. That shows that girls enrollment has reached to 46.7 % at primary level and 44.4% at upper primary level. The trend is evident enough to evince that girls' enrollment to their population is heading towards universal enrollment at both the levels. While comparing this Muslim girls enrollment at primary level has been found around 40%.

31. SCR found that, for children aged 6-14 years, enrollment at all India level was 85.3% for all communities. Enrollment figures for Muslims were lower (81.18%) than the national average as well as relative to 'All Others' and above SCs/STs (79.3%).
32. The information provided by the NSSO illustrates that at the lower ages Muslim enrollment is almost in consonance with their respective population, which goes on decreasing with the increase in the age of the Muslim children. This gap is more pronounced in case of SCs/STs and OBCs whereas 'Other Minorities' show more enrollment than their population in all age groups.

Age Groups in Years	Hindus			Muslim	Other Minorities
	General	OBC	SCs/Sts		
6-13	19.1 (17.3)	36.1 (35.5)	25.7 (27.4)	14.0 (15.1)	5.1 (4.8)
14-15	24.3 (19.9)	36.1 (35.2)	21.4 (25.2)	12.2 (14.5)	6.0 (5.3)
16-17	28.9 (21.1)	33.7 (35.0)	20.2 (24.7)	10.7 (14.0)	6.3 (5.1)
18-22	34.0 (20.8)	30.5 (34.4)	17.7 (25.5)	10.3 (13.9)	7.6 (5.5)
23 & Above	35.6 (23.9)	29.2 (35.1)	18.3 (24.1)	7.4 (10.9)	9.5 (5.9)



33. The data compiled from Census of India 2001 make it evident that Muslim girls surpass all SRCs with 87.97% at primary level of their education but they become the lowest at secondary and senior secondary levels with 9.53% and 3.85% respectively. Women of Christian and Jain communities are lesser in the primary level education and their strength is more pronounced at the higher levels of education.

Community	Level of Education		
	Primary	Secondary	Senior Secondary
All religions	75.77	12.5	5.9
Hindus	75.6	12.51	5.95
Muslims	87.97	9.53	3.85
Christians	60.76	17.19	9.47
Sikhs	55.95	18.75	7.38
Buddhists	79.31	12.55	6.28
Jains	42.52	20.73	12.76

Source: Census 2001

34. The recent most information on the front of enrollment in India has been provided by the NUEPA. "The data compiled from across 13 lakh recognised schools offering elementary education across 635 districts spread over 35 states and union territories reveals that Muslim children enrollment rose to 13.48% in 2009-10 across the country from 10.49% in 2008-09. Of the total 5,44,70,000 enrollments in upper primary classes in the country in 2009-10, Muslim enrollment was 64.8 lakhs across India and the percentage of Muslim girls to total Muslim enrollment in upper primary classes was about 50% which is above the national average of girls enrollment in upper primary classes, the report said. Of the total Muslim enrollment in primary classes, the percentage of Muslim girls stood at 48.96 during the same period which was quite similar to the share of girls in overall primary enrollment (48.38%)."

35. The ORG-Marg's Muslim Women's Survey, commissioned by the Nehru Memorial and Museum library, New Delhi in 2000-01, conducted in 40 districts of 12 states, concluded

that the enrollment percentage of Muslim girls was found to be only 40.7% as compared to 63.2% in case of 'upper-caste' Hindus. In rural north India enrollment rate of Muslim girls has been found just 13.5% and in urban north India 23.1%. It has been reported that less than 17% of Muslim women ever enrolled completed eight years of schooling. However, many other studies have depicted that enrollment of Muslim girls is ahead of their male counterparts or almost equal to that. For instance, Amira Wali notes more enrollments of Muslim girls than Muslim boys up to elementary level in Delhi schools. It has been noted from the data compiled by NUPEA that out of 50 districts of Madhya Pradesh Muslim girls are better in enrollment up to upper primary level than the Muslim boys in 30 districts; in Assam they are similarly ahead in 13 out of 23 districts; in 16 out of 23 districts of Andhra Pradesh; in 16 out of 31 districts of Tamil Nadu, in 8 out of 9 districts of Delhi, and in 6 out of 14 districts of Kerala. Interestingly, in Haryana state Muslim girls' enrollment has been found better than Muslim boys up to upper primary level in 4 out of 20 districts. In other three districts of the state Muslim girls are better than their counterparts up to primary level only whereas in additional three districts they were behind boys in primary but lead them in the upper primary section.

36. Usha Nayar reports that the SRI-IMRB survey associated with tracking of Muslim children between 6-13 years brought to the fore the fact that in 2005, 9.97% of 2.25 crores of Muslim children in that age group were out of school, comprising some 1.2 million boys and 1 million girls. Accordingly, Muslim girls comprise about 45% the total out of school Muslim children; 48% in rural areas and 40% in urban areas. In any case, the situation of Muslim girls is better than all other communities, a positive indicator of special efforts made under SSA. The Mean Years of Schooling (MYS) for 7-16 years of age in 2001 was 3.9 years. In that year, it was 3.26 years for Muslims and 2.7 years for Muslim girls.



37. Zoya Hasan and Ritu Menon in their study on Muslim women's education in five cities; namely Delhi, Aligarh, Hyderabad, Kolkata and Calicut found that many things such as "i) The location and site of schools at a distance is proving to be an inhibiting factor in girls' schooling, ii) Muslims prefer schools that provide space for their cultural ethos, iii) High dropout rate of Muslim boys adversely affect female school completion rates and iv) Even though Muslims are beginning to accept co-educational institutions, there is a definite preference for single-sex government schools for girls".

A study titled 'Primary Education in West. Bengal and the Mid-day Meal Programme' by Amartya Sen's Pratichi (India) Trust in 2004-05, which compared school attendance pre- and post-introduction of mid-day meals, discovered that the attendance of Muslim children had increased by 13.2 percent (attendance of scheduled tribes by as much as 19.9 per cent, scheduled caste by 12.6 per cent and rest of the Hindus by merely 3.8 per cent). Overall, attendance of girls has increased by 10.2 percent owing to the midday meal scheme.

Dropout and Retention

38. Reduction in dropout and retention of girl students in the school and beyond is one of the serious issues that affect girls' education in the country. According to a 2008 press release of Sarva Siksha Abhiyan, the situation in case of girls is improving faster than boys. It says, "Although the phenomenon of dropouts continues to be a serious problem in India's education scenario, the dropout rates in elementary education have been on the decline, more sharply so for girls. Girls' dropout rate in 2004-05 was lower than for boys, at primary level, i.e. 25.42% compared to 31.81% for boys. Since 2000, girls' dropout rates have fallen by 16.5 percentage points in just four years, compared to a reduction of only 4.1 percentage points over the decade (1990-2000). The number of out of school children has also been declining rapidly, from 32 million in 2001-02 to 7.5 million in 2006-07.

Of the total age cohort of girls in the 6-14 years age group, 3.9% are reportedly out of school. In the 6-11 years age group, out of school girls are 3.34% and in the 11-14 years age group they are 5.3%. The inclusion of these 'hard to reach' and older girls, who have remained excluded from the education net, is being addressed through context specific strategies and interventions presently".

39. Details of year/stage-wise gross dropout rates compiled from DISE generally indicates two points; one, the reducing trend of dropout rates, both at the primary and upper primary stages and two, a near-gender neutrality among the dropout rates.

Drop-out Rates at Primary and Upper Primary Levels, 1999-2000 to 2004-05						
Stage	1999-2000*	2000-01*	2001-02*	2002-03*	2003-04*	2004-05*
Class I-V						
Boys	38.7	39.7	38.4	35.9	33.7	31.37
Girls	42.3	41.9	39.9	33.7	28.6	24.82
Total	40.3	40.7	39.0	34.9	31.5	28.49
Class I-VIII						
Boys	52.0	50.3	52.9	52.3	51.8	50.10
Girls	58.0	57.7	56.9	53.4	52.9	50.76
Total	54.5	53.7	54.6	52.8	52.3	50.39

40. As many as 25 per cent of Muslim children in the 6-14 year age group have either never attended school nor have dropped out. This is higher than that of any other SRCs considered in this analysis.

41. The SCR concludes that "incidence of drop-outs is also high among Muslims and only SCs/STs have a marginally higher drop-out rate than Muslims. Overall, while the share of dropouts and children who have never attended school is still higher among Muslims than most other SRCs, enrollment rates have risen significantly in recent years. In a recent study it was found that apart from the economic circumstances of the households, school enrollment for different communities is significantly affected by the local level of development (e.g., availability of schools and other infrastructure) and the educational status of the parents."



Educational Attainments

42. The educational scenario of the Muslim community as emerged from census 2001 and NSS 61st Round, appears like this:

a.	Just literate:	4.5%
b.	Education below primary level:	32%
c.	Completed primary:	29%
d.	Completed secondary:	11%
e.	Completed higher secondary:	4.5%
f.	Completed non-technical diploma:	0.1%
g.	Technical diploma:	0.3%
h.	Graduation and above:	2.4%

43. Percentage of Muslim women at middle, secondary, higher secondary and above levels is lower than males among all the religious groups. Muslim women are the worst off especially the rural Muslim females so long as the secondary education is concerned.

44. The Rural Muslim females are at the bottom with less than 1% reporting completed education up to graduation and above level, which can be seen

in the backdrop of 4.3% urban Muslim females having reached that level and 11.1% urban females literates of all religious communities have done so. Christians and Sikhs have higher than the national average indicators of completed education at all levels.

45. The study of Zoya Hasan and Ritu Menon (2005) shows that only 16.1% of Muslim girls from poor families attend schools, while 70% of them from economically better off families do so. This indicates that low level of Muslim girls' participation in education is not due to some religious factor but it is the poverty which could be imparted blame for the same.

46. Perhaps no comment can be more apt regarding the state of Muslim girls' education than what the Sachar Committee Report has so nicely structured. It says, "While the education system appears to have given up on Muslim girls, the girls themselves have not given up on education. There is a strong desire and enthusiasm for education."

اخبار مشرق

مسلمانوں کی خوشحالی کیلئے مدارس کو جدید تعلیم سے جوڑنا وقت کی اہم ضرورت



Seminar On Empowerment Of Minorities Through NIOS on 18/01/2011 At New Delhi

REGIONAL PERSPECTIVES

An Urdu poet remarked long ago: “This world is a tavern-house. He who stands and waits will never get a drink. The wine belongs to him who comes forth and grabs the goblet.” These words appear to be true when we try to understand what has emerged from the Regional deliberations conducted all over the country. Implementation of laws and policies, appropriate and prompt action on various schemes, recommendations and suggestions by all the stakeholders are some of the demands that emerged from our regional deliberations.

NORTH – EASTERN ZONE

The Committee on Girls Education has resolved in August 2010 to organize regional conferences/seminars on the state of minority girls’ education through some local NGOs. Consequently, five such conferences/seminars were held at Mumbai for western states, at Chennai for southern states, at Guwahaati for eastern states, at Lucknow for north-central states and in Delhi for northern states. The regional perspectives emerged as a consequence of expert papers, discussions and proposals that resulted from these programmes, have been briefly dealt herewith for presenting a scene of girls education in different states of the country. Wherever required for a better understanding of the state of affairs some other references have also been given.

Assam and N.E. States

1. Professor Abdul Mannan of Guwahati University was of the view that “socio-economic conditions of community within the seven sister states in general and Assam in particular are socio-economically backward and poor in their educational status. The literacy rate of Muslims in Assam is only 48% against that of Hindu (General) 70% and SC/ST 64%. Another feature is that the literacy rates of Muslims “decreases as portions of Muslims living in different districts increases”. According to him the literacy of urban Muslim women in Assam is 66% whereas it is just 38% in case of rural Muslim
2. Member CGE, NCMEI Sheeba Aslam, while discussing the importance of Muslim Girls Education stressed on creating awareness about constitutional provisions. According to her, 33 percent reservation for women in Parliament is will not help women unless they themselves come out and demand for their rights.
3. Dr Shabistan Gaffar, Chairperson, CGE, declared that although it is important that girls are enrolled in the schools, it is equally important to ensure that they do not drop out without receiving basic elementary education at least.
4. Prof. Mafusa Rahman from the Cotton College while discussing the state of minorities in Assam stated that though historically, Assam never had the problem of marginalization, a recent trend of marginalizing the linguistic and religion based minorities is being noticed recently. He suggested



that to overcome this, a good knowledge base, a responsive assertive mindset and well informed population can go a long way to prevent such elements from working against the interest of minorities.

5. According to the report of Sarva Siksha Abhiyan presented in the regional conference of east zone, out of 5.78 million total enrollments in 6-14 year age group in the state in the academic year 2009-10, minority students comprised 35.67%. The percentage of girls' enrollment to the total enrollment in the state was 48.5% whereas the percentage of minority girls to the total minority enrollment in the year was 49.0%. The trend reveals that there is an overall good impact of SSA initiatives in Assam and minority girls are taking to education in a spirited way.
6. A.Q. Al-Aman, secretary State Madrasa Education Board of Assam, reported that 1.2 lakh students are enrolled in 707 madrasas and Arabic colleges of the state . According to him, 45 to 50% female students

are studying in upper primary and 35-40% in secondary to degree level education. As compared to 2.06 million minority students' enrollment in schools, the strength of those studying in the madrasa stream in the corresponding age group would be less than 4%.

The Census 2011 revealed that Assam has now a population of 31,169,272 with a growth rate of 16.93% over the last 10 years. It accounts for 2.58% of India's population. Out of total population of the state 15,954,927 are male and 15,214,345 are female. Sex ratio is 954 and the total child population is 4,511,307. Out of that 2,305,088 are male and 2,206,219 are female, the ratio being 957 female / 100 male.

Literacy rate has increased to 73.18% in comparison to the country's literacy rate of 74.04%. Male literacy rate is 82.14% while that of female is 65.46%. The drop out rates of both boys and girls in Assam remain higher than all India average with girls being much higher.

The Muslim Minority dominated districts of Assam are- Barpeta, Dhubri, Nagoan, Hailakandi, Nalbari, Goalpara, Cachar and Morigoan.

PARTICULARS	BARPETA	DHUBRI	NAGOAN	HAILAKANDI	NALBARI	GOALPARA	CACHAR	MORIGOAN
TOTAL PERSONS	1,693,190	1,948,632	2,826,006	6,59,260	769,919	1,008,959	1,736,319	957,853
MALE	867,891	998,346	1,440,307	3,38,766	395,804	514,162	886,616	485,328
FEMALE	825,299	950,286	1,385,699	3,20,494	374,115	494,797	849,703	472,525
SEX RATIO	951	952	962	946	945	962	958	974
POPULATION DENSITY	632	1171	711	497	763	553	459	618
DECADAL GROWTH RATE	21.4	24.40	22.09	21.44	11.44	22.74	20.17	23.39
% OF MINORITY POPULATION	59.37	79.66	42.16	68.39	58.88	53.71	68.59	47.59
TOTAL LITERACY (%)	65.03	59.36	73.78	75.26	79.89	68.67	80.36	69.37
MALE LITERCY (%)	70.72	44.2	78.19	81.61	85.58	72.67	85.85	73.66
FEMALE LITERCY (%)	59.04	54.26	69.2	68.54	73.85	54.53	74.62	64.99
MINORITY FEMALE LITERCY (%)	33.5	38.46	68	42.69	36.72	34	55.25	38.37
MINORITY MALE LITERCY (%)	37.7	45	79	77.33	41.66	47	76.29	58.68



In Barpeta the enrolment in the villages is reported to be good. It has been reported by the village teachers and other elders that enrolment in schools were much linked to the incentive of the midday-meal. For daily commuting to the school majority of boys and girls either walk or use bicycle. While exclusive use of bus as a mode of transport is found among a small section of girls, it was absent among the boys. While most of the primary schools are located within the villages at a distance of less than 1 km, a small number of them are at a distance of 2-5 k.m. from the villages. Same is the case with the middle schools. However, high schools are scattered, children needs to travel between 2-5 km. Religious schools are also located within the villages in most of the cases.

In Cachar the educational attainment status in the district as per the Seventh All-India Educational Survey, 2007, shows that of the total enrolled students in the Classes I-V, proportion of girl students is 47 percent. A comparative status of the Muslim children enrolled in Classes I-V shows that 48 percent of the enrolled students were girls. Further of the total students enrolled in the district for Classes I-V, proportion of Muslim girls in the total girls enrolled is higher (31 percent) than the Muslim boys (30 percent) in the total enrolment for boys in the same classes. Further, while 48 percent of the total students enrolled in the district (Class-I-XII) are girls, in respect of Muslims the proportion of enrolled boys (50.98 percent) and girls (49.02 percent) are approximately equal. (Source: Census of India, 2001). The figures for the percents of girls enrolled in Classes-I-XII in Cachar district shows that proportion of Muslim girls enrolled is highest among all the educationally backward groups in the district. In fact, the proportion of Muslim girls enrolled stands higher than the average percent of girls from the district enrolled in various stages. The proportions are also higher than the state averages which indicate that there is a general awareness and efforts on education of girl children among the Muslims in the district. (Source: Statistical Handbook, Assam, 2006)

In Dhubri an estimate of the teacher pupil ratio in the district shows that for every 52 primary students there is one teacher while in middle school the number of students is 24 per teacher. In high school the teacher student ratio stands at 8 students per teacher and in higher secondary schools the ratio is estimated to be 11:1. The high student teacher ratio in the primary level is perhaps one reason for dropout rate from primary to middle level school. The density of primary school in the district was estimated at 43 schools per 100 sq.km area in 2005. (Source: Statistical Handbook of Assam, 2006 & <http://www.dhubri.gov.in>). There has been development in the fields of education and public health in the district. However, the development process has not so far been sufficient as per the requirements of the households living in the district.

Based on the brief profile of the Dhubri, it may be concluded that the district has been suffering from some major deficiencies related to almost all the areas of socio-economic progress. The deficits need proper assessment for assuring proper growth process in the district. _GOALPARAG

The literacy rate in the sample villages of Goalpara district is found almost 68 per cent, which is higher than state as well as district averages. As evident from the following table, the sex wise literacy ratio is also better than the state and district averages. The base line survey reveals that 29 out of total 30 sample villages have at least one primary school within the village. In other words, almost 97 per cent villages of the district have primary school. The remaining villages have access to primary school either within the same Gram Panchayat or development block. Distance wise, more than 93 percent of the primary schools are located within a distance of two kilometers. Nevertheless, it has been observed that the enrolment and attendance ratio has been abysmally poor. Only about 20 per cent of the students enrolled at the primary level regularly attend the school. Although the pattern of distribution of primary schools in the rural area of the district is satisfactory, more than 50 per cent of the schools do not have pucca structure. About 40 per cent of



them are semi pucca while the remaining buildings are katcha normally with mud flooring and thatch roof. It is also worth considering that almost 50 per cent of the village schools have only one room and 20 per cent have two rooms. Therefore, adequate space in the schools is a critical gap which may discourage the children to attend school. Similarly, only about 37 per cent of the schools have provision for desk for the students who regularly come to the school and about 47 per cent can provide the same for some children. More importantly, 12 per cent of the village schools still do not have even blackboards. The school sanitation scenario in the rural areas of the district, as indicated by the base line survey, is far below the expected level. It has been found that 50 per cent of the village primary schools do not have toilet facility. However, a little more than 73 per cent of the schools have drinking water facility. Although almost all the schools have been benefited by the mid-day meal programme, the students of 50 per cent of the schools reported that the quality, preparation and regularity of mid day meal is good. The table above indicates that literacy rate of the Muslims is much below the average rural literacy rate of the district. Specifically, the Muslim female literacy rate in rural areas is more deplorable compared to the average female literacy rate of the district as well as the rural females of the other two important religious categories. This low level of literacy and consequent educational attainment has its bearing on the employment and livelihood opportunities of the Muslims. It has also been observed that performance of students in final school examination under state education board is also not very satisfactory.

The poor literacy rate of Nalbari district is easily attributable to the low availability of schooling and educational facilities of the households. At the village level there are 89 kuccha, 15 pucca and 1 semi-pucca educational institutions. Of this there are 38 primary schools of which 12 are for girls, 14 middle schools of which only 1 are for girls, 7 high/higher secondary schools of which only 1 is for girls, 1 technical education institutes, 13 religious school for Muslim boys and girls, 12 non-formal educational institute

and 18 other education related institutes. Within the block level as well as the Gram Panchayat levels similar situation prevails. To quote out of the 23 educational institutions of various types at the block level, only 3 are available for girls. However, at the Panchayat level a total of 33 institutions are present of which 8 are for the girls. The overall scenario of the region is quite depressing considering female education and institutions with desirable infrastructure.

In Nagoan district and other districts we observe that educational and schooling facilities for girls are much less compared to that of the boys in the sample villages. There are only about 3 per cent primary and 3 per cent middle schools for boys compared to 22.5 per cent primary and 14.3 per cent of the middle schools for boys in the sample villages. Similar is the case for High/Higher Secondary schools. It may also be noted that there are 6 per cent religious schools, which indicates that Minority community in the sample villages also send their children to religious schools. More importantly, non formal educational institutes are also playing significant role in educational uplift of the villagers. Nevertheless, it has been observed that the enrolment and attendance ratio has been abysmally poor. Only about 20 per cent of the students enrolled at the primary level regularly attend the school. Although the pattern of distribution of primary schools in the rural area of the district is satisfactory, more than 75 per cent of the schools do not have pucca structure. About 10 per cent of them are semi pucca while the remaining buildings are kutchra normally with mud flooring and thatch roof.

The opportunity costs involved in sending children to school is also too high for poor and illiterate parents. The community-specific factor for low educational achievement is that Muslims do not see education as necessarily translating into formal employment. Some common problems of this pathetic condition may be attributed to the following enlisted reasons-

- Minority Muslim community is densely populated
- Majority of parents have no source of income
- Early marriage



- Neutral behaviour of parents towards education
- Poverty leads to children for earning
- There is no constant touch of higher authorities with parents
- Most of the parents are involved in religious activities rather than education of their children
- Majority of the children belong to joint families
- Parents are conservative
- No social and NGOs are working for the purpose
- Lack of communication with progressive people keeps them isolated
- Religious conservativeness keeps them away from the mainstream
- Departmental slackness towards the Moktabs
- Community participation is weak
- There are no pre-primary schools in the minority dominated areas

WESTERN ZONE

RAJASTHAN

1. This session was chaired by Dr. Nisha the Dy. Director Sarva Shiksha Abhiyan Rajasthan other members were Mrs. Zainab Bano & Mr. Atiqur Rehman.

Dr. Nisha during her presentation pointed out that in terms of infrastructure there are 2696 Registered Madarassa, approximately 2000-registered Govt. Schools, 14 KGBVS exists specially for Minorities Girls. According to her, funds are available for Madarasas. Yet, gap exist in quantum of enrolled and drop out girls students. The reasons being poor awareness about girls' education in community, difficult terrain and lack of transport facilities, early marriages and gender discrimination, Lack of female Teachers in Govt. School and madarassas. She suggested for the need of Child tracking survey to tap each and every child. Special focus on the child requirements to be kept in mind in the schools for instance, sanitation facilities in schools should be made available to retain girls. Some of her other recommendations include initiating schemes like Certified vocational Courses of cutting tailoring and dress making to be conducted through NIOS.

2. Mrs. Zainab Bano explained the girls' education problems in State of Rajasthan. She explained that in Rajasthan one will find more Sunni Muslims than Dawoodi Bhora sects. In Dawoodi, Bohra Community, equal status in education is emphasized. However, in 2007 Darum- Umul expressed its opinion against co-education. As separate schools for girls are not available they began to lag behind in terms of schooling as compared to their male counterparts. She pointed out the fact that there is a strong misconception that Muslim parents don't want their girls to study. Some of the suggestions given by her include raising self consciousness and awareness among girls regarding their right to education. At community level, new schemes could be initiated to enroll and retain more number of girls and the curriculum should focus on issues such as sexual violence against girl child.

3. Mr. Atiq-ur-Rehman briefly explained his observation and experience about the Muslim Minorities problems in Rajasthan. He pointed out to the fact that in Rajasthan only 3 Muslim Minority Girls Schools. Other students from Muslim Minorities, SC and STs groups attend government schools and most of the times, government schools are ill-equipped to cater to the requirements of the students. For instance, if computers are available, computer teachers are not appointed therefore, in spite of having resources computer education remains a distant dream for many students. Almost half of the grants provided by the Central government remained unutilized. Madrassas can't get transformed to high infrastructural school, due to lack of fund. There is a need to look into these issues and take immediate actions to resolve these issues.

GUJARAT

1. Mr. Aziz Sayyed, the delegate from Gujarat chaired the session and other delegates. Mrs. Ayesha Sayyed and Mrs. Mehrnisa Desai also joined the session.



Mr. Aziz Sayyed briefly discussed the educational problems in Gujarats: According to him, the impact of 2002 tragedy could still be felt. Though there are around 700 registered schools in Gujarat most of schools provide co-education and generally focus on higher education. According to him, 60 percent of schools lack facilities to provide computer education. Therefore, solution lies in not only providing computers but also in training teachers and enhancing their knowledge of computers. Expanding Minority education commission to the state level may help to reach out minority communities effectively.

2. Ms. BILKIS, a teacher by profession also shared her experience. She was of the view that the accessibility of Muslim student both male and female to higher education in limited. The role of family is important in making decision regarding education. Marriage should not restrict education and the families should realize that in case a woman is educated she would be able to manage her household well and will be able to take care of family in a better manner.
3. Ayesha Sayyed the member of the session was of opinion that religious education may be clubbed with the general education. Improving infrastructure in terms of providing hostel facilities for boys and girls may help to improve access to education.
4. Mehrunnisa Desai made important suggestions in terms of providing scholarships to the students. Pre-matric and post matric scholarships to girls from the minority community will go a long way in improving enrolment and retention of students. She pointed out that around three fourth funds available for scholarship remains underutilized and goes back to the government. Another important recommendation that emerged from her presentation was lack of availability of technical education colleges specifically for students from Minority background. Engineering and medical colleges which are available otherwise admit students

based on their scores in competition where girls really face a backlash as they are not prepared to compete with students from general category. She suggested for involvement of NGOs who could train students from minority background to compete with others while seeking admission in IITs and Medical Schools. Schools getting grants should provide fee concession to girl students from Minority background. In fact providing them with a stipend may act as an incentive. Seats should be reserved for girls from the Minority background in the schools who are not receiving grant.

MAHARASHTRA

1. This session was presided by Mrs.Husna Banu Khalife and other member Mrs. Aainul Attar. Mrs. Husnabano Khalife discussed the issue. Mrs Fauzia Khan, the Education Minister Maharashtra, was the Guest of Honour, Mr Ranganath, the Secretary National Commission for the Minority Educational Institutions New Delhi, Hon'ble Mr. P. A. Inamdar the Vice President All India Federation of Minority Educational Institutions, Ms. Shabistan Gaffar the Chairperson Committee on Girls Educational Institutions and Mrs.Abeda P.Inamdar the member Committee on Girls Educational Institutions also shared their views.
2. Mr.R. Ranganath (Secretary, NCMEI, New Delhi) suggested that recommendations may be send to NCMEI through letter so that it could be forwarded to the central govt. for the implementation of more schemes.

Some suggestions that emerged from the discussion are: Percent female population is still ill literate till date in Kokan area, that needs to be looked into. Secondly, MAFDC gives educational loan upto 5 lakh with interest rate of 3%. One is required to provide documents like the Ration card, bonafide certificate, school leaving certificate and affidavit from the parents. Repayment of loan is easy and it can be paid in 5 years installments. However, in disbursing education loan, loan



preference is to be given to girls. It was suggested that meritorious students may be send to foreign countries for higher studies and a scholarship of Rs.10 lakh maybe given to them for this purpose.

3. Mrs Aainul Attar shared the information regarding various Scholarship schemes by the Govt. of Maharashtra State and Central Government, 30% scholarship for girls in professional education is available but hardly 15% is utilised. At the time of admission, the private school charges high admission fee. Poor people from SC/ST and Minority communities find it difficult to pay. Therefore, it was suggested that students from these groups should be admitted without any demands of admission fee in the private schools. Parent's income limit while admitting students should not be seen as a limiting factor to grant admission to their children in the private schools. Scholarship should be provided to the needy students. Programmes on Personality Development for girl students should be held regularly. About 20% concession is to given to technical institutions for obtaining land. There should be a policy that technical institutions should then provide free or low cost education to the students from minority communities, SC/ST OBC and other weaker sections of society. There should be a provision for opening accounts in local Banks with Zero Balance account for students from minority communities.
4. Mrs. Fauzia Khan, Minister for School Education Govt. of Maharashtra. She spoke about the important issue related to Educational institutions for minorities. Educational and Economic Development go hand in hand. According to her, Policy makers, parents, society teachers should work all together for quality education. She suggested for child tracking system.
5. Mr. P.A. Inamdar (Vice President, All India Federation of Minority Educational Institutions) argued that steps should be taken to enforce Constitutional guarantee under Article 29 and 30. Highlighting the role of the State Governments in implementing education rights of girls from

minority communities, he suggested that much of the work should be done at local level with different stakeholders coming together at a common platform to add value of education.

GOA

1. In Goa regional meeting, the session was Chaired by Mr. Anil Powar, Deputy Director of Education Govt. of Goa. Other members present were Mr.Suleman Karol and Mrs.Khan. Mr.Anil Pawar discussed the problem and recommendation regarding the Minorities Girls Educational in the State of Goa. He pointed out that the population in Goa consists of Christian 76.86%, Muslim 26.4%,0.89-Buddhist ,Jain & Other communities. Goa has urban semi urban no rural areas and its Literacy rate is 83% which is fourth highest in country. Certain schemes have been formulated at state level. For example, providing loans to students for higher and vocational education is one of these schemes which is being used extensively by the students.
2. Mr. Suleman Karol stated that though the number of schools in Goa is sufficient, yet, there is a scope for establishing Minority Educational Institutes. He suggested for providing aid to the unaided minority institutions. The appointment of Urdu teachers is yet another aspect that needs to be looked into, as Urdu language education could attract more Muslim community children to the schools.
3. Mrs. Khan (Vice Chair Person, Municipal Council) shared her experience briefly. She laid stress on providing Personality Development in the school level curriculum and advocated to establish separate professional colleges for girls.

SOUTHERN ZONE

KERALA

1. Dr. Burtan Cleetus, Assistant Professor, Department of History, University of Calicut, Mallapuram spoke of the problems faced by



the Christian Minority students of Kerala. According to him, the Christian Missionaries played a very active role in making Kerala a 100% literate state. In hilly regions the access to educational institutions is less and in the coastal regions the population is large and the resources are less, yet, Kerala has been able to achieve hundred percent literacy.

2. Ms. Qamarunnisa Anwar, Former Chairperson, State Women Development Corporation, Mallapuram District, Kerala, stressed the need for abolition of dowry and promotion of vocational training for the advancement of minority women in the state. According to her, the state government should provide scholarships for needy and meritorious students instead of involving banks to provide loans to students, which is a tedious process. Suggestions for linking up education with the vocational training programmes were also raised.
3. Dr. P Mohamed, Principal, Unity Women's College, Manjeri, Mallapuram District, Kerala, felt that there is an increased awareness among the people to educate the girl child and that this pace should be kept by strengthening the present efforts.
3. Rajendra Singh from Sri Gurunanak Satsang Sabha, Chennai, emphasised the need to educate a girl child in order to educate a family. He spoke of the various institutions that the Punjabi community has established. He believed that the problems related to education are a universal problem and the challenges have to be faced as one human community by sharing views, suggestions and recommendations.
4. Dr. Doreen Gnanam, Associate Professor, Meston College of Education, Chennai, said: since there were new minority Christian institutions emerging there was a greater need for teachers. She insisted on providing training to Christian minority girls which would help them to get a better job and a decent salary.
5. Moosa Raza, chairman, The Southern India Education Trust SIET, in his Presidential address, called for setting up of a Parliamentary committee for Minorities and a Legislative committee for proper monitoring of schemes at all levels. He said among all minorities Muslims are at the bottom of ladder when it comes to educational development. He attributed large scale of women literacy to absence of schools for girls within easy reach, economic necessity, demand for dowry, difficulties on finding grooms for educated girls, absence of girl's hostel, female teachers, non availability of scholarship facilities, transport facilities and other vital requirements.

TAMIL NADU

1. Ms. Sheriffa A. Azeez, Director and Correspondent, Crescent Group of Girls Educational Institution, Chennai was of the view that the Muslims are at a double disadvantage – economically and being deprived of higher education. The prohibition of hijab and the access to government schools being limited leads to a high rate of dropouts from the school. She suggested that Vocational Training should be provided to those who are not inclined towards higher learning.
2. Ms. Piroja Darius Belgamvala, represented the Parsi community and was proud that her community is 100% literate. Though there are only 270 Parsis in Chennai, they are self sufficient and also extend help to other communities.

It was pointed out that the main reasons behind this large gap in women's literacy are 1) large scale illiteracy among mothers especially in rural areas; 2) absence of all-girl schools within easy reach for girls; 3) Absence of transport arrangements to go to school; 4) Economic necessity of retaining girls to look after younger siblings; 5) Demand for dowry; and 6) Finding well educated grooms for educated girls of equivalent level. The decision to choose between spending meager resources on educating a boy or a girl, the cost/benefit ratio goes in favour of the son. Absence of girls' hostels and safe transport for college



girls especially in the uncertain security scenario.

Another issue deliberated upon in this regional conference relates to the issue that the religion of Islam plays a role in keeping women illiterate. This belief needs to be re-examined. It was argued that though a few misinformed moulvis might have given stray fatwas on girls' education, yet, by and large, the religious leadership of the Muslims has been always in favour of providing education to Muslim girls. Today most of the religious leaders are emphasizing the need for education, both for boys and girls albeit with safeguard for their modesty and physical safety.

6. The conference presented an 11 point memorandum that urged the government to focus on girl's education especially minorities girls through a sub plan in the five year plan, providing special quota for minority girls, providing incentives to parents to send their girl child to the schools, encouraging NGOs to work in the area of minority education, providing grant to upgrade minimum facilities and subsidising minority girls' hostel facilities.

7. Some of the other suggestion made during the conference include setting up of a Group at the Central, State and Taluk level, to liaise and interact with MPs, MLAs, Opinion Makers, media and other power groups and to keep track of girl child education; To set up a Muslim- Christian Coordination Committee for Education (MCCCE) and learning lessons from the initiatives taken by the Christian communities to educate girls may help. Emphasis was laid on the need to develop a data bank on Muslim related statistics, parliamentary and Assembly Questions/Answers, prepare and supply such data/parliamentary questions/ Assembly questions to MPs/ MLAs/ Corporators/ Panchayat Members etc. The role of minority community in empowering its girl children has been highlighted during the onference.

• In the context of girls' education, the Regional Conference of the National Commission for Minority Educational Institutions has put up the following recommendations for Government's consideration.

- Government should focus on girls' education, especially minority girls, through a sub-plan in the five year plan both at the Centre and the State level, on the lines of the Tribal Sub-plan and the SC/ST sub-plans.
- All-girl schools in the vicinity of minority concentration area may be established. Even in non-minority concentration areas, exclusive girls' schools are a necessity. Minority girls should be provided a special quota in such schools.
- It is essential to ensure that at least Primary Education be provided in Mother Tongue.
- Sensitizing parent to get their daughters admitted to a school is important. Retention is yet another crucial issue. For this purpose, parents of girls studying in schools may be provided facilities under the MNREGA, Slum Clearance projects, Awas Yojnas, and similar such schemes
- Special scholarships need to be provided to every girl, both in schools and institutions of higher learning.
- NGOs working for minorities, especially for Muslim minority require to be encouraged both financially, administratively and through other incentives.
- Government should provide grants to upgrade minimum facilities in minority schools – especially for drinking water and toilets. For this, state governments may carry out the survey in all schools and assess these special needs.
- Currently, the government provides a grant of Rs.1.00 crore to set up girls hostels through UGC. There is a need to re-evaluate this provision keeping into consideration the rising cost of land. The rules governing allotment of wakf land for Muslim educational purposes should be made more flexible.
- There is need to subsidize minority girls hostel stay.
- Teacher Education Scheme requires to be extended. Exclusive female teacher training colleges need to be established. Female teachers from the Minority Communities may be motivated through scholarship to receive training in the Teachers Training Colleges.
- Information should be disseminated regarding the schemes launched earlier by the government, the impact of such schemes, audit reports of fund utilized etc. Monitoring the implementation of the Schemes at all levels is essential.



- A Parliamentary Committee for Minority Welfare at the Central level and an Assembly Committee at state level should be established.

ANDHRA PRADESH

1. Dr. Fakruddin Mohamed, Chairman, Health India Hospitals, MESCO spoke on the status of Muslim girls' education. He was of the view that in order to alleviate conditions of minorities, proper infrastructure should be provided. While presenting an overview of literacy level in Andhra Pradesh, trends in education, growth in education, basic indicators of education and gender gaps, he stressed on quality education. To empower the Muslim community he suggested, that Muslim management institutions should be increased in number, private minority institutions and Madrasas should show keen interest in empowering women, alleviation of poverty and improvement in teacher-pupil ratio.
2. Dr. A Barnabas Abraham, Research Consultant, focus on empowering Christian Minority Girls in Andhra Pradesh. He was of the view that t increase in number of schools provides a sound base for educating the Christian minority along with other students.
3. Dr Rafath Seema, Head, Nisa Research and Resource Centre for Women, highlighted the issue of dropout of girls at various levels of their schooling. According to her the factors which affect girls' participation are: social, economical, religious. Negligence of State Educational Department and agencies often leads to increase in gender discrimination. Practices like child marriage, child labour, unemployment, malnutrition, parents' insecurities, co-education, lack of secular values in schools, lack of basic facilities, lack of study materials, transport & hostels and dilapidated condition of school buildings and class rooms, all contributes to early drop out of girls from schools. She suggested for holistic approach towards this issue.
4. Dr. Syed Azaz Rahman, vice-chairman, Shadan Group of Institutes, Hyderabad, pointed out some

of the achievements of minority educational institutions. He was of the view that the group is running 57 institutions in Andhra Pradesh from school level to medical college; of which 19 are exclusively for girls. These exclusive women institutions are the opportunity providers for such students whose parents prevent them from attending co-educational institutions.

KARNATAKA

1. Mrs. Fareedha Rahamathullah proposed for setting up of new schools. She stressed that 30% of Muslim dominated villages do not have schools. While briefly outlining the scenario of the primary and secondary education she pointed out poverty, cultural taboos and social discrimination as the major barriers in the educational uplift of minorities.
2. Mrs. Tazaium Oomar suggested that more attention should be given to dropouts and more awareness programmes should be conducted
3. Mrs Chaman Farzana pointed out that Muslims are lagging behind in the educational system and hence both male and female education is inevitable.
4. Dr. Kamamma pointed out a few characteristics of minority barriers such as discrimination, cultural traits and the like.

CENTRAL ZONE

UTTAR PRADESH

1. While inaugurating the zonal regional conference of CGE at Karamat Hussain Muslim Girl PG College, the Chairman NCMEI Justice MSA Siddiqui expressed his disappointment to the fact that there is no centre of excellence for Minorities within the State. He stated that UP lags behind the other states when it comes to provide education to girls within minority communities. Lackadaisical attitude of the state government officials toward the issue of



empowerment of girl child education is one of the major concerns being raised at the platform. This era belongs to women, yet they have been deprived the opportunities to get educated which is one of the basic necessity says the chairman. NCMEI.

He also stated that there has been an 11 percent increase in admission of Muslims to primary schools across country during 2009-10. This increase was due to awareness created by the Commission. About 1.05 crores of Muslim students got admitted to primary schools during 2009-10 out of which 49% were girls. Most of these admissions were in West Bengal, Uttar Pradesh and Bihar. According to him, educational profile of minorities in southern states is satisfactory. However, there is a need for concerted efforts in Northern India. He emphasized that participation from different stakeholders including that of NGOs may help to strengthen the role of the Commission in enhancing girl child education within Minority communities.

2. It was observed that though several structures within the state government have been entrusted with the responsibility of providing education to girls from minority communities no change is observed for past several years.
3. Eminent scientist Qamar Rehman made an interesting suggestion. He suggested that the pace of education should be in sync with the time and therefore, technical education should be provided to the girls from minority communities. He opined that Madaras should work in the manner in which we govern our IITs. Muslim girls should be encouraged to pursue higher education.
4. Mrs. Roop Rekha Verma, Former VC, Lucknow University, said what is important is to change the way one is thinking. Educating a woman is essential for her own awakening and this enlightenment is the need of the hour. What is required to consider systems and structures that perpetuate bias. For example, the syllabus in the books today highlight inequities prevalent in the

society, and it is important to eliminate all such things that perpetuate gender inequalities within the educational system.

5. Most who attended were of the opinion that no society where women are subjugated and not allowed access to education can be called civilized. The delegates attending the zonal seminar also unanimously agreed that educational empowerment of Muslim women works as a potential mechanism which is a catalyst that will modernise the Muslim community in India.
6. The denial of education to minority girls too was strongly criticised by educationists, who encouraged the society to break traditional and orthodox control over education that denied Muslim women their right to education.
7. Dr Shabistan Gaffar, Chairperson, Committee on Girls' Education, Ministry of Human Resources Development (MHRD), Government of India, presided over the function and in a tete-e-tete with CNS stressed that it is very necessary to provide quality education to Muslim women.

Saying that women participation is to the fullest must be ensured in minority girl education. She elaborated on the challenges that are faced by minority girls seeking education today where Gaffar felt, "The social tradition and misunderstanding that prevailed within the community regarding education has prevented many minority girls from being educated. Poverty which is a huge deterrent for many Muslim girls to get access to higher education is also a problem that poses a challenge. Apart from that lack of accessibility to education is a huge set back as a result of poor infrastructure. There is a lack of hostels and senior secondary sections in many blocs and districts situated in the remotest areas of the country. All these issues further way lay efforts to provide education to minority girls."

Making a case to strengthen the madrasa systems in India Gaffar further laid stress on the fact that these age old institutions of learning are serving as the last hope for minority girls to get access to elementary education.



"Madrasas are very misunderstood when it comes to their contribution to education for the community that is facing so many challenges when it comes to educating their daughters. I understand that there are apprehensions in the present scenario but we must not negate the fact that in areas where there is no reach of basic education it is these madarsas which are imparting at least primary education to girls," she argues.

She strongly recommend that madrasas must be seen as a good option for imparting education for the community. There are many Ulemas running these institutions which have a very modern perception and attitude. Through these madrasas they have also helped modernise education they impart to their community keeping in mind the Islamic traditions as well. In my opinion armed with this new vision to help empower and educate the minority girls the madarsas can be very successful for girl education. Then we must not forget that Dr Rajendra Prasad and even former President APJ Kalam got their elementary education from madrasas as well. So why negate their relevance now?"

Lauding the government's step to bring in the Right To Education Act Gaffar said that, "The involvement of inter-faith forums will help develop a synergy between the government and minority community to make the RTE useful for Girl Education. Again I feel that establishing madrasas in rural areas will also support reaching primary education to girls there through RTE. Basic education is the lifeline of education and denying that to girls will not be possible any longer. The government has not been able to reach the minority girls living in far flung areas which call for an amendment in the RTE Act so that inclusion of the children of minority community in remote areas can also be covered."

8. Mr. Syed Shuaib Ahmed, Karamat Husain Muslim Girls' P.G.College, Lucknow, pointed out that a Woman has so far been the most neglected and weaker class in the society. Now in time has come when we have to think of empowerment of women especially through education. He highlighted that education is the greatest single

factor which can incredibly improve the status be it a woman or a man and it is undisputed that education enables not only to gain more knowledge about the world but helps to get social status, positive self esteem and confidence and also it gives necessary courage and inner strength to face challenges in life so that they can play important role in nation building.

He highlighted that in spite of our sincere efforts through various schemes and programmes over the last six decades, to uplift the women in terms of education is still in the state of an enigma in India. He stated that the 2001 census report indicates that literacy among women is only 53.7% and the statistics is more alarming in case of girls and women, particularly those of socially and economically backward section belonging to religious minorities, particularly Muslims and on account of low quality of educational attainment, vast of minority girls in India are illiterate, weak, backward, dependent, helpless and powerless.

9. Dr. Rehana Tariq, Principal, Hamidia Degree College, Allahabad University, Allahabad; Mrs. Shakila Khan, President NGO-SAHIL, Allahabad; Mr. Muhammed Zaki Kirman, Aligarh, U.P. and Mr. Dinesh C. Sharma, CEO, Vidya Knowledge Park, Meerut, U.P. shared their experiences in the field of education and suggested that the private Muslim educational institution and NGOs should play a vital role in empowering the girls.

JHARKHAND

1. Dr. S.M. Khalid, Secretary, Al-Iqra Teachers' Training College, Dhanbad, Jharkhand highlighted that Minorities in Jharkhand, particularly the women in Muslim community are facing lot of hurdles for better education. He stated that lack of educational adequate institutional institutions, low income of the parents, unemployment, illiteracy of parents, lack of proper transport facilities etc are the main reasons why the Muslim women in Jharkhand are lagging behind education. To empower the



Muslim community he suggested, that number of Muslim management institutions should be increased and the NGOs and private minority institutions should show keen interest in empowering women, alleviation of poverty and improvement in teacher-pupil ratio.

UTTARAKHAND

1. Mr. Gurdeep Singh Sahota, Director, Doon International School, Dehradun, Uttarakhand highlighted that the social tradition and misunderstanding that prevailed within the community regarding education has prevented many girls from being educated and poverty, which is a huge deterrent for many girls to get access to higher education. He stated that all these issues further way-lay efforts to provide education to girls in general and minority girls in particular. He stated that Millions of girls representing the rural poor, the scheduled castes and tribes, the minorities and the urban slums remain out of the educational umbrella because of the way India's formal education system has operated. The education system has operated more for the rich than for the poor, more for the urban than for rural child, and more for boys than for girls. He observed that the importance of education as a liberating tool for women has been long accepted and from the very beginning of the movement of women's liberation, education has been identified as the major instrument.

BIHAR

Prof. Shakil Qasmi, Chairman, Faran International Foundation & Head: Department of Urdu, Oriental College, Patna City, Bihar presented on recent condition of Muslim girls' education in Bihar. In his address he highlighted the following:-

The role of education in facilitating social and economic progress is well accepted today. The ability of a nation's population to learn and perform in an environment where scientific and technological knowledge is changing rapidly is critical for its growth. While the importance of human capital and its augmentation for a nation's development cannot be

over-emphasized, its micro-economic consequences also need to be acknowledged. Improvements in the functional and analytical ability of children and youth through education open up opportunities leading to both individual and group entitlements. Improvements in education are not only expected to enhance efficiency (and therefore earnings) but also augment democratic participation, upgrade health and quality of life.

At the time of adopting the Constitution the Indian state had committed itself to provide elementary education under Article 45 of the Directive Principles of State policy. Article 45 stated that "The State shall endeavour to provide within a period of ten years from the commencement of this Constitution, for free and compulsory education for all children until they complete the age of fourteen years." In 1993, in a landmark judgment, the Supreme Court ruled that the right to education is a fundamental right flowing from the Right to Life in Article 21 of the Constitution. Subsequently in 2002 education as a fundamental right was endorsed through the 86th amendment to the Constitution. Article 21-A states that "The State shall provide free and compulsory education to all children of the age six to fourteen years in such a way as the State may, by law, determine." The 86th Amendment also modified Article 45 which now reads as "The state shall endeavour to provide early childhood care and education for all children until they complete the age of 6 years". However, despite this commitment the number of children in this age group who have remained out of school is alarmingly large.

Muslims constitute the second largest religious group in India and thus the largest religious minority. The 2001 census enumerated India's Muslim population at over 138 million, and by 2011 the Muslim population gone over 165 million. India's Muslim population is amongst the largest in the world, exceeded only by Indonesia's and close to the Muslim populations of Pakistan and Bangladesh. Moreover, it is larger than the total populations of most countries of the world. Also Bihar is one of the big Muslim population state of India, where more



than 20% of state population resident and contribute in the development of Bihar and India.

Various data sources reflect Muslims are at a double disadvantage with low levels of education combined with low quality education; their deprivation increases manifold as the level of education rises. In some instances the relative share for Muslims is lower than even the SCs who are victims of a long standing caste system. Such relative deprivation calls for a significant policy shift, in the recognition of the problem and in devising corrective measures, as well as in the allocation of resources. The most commonly used estimate of literacy is available in the Census. Just about 65 % of India's population is literate. Literacy levels are expectedly higher for males than for females — 75.3% against 53.7%. Literacy is also higher in urban areas (79.9%) than in rural areas (58.7%). This gap of about 20 percentage points between rural and urban areas and across gender has been a persistent feature of Indian society over the last two decades despite the increase in literacy levels during this period.

The low literacy level of Muslims and SCs/STs is well documented in research studies. In the mid 1960's literacy levels of both these groups were low, and far lower than that of 'All Others'.⁷ In many States however, the position of SCs/STs was worse than that of the Muslims. The literacy rate among Muslims in 2001 was 59.1 %. This is far below the national average (65.1 %). If the SCs/STs, with an even lower literacy level of 52.2% and Muslims, are excluded, the remaining category of 'All Others' show a high literacy level of 70.8 %. In urban areas, the gap between the literacy levels of Muslims (70.1%) and the national average is 11 percentage points and in relation to the 'All Others' category it is 15 percentage points. Literacy are lower in rural areas (52.7% for Muslims), the gap between the compared categories is also narrower. It is important to note, however, that the SCs/STs are still the least literate group in both urban and rural India. Although the literacy levels of 64% and 68% amongst male SCs/STs and Muslims respectively are not low, they are far below the level for 'All Others' which is 81%. In contrast, Muslim

women with a literacy level of 50% have been able to keep up with women of other communities and are much ahead of the SC/ST women in rural India.

Following report clearly states the actual scenario of education in Muslim families in comparison of other families in India.

Age Groups	Hindus			Muslims	Other Minorities
	Gen	OBC	SCs/STs		
6-13 years	90.2	80.8	74.7	74.6	88.5
14-15 years	95.7	87.5	80.0	79.5	91.9
16-17 years	95.0	85.2	78.6	75.5	91.3
18-22 years	91.4	76.9	65.0	70.5	85.8
23 years & above	74.0	50.6	36.5	46.1	67.0
Total	80.5	63.4	52.7	59.9	75.2

In the state perspective the school dropout rate data of Bihar also provide a spectrum view towards making effort in the field of education to girls in state:

	Year 2001	Year 2009
Total	4575692 (26%)	522586 (2.55%)
Girls	2314889 (29%)	266176 (2.92%)
SC	971179 (29%)	157853 (4.04%)
Minority (Muslims)	NA	151739% (4.53%)

As per the state data, total 72 High Schools are in state specified for Minorities, on which 38 High Schools belong to Muslims and on those only 06 are for girls. Accordingly there is no Muslim minority college in state. The tragedy of state's vision reflects with this fact that there is only one University which by name provide the scope to be the first minority university in the state i.e. Maulana Mazharul Haque Arabic & Persian University, Patna but it does not has a single affiliated college.

Private and Public schools are imparting education to Muslim girls. Beside this people are establishing girls' institutions in the form of Madrasas through their donation. The tendency of girls' education has increased. This Pace of tendency



is appreciable.

Government of Bihar also runs Madrasas where girls achieve education. In 38 districts of Bihar the number of government aided Madrasas is 1127. In which there are 32 Madrasas for girls [i.e.] 3% of total. Beside the government aided Madrasas, there are 2459 Madrasas are also running and these are affiliated to government. In these affiliated Madrasas 579 are for girls [i.e.] 20% of total.

Above mentioned institutions are imparting education to muslim girls and girls students are appearing in the exam and pass. N.I.O.S. and C.B.S.E. also gave equivalency to their certificates.

In 2011 Fauqania (Matriculation) exam the total number of students who passed their exam, were 110221, in which boys were 43233 while girls were 66988.

Same year (2011) in Maulvi (I.A.) exam the total number of students who passed their exam, were 69704, in which boys were 29431 while girls were 40273.

Through this number we can easily realize that girls in comparison to boys are more in number who is taking education in these Madrasas, along with we can also estimate the number of drop out students between Matriculation and I.A. which is absolutely obvious.

It seems to me that all girls' institutions should be encouraged and their problems should be removed, and then there will be a possible positive change in the condition of Muslim girls' education.

Through the continuous efforts of National Commission for Minority Educational Institutions girls' education has promoted and in this context the efforts of NCMEI Chairman honourable Justice M.S.A. Siddiqui and NCMEI chairperson Dr. Shabistan Ghaffar brought educational awareness across the country. We do hope that their sincere efforts will be continue in future.

As positive re-enforcement effort is creating a ray of hope in state by breaking the salience of inertia among the muslim community. Various civil society organisations have taken steps to reach out minority girls and provide them the opportunity to realize the

rights to get educated. Youths and retired peoples are also taking endeavour to promote and strengthen the process of educating society. But this needs to be recognised and go within a operational framework towards quality and prosperous educational guidelines.

Now time has come to take up joint initiatives of Civil Societies and Government towards strengthening the community initiative and developing ownership and responsible environment towards realizing the right of education.

NORTH ZONE

ODISHA(ORISSA)- Bhubaneswar

1. Mamdooha Majid, from Bhubaneswar said that Muslims constitute only 2.7% in Orissa according to 2011 Census. She pointed out that Cuttack District has highest Muslim community living in it and it has got 14 blocks. She pointed out that the educational facilities for minority girls, particularly Muslim girls are very poor as compared to other States. She highlighted the fact that the Cuttack District is having only 2 minority girls' school and about 200 girls are studying in it and only 5 primary schools exist which provide education in Urdu. No Madrasas' for girls are available in entire Orissa.

In terms of infrastructure available for the education of minority girls, it may be said that UP lags far behind as compared to other states. For instance, a participant who hails from village called Sungra, shared that this village has 42 mohallas & 4 madrasas with 40% Muslim population approximately. Another area Jagannathpuri has a private school running since 16 years with about 90% girls studying there which is yet to be recognized by authorities there.

In one of the district, the first English medium school MEWA (Maulana Majid Educational and Welfare School) was opened in 2005. It is grooming the labourers, farmer's and rickshaw pullars' children. A co-education school is as far as 5km. Most of the



government schools are 10 to 15 km away from the village. As far as colleges are concerned, none exists within the distance of about 30 to 35 km.

It was noticed that the dropout rate among Muslim minority is very high (45% for boys and 40% for girls). The reason for this high drop out rate is lack of availability of high schools in the vicinity, existence of purdah system, poverty, the indifferent attitude of parents towards girls' education and safety and security of the girl child away from comfort of home. Parents are afraid that if a girl gets educated she won't find a suitable groom. Another opinion is that the only option for a girl is to get married and for that purpose education is not required.

There is only one city training school with no other Govt. training school all over Odisha. Also there is only one college for girls called Muqam College in Cuttack to meet the higher educational needs of minority girls.

Non-availability of counseling centres for providing information to students and lack of pressure group to groom them to compete with others to get admission and continue higher studies is another impediment that prevent students from minority communities to receive higher education.

Non-availability of grants and funds from the Central and State Government for girls' education and no pressure from the NGOs and other stakeholders to pursue interest of girls' education from minorities communities further add to the miseries.

PUNJAB

1. Zohra Sattar, Principal, Sohrab Public School Malerkotla (Punjab) highlighted that in 1947, 99.9% Muslims from rest of the Punjab migrated to Pakistan. Yet, since last 3 decades Muslims population in Punjab has been increasing day by day mainly due to the permanent or temporary migration of labour from U.P. & Bihar. So now there is a huge population of Muslims in the cities like Ludhiana, Jalandhar, Amritsar & Gobindgarh. With the increase in Muslim population in Punjab, obviously no. of minority girls is also increasing. Punjab WAKF Board is

running number of school in these areas, but that is not sufficient.

Therefore it is essential to conduct a survey periodically by NCMEI throughout Punjab to assess the actual number of minority girls in Punjab as well as their educational level and chalk out the policies accordingly with financial support and a safeguard to their cultural & religious heritage.

As per a local survey there are about 30 govt. and private schools in Malerkotla where at present approximately 7000 Muslim girls are studying. But majority of the girls do not go beyond school education, firstly because of low parental priority for girls education and secondly because of limitation of availability of Islamic Culture at college and university level.

Zohra Sattar, stressed that educational awareness among minority girls in Punjab is a challenging phenomenon especially in backward and majority Muslim population circles. According to her the major problems faced by the minority girls are – discrimination based on ethnicity, restricted traditional roles, endemic poverty, remote geographic location and illiterate parents. National commission for Minority Educational Institutes initiated a number of schemes and privileges for minority girls. The eleventh five year plan has also proposed the requisite schemes for the education of minority girls. However, these schemes are not reaching all the real beneficiaries. Therefore there is a need to spread awareness about the schemes and programmes among its beneficiaries.

She said that in Punjab, there is improvement in the education status of minority girls. Despite of all these odds a number of minority girls are doing well in the field of medical, technology & teaching.

Girls from the minority community in the Punjab are active in sports too. Some of them are national players in Badminton, Kickboxing Karate etc.

Right to education Act is also a great support now and Wakf Board is playing a vital role in this. However, there is no data available regarding minority



education. It was suggested that the first task should be to obtain this data.

One of the recommendations that emerged was that the Punjab State Government should take care of Madarsas and should aid in modernizing them.

MAHARASHTRA

Mrs. Abeda P. Inamdar, Member, CGE, NCMEI, during speech highlighted the following:-

- Community should change the attitude and be positive.
- They should change the priorities and focused only on education with whatever resources available and optimum use of the infrastructure.
- Art.30 (1) of the Constitution of India Confirmed fundamental Right to all minorities to establish and administer Educational Institutes of their choice.
- The Commission for MEI helps to get the recognition of Minority Status Certificate so everyone should try to get it.
- The Right of Children's Free & Compulsory Education Act 2009 is very effective so all NGO's working in this field should work hard to collect the data and submit it to the local authorities to open new schools wherever required.
- Right to Information Act is also a powerful tool so make use of and force the local Govt. to implement all Central and State Govt. Schemes for Minorities.
- The Modern Technology be used for creating awareness; sharing of information and for networking.
- After Sacchar Commission recommendations the UPA Govt. the Hon'ble P.M. Madam Sonia Gandhi have announced various scholarships from 1st std. to Ph. D. so social workers, management, teachers, parents should take maximum advantage of such schemes.
- Religious leaders can create awareness for girls' education.
- She said that each and every member of the society can contribute time, money, energy talent or infrastructure for the cause of education and particularly for girls' education.

SIKAR, RAJASTHAN

1. Mr. Wahid Chowhan, Chairman, Excellence School and Colleges, Sikar, Rajasthan pointed out his personal experience relating to the educational changes in Sikar Rajastahn. He stressed that fifteen years ago, when he was on a visit to Sikar where 40% of the population comprises of Muslims, he found that there was not a single school for girls, there were only "madrasas". When he asked the persons who were running the boys' schools why this was the case, they brushed it aside saying there was no need for girls to go to school and that "madrasas" were enough for them. Nobody was interested in the idea of a girls' school and therefore he took it upon himself as a challenge to make a fine school for girls, imparting formal & mainstream education. He did what he set out to do, constructing a beautiful six-storied school building, while people continued to be cynical & many laughed at what they called his foolishness & craziness, saying that no parents would send their girls to school. In the face of stiff opposition from all quarters including community leaders, who were warning parents against sending their daughters to school, saying that their girls would become "spoilt" and would be converted to Christians and Jews if they were sent to his school. He started the Excellence Girls' School in 1997 with 30 students and within 5 years the school was filled to capacity. He did not stop at this. In fact, He obtained a larger land on which he planned a whole campus which today already has four buildings being used to full capacity, with ten more to go, plus hostel and other buildings, on what is known as the Excellence Knowledge City. Presently it has 3000 girls receiving school and college education completely free of cost, including books and uniforms.

He stressed that the impact of his educational revolution has been amazing. In Sikar, and the whole district, all the "madrasas" that were feeling



threatened by the fact that most of their girls were leaving to go to our school, have now converted themselves into Secondary & Senior Secondary schools, thus bringing under the umbrella of formal education, almost 25,000 girls in the region.

He highlighted that if every region in Rajasthan covering 2 or 3 districts can make even one institution on the lines of the Excellence School & Colleges which serve as good role models, a beginning will be made which will in due course create an impact all over the area. People with the drive and courage can take the initiative to develop and upgrade existing “madrasas” and informal schools. He opined that, In fact there may be many such institutions that have land and buildings which can be put to this good use. Once such schools are made accessible to the community, the impact will be such as has been seen in Sikar. Parents will begin to have the confidence to send their daughters to such proper schools, and these role models will serve as encouragement to those already running small informal schools to convert themselves into regular schools.

During his speech he appealed to all present, to consider as a priority service to the community, to help with mobilizing financial resources from not only within his own group but also from other foreign NGOs he may be in touch with, towards supporting such educational institutions for girls, imparting quality & affordable education.

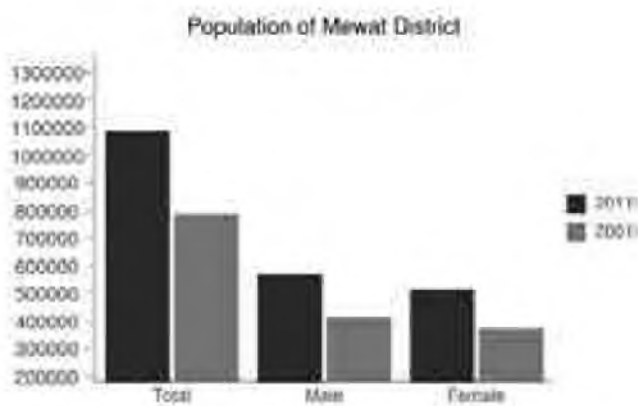
MEWAT, HARYANA

1. Dr. Mrs. Pramila Srivastava, Director, General, Indian Council of Education, A-2/59, Safdarjung Enclave, New Delhi spoke about the educational profile of Minorities in Mewat, Haryana. She stated that Mewat district of Haryana has been identified as one of the Minority Concentrated Districts identified by the Government of India that severely lags behind in terms of socio-economic parameters of development. She stated that it is situated just only 41 kilometer away from the highly developed Metro city Gurgaon and the district is mostly inhabited by a

numerically preponderant ethnic group Muslim Population called Meo, who are reported to have embraced Islam during the reign of Tuglaq in the 14th Century A.D. and subsequently during Aurangzeb's time in 17th century. The Mewat district remains agriculturally and industrially backward and it lacks vital infrastructure such as education, health, technology, basic amenities viz. railway links for the development of transport and commerce.

She highlighted that Mewat population constitutes 4.30 percent of total Haryana Population. The total population of Mewat is 10,89,406 in 2011 compared to 7,89,750 of 2001 and in 2011, Male and female were 5,71,480 and 5,17,926 respectively. 95.36 per cent of its population is rural and just about 4.64 per cent is urban. The population of the minority community, which are the Muslims, account for 70.9 per cent of the total, with 74.3 per cent of them being rural population. The Muslims living in Mewat district are called Meo. They are listed under the OBC category which means they are recognized as part of the backward class communities. She highlighted that according to 2011 census the average rate in Mewat district is 56.01 per cent. It consisted of 73.53 per cent of literate males as against 37.60 per cent literate females. In comparison to the state average literacy of 74.04 per cent, there is wide gap in literacy. There is low literacy among Muslims (52.75 per cent) as compared to their Hindu counterparts (56.14 per cent). The problem of access to schools is a major reason for low female literacy rates. Low literacy is also due to poor enrolment and high rate of drop outs, apart from non availability of schools. So far as primary schools are concerned, the situation in more or less the same as in other districts of the state. It is at the middle and higher secondary level that its availability is quite deplorable. The expansion of primary, middle, high and higher secondary schools, both for boys and girls taken on a priority basis, along with effective measures to minimise dropping-out is the only way to increase literacy.





She pointed out that though the district is in NCR (National Capital Region) and just 50 km from Delhi airport, it has remained undeveloped. The Meos (Muslims) is the predominant population group and is virtually completely agriculturist. They perceive themselves as such, with a sense of pride. The agriculture in Mewat is mostly rain fed except in small pockets where canal irrigation is available. Agriculture production measured in terms of crop yield per hectare in Mewat is comparatively low. The district is also deficient in educational infrastructure. It has only 3 colleges and only one polytechnic and 7 ITI/VEI which reveals the precarious situation of educational facilities. Primary schools exist in 78.14 per cent of the villages, but there is a short fall of Middle, High School and Senior Secondary Schools which is 9.30, 6.91 & 3.77 per cent respectively. Therefore girls' formal education suffers from neglect. The girls belonging to Muslim communities prefer to go to Madarasas and not to high schools which are not located in the village.

She highlighted that the major problems in Mewat District is that, Patriarchal Society (Male Dominated), Low level of Girl Child Education, Lack of Women Empowerment, poor health & hygiene Facilities/ Knowledge and lack of financial resources.

She pointed out that Mewat has a Male Dominated, Patriarchal Society. The women in Mewat have allegedly been considered to be at the receiving end of the male dominance in the societal matrix. Women in Mewat are among the most deprived groups in the country, living for the most part in extreme poverty and ignorance and working on average 14-16 hours a day. They are occupied in three spheres of activity:

- agriculture;
- dairy production; and
- family management, which includes rearing children.

Basic needs such as education, health water supply and transport, etc., are inadequate. On the other hand there is the penetration of all forms of the latest technology, like satellite television, which has distorted the patterns of social and cultural development of these areas. In villages we can see clear forms of combined and uneven development. T.V and satellite is available but tools and methods of farming are thousands of years old. These deformed patterns of development have further aggravated the lives of women in the rural areas.

Health & Hygiene

In recent years it is also been observed that women are forced to marry at an early age leading to early pregnancy. Illiteracy, unhealthy lives, burden of frequent pregnancies, strong traditional culture and practices put the Meo women at higher risk of acquiring Reproductive Tract Infections (RTIs).

Reproductive Tract Infections (RTIs) including sexually transmitted infections (STIs) and HIV/AIDS are being increasingly recognised as a serious public health problem. RTIs cause suffering both to men and women, but their consequences are far more devastating and widespread among women. Among women, RTIs often go undiagnosed and untreated, pelvic inflammatory disease, ectopic pregnancy, miscarriage, cervical cancer, and an increased risk of HIV transmission. Adolescents too are vulnerable to RTIs due to their ignorance of risk factors, inadequate accessibility to services and social powerhouses.

The basic reason behind such diseases is Poor Health and Hygiene knowledge as well as Facilities. There is only one government hospital in the whole district i.e. Mewat Hospital. There is a dearth of doctors and nurses in the District. Auxiliary nursing staff is available at the time of delivery and as well as at the time of dealing some Gynecological problem. These Auxiliary nurses are ignorant and unqualified to deal with such complicated and serious problems.

Generally it's observed the women are covered in Veil as population consist more of Muslims. They are not let to interact with any one from outside. Thus, they are not admitted in schools and forced to marry at an early age. Even in 21st century when our country is enforcing family planning programs and schemes, almost every family in Mewat has 20-14 children.

The Women of Mewat faces ample number of problems in day-to-day life. And it is high time that they should be sensitized and pumped up to raise their voices demanding for better and effective health as well as education facilities.

Education

Mewat Region Communities lag far behind the rest of Haryana State and by Extension the larger Indian Communities in terms of Education, Technology, Health and Economy. The region is known to have the lowest enrollment in schools and the lowest performance in annual assessment exams. According to the United Nations, Mewat Region has the least number of Girls enrollment in Primary Schools in the whole Haryana. According to Ministry of Education, Government of India, over 40 percent of school children (> 1,50,000) in the region are not in Schools.

Mewat is the same area where Mahatma Gandhi specially went at the time of Partition to stop all the Muslim brothers from migrating to newly built Pakistan. But even after 63 years of Independence the situation there is the same as it was at the time of Independence. At one hand we say that India is shining and growing whereas at the other hand we are still having some down trodden and backward place.

She suggested that the major activities to be implemented at Mewat with the following basic objectives.

OBJECTIVES

- To mobilize community and run women development activities;
- To train village people to become nurses and midwives;
- To provide gender-sensitization courses to local authorities and community representatives;
- To implement literacy campaign [education programs for women];

- To generate awareness about Health and Hygiene (with special focus on women);
- To build a set for imparting formal training to district youth;

This study will help the people of Mewat understand the importance of Health and Personal Hygiene. Being a backward and orthodox district, Mewat is ignored Due to this the people of Mewat lack proper health facilities. As there is constant dearth of Doctors and Nurses and other hospital staff, the women in Mewat suffers a lot especially at the time of parturition. This increases high risk of acquiring HIV/AIDS and other Gynecology related diseases. Basically this study focuses on strengthening of Health Systems and fostering health security in District of Mewat.

Tasks to be undertaken:

- Sensitize the Local Self Government (Panchayat) of each and every village towards the issue of Health and Education.
- As there is shortage of Nursing and other staff, thus Auxillary staff present there can be imparted knowledge on the subject of Health and Hygiene by running some Diploma or certificate course.
- We can place their educators and instructors for teaching purpose. We will provide the space for such an Institution on rent to them.
- Public Relations Officer and Human Resource Personnel can be hired from the District it self. This will make it easy for the council to relate with people, as we will be offering Employment Opportunities to the people.
- The study will prove to be helpful in generating health information, harnessing further researches and set norms and standards in the District.
- Bring forth the problems prevailing in District of Mewat on World Stage. Therefore, resulting to have suggestions pouring down from Consultants and leading Experts from all around the world on improvement and effective working of Health Systems in the District.

Hojai, Assam

Dr. Jawahira Tabassum, addressing at the Northern Zonal Conference at New Delhi

1. Dr. (Mrs.) Jawahira Tabassum, from Ajmal Foundation Trust, Hojai, Assam, highlighted



the educational profile of Minority girls, particularly Muslim girls in Assam. She also said that the educational profile of Muslims in is very poor as compared to other States. Low level literacy, unemployment, lack of educational opportunities etc. is the main root causes for educational backwardness of Muslims in Assam. She suggested that effective implementation of Central and State Government minority welfare schemes can curtail these taboos at certain end.

The seminar was supposed to be inaugurated by Shri K. Rahman Khan, Hon'ble Deputy Chairman, Rajya Sabha but he could not be presented due to Parliament Session. His speech was read out by Mr. R. Renganath, Secretary, NCMEI. (Vide Annexure-XI)

WEST BENGAL

1. Hon'ble Justice M.S.A. Siddiqui, Chairman, NCMEI, gave an in-depth, legal, and technically excellent explanation on the various aspects pertaining to issues of minority education.
2. Mr. Nazrul Hoque I.A.S., Principal Secretary, Minority Cell, West Bengal, addressed the audience regarding the importance of girls' education and the concerned speakers from West Bengal enlightened the audience about the possibilities available in the Government of West Bengal for empowering the girl child through education, particularly, for minorities.
3. Dr. Shabistan Gaffar, Chairperson, Committee on Girls' Education, pointed about the issues regarding under-utilisation of governmental assistance, and impediments in the various other schemes relating to vocational training and other benefits available from state and central agencies. Her speech was a cause for great cheer among the women of the minority community

and also among the heads, administrators and representatives of a large number of NGO's from the city working on women's issues.

4. Ms. Lovina Khan, Hony. Member of the Committee on Girls Education, NCMEI, stated that the educational empowerment of religious minority girls in India is potential mechanism in the modernization of the community. Muslim women continue to be victims of traditional social structure of the community since education has not spread among the Muslim community to the desired level. Women's participation in economic and political sphere in very limited and social customs is unfavorable and discriminatory against Muslim women. She also stated that traditional Muslim educational institutions such as Madrasas and Maqtabas have played significant role in educational empowerment.

She urged that an exemplar shift is needed in our view of the status and role of women in society and imparting education is the only means for the emancipation and empowerment of women. She also stressed that cultural taboos have to be broken and a strong sense of human rights needs to be infused. Therefore, modern technology should be fully exploited for spreading education to every nook and corner of the world.

5. His Grace Archbishop Thomas D'Souza, Bishop of Kolkata; Mrs. Sabitri Mitra, Minister for Women & Child Development; Mr. Shane Calvert, MLA of the Anglo-Indian Community; Mr. Mishra I.A.S., Secretary, Higher Education Department, West Bengal; Sister Cyril, Director, Loreto School, Kolkata; Mrs. Atiya Mushtaque, Member, CGE; Bishop Emeritus Henry D'Souza; Ms. Farah Khan, Co-ordinator, NCMEI etc. highlighted the importance of minority girls' deduction and put forward their views and ideas in the field of education.



ISSUES IN GIRLS EDUCATION WITH A FOCUS ON MUSLIM GIRLS

There can be no denial that the state of minority girls education, particularly that of Muslims, is not satisfactory. This point has been brought home by many studies and researches. The experts have raised several issues which have bearing on this glaring situation. Some of them will be discussed here at length before suggesting any remedial course for alleviating the glaring conditions.

The phenomenal minority syndrome

1. Once a class of people is declared to be a minority or it takes the things to be so, then a lot of problems begins to impede in its natural progress and development, such as psychological, social, political, economical, educational, legal, administrative, communal tension and the like. This is the sad story of most minorities of the world including those officially endorsed in India.
2. When we compare with the situation of minorities in USA, it may be pointed out that minorities, especially minority women have been denied certain privileges at both the places irrespective to the status of development. Both the USA and India takes pride in being the great democracies of the present world. Therefore, it will be appropriate to make a note on the state of affairs of certain minorities of the former for analysing any similarity between the two societies in the context of survival, security and progress of minorities in India. Whites comprise majority in the USA with a population of 72.4%, Blacks 12.6 %, Hispanic 6.2%, Asian 4.6% and others 4.0%. In spite of the fact that the America is regarded as a liberal and democratic society where opportunities for all citizens should be aplenty, the American Association of University Women (AAUW) states, "All girls confront barriers to equal participation in school and society. But minority girls, who must confront racism as well as sexism face particularly severe obstacles".
3. Ellen Hawley Mc Whirter of University of Nebraska-Lincoln studied the perceived barriers to education and career arising in the USA due to ethnic and gender differences. She notes, "The educational attainment of Mexican-Americans (major Hispanic sub-group) is significantly lower than that of Euro-Americans. In 1993, the high school completion rate of Caucasians (a white sub-group) of 25 years and older was 81.5% compared to 46.2% for Mexican-Americans. Similarly, while 22.6% of Caucasians had completed 4 or more years of college in 1993, only 5.9% of Mexican-Americans had done so. Hispanics accounts for only 3.4% of all earned bachelor's degrees, 2.6% of all master's degrees and 1.9% of all doctoral degrees, as compared to 83.6, 77.7 and 65.7% earned by Caucasians respectively. The trend of dropout rate as regards these two sections of the American society is also revealing. A study shows that "Dropout rates are most dramatic among lower-income and minority students. Nationally, in 2006, Latino/Hispanic dropouts were at 22.1%, African American students at 10.7% and white students at only 5.8%".
4. Ellen concludes in her study that "Females were more likely than males to agree that if they did not go to college, it would be because of lack of interest and belief that it would not help their future. This suggests that enhancing the perceived value and relevance of college for high school females might be an important component of efforts to increase their educational attainments."
5. It is evident here that minorities all over the world face a psychological dilemma and physical obstacles in their progress and development in spite of legal safeguards and affirmative action. Since by definition, minority is "a group that has different national or cultural traditions from the majority of the population" it resists the assimilatory tendencies and mostly has to



struggle for its survival, safety, progress and development against the prejudice and apathy of the majority, if not animosity. It is really a challenge for policymakers, administrators, social thinkers and opinion makers to bridge relations between the two while giving space to their social and cultural distinctiveness in a wider mission of nation building. This is not possible without ensuring a behavioural pattern in the majority people of the country qualified by a liberal, accommodative and sensible approach in life.

Justice M.S.A. Siddiqui, Chairman, NCMEI, His Grace Archbishop Thomas D'Souza and Chairperson and Members of CGE, NCMEI at the Western Zonal Conference at Kolkata, West Bengal

Dealing with the Communal Prejudice

6. The perpetuation of communal politics and prevalence of communal ideologies in independent India have belied many promises made by the national leadership to minority communities of the country. Even the Constitutional safeguards did not help these communities much due to the presence of communally motivated people in administration and other sections of public life. On the one hand, members of minority communities feel barriers in their progress and development due to communal discrimination and, on the other hand, the bogey of “minority appeasement” is raised by the government to thwart such initiatives. The communal agenda works by fomenting ever-falsified stereotypes about minorities; such as their suspicious allegiance with the country, increasing population, assertion on cultural distinctiveness, sensitivity in public domain, orthodoxy, etc. Many of these stereotypes have been proved false every now and then but the communal propaganda re-emerges like a phoenix. For instance, the notion that Muslims are generally polygamous has been demolished many times by census data and
7. In the educational system, the vicious effects of communal prejudice have been commonly observed in planning and execution of government schemes, in awarding affiliation, recognition & grant-in-aid to minority institutions, in admission of minority students in quality institutions, in interpersonal relation of minority students with other students and teachers, in the process of internal assessment, in recommending names for extracurricular activities and competitions, in having access to employment, and the like. The more a school staff is charged with communal feelings the more a minority student will feel difficulty in educational attainment in a natural way. Although, the communal prejudice cannot be said as a universal and all pervading menace but it causes severe blow to the educational achievement of minority communities wherever it exists as a culture or as an individual behaviour. As a result, the burden of perceived barriers increases in the mind of minority students and they cease to take proper interest in education anymore. The communal presentation of history and society in textbooks or their communal interpretation



in the classroom badly affect the tender feelings of minority students who, as a consequence, become reactionaries or pessimists. It can be commonly observed that the educational system vogue in the country is hardly integrative in its nationalist tone but rather segregating in its ultimate analysis. The more the country is improving its educational attainments the more it is getting divided into castes, creeds and communities. Communalism is one factor that keeps India bleeding and divided even after sixty years of independence.

8. The High Power Panel led by Dr. Gopal Singh reported that the enrolment of Muslim children during 1980-83 was 72%. However, the NSSO reported after thirteen years that it was just 62% in 1993-94. A leading educational expert wonders how it happened that “instead of going up particularly due to various initiatives taken by the Government of India for education of minorities since the implementation of NPE-1986” the enrolment has actually gone down. Evidently, Muslims are highly sensitive to the issue of security and safety of their sons and daughters and would feel inclined to persuade them to abort or change the career than to risk the life. The communal situation in other parts of the country has also affected the overall educational attainments of the community during those critical years. Indeed, peaceful environment in the country is an essential prerequisite for the educational attainments and development of all weaker sections of the country.
9. The high goal of national building and national integration cannot be achieved without a sincere curricular reform for de-communalising educational system of the country. The attitude of teachers towards other faiths and castes should be oriented for a positive and creative approach. The agony of the phenomenal ‘minority syndrome’ can be reduced or even removed by an inclusive education and eradication of communal prejudice from the system.

Inaction on the Part of Government

10. Inaction on the part of government and administration has often been seen as crucial in pushing minority people towards a perpetual backwardness. It may be just a perceived notion or a deduction from a series of events.
11. Erstwhile Prime Minister Smt. Indira Gandhi constituted Dr. Gopal Singh Panel in 1981 when it was realised that certain social groups were not progressing side by side with other sections of society. The panel submitted its report but nothing significant could be done for ameliorating conditions of minorities. Even as late as in February 2004, “the Janata Dal (United), a constituent of the NDA, demanded the implementation of the Gopal Singh panel report that seeks to remove the economic and educational backwardness of the minorities. The party promised to take up with the Government the demand to amend Article 341 of the Constitution to ensure inclusion of all Dalits in the list of Scheduled Castes.” The NDA did nothing and the UPA instead constituted another high level committee to study social, educational and economic conditions of the Muslim community, commonly called as Sachar Committee, within less than thirteen months of the JDU demand. The Committee submitted its report to the Prime Minister in November 2006 and the general feeling is that nothing significant has emerged as the fallout of the whole exercise. In order to alleviate educational and economic backwardness of minorities the government constituted another study under the National Commission on Religious and Linguistic Minorities led by Justice Rangnath Misra. But the recommendations of the Misra commission are yet to be debated in the Parliament for any action even after its submission as back as in March 2007. Almost the same was the fate of Gujaral Committee Report on Urdu, which could not be acted upon even when Shri Gujaral himself became the prime minister of the country for a short while. Without doubting



sincerity of the purpose of instituting such committees and commissions on the part of the government it generally goes to the common memory that a matching sincerity is not visible in executing the things.

Change in the Community Attitude

12. Since the basic tenets of Islam lay great importance to acquisition of knowledge, this strength can be utilised more specifically for the promotion of Muslim girls' education in India. For a long time, the faith has been considered as a deterrent in the community's educational attainments; however, this assumption could not be empirically substantiated in due course. Rather, the emerging findings speak of the contrary. In the field of education, the pre-partition performance of Muslim women and their achievements in Muslim countries including those that are known as rigid societies and the contribution of Islamic organisations in the country provide ample proof.
13. Islam obligates acquisition of knowledge upon all believers including the women. Apart from various verses of the Quran that exhort acquiring of knowledge as a great virtue, the well known saying of the Prophet, "It is obligatory upon all Muslim men and Muslim women to acquire knowledge" is a landmark statement and a crucial injunction as regards the education of Muslim girls. The notion of something 'obligatory' in Islam is that it will be sinful not to do so. This obligation is falling upon the individuals, here girls, not on their parents and society in the first place. That means if an adult Muslim girl does not strive for acquiring knowledge up to her capacity then she will be regarded as committer of a sin which will have a ruinous effect on her future. If parents and society comes in her way or fails to provide due facilities for this purpose then they will be regarded as the sinners. There can be no denial to the fact that Islam prescribes certain norms as regards the objective and logistics of education but within the given parameters it can be acquired freely and without any inhibition.
14. The fact that the religion may play a significant role in enhancing that goal of women's education is evident when one looks at some of the other Muslim communities. For instance, the Kingdom of Saudi Arabia is globally regarded as a highly conservative society. However, that country has accomplished that feat in the field of girls' education that India can only be envious of. Through special budgetary provisions and a chain of women-only institutions, the country has tremendously made mark in the field of girls' education right from primary to higher education. It is evident from the information summarised in the Table-X that the enrollment in Saudi Arabia is above 90% at all levels of school education. The ratio of girls to their counterparts is almost equal rather it is higher in case of the university education. Since the ratio of female to total population in Saudi Arabia is 46%, it can be understood that female enrollment rate almost match with their respective population in the country. There are more female teachers at every level of education than male teachers. Compare these data in the context of Indian girls. Here, at primary level the ratio of girls' enrollment to the total enrollment in 2004-05 was 46.7% and at the upper primary level it was 44.4%. At secondary level it was 52.0% whereas in tertiary education it was just 11%. The most notable point here is that in spite of strict dress code and social restrictions, but with certain promotional measures, there is nothing that is preventing Saudi girls in acquiring higher education in a so-called conservative society. Keeping the Saudi model of girls' education in view, India can also promote education of all girls, particularly that of the educationally backward minority, Muslim girls.



S. No.	Level	Total Enrollment (2007)	ER (%)	Male Students	Female Students	% of girls to total Enrollment	Male Teachers	Female Teachers
1	Primary	2,442,482	96.3	1255117	1187365	48.61	107227	110328
2	Intermediate	1144548	95.9	609300	535248	46.76	54034	54031
3	Secondary	1013074	91.8	541849	471225	46.51	41108	46715
4	Higher	636245*	-	268080	368165	57.86	-	-

*2006

15. It should be noted that many studies have shown that the cultural taboos are getting enervated among minorities with the spread of general awareness in the country and cultural factors can be regarded lesser blameworthy for the educational backwardness of minority girls than other factors such as poverty, shooting cost of private and professional education, lack of suitable institutions in the approachable distance and the like. For instance, Sabiha Hussain has found in her study of Muslim women in Darbhanga district of Bihar that 37% respondents stated that they “could not meet their aspirations due to the poor economy of the family”, “34% of the respondents cited the programmatic factors as one major hurdle in meeting the goals” and only 15% of the respondents cited social and cultural reasons that hamper their academic pursuits.

16. In a survey conducted some years back 64.5 % Muslim respondents of rural areas “favoured girls education in modern curriculum and among those who favoured Muslim girls education were both, Muslim youth and elderly persons”. The study explicitly maintains that even rural Muslims are changing their stance in favour of girls’ education in a modern way and their urban fellows would presumably be even more inclined for this.

17. One factor that persistently comes across in researches as a deterrent to girls’ education is the value of education. Girls, their parents and relatives generally consider working knowledge of reading and writing sufficient for girls since the formal education beyond elementary level is normally regarded as useful for employment. Since the perceived job opportunities for girls are very limited in the country they do not give much value to higher levels of education. The notion of knowledge as a virtue needs much advocacy

at least among Muslim women so that they will acquire secondary and higher education not for assuring any employment, which they perceive is generally not available for them, they could be motivated to go in pursuit of higher knowledge for the sake of knowledge itself as a sacred duty. Moreover, Muslim girls can be trained in such vocations along with education through which they could run home-based industries.

Parental Literacy

18. It has been felt in many studies that parental literacy is an important factor in the promotion of education among their children, especially the literacy and educational attainment of mothers has been found very crucial in this regard. Generally, it is mothers who pay much attention to children in their early days of life. Therefore, an educated mother exerts immense influence on the educational attainments of her children. Generally speaking, an illiterate mother cannot affect educational performance of her children much. Keeping this in mind, it may be said that it is useful to motivate illiterate parents, particularly mothers to get educated. Since, illiteracy is more prevalent among Muslim mothers, particularly in urban slums and rural localities, promotion of parental literacy could be simultaneously taken up.

19. SCR has quoted, “The study using 1993-94 data showed that higher levels of village development and parental education resulted in higher enrollment rates for all communities. Interestingly, once the children are placed in ‘more favourable’ circumstances (e.g., when parents, especially mothers are literate and infrastructural



facilities are better), inter-community (Hindu/SC-ST/Muslims) differences in enrollment rates become insignificant. Moreover, differences in parental education were more important in explaining inter-community (especially Hindu-Muslim) differences in enrollment than regional development variables. In the light of these findings, the increase in enrollment rates in recent years is quite remarkable as one cannot expect a significant increase in parental education between 1999-2000 and 2004-05. Muslims seem to be overcoming barriers to enrollment arising out of parental illiteracy and other socio-economic constraints.”

Failing Public System of Education

20. There can be no denial that public education system in India is not the first choice of parents in spite of the fact that it provides free education up to elementary level. Parents rather prefer low cost private schools even if they are not recognised by authorities. The Oxfam Education Report comments “...the notion that private schools are servicing the needs of a small minority of wealthy parents is misplaced ... a lower cost private sector has emerged to meet the demands of poor households” (Watkins, 2000, pp. 229–230) . The Probe Team while researching villages in four north Indian states in 1999 has found that “even among poor families and disadvantaged communities, one finds parents who make great sacrifices to send some or all of their children to private schools, so disillusioned are they with government schools” (p. 103). Dre’ze and Sen (2002) estimated that, even by 1994, some 30% of all 6–14 year olds in rural areas were enrolled in private schools, while 80% or more of this age group attend private schools in urban areas, including low-income families. Reports from Haryana, Uttar Pradesh and Rajasthan, De et al. (2002) note that ‘private schools have been expanding rapidly in recent years’ and that these ‘now include a large number of primary schools which charge low fees’, in urban as well as rural areas.

21. James Tolley and Pauline Dixon have found that

out of 146 schools functional in Shahdara area in the East Delhi district of the national capital as many as 24% were government schools, 39.7% private unaided unrecognised and the rest were private unaided recognised schools. It was reported that “a higher percentage of girls than boys was in school, with the average school having 46.5% boys and 53.5% girls. However, more girls were reported in government schools than boys, (60.4% girls and 39.6%). In each of the other three school types, more boys attend than girls—in private aided schools, there were 55.8% boys, private unaided unrecognised 57.5% boys and private unaided recognised 56.9% boys”. However, by number of enrollment the government schools take the major share of 60.4%, whereas 27.2% students were in private recognised schools and only 8.8% joined private unrecognised schools.

22. Although salary-wise government teachers are receiving almost five times more than the private teachers and government schools but parents are somehow losing faith in the public education system which needs revival by a better management of human and material resources pooled in the system.

Lack of Awareness

23. Many of the good-intended schemes and measures on the part of state and society become futile only due to lack of awareness. Creating awareness is the first step towards any planned change. Today, in spite of technological advances and with the availability of the latest means of communication many people are hardly aware of the benefits of education. Even many non-governmental organisations do not have adequate information regarding the government schemes meant for uplifting weaker sections. Similarly, many policymakers fail to have grip on popular aspirations and they often draw such schemes in an arbitrary manner, which are bound to fail in the process of execution or in attracting people’s attention. As regards the educational and



other developments of minority girls, multiple layers of awareness deficit do exist. There is a lot of confusion that exists with regard to the purpose and value of education. Often parents are ignorant of their duty to get their children educated, even if they are aware of their rights, at time, it is difficult to get those implemented. So, awareness is a big issue in promoting minority girls education and it should be given due importance in the corrective measures.

Inadequate Government Support

It has often been found that the government measures are either nominal or inadequate in comparison to the quantum of action required considering the ground realities. Often, the action on the part of the government seems to be negligible and out of proportion of the need. It is also assumed that in the schemes for general women and girls, the minority girls will automatically avail their due share that is generally not the situation many a time.

24. The pre-metric scholarship is provided by the Ministry of Minority Affairs to minority students under two slabs; for primary students the government has planned to provide an assistance of Rs 100/- per month for cost of maintenance; whereas from Class VI to X scholarship of Rs 450/- per month is provided including Rs 350/- for tuition fee and Rs 100/- for maintenance cost, apart from one time admission fee of Rs 500. 30% of the scholarships are reserved for girls who can apply to the ministry for financial assistance if their last passing marks have been at least 50%. However, this amount is less. In case, the children are admitted in government schools then Rs 100/- per month as maintenance cost may be justified as a small incentive for the girls. But, if they are admitted in the private system for quality aspiration then it will be just a paltry help. Already the reputation of the government system of education is deteriorating and parents are anxious to make arrangement for better education of their sons and daughters. Even in a
25. Moreover, there is a lot of formality under the scheme, which a normal parent would find difficult to comply with. These factors discourage them even to think of applying for the central government scheme for almost Rs 1000/- per year after passing through local, district, state and central administration. The annual report of the nodal ministry for 2010-11 puts in evidently that for the total quota of 20,00,000 scholarships for minorities 44,21,571 applicants received for the pre-metric scholarship, showing the percentage of actual number of awardees to be 221%. May be thousands of other eligible aspirants would not have succeeded due to obvious reasons. Although it will be lesser by excluding the spillover of the cases of 2009-10 of applications from 11 states. This speaks of failure of visualizing things in time and executing them in a timeframe even after 4-5 years of implementation of the scheme. The total amount received by all the awardees has reportedly been Rs 446.25 crore, i.e. Rs 1009 per scholar only, on an average Rs 101/- per month per student.
26. Again, the percentage of minority girls among the total minority awardees is mentioned to be 48.21%. Though the community-wise number of girls has not been given in the above said report, it can be deduced that the girls from of the most educationally backward community may lag behind here also. Again the planning for scholarship could not visualize that up to elementary level minority girls, particularly the Muslim girls, are almost at par with the male counterparts in strength as well performance. However, the scholarship provided by the MAEF since its establishment in 1989 the scheme has benefitted 59,303 minority girls by March 2011 with an aggregate scholarship amount given to them being Rs 690 million. During the last three years around 1500 students per annum were



awarded by the MAEF. NUEPA has reported that in the academic year 2009-10 as many as 3.2 million Muslim girls were in upper primary classes. Even if this number is reduced to one-fourth after dropout at the secondary level, it can be deducted that around two hundred thousand Muslim girls would join senior secondary class every year. Even if one thirds of them fulfill the criterion of 50% as eligibility marks the number of deserving girls would be somewhat 70 thousand. Since the overall amount earmarked for the scheme is inadequate only 1500 minority girls including Muslim girls are receiving financial assistance from the agency. The coverage needs to be increased for promoting minority girls' education.

27. In professional courses covered under merit-cum-means scholarship for minority communities, there were 41056 awardees in 2010-11, of which 34.29% were the girls and total 77% Muslims. Per student assistance can be calculated from the concerning report as Rs 2207/- per month. Again this is an insufficient amount of assistance for pursuing a professional course and the girls cannot carry on her desired studies without opting for a safe hostel. Compare this amount with scholarship to Scheduled Caste students of professional courses who would receive Rs 2,00,000 for tuition fee per annum for studying in private institutions, living expenses of Rs 2220/- per month, books and stationery Rs 3000/- per annum and latest computer system amounting to Rs 45000 lump sum. Thus, in a four-year professional course, a Scheduled Caste student will receive on an average Rs 9,63,507 whereas a minority student will receive within the same period an amount of Rs 1,20,000 including hostel expenses. This is a stark difference in the state support to two different weaker sections of the country.

28. Here, the discussion has been made only on the basis of only one flagship scheme of the central government allocated to the development of

minorities of the country, the picture will be more or less the same as regards the planning and performance of other government schemes meant for this class of Indian people. At least the minority girls need some special provisions at par with other deprived communities in the field of education.

29. A study undertaken for understanding the impact of Area Intensive Scheme of the central government to be implemented by the state government and district administration has revealed that except in Kerala and to some extent in Karnataka, no proper attention has been paid by the state governments and local administration to utilise the offered funds. The researcher concluded, "Analysis of enrollment data collected from sample schools shows that efforts of state governments in increasing enrollment has shown very marginal progress except in Kerala and Karnataka... No multi stream residential higher secondary schools for girls have been opened or supported in states under the scheme except in Kerala." The study indicates how the state governments and local administration has utterly ignored the scheme in spite of the fact that 100% financial support was available. The Bihar government even went further in the poor show by not utilising the funds for years together.

Dropout Issues

30. As has been mentioned earlier, staggering level of dropout has been observed among many sections of minorities; especially, Muslim girls leave schools faster than any other community. The reasons ascribed for this glaring trend comprise illiteracy of parents, poverty, non-availability of girls' school in the neighbourhood, child labour, early marriage, perceived barriers regarding future utility of education, communal discrimination, non-encouraging atmosphere at home, lesser number of female teachers as compared to male teachers, improper infrastructure, non-availability of girls hostels in



towns and smaller cities, and the like. Generally speaking, illiterate parents do not value and support girls education especially in challenging situations.

31. The Consortium for Research on Education, Access, Transition and Equity (CREATE) in its country policy brief of May 2009 reported that “In 2004-05 around 88% of boys and 79% of girls were attending school nationally. The reality of girls’ exclusion is further complicated by caste, religion, ethnicity and age. Girls from poor, SC, ST and Muslim communities tend to be much more disadvantaged than their male counterparts, and a larger proportion of girls than boys from these groups are denied access to schooling”. The consortium enumerated these factors of exclusion: location of school, poverty, gender, socially disadvantaged groups, first generation learners, health and quality of provisions.

Child labour is also a serious issue related to dropout of girls from schools or their not joining any one at all. It was found in a survey conducted by the MV Foundation on the families of girl children engaged as farm labourers in cotton seed farms, that “while girls worked 29.4 days in a month on wage work, the women worked 22.2 days and the men 18.6 days. Further the contribution of the girl to the family income was 28.7%, of the women 28.3% and of the men 42.8% during that month. It has also been found that the girls are being engaged in new forms of exploitative relationship vis-à-vis the employers”. The survey reveals that “Girls do enormous work at home and at the fields. They carry water fetch by fetch, collect fuel wood, cook, clean, wash, take care of siblings and act like little mothers. They also work relentlessly, in all seasons, as agricultural labourers. Several hundreds of girls also work in stone and lime quarries in this area. They carry head loads of earth and rubble from the pits at least fifty feet down the risky, narrow

stairways. At the end of the day these tired girls just collapse with body aches and pains about which they cannot even complain”. Moreover, girls are used in home-based earning activities such as in bidi manufacturing, garment work, etc regularly taken up by their mothers, elder sisters and even grandmothers for raising the household income.

32. Prevalence of early marriage in many areas of the country also comes in the way of retaining girls in schools. Juliana Shulman reported that “in some parts of India, like the state of Rajasthan, nearly 80% of the marriages are among girls under the age of fifteen... In India overall, roughly 47.6% of girls are married by the age of eighteen”. A Lancet report mentions, “Specialists in public health from India and the US looked at data for 22,807 women aged 20-24, selected from a geographical and social cross-section of Indian society, who took part in a survey in 2005 and 2006. A total of 44.5% of the women had been wed by the time they were 18, set as the legal age for marriage since 1978. Of these, 22.6% had been married before the age of 16 and 2.6% before the age of 13”.
33. According to the data compiled from Census of India 2001 on female age at marriage for different religious sections of the country, it becomes evident that Muslims and Buddhists are more prone to marry their daughters between 10-17 years of age. Although 56.9% Muslim females, more than Hindu females, marry at 18 years of age or later but there are 41% of them who get married in the age group of 10-17 years, the highest among all SRCs. Female marriage before 10 years’ of age is in vogue among Hindus and Buddhists. Among Christians 15.2% of girls get married in the age group of 10-17 years, which is lowest among all SRCs. Obviously, two-fifths of girls in India, mainly Muslims, Buddhists and Hindus, get into the nuptial bond and, generally speaking, see their academic journey aborted.



Religion-wise Data on Female Age at Marriage (in percent)			
	<10 years	10-17	= >18 years
All religions	3.0	40.5	56.5
Hindu	2.6	34.4	54.9
Muslim	2.2	41.0	56.9
Christian	1.2	15.2	83.6
Sikh	1.1	15.9	83.0
Buddhist	2.8	38.2	59.0
Jain	1.6	23.1	75.4
Others	2.3	33.7	64.0

Source: Census 2001

Single-Sex Institutions

34. Co-education has become a norm worldwide; however, generally speaking, religious communities and many other people are not inclined to approve it whole-heartedly. Muslim parents have been shown in many studies as disinclined to send their daughters in a co-educational school and instead prefer their daughters to drop education and this attitude has been sometimes labeled as orthodoxy and fundamentalism.
35. Recently, in many western countries, the matter is under debate whether single-sex schools are better for the educational promotion of girls. Analysis of Key Stage 2 and GCSE scores of more than 700,000 girls of United Kingdom in 2009 has revealed that those in all-female comprehensives make better progress than those who attend mixed secondaries. The largest improvements came among those who did badly at primary school, although pupils of all abilities are more likely to succeed if they go to single-sex state schools, the study indicates. A government-backed review in 2007 recommended that the sexes should be taught differently to maximise results, amid fears that girls tend to be pushed aside in mixed-sex classrooms. However, in an overview of this research published in the highly respected journal *Science* in 2011 shed doubt on this body of findings by commenting, "Although SS outcomes may at first appear promising, apparent advantages dissolve when outcomes are corrected for preexisting differences". Nevertheless, advocates of single-sex education believe that it has a wide array of positive effects; such as: graduation rates are improved for students in single-sex classrooms, and that grades and test scores are increased when students are separated by sex, girls score better in mathematics and the like. In the USA the erstwhile senator and present foreign secretary Hillary Clinton, along with other officials, helped in the formulation of new federal rules in 2006 to facilitate single-sex education in public schools, allowing districts to create single-sex schools and classes provided that i) enrollment is voluntary, and ii) comparable courses, services, and facilities are available to both sexes. The National Association for Single Sex Public Education reports that the number of public schools offering single-sex classrooms has risen in the America from 11 in 2002 to 540 in 2009. A study of 270,000 students was conducted in Australia over twenty years. The researchers claimed that boys and girls performed between 15 and 22 percentile points higher on standardised tests when they went to separate schools. It has been reported that in Britain, "there are over 289 girls' and 185 boys' schools. And of the top 20 schools which routinely feature in annual best British schools rankings, 18-19 are single-sex institutions".
36. In India too there are advocates of single-sex institutions. Former vice-chancellor of Guru



Nanak Dev University, Amritsar, Dr. S.P. Singh, is of the opinion that a child's primary years "are formative and hence, it may be worthwhile to separate girls and boys" but post-graduate studies are best when they are co-educational. "During this time, it becomes all the more important to let girls and boys sit in the same class as they are grown-ups now and in any case, will be working together in an office environment once out of university," he says.

37. "Gender segregated education is making a comeback not just in India but across the world, because parents and educators are convinced that the academic performance of students is better when the sexes learn separately. In the case of women, single-sex schools, colleges and universities help them achieve not just better grades, but also boost their self-esteem and prepare them to assume leadership roles. There is growing belief that they provide women, especially in traditional patriarchal societies like India, the opportunity to pursue education which otherwise would be denied to them. In fact they are vital to improving female enrollment in schools and institutions of higher learning. We need more of them," says Veena Noble Dass, vice-chancellor of Sri Padmavathi Mahila Viswa Vidyalayam, an all-women's university established in Tirupati (Andhra Pradesh) in 1983. The number of women's colleges in India has grown from 780 in 1987 to over 1,600 in 2005 whereas there are five all-women universities in the country. "The academic performance of students in single-sex colleges is definitely better than of students in co-ed institutions. This is mainly because in single-sex classrooms boys and girls feel more at ease, feel free to interact with teachers and participate in extra-curricular activities, are less distracted, and able to concentrate on learning. Therefore, it is not surprising that in Chennai, colleges with the best academic reputation Stella Maris, Ethiraj, Women's Christian College, MOP Vaishnav etc are single-sex institutions," says Dr. Nirmala Prasad, principal of the MOP Vaishnav College for Women and a member of the Madras University syndicate.
38. Many Muslim countries strictly follow sex-segregation as educational policy but they felt no difficulty in promoting girls education in their own way. The grand achievements of one of the most conservative country, Kingdom of Saudi Arabia, in the field of girls education has been discussed elsewhere in this report. Not deterred of charges of conservatism the King Abdullah has laid the foundation of a new campus for the Princess Noura Bint Abdelrahman University for Girls in November 2008, which is the world's largest institution for women's higher education. With a capacity to enroll 40,000 students, it offers courses in medicine, pharmacy, management, computer sciences and languages. More such initiatives are on the anvil of Saudi Government. Such efforts are really laudable. Instead of distracting the issue of girls' education to other contemporary debates, which could perhaps only create hurdles for this auspicious cause, the policymakers in Saudi Arabia are focusing on the main issue itself.
39. India had a great educational reformist Sir Sayed Ahmad Khan. When, he thought of educating Muslim girls in his well known institution, the Anglo-Arabic College, he realised that it would not be taken up by the community with positivity due to some obvious reasons. To ensure girls education within the strict parameters accepted by the elite Muslim class of the time he established Abdullah Girls College of Aligarh Muslim University.
40. A well known Muslim educationist of Nigeria, observed that the resistance of Muslim conservative sections regarding educating girls in modern institutions relates to "indiscriminate mixing of boys and girls at school, school uniforms which expose mature girls' heads, bosom and leg bare, coupled with scanty, smart revealing sport wears and the behavioural patterns of many products of western education



schools and life style after graduation among others”. Perhaps, this thinking prevails in major part of the conservatives sections of all hues and colours. Here, the opposition is not to education itself, but to the manner in which it is being provided. It may therefore be said that if single-sex institutions are established in more and more numbers then it will benefit all categories of girls including those hailing from minorities.

Vocational Education

41. Vocational education has come into greatly appreciated and promoted in India in recent times. It comprises in principle some practical courses through which one gains career-linked skill and experience. It helps students to acquire skill and as a consequence, offers better employment opportunities to them. It is in consonance with the prevalent object of education to enhance employability of a person. Since general education has been designed to inculcate subject knowledge and ability to read and write it hardly make a person employable according to the market demand. It has been said that out of 3.5 million graduates in the country as many as 85% are unemployable. So in the context of future career it has been found suitable that vocational courses should be taught simultaneously with general education or otherwise. Vocational education becomes even more important for members of such communities who are on the one hand regarded as educationally backward and on the other they hail from such families where there is a constant pressure on younger ones to take part in the household income. It has been seen that a large number boys and girls of educationally backward communities have to dropout halfway in their education due to serious economic condition at home and forced to join some sort of occupation for contributing in family income.
42. It has been observed that work participation rate among Muslim women is the lowest among all SRCs. Only 14.1% Muslim women do join any

work, whereas all India work participation rate for women is 25.6% and among Buddhists it is the highest with 31.7% reported working in the census 2001. Most women in the country (48.43%) are engaged in household industries followed by in such categories as agriculture labourers, cultivators and other workers. The majority female members of all notified minorities have been found to be involved in household industries, Sikh women are with the highest percentage in the category, i.e. 76.55 and Muslim women are at the lowest with 51.48 of all working women found engaged in household industries. Under the category of ‘Other Workers’, which mainly comprise jobs in the organised sector and services, Muslim women are the lowest in terms of the percentage of participation and the Sikh women are at the top among all SRCs.

Workers among different Communities (in percent)				
Communities	Cultivators in own land (CL)	Agricultural labourers (AL)	Household Industry (HHI)	Other Workers (OW)
All Religion	(in percent)	46.31	48.43	18.30
Hindus	33.69	48.00	47.22	18.57
Muslims	23.04	30.38	51.48	12.37
Christians	41.86	46.08	59.91	29.13
Sikhs	15.15	28.02	76.55	29.66
Buddhists	41.52	51.46	59.35	21.85
Jains	26.00	55.50	33.42	9.27

43. As girls of minority communities, SCs and STs are already under pressure to contribute in some way in increasing the family income, it is crucial that vocational courses should be designed in a way that they could acquire suitable skill and competence in a vocation while pursuing their elementary and secondary education. Many parents of these social groups would like to send their daughters to a vocational training centre than to a high school because in their thinking value to skill is more for the future of their daughters than that of the formal education which can not directly add in one’s earnings.



Professional Education

44. In the modern age, professional education has become very important for the rise of any individual or nation as a whole. Professional education ensures upward mobility in society through increased social respect, high economic return, general clout and personal satisfaction of an individual and it immensely contributes in national building through high input from the professional community as a whole. Members of the minorities, particularly Muslims, are less visible in professional courses; especially Muslim girls are quite few in professional courses. The reasons ascribed for this inadequacy comprise their weak thrust beyond elementary level of education, non-competence in getting through entrance tests meant for admissions in professional institutions and social inhibitions to join certain courses.

45. It has been noted earlier that only 3.8% of Muslim women have completed their education up to senior secondary level, which is quite lower than all women, i.e. 5.9%. The Christian, Sikh, Jain, Buddhists and Hindu women have performed above the national average. Since the number of secondary passed Muslim women has been counted as 9.53% of all Muslim women, it is obvious here that almost three-fourths of the Muslim girls who study up to secondary level leave their education beyond that level.

46. In order to promote professional education among Muslim girls various measures will be required such as retention of as many secondary girls in the upper category as possible, preparation and coaching for entrance examination, career guidance, enhancement of hostel facilities and motivation of parents. Many of the courses are not likened by the parents as suitable for their daughters; therefore, such institutions should be opened in larger numbers where minority girls can join courses of their liking. They can be trained preferably in teaching, management skills in household industries, IT-based professions

which they can handle from home or at least not from a far way place and the like. Those girls who get through entrance in medical, engineering and other courses should be whole-heartedly supported by the state and society so that they could complete their professional pursuit without any problem.

Distance Education

47. One issue that is at the core of girls' education is the mass education. When it is said that a large number of women is illiterate or have completed only primary education then in that case the reference is being made to millions of them. It is hardly possible to create school infrastructure for all of them so that they could pursue their studies if somehow they become interested to do so. The existing infrastructure is already under heavy burden. In such a situation distance mode of education seems a panacea for women education in the country. Way back in 1966 the Education Commission endorsed the importance of mass education in these words, "...Besides, the knowledge explosion and the consequent demand for acquiring new skills and knowledge is placing pressure on the educational system to accommodate more and more..." Presently, around 3 million students join distance or open mode of learning, half of them appear for exam in secondary and senior secondary certificates through the National Institute of Open Schooling and the rest pursue their higher education through this system mainly through IGNOU and other authorised universities.

48. Distance education could be useful for under-privileged communities since it is economic, flexible and easily accessible. Interested youngsters can prepare for examination while getting themselves attached to a near by study centre. Millions of them, particularly girls, could be motivated to join some suitable course in open learning system. The regulators and providers of distance education should give due relaxation while affiliating study centres serving minority



communities, especially when they are admitting girls in more numbers. The state should also make due provision for promoting minority girls' education through distance/open mode of learning. Girls should be encouraged to take up courses in their mother tongue or in language they feel conversant in and should be allowed to join classes in whatever dress they prefer as their cultural choice.

Institution Building

49. The issue of inadequacy of number of schools and colleges dedicated to promotion of minority education has been raised over and again in various studies and fora. Often, it is found that the number of educational institutions decrease with the increase in minority population in a village, block or district. More the population of minority in an area it is more likely that either there will be comparatively lesser number of schools or their quality will be quite unsatisfactory.
50. Maulana Azad Education Foundation (MAEF) is a nodal agency which provides grant-in-aid for infrastructure development to minority

educational institutions. Moreover, the scheme of Ministry of Human Resource Development, called as Infrastructure Development of Minority Institutions (IDMI) also takes care of these institutions in minority concentration blocks. However, the overall amount earmarked for these schemes are quite inadequate as compared to the grassroots needs and their execution is also not devoid of flaws. Applications in MAEF are pending for years together, whereas the ministry of HRD recommended closure of IDMI on the pretext that no sufficient interest has been shown by minority institutions in availing its benefits. It is also a fact that these schemes have no incentive for establishing girls' institutions. Since the establishment of MAEF in 1989 till May 2011, 1063 NGOs have received Rs 1390 million as its grant-in-aid for construction of school and hostel building, computers, science lab development, furniture and other infrastructural items. On an average Rs 1,307,620 were granted to the selected minority NGOs. Both the number NGOs covered and amount given to them is insufficient from all reasonable angles.



'Education is the basic element of empowerment'

STAFF REPORTER

DUWAHATI, APR 10: Speaking as Minority Educational Institutions' the chairman of National Commission for Minority Educational Institutions (NCMEI) Dr. MSA Siddiqui, in his address said "Education is the basic element of empowerment, more so for the women who are the minority within the minority section of the population." Siddiqui stressed upon the need to acquire knowledge for the uplift of the society.

Siddiqui made this statement during a day-long regional conference on the 'Empowerment of Minority Women through Education' was organised by the Education Research and Development Foundation (ERDF) at Srirangata Yankarava Kalakshetra Infosiddiqui also discussed at length the various

provisions given in the Constitution of India to safeguard the rights of the minorities in the country.

Member, COE, MCTE, Sheikh Akbar while discussing the 'Importance of Minority Girls' Education', also talked about creating awareness on the provisions available in the Indian Constitution. 23 per cent reservation for the women in the Jammu and Kashmir state but women entities they themselves come up to claim their rights, said Dr Akbar. He also advocated building of cooperation and respect among the various communities. Chairman of Committee on State Education, Dr Shabir Ahmad Gaffar deliberated on 'Empowerment of Women through Education' and declared that although it is important that girls are enrolled in schools, it is equally important to ensure that they do not drop out without receiving the basic elementary

education.

In this context, it may be added that The Leadership Development of Minority Women Scheme has been launched in the national region early this year, as an effort to help women from minority communities make better use of government programmes. Deliberations were also made on the establishment of model schools in all the three levels of primary, high and higher secondary schools in the middle class and lower levels to facilitate universal education for all children, especially the girl child.

Representatives from all the participating states took part in the conference and discussed the present condition of the minority population, with special reference to women, in their respective states.

Professor Mufazz Rishwan, of Cotton College, while

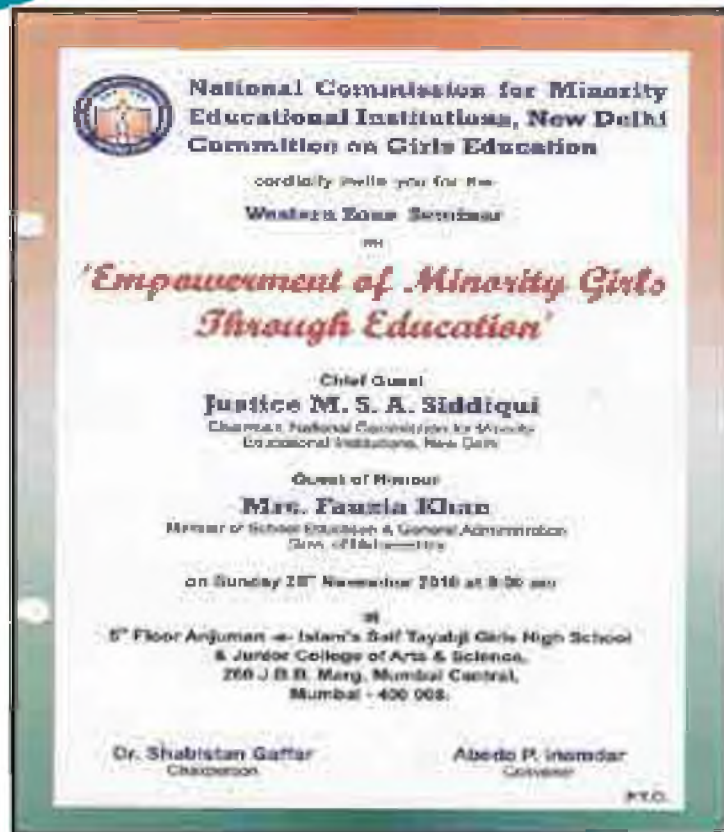
discussing the state of minorities in Assam, said that although minority women did not have the problem of malnutrition, a great deal of financial, social, linguistic and religious barriers might be noticed in various aspects of Assam's social life. A good knowledge base, a positive attitude, a positive will, different and appropriate population groups can develop such minority girls working women for the benefit of the situation, invited National Observance Day participated in the conference. National Programme Office Education (NPO-SCU) State Model, Director of Regional Services Division, Jammu, Mansur Farooq, Governor of National Institute of Open Schooling, CS Jena and Member, Govt, MUMBAI, A number of other 100 participants from all the states of the National also attended the conference.

eastern chronicle



দৈনিক নববর্তা প্রসঙ্গ





Dr. Mohinder Singh, Member, NCMEI, addressing at the Western Zone Conference at Mumbai, M.H.



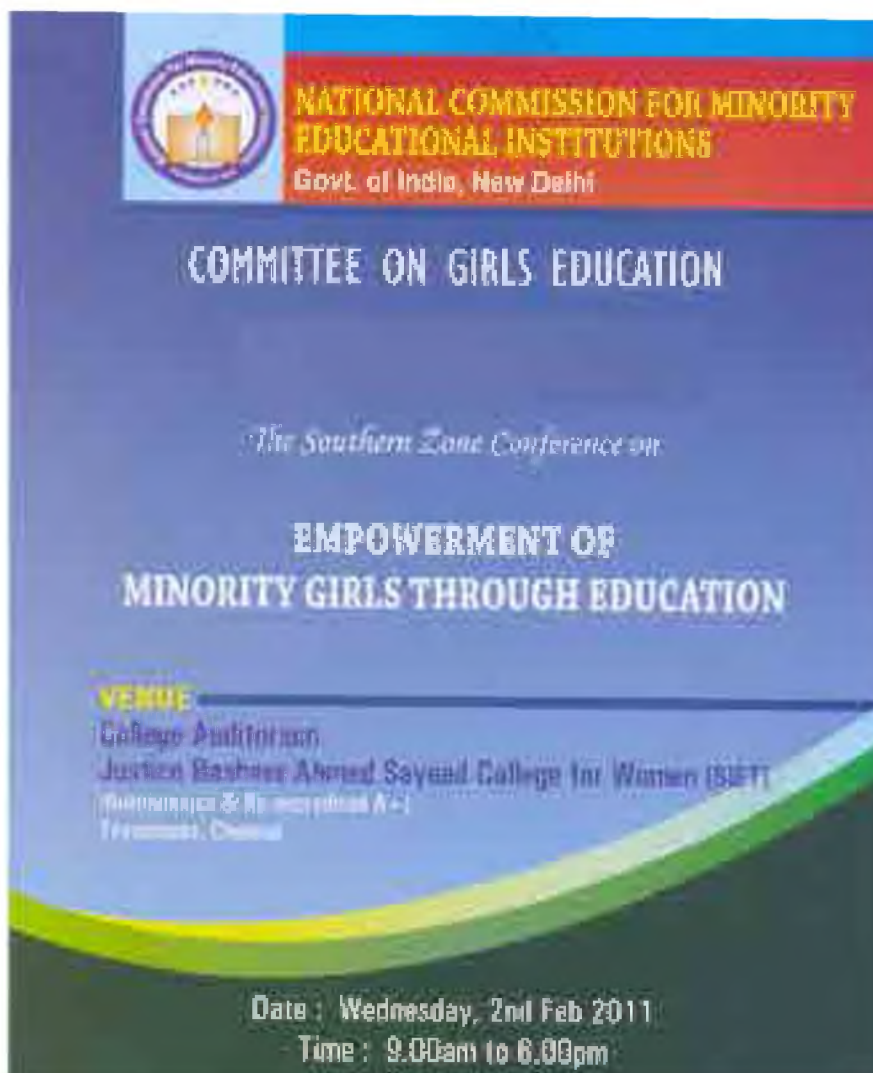
Mrs. Abeda Inamdar, Member, CGE, NCMEI, addressing at the Western Zone Conference at Mumbai, Maharashtra



Participants at the Western Zone Conference at Mumbai, Maharashtra



Justice M.S.A. Siddiqui, Chairman, NCMEI.; Dr. Mohinder Singh, Member, NCMEI, Dr. Shabistan Gaffar, Chairperson, CGE, NCMEI, Mrs. Abeda Inamdar, Mmber, CGE and Mr. P.A. Inamdar at the Western Zone Conference at Mumbai, M.H.













Participants at the Southern Zone Conference at Chennai, Tamilnadu



Participants at the Southern Zone Conference at Chennai, Tamilnad



Dr. K. Pomudi, Minister of Higher Education, Tamilnadu; Justice M.S.A. Siddiqui, Chairman, NCMEI, Padma Bhushan Shri Moosa Raza, chairman of The Southern India Education Trust; Dr. Kaviko Abdul Rahman, Chairman Tamil Nadu Wakf Board and Dr. Mohinder Singh, Dr. Cyriac Thomas, Members of NCMEI; at the South Zone Conference at Chennai.

SCHEDULE

Registration	09:30 a.m.	11	10:00 a.m.
Introduction	10:30 a.m.	30	11:30 a.m.
Tea/Break	11:00 a.m.	30	11:30 a.m.

1st Session 11:30 a.m. – 1:30 p.m.

Music	11:30 a.m.	30	12:00 p.m.
Dance	11:30 a.m.	30	12:30 p.m.
Art/Para	11:30 a.m.	30	01:00 p.m.
Mini-Girl Number	01:00 p.m.	30	01:30 p.m.
Lunch	01:30 p.m.	15	02:30 p.m.

2nd Session 2:30 p.m. – 4:30 p.m.

Uttar Pradesh	02:30 p.m.	30	03:00 p.m.
Uttarakhand	03:00 p.m.	30	03:30 p.m.
Bihar	03:30 p.m.	30	04:00 p.m.
Madhya Pradesh	04:00 p.m.	30	04:30 p.m.
Closing Session	04:30 p.m.	30	05:00 p.m.
Concluding	05:00 p.m.	30	05:30 p.m.

For Lucknow (PMMA):

Dr. Betna Ghosh

(E-mail: betnag@rediffmail.com; Mobile: 9940918097)



NATIONAL COMMISSION FOR MINORITY EDUCATIONAL INSTITUTIONS

Government of India, New Delhi

COMMITTEE ON GIRLS EDUCATION

Respectfully invites you all to

Zonal Seminar

"EMPOWERMENT OF MINORITY GIRLS THROUGH EDUCATION"

CHIEF GUEST

Hon'ble Mr. Justice M.S.A. Siddiqui
Chairman, National Commission for Minority Educational Institutions, New Delhi

MODERATOR

Hon'ble Mr. Anis Anwar
IAS, DDA & Vice-Chancellor
U.P. Urdu Arts and Para-Military

SPEAKERS ON VIDEOS

Hon'ble Dr. Mohinder Singh
Member, National Commission for Minority Educational Institutions, New Delhi

Hon'ble Dr. Cyril Thomas

Member, National Commission for Minority Educational Institutions, New Delhi

VENUE

Auditorium, Department of S. Ed,
Karamat Hussain Muslim Girls' P.G. College
Lucknow-226 007 (Uttar Pradesh)

KARAMAT HUSSAIN MUSLIM GIRLS' P.G. COLLEGE

Wazirpur, Kasbah Road, Lucknow
Phone : (0522) 5542632
E-mail: khmgscollege@rediffmail.com
Website : www.khmgscollege.org

Dr. Mahesh Kumar
Chairman
Mr. Gopal Kumar
Member

011-26101100/1101
Fax: 26101101

Syed Saadul Akmal
In-charge
Head Office: 110/111, 11/11, 11/11
New Delhi



'No centre of excellence for minorities in UP'

SHARMA A KRISHNA ■
LUCKNOW

Chairman, National Commission For Minority Educational Institutions, MSA Siddiqui expressed disappointment that there was no centre of excellence in Uttar Pradesh for minorities.

Siddiqui was in the city on Tuesday as the chief guest of a three-day seminar, organised by the Commission of Karanwar Hazrat Muslim Girls PG College. In an interactive with *The Pioneer*, Siddiqui said Uttar Pradesh was among the backward states as far as minority education for girls was concerned.

The Chairman pointed out categorically that the main business of the State government could be ascertained from the fact that none from the Government was there to attend the seminar.

"We invited all the minority institutions and all the prominent families from the city for the seminar, but not one has come to participate," said Siddiqui.

Revealing the purpose of the seminar, Siddiqui said the primary aim of the event was to find out ways to empower minority girls through education.

"We have constituted a Committee on Girls Education in 2007, which is holding seminars at several places to find out solutions. This is not a mere deliberation. We will submit a report to the Parliament in May-June 2011 on the issue to give concrete recommendations on the issue," said Siddiqui.

Despite the presence of several government institutions, the education levels among Muslim girls has lagged.

He witnessed any change in recent years.

Siddiqui admitted that due to some Muslim religious leaders, the education of Muslim girls suffered. "Religious leaders are not in



Chairman, National Commission For Minority Educational Institutions, MSA Siddiqui leading an interactive programme of Azad Hazrat Muslim Girls PG College (K. Tazki)

Tech education must be imparted to Muslim girls, says scientist Qamar Rehman

LUCKNOW: Minority education should be in line with first-grade technical education should be imparted to Muslim girls. This would help them in pursuing better jobs, Minister Scientist Qamar Rehman said at the inaugural session of a seminar on 'Empowerment of Minority Girls Through Education'. The seminar was organised in Lucknow by the National Commission for Minority Education at the Hazrat Hazrat Muslim Girls PG College, Karanwar and the State Committee for Minority Education. The seminar was held on Tuesday, February 15, 2011 at the PG College.

Rehman said that the Government should be more proactive in providing technical education to minority girls. He said that the Government should be more proactive in providing technical education to minority girls. He said that the Government should be more proactive in providing technical education to minority girls. He said that the Government should be more proactive in providing technical education to minority girls.

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favor of co-education but over the years they have realized that education is impor-

tant for girls. We have encouraging figures in 2005-10 and they show to

increase of 49 per cent of total education were

girls. But, higher education is still slow that is not encouraging," said the Chairman.





NATIONAL COMMISSION FOR MINORITY EDUCATIONAL INSTITUTIONS
GOVT. OF INDIA, NEW DELHI

COMMITTEE ON GIRLS' EDUCATION

Cordially invites you to

The Northern Zonal Seminar on

**"EMPOWERMENT OF MINORITY GIRLS
THROUGH EDUCATION"**

Shri K. RAHMAN KHAN

Hon'ble Deputy Chairman, Rajya Sabha,
Govt. of India has graciously consented to be the
Chief Guest and to inaugurate the seminar

JUSTICE M.S.A. SIDDIQUI

Hon'ble Chairman, National Commission for Minority Educational Institutions,
Govt. of India will preside over the seminar

AND

DR. ABDUL REHMAN NAKADAR

Trustee, American Federation of Muslims of Indian Origin (AFMI)
Will be the Guest of Honour

VENUE:

Indian Islamic Cultural Centre, Auditorium
87-88, Lodi Estate New Delhi - 110 003.

Date: Wednesday, 25th December, 2013

Time: 02.00 p.m. to 06.00 p.m.

In Collaboration with



All India Confederation for Women Empowerment
Through Education (AICWE), New Delhi

RSVP
Chairperson, CCE, NCMEI
Tel: 09718299385, 09891942245



American Federation of Muslims of Indian Origin
(AFMI), Washington, U.S.A.





Dr. Shabistan Gaffar, Chairperson, CGE, NCMEI, addressin at the Northern Zonal Conference at India India Islamic Cultutal Centre, New Delhi



Justice M.S.A. Siddiqui, Chairman, NCMEI addressing at the Northern Zona Conference at New Delhi

COMMITTEE ON GIRLS EDUCATION

(National Commission for Minority Educational Institutions - Govt. of India)

cordially invites you to

Prothsahan

A Seminar on Women's Empowerment
to be held on Wednesday 7th of March, 2018
from 9 pm onwards
At St. Xavier's College Auditorium
30 Mother Teresa Street, Kolkata 700016

Chief Guest
Justice M. S. A. Siddiqui
Hon'ble Chairman, National Commission for Minority Educational Institutions

Special Guest
Bishop Thomas D'Souza
His Grace, Bishop of Kolkata

Guests of Honour
Dr. Shabistan Gaffar
Hon'ble Chairperson, Committee on Girls Education,
Member - National Institute of Open Schooling

Archbishop Henry D'Souza
Archbishop, Diocese of Kolkata

Dr. S.M. Cyril
Former Principal of Loreto School

Mr. Derek O'Hara
Hon'ble Member of Rajya Sabha

Ms. Shama Calvert
Hon'ble Member of Legislative Assembly, Anglo-Indian Community

Arb. Eugene Gnanasevan
President, Catholic Association of Bengal

Programme Schedule

3:00 - 3:30	Welcome Address	By Mrs. Laxmi Khan
3:30 - 4:15	Opening Prayer	By His Grace Bishop Thomas D'Souza
4:15 - 4:30	Lighting of the Lamp	By Justice Siddiqui, Dr. Gaffar and others
4:30 - 4:45	Address by Hon'ble Justice Siddiqui	Thomas D'Souza
4:45 - 5:00	Address by Mr. Derek O'Hara	
5:00 - 5:15	Address by Ms. Shama Calvert	
5:15 - 5:30	Address by Mrs. Arjo Munksgaard	
5:30 - 5:45	Address by Mr. Eugene Gnanasevan	
5:45 - 6:00	Address by Dr. S.M. Cyril	
6:00 - 6:15	Address by Mrs. Laxmi Khan	
6:15 - 6:30	Address by Justice Siddiqui	
6:30 - 7:30	Calculation of Awards	
7:30 - 8:00	Final Address by Dr. Shabistan Gaffar	
8:00 - 8:30	Vote of Thanks	

R.S.V.P

Mrs. Laxmi Khan 98846 / 98847 / 98848
Hon. Member - Committee on Girls Education (NCMEI-Govt. of India)



Justice M.S.A. Siddiqui, Chairman, NCMEI, His Grace Archbishop Thomas D'Souza and Chairperson and Members of CGE, NCMEI at the Western Zonal Conference at Kolkata, West Bengal



Dr. Shabistan Gaffar, Chairperson, CGE, NCMEI, addressing at the Eastern Zonal Conference at Kolkata, West Bengal



Dr. Shabistan Gaffar, Chairperson, CGE, NCMEI, addressing at a slum area, Raja Bazar, Kolkata, West Bengal



Ms. Yasmeen Abrar, Former, Member, National Women Commission inaugurating and Dr. Shabistan Gaffar, CGE, NCMEI at the educational seminar at Indore, M.P.



Justice M.S.A. Siddiqui, Chairman, NCMEI, His Grace Archbishop Thomas D'Souza and Chairperson and Members of CGE, NCMEI at the Western Zonal Conference at Kolkata, West Bengal



Dr. Shabistan Gaffar, Chairperson, CGE, NCMEI, addressing at an awareness camp in slum area, Raja Bazar, Kolkata, West Bengal



Dr. Shabistan Gaffar, Chairperson, CGE, NCMEI, addressing at Raja Bazar, Kolkata, West Bengal



Mr. Kamal, addressing at the educational seminar at, Kolkata, West Bengal



Justice M.S.A. Siddiqui, Chairman, NCMEI addressing at Kolkata, West Bengal



Gatherings at Raja Bazar, Kolkata



Dr. Shabistan Gaffar, Chairperson, CGE, NCMEI addressing at Nagpur, Maharashtra

INNOVATIONS IN GIRLS EDUCATION

The challenge of gender and social disparity has been a big one all over the world and the engagement of policymakers, officials, academicians, activists, community leaders of the affected sections, etc have always been looking for ways and means to effectively meet this challenge. Some time an altogether innovative approach has to be devised for making a dent in a highly stratified society particularly in a country like India. Those having deep concern with the issue have come up one or the other time with a new idea for educating girls in an unfavourable environment. Here is a brief description of some select innovations envisaged within and outside the country for educating girls of deprived and under-privileged sections. A few of the mentioned experiments are directly related to minority girls of the country.

Maharashtra Cosmopolitan Education Society Pune was established in the year 1948. Today it has 30 institutes and 25000 students. They have initiated some of the schemes that benefit minority girl students.

1. M. A. Rangoonwala Talent Search and promotion Scheme for meritorious student at each district for +10 levels. Every year 400 girls and boys are given special coaching for 11th & 12th Science to prepare them for various professional colleges admission test.
2. The institute has introduced Computer Literacy from 1st grade
3. Information Centers are being set up to provide information to all students regarding the scholarship Schemes from Central and State Govt. and other Pvt. Agencies for creating awareness.
4. A Federation of Minority Educational Institutes has been created take up issues relating to their welfare and development.
5. The Muslim Co-Operative Bank Pune set aside certain percentage of profit for educational purpose for providing stipend to needy students of minority communities.
6. A 6 Months Course of Teaching Methodology is

being initiated for Alemas and Ulemas to teach them English language besides Computers.

7. Modern Technology like E-Learning is used to reduce the cost to reach out to distant areas. CDs/ DVDS/LCD/Internet etc. are being utilised to impart education in an effective manner
8. Networking of all minorities of Educational Institutions and formation of federation of Minority Educational Institute is being done to provide a common platform to all concerned to demand for their development and take appropriate actions.
9. Study Centers have been established within the district in collaboration with the Indira Gandhi National Open University, Maulana Azad National Urdu University, Yashwantrao Chavan Open University, National Institute of Open Schooling (NIOS) at Azam Campus, Pune.
10. 48 Computers Centers in Slums/ Corporation School have been created to teach free Basic Computers Course.

NALI KALI :

1. The Nali Kali, literally meaning 'Joyful Learning' in Kannad, is a project dedicated to promotion of learning in elementary education, began activities in 1995 with UNICEF's assistance when a group of 15 teachers and administrators from Heggade Devana Kote (HD Kote), a remote tribal block of Mysore district, visited the rural schools run by the Rishi Valley Education Centre in Madanapalli, Andhra Pradesh. The Nali Kali team grew from the 15 teachers who initially visited Rishi Valley to 36 cluster resource persons, and thence spread to all 270 schoolteachers in HD Kote block of Mysore district. Since then it has further spread to 1500 schools in Mysore district, and another 2000 schools in selected DPEP and Joint UN systems blocks and clusters outside Mysore district, in all there are 4000 schools in Karnataka where this pedagogy is being practiced.
2. The main object of the Nali Kali project is to encourage



a process of interactive learning, which it has achieved through various innovative interventions the most important being the 'classroom management'. In order to teach maths or language, groups are created on the basis of assistance required from teacher or an older child. The teacher-assisted group is the beginners' group. The teacher works constantly with this group. The teacher only gives instructions to the second group. In a peer assisted group a child who is at level 10 will help a child at the beginner's level. What makes the Nali Kali classroom management system unique is that teachers have classified all the activities in the language and mathematics learning ladders into the five groups. For example, all language activities, irrespective of the level, using 'rubber letters' for the child touch, feel, recognise the letters fall into the fully teacher assisted group. 'Picture rail', 'letter rail', 'letter strips' are activities which fall into the partially teacher assisted group. 'Picture words', 'picture sentences', 'match the picture with word' fall into the fully or partially peer assisted groups. Evaluatory activities such as 'recapitulation game', 'my achievement' are in the self-learning groups. In addition there is a general group, irrespective of the child's level, for all songs, stories, shadow puppet plays, craftwork, etc. Thus, the groups are dynamic - their composition changes depending on the activity that the child is doing/playing. All children periodically move back and forth from the fully teacher assisted to the partially teacher assisted and to the fully/partially peer assisted groups, depending on their level and activity card. And all children periodically receive individualised attention from the teacher; at the same time have the freedom to do things on their 'own'. This system has emerged from the belief that real and meaningful learning takes place through a dynamic interaction, not only between teacher and child, but also between child and child.

3. School calendar and timings, as in all parts of the country are inflexible, since it is uniformly prescribed for the whole state. Children therefore tended to be irregular in school, especially during the peak agricultural season. Even if children did not accompany parents to other places for work,

they are left to their own devices, they preferred not attend school. Against a prescribed 230 day academic calendar, on an average a child attended approximately 110-115 days of school in the year. In many cases attendance is irregular. Attendance of girls tended to be even more erratic as they were entrusted with the responsibility of looking after younger siblings and do domestic chores.

4. Most children in the operational area of Nali Kali are first generation learners - a learning environment, pressure from parents for their children to attend school did not exist. Given this social reality, the approach in the Nali Kali project enabled children to participate more regularly and happily, since - Learning in Nali Kali is seen as a continuum from class I-IV; it is not compartmentalised into class-wise content areas. The activity cards and the class grouping pattern enables a child to learn at her own pace. The system allows the child to re-enter the learning curriculum at the level where she left off without any sense of shame or humiliation. Given the fact that children are burdened with household chores as also the fact that children are not likely to get support from parents, the Nali Kali approach does not prescribe any homework. All learning is done in the class.

MV FOUNDATION:

5. The MV Foundation (MVF), a private, charitable Trust in Andhra Pradesh, has developed a model that uses education as a means of tackling child labour. "MVF's uncompromising agenda is that every child out of school is a working child, and ensuring access to education is the only real answer to tackling the problem of working children. Starting its work in 1991 in 3 villages in Ranga Reddy district of Andhra Pradesh, MVF has withdrawn 80000 children from work and has enrolled them into schools. 4000 bonded child labourers have been liberated and put into schools. The age group of children varies from the very young to adolescents. MVF now operates in nearly 500 villages in which 90% of all children in the 5-11 age group are in schools. The organisation has made a significant dent in the schooling of the



difficult age group of 9-14 years. 5000 adolescent children (including 2000 adolescent working girls) have been enrolled through camps and bridge courses into formal schools. 157 villages have been declared child labour free”. Its strategy is based on motivation of children and their parents.

6. MV Foundation has deployed special methods to ensure participation of girls in a large number. A survey report on its innovation says, “As is well known it is not an easy task to contact the girls. They are so busy that to catch them while at leisure was itself impossible. The volunteers in every village had lists of all the potential candidates. They caught them on their route to the fields, or in the farms during lunch time. They were also contacted while they were tending to cattle, fetching water or fuel wood. They spoke to them when they were in groups and also while they were alone. These children needed a lot of persuasion. Their sense of moral responsibility for their families was deeply ingrained. The first step therefore was to bring them to a place which they could call their own where they could interact with peer their group and gain confidence. Thus motivation centres were set up in every village. It was through these centres that they interacted with one another, negotiated for more free time and longer hours away from home and the work place. The children discovered the luxury of being among friends for achieving the purpose of joining schools. Some of these girls had leadership qualities and became crucial opinion makers. The members of foundation did tremendous work in meeting parents, arguing with them and convincing their own friends to abandon work. The foundation gathered girls in large numbers for two to three days camp away from their own village. These ‘melas’ helped in the girls attaining a sense of solidarity. It became clear to them that they were not alone in their aspirations for going to school. When they returned home after these camps they gained courage to persuade their parents to allow them to study. Not all parents relented automatically. The girls had to protest using the weapons they had. Some girls even escaped the pressure at home and joined the MVF bridge course residential programmes without their parents support. Even such parents sooner than later changed their minds once they saw the world of difference it made to the girls. They were touched by the transformation of their daughters from workers to students. They were so convinced about the efficacy of the programme that they brought gifts and new set of clothes for them.
7. The MV Foundation has so far been able to withdraw over 5000 girl children from work in all these five years. During the last summer alone “more than 1000 girls rushed to the bridge course camps. Parents have shown remarkable resilience into accepting their girls in school. They had to make several adjustments but are willing to do so. They aspire for the unfamiliar and hope for a future for their girl children which they themselves were denied. The most important factor to make this possible is the conviction, that girls even those belonging to the poorest families deserve schooling and education. It is also the faith in the immense capacities of the parents to try an alternative if given with seriousness. The girls themselves are pathfinders shattering the age old arguments denying them their basic human rights. It has given confidence to all of us that it is possible and necessary to provide them a space which they can call their own. And this space is their school. A space that is secular transcending all parochial values and sentiments reminding them of basic humanistic values. Their acts of courage and determination are the seeds sown for the well being of future generation of girls”.
8. A number of government agencies have adopted various features of the MVF project; particularly the Andhra Pradesh state government has initiated a new scheme ‘Back to School’ while taking into consideration some major characteristics of the experiment into consideration. Other bodies fighting with the menace of child labour have been attracted by the success of the project.
9. The Pratham Mumbai Education Initiative started

PRATHAM:



using early childhood education as a means to universalise primary education when it started its work in the city of Mumbai. Pratham, a public charitable trust, began with a UNICEF initiative, which aimed to send all children to school in Mumbai City. Addressing the total lack of pre-school facilities for the urban deprived in Mumbai, a few balwadis (pre-school centres) were started in 1995. Pratham now runs nearly 3000 balwadis in the slums of Mumbai, catering to more than half of Mumbai's needs. Pratham's defined objective is to ensure that all children in the age group of 3-10 years are enrolled in pre-school centres or primary schools. Pratham aimed to achieve 100% pre-school coverage (age 3-5) in the city of Mumbai and full primary school coverage for all children (age 6-10). Now it has chapters in Maharashtra, Gujarat, Andhra Pradesh, Uttar Pradesh, Bihar and Odisha as well.

10. In April 2011, the Pratham Council for Vulnerable Children completed 10 years. What had started as a small pilot initiative led by 5 people to tackle the issue of child labour in Mumbai – then known as the Outreach program – has now evolved into a structured organisation actively working in 7 states across the country and improving the lives of tens of thousands of children every year.
11. The most crucial strategy adopted by Pratham in promoting learning among underprivileged children is the de-scaling of curricular goals and laying emphasis on learning rather than on teaching. It developed its own textbooks through which thousands of children are being taught and brought into mainstream education in due course of time.

JANSHALA:

12. Janshala is a Delhi-based not-for-profit organisation engaged in activities leading to quality education at primary level to marginalised sections such as SCs/STs and minorities in different parts of the country. So far it has undertaken its projects in Rajasthan, Andhra Pradesh, Odisha, Chhattisgarh, Uttar Pradesh, Jharkhand, Madhya Pradesh, Maharashtra and Karnataka through government or private

schools. Janshala is sought to be implemented on the principle of decentralised planning and management. It identified blocks as its operational unit, rather than the districts. Village education committees (VECs) have been set up in every village with substantial representation of women and SC/STs. VECs have been trained in micro-planning, which has been carried out at the village level for ensuring universal participation of children in primary education and school improvement. This has brought Janshala to the grassroots level and made it a people's programme. Reaching out to women has been found to be the most effective strategy to reach the community. Some of the successful strategies to ensure participation of women in the programme have been through the formation of Mothers' Associations in Andhra Pradesh; Mata Samitis in Jharkhand; and Neighbourhood Women Leaders in Karnataka.

13. Janshala has acted as a lighthouse of innovations and clearing house for new ideas, experiments and novel strategies. One of the key areas of focus in Janshala has been the improvement of teaching-learning through innovative child-centred pedagogy and providing appropriate training to teachers to carry out the same in the classroom.
14. At present, Janshalas make extensive use of teaching-learning materials, and group learning is a common practice. One of the major innovations has been in multi-grade teaching. The child-centred and activity-based teaching methodology under multi-grade approach has evoked a new sense of enthusiasm for learning among the children, and has dramatically improved the quality of teaching-learning. For example, the module developed by Karnataka (Nali Kali) has amply demonstrated that the child learns well in a fearless atmosphere, where learning is seen as a continuum and is not compartmentalised into classwise content areas. Here the children can learn at their own pace. All the teaching-learning processes take place through songs, games, surveys, story-telling and use of educational toys.
15. The students are divided into groups on the basis



of their competency, and learn at their own pace; textbooks are prepared by teachers themselves, where the themes provide culturally appropriate information through songs, stories, facts and pictures; and activity-based learning is practised. Another major innovation of Janshala has been in the area of pre-schools. The programme has established pre-schooling as a vital component for improving children's learning and development. Under the programme, apart from strengthening pre-education component in anganwadis of ICDS, early childhood care and education (ECCE) centres have been set up in places where ICDS centres were lacking. The gains of initiating such pre-schools are manifold. Younger children are safe and are properly taken care of in preschools, while older children (especially girls) are not burdened with sibling care responsibility, which prevents them from securing education. The retention rate of children who have attended pre-schools tends to be higher.

16. The programme in all the states has special initiatives for girls. Nearly 2,000 alternative schools have been opened, whose greatest beneficiaries are girls. Most instructors in these schools are also women, so that girls feel more comfortable. In the process of community mobilisation also, the greatest emphasis has been laid on the need to educate girls. Other notable initiatives for girls include the Balajyothi bridge course camp in Hyderabad and adolescent learning centres called Kishori Samoohs in other states. The mother's committees and such other women-exclusive organisations have been activated to work for ensuring universal participation of girls in primary education. With these interventions, the issue of girls' education has become the main focus of community-based organisations, and girls' participation has improved over the years. The institutionalisation of some of Janshala's interventions will bring about further improvement in girls' education.

EXCELLENCE SCHOOL AND COLLEGES of Sikar (Rajasthan)

17. Excellence School and Colleges is a unique experiment

undertaken for the promotion of education among Muslim and other girls of Sikar town and nearby towns and villages in the Shekhawati region of Rajasthan. Excellence School was established in 1997 as an exclusive institution for girls with just 27 students. It faced a lot of opposition from the local community being charged to "spoil" girls. However, it gradually caught up with the imagination of local people and now its strength has multiplied to 3000 girls joining the school and Excellence Colleges providing university education to girls in BA, B Com, B Ed and BCA, law and even in architecture. Although Muslim girls dominate the admissions, several Hindu girls are also getting education in the school and colleges of the Excellence institutions. The impact of these unique girls' institutions has been such over the years that more than 25000 girls in the entire Shekhawati regions have joined the mainstream education as a result during the last decade showing an unprecedented upsurge in the girls' education, particularly among Muslims. From 1991 to 2001, "Sikar recorded the highest percentage increase - 36.82% - among women" of Rajasthan. So there is a quantum jump in literacy in the district during the last two decades from 17.18% in 1991 to 58.76% in 2011 and the credit goes to various government and private initiatives in the area including that of the Excellence School.

18. The most effective strategy applied in the Excellence model is 'free education'. All girls who happened to get admission are provided free education and the students and parents are not liable to pay a single rupee to the institution. They are provided lodging and board, textbooks, stationery and uniform entirely free. This idea of 'free' education with quality education has caught up with the imagination of parents and now there is an increasing burden on the executors of the initiative to expand facilities for the increasing intake load.

JYOTIBA & SAVITRI PHULE'S GIRL SCHOOL (1851): A radical innovation

19. A girl school was started by Jyotiba Phule in 1851 in Pune. Jyotiba's wife Savitri was the headmistress of



the school. This was basically for Dalit girls which commenced with 9 students. Within two years the number grew to 237. Savitri Devi faced diehard opposition from the upper caste people and cow dung was thrown everyday on her; so she used two saaris, one get dirty by the filth and another to wear in the classroom. Apart from others the school deployed two strategies for attracting and retaining girls in the school.

20. Once it was found that a few of the girls who were then at the head of their respective classes have ceased to attend in consequence of their marriage, and the whims and caprices of their fathers and mothers-in-law. Thus it was concluded that the custom of the early marriage offers the strongest opposition to female education to this country. The school committee, therefore, proposed introducing into the schools under their management, the system of stipendiary scholarships, to induce the poorer parents or fathers and mothers-in-law, to allow their little girls to attend the schools. It worked.
21. The prejudices against teaching girls to read and write began to give way to the general desire of mothers to get rid, during the time of work, the annoyance of their little ones. The same method was used by the team of Savitri Devi to mobilise mothers to send their girls to the school.

ABDULLAH GIRLS SCHOOL, ALIGARH:

22. Dr. Sheikh Mohammed Abdullah established a Girls' School in Aligarh which was recognised as Undergraduate College in 1938 by Aligarh Muslim University (AMU) and later on the university has taken over its management. In the sweet memory of the founder the school and college were named as Abdullah Girls' School and Abdullah Girls' College in due course to time. As on date Women's College, Senior Secondary School for Girls and AMU Girls' High School are the three separate institutions running within single large premises."
23. In the beginning parents hesitated to send their daughter for 'firangi' education. However, Sir Sayed won their hearts by assuring them that education will

be imparted in proper Islamic environment. Girls' hostel was run by women and was well guarded. For brining students to classroom and back to hostel, they were carried in Dolis by Kahhars. Thus, the AMU did not oppose the prevalent Parda system rather used it to ensure parents of the good intention of the management. The number of girls gradually grew in number.

JAMIATUL SALEHAT, RAMPUR

24. Founded in 1952 by Maulana Abdul Hai, Jamiatus Salihat, Rampur, is one of the largest educational institutions for Muslim girls in north India. It provides religious and secular education and follows the NCERT syllabus. Thus, when girls pass high school they have the choice either to switch over to Arabic madrasa system or to senior secondary education for their academic pursuit further. It has established a girls' college to teach them Unani medicine under the BUMS system. Presently, there are 2500 students enrolled with it, half of them are hostellers. It has been noted that "The model of education is unique in case of Jamea. It's based on Taleem and Tarbiyat as followed in Aligarh Muslim University. Upto 8th standard modern education is provided, which includes Maths, English, Science, Social Science, Hindi, Urdu, etc. After 8th, a four year Alimiyat courses is taught, which is followed by a two year Fazilat course. These courses are recognised by premier institutes of India like Aligarh Muslim University, Jamia Millia Islamia, Jamia Hamdard, etc".
25. The institution's main attraction is that it welds both modern and religious education into one and provides choice to its students to switchover in any of the two streams after elementary classes. It ensures cultural integrity to the parents who would feel inclined to send their daughters to the institution. The quality of education imparted at the Jamia is also good. It has brought out hundreds of lady Molvis as well as modern scholars. Girls study at the Jamia under strict Parda system.

G.M. MOMIN WOMEN'S COLLEGE, BHIWANDI



26. In view of the relevant website, “The Konkan Muslim Education Society’s G.M. Momin Women’s College, Bhiwandi is a pioneering institute in the field of education established in 1989. The college is affiliated to the University of Mumbai. The College caters exclusively to women’s education and nurturing them for their commendable performance.”
27. When the college was established by the Konkan Muslim Education Society it got lukewarm response from the community. After much thought the management deployed its teaching staff to mobilise girls of the Bhiwandi town to join it. The college has contributed in enhancing Muslim women’s participation in higher education in Bhiwandi and nearby localities.

Commuting Incentives

28. By norms, primary schools should be located within a distance of 1 km and the upper primary within a range of 3 km, whereas secondary and senior secondary schools may be even far away. Distance of any school from a minority locality may be even farther. Commuting to any distant institution remains a major challenge for girls of weaker sections and many of them prefer to dropout due to this impeding difficulty. Bihar government has launched a unique scheme which clicked in enhancing girls’ enrollment in upper primary and secondary schools. The government has distributed cycles to girls of villages and the response was astonishing. Other state governments have also started imitating the scheme.
29. Abbasi Charitable and Education Society, a Delhi-based NGO, has established a girls’ degree college at Amroha around 2005 basically for serving minority people. After initial bottlenecks it provides transportation from villages around Amroha free of charge. Within a short while there were a satisfactory number of students in the college and now it is thronging with girls in various streams of education and up to PG level of courses.

SUCCESS STORIES OF MINORITY EDUCATIONAL INSTITUTIONS

Maryam Ajmal Women’s College of Science and Technology, Hojai, Nagaon, Assam

1. Ajmal Foundation Hojai, a Registered Public Charitable Trust, has been successfully running as many as 12 junior colleges in different districts of Assam for imparting modern quality education with very nominal fees, affordable to the students of all sections of society. These colleges have excellent infrastructure, qualified teachers, state of art computer lab, well equipped science laboratories and good library facilities which are at par with those institutes having National repute. The Trust is promoting women’s education in Assam. It symbolises the unwavering commitment of the Ajmals towards social reconstruction through modern science education of superior quality to the disadvantaged Muslim minority girls. The college is empowering local women to be the active participants of the techno savvy world.
2. The Maryam Ajmal Womens’ College of Science and Technology holds the unique distinction of being the only residential college imparting Science education exclusively for girls in the entire Nagoan District. The College has received applaud for 100% results in the higher secondary board examination for the last three consecutive years. The Markaz Model Girls’ Madrasa is also a residential school having congenial hostel facility for the students. The School at present is having 350 students with more than 150 hostellers.

JBAS College

3. The Justice Basheer Ahmed Sayeed College for Women (formerly SIET Women’s College) maintained by the Southern India Educational Trust, founded by Late Justice Basheer Ahmed Sayeed assisted by his wife Mrs. Fathima Akhtar and colleagues, endeavours to maintain a programme that develop women of great integrity and high character and culture who are fully capable of making enlightened choice and intelligent judgment in a social order which is dynamic and which requires



the best contribution from every man and woman.

4. The vision of the college is to train and equip women students from economically and socially backward communities with education of the highest quality so that they may lead responsible and purposeful lives and transmit their achievement to the betterment of society.

Karamat Husain Muslim Girls P.G. College, Lucknow

5. Karamat College, Lucknow, is an institution with a noble mission of educating girls of the society, which aims at the all around development of all students.

It was based on the resolution reads as – “This conference is of the opinion that in the present condition of the Muslims, it is necessary to make efforts for the education of women as well as for men. Because for the overall progress of the community it is most necessary that women get religious, intellectual and moral training, so that they may be of benefit to the raising of future generation “.

6. It was an endeavor to incite the Muslim girls of the lower strata to adopt this formal educational system. Initially the Muslim community was disgusted by the idea of women education. The seniors of the community were perplexed and full of apprehensions with the exposure and frequent movement of the girls out of their homes. It was contemplated a taboo in the Muslim community for the girls to move out of their place of abode, who were subjected to Purdah system. Keeping this in mind the hostel facility was also made available to the girls from the very next day of the establishment of the school.

Muslim Education Society, Calicut, Kerala

7. The Muslim Educational Society (Regd.) M.E.S., is the biggest educational agency of the Muslim community in India having thousands of life members and hundreds of institutions. The last four decades have witnessed a remarkable transformation in the educational status of the Muslims in Kerala, supposedly the most backward in education through M.E.S.

8. The movement started under the great leadership of late Dr. P.K. Abdul Ghafoor in 1964 at Calicut was supported by large number of professionals and businessmen and in a short span of time. It spreads to all Districts, Taluks and even at the Panchayats in Kerala, other parts of India and abroad. As on today it is the largest Muslim service organization in the country with strength of more than 9,000 life members. It not only has units in each and every district in Kerala, but also spread to neighboring States like Tamilnadu. It has also well established units in the Middle East countries like Saudi Arabia, Qatar, Oman, Dubai, Abu Dhabi, Kuwait etc. and still the organization is growing fast, extending its services further to reach every nook and corner of the State. The Society is running more than 150 institutions in all over India and abroad and apart from other institution it is also running 5 colleges particularly for women in different districts in Kerala.

9. The main objective of the MES is educational, social and cultural uplift of the Indian Muslims. The secular organization with firm belief in the Indian polity views that protective reservation is essential for the salvation of the downtrodden backward classes. The MES adheres to the concept of social justice and is in the forefront of the fight to achieve this. The cardinal principle of the organization is that the development of the individual leads to the development of community, which finally leads to the nation building.

Shadan Educational Society, Hyderabad

10. Shadan Educational Society was registered as an Educational body in the year 1985, under A.P. registration Act of 1350 Fasli. This Society is a Minority Body with the main objective to promote and popularise quality and modern education among the general masses, and more particularly the minorities. This Society has come to the fulfillment of its desires by establishing several institutions with varied combinations of courses from Kindergarten (K.G) to Postgraduate (P.G) level for both boys and girls.



11. The Society is striving for the upliftment of all; through education as a vehicle for nation building. It firmly believes that education alone can unite one and all and can develop sound economy for the country. Thus, in order to achieve this aim, the Society has established various institutions with the objective to eradicate the evil of donations and capitations from the root, through modern and secular educational institutions offering education from primary level to intermediate, degree, pharmacy, engineering and medicine and post-graduation management courses (MCA & MBA), MSc (in Physics and & Life Sciences) and Research. All the Institutions are having the respective Minority Status Certificates issued by the competent authorities.
12. The Shadan Group of Institutions takes the credit for establishing the first ever medical college for girls in the country.

Unity Women's College, Manjeri, Kerala

13. Korambayil Ahmed Haji Memorial Unity Women's College, Manjeri, in Malappuram district of Kerala, is an aided women's College. The college was started in 1991 and is being managed by a registered society named Muslim Educational and Cultural Association (MECA). The college is well equipped with all necessary facilities to provide quality higher education to the educationally backward Muslims. It is a First Grade Aided College affiliated to the University of Calicut, it is the only multi-faculty (Arts, Science & Commerce) Women's College in Malappuram District, Kerala. It has also the unique distinction of being the only institution of its kind run by the Muslim community of Kerala. The institution aims uplifting women in general and the educationally backward Muslim women in particular, through modern good quality education. The College has creditable academic as well as co-curricular accomplishments.
14. The college found that improving girls' educational levels has been demonstrated to have clear impacts on the health and economic future of young women, which in turn improves the prospects of their entire community. Improving female education, and thus women's earning potential, improves the standard of living for their own children, as women invest more of their income in their families than men do.

Thassim Beevi Abdul Kader College For Women, Kilakarai, Tamil Nadu

15. Thassim Beevi Abdul Kader College For Women, affiliated to Alagappa university, Karaikudi, is situated in the most educationally and industrially backward town of Kilakarai, Ramnathapuram District. The college was started with a sole aim of imparting higher education to all women of this locale, especially to the women of the minority community. It has been a boon to women, especially to Muslim community, for whom higher education was unreachable. The objectives of the college are designed in such a way to empower women. To quote a few are:-

- 1) To help learners to be socially involved, especially to understand prevalent injustices that Indian women, and Muslim women in particular, are forced to suffer without questioning;
- 2) To incorporate in the curriculum the core values of national development, pursuit of excellence, imparting of skills at par with the best of global institutions of learning; laying a durable ethical foundation for quality education; and educational technology, and others specific to women's concerns.
16. The vision statement of the college committed to provide leaders with high quality education; to produce professionally highly skilled graduates; to empower the Muslim community to improve their quality of life and to create graduates with a distinctively TBAKC identity to serve humanity.

Education Research and Development Foundation, Guwahati

17. Education Research & Development Foundation (ERDF) is North East India's largest minority managed institutional network established in the year 2005. ERD Foundation, Guwahati has been in the forefront as far as education of the girl child is concerned. This is more evident in its different



Institutions mainly in Central Public Schools situated in remote rural areas of Barak Valley districts of Assam where there are lots of constraints in educating girl child as most of the families residing there are from the minority community. More than 40 per cent students are girls presently studying in these two schools.

18. Also, more than 33 per cent seats in its Engineering College, is being reserved for Minority students in B. Tech. courses under different branches of Civil, Mechanical, Computer Science, IT, Electronics & Communication Engineering and Electrical Engineering.
19. University of Science & Technology, Meghalaya has also proposed to reserve 33 per cent seats in its different Schools for girl students. The ERD Foundation is striving to provide opportunity for more enrollments for minority students. The ERDF organizes workshops, seminars and awareness programmes on issues relating to minority communities from time to time. Its regional conference on Empowerment of Minority Women through Education held at Guwahati in April, 2010, was graced by Justice MSA Siddiqui, Chairman, National Commission for Minority Educational Institutions, as Chief Guest, besides many more national and regional dignitaries. The Minority Cell of ERDF has collaborations with NCMEI, Assam Falah Society, Assam Zakat Fund and with other organizations.
20. ERDF provides scholarships to meritorious Muslim students namely a) Prof. Qoumrul Hoque Memorial Scholarships b) Khairun Nessa Memorial Women's Endowment, c) financial assistance to meritorious and poor students in institutes under it, d) Merit cum Means Scholarship, e) Free-ships, f) a scheme for students of very poor (BPL) families, sponsoring the complete education of such meritorious students, g) Free coaching and guidance to minority students for higher education and for employment, etc. The grants range from cash award, free admissions,

provision for text books, hostel facilities, etc. It also guides and facilitates the minority students to get numbers of national scholarships.

Oasis International School, Bangalore, Karnataka

21. Oasis International School is a not-for-profit institution run by the Isra Trust, was established in October, 1999 in Bangalore. It is established and managed by some of the eminent women in Muslim community. In a span of 13 years now, Oasis has grown to over 1125 students across Montessori to Grade 10. Oasis has a Vision to set standards in raising a God conscious, knowledgeable, well balanced and responsible generation of lifelong learners possessing skills and attitudes necessary to positively influence society.
22. It strongly postulates that it has established a school of excellence, focusing on child-centered education for all students. The School is affiliated to the University of Cambridge, following the IGCSE Syllabus. Cambridge International Examinations (CIE) is the world's largest provider of international qualifications.

Oasis pre-school follows an enriched Montessori Programme integrated with the International Early-years curriculum. The Primary School follows the Cambridge International Primary Programme (CIPP) of International Examinations (CIE). Cambridge Secondary 1 follows a curriculum leading to Cambridge Checkpoint. At the end of Cambridge Secondary 1, students sit the Cambridge Checkpoint Tests which provide a detailed feedback on students' strengths and weaknesses.
23. The Cambridge Secondary 2(Higher Secondary) follows the IGCSE Curriculum. This Programme is designed to give the students international mobility and provide subjects that are educationally sound and challenging. This institution is the real role model of a minority school for replicating it in to different parts of India.



RECOMMENDATIONS AND PROPOSALS

Committee on Girls' Education constituted by the National Commission for Minority Educational Institutions (NCMEI), Ministry of Human Resource Development, Government of India, is presenting its Report and Recommendations for all concerned. A number of suggestions and proposals have emerged during the close interaction of the members of NCMEI and its Committee on Girls' Education with policymakers, regulators, education providers, social activists, functionaries of NGOs, community leaders and the like. Moreover, several interventional measures have been put forth by experts as the conclusions of their researches and studies on girls' education in general and minority girls in particular; which have been integrated herein. The regional conferences and seminars organised on the behest of NCMEI and Committee on Girls Education have also resolved on several steps to be taken up for ameliorating the educational conditions of minority girls. After an attentive consideration to most suggestions, proposals, and recommendations, the Committee has reached to the following as its recommendations and proposals to all concerned.

Creating Culture that Foster

Equality and Promote Affirmative Action

1. The first and foremost thing for promoting and ensuring improved girls' education is the building of appropriate environment for the same. As a plant cannot grow properly in unfavourable conditions, so is the case of any section of society. An affirmative or the positive discrimination is essential for bringing such social groups out of their malaise. It has been pointed out in the Report that the 'minority syndrome' plays a negative role both on the declared minority of the nation and on its majority as well. The Indian proverbial statement 'unity in diversity' needs to be internalised more effectively in the educational system. All people of the country should enjoy development opportunities while keeping their respective identities intact if they so wish, this is the real message of the said statement.
2. It has been observed that the officials do blame the concerned minority communities as major factors contributing to their own backwardness, whereas the leadership of these communities hold the establishment and its machinery responsible for all their problems. This trend must change; the blame game should be relinquished by both of them and the environment should be built for mutual cooperation in the nation building. For this purpose, closer interactions are required between the officials and the community leadership for a better interface of public aspiration.

The Constitutional ideals of secularism and social justice should have a major say in public life. For this purpose, suitable course contents should be introduced in teachers' education programme. Moreover, the refresher courses and academic development programmes run by the government should also make such contents as their integral part. Teacher sensitisation programmes may be organised at different levels from time to time for promoting communal harmony, which is not only essential for the peaceful development of minorities but that of the country as a whole. At the time of appointment of a teacher it should be a condition that he/she will promote communal harmony in the educational system and any contrary act will cause cessation of his/her service. The communally motivated teachers serving the public system should be identified and warned for their anti-constitutional behavior and, if required, should be terminated for the same. Educational institutions in public domain should not be used for the promotion of a particular culture and a true secular environment should be maintained in the government schools. The National Commission for Minority Educational Institutions or the National Minority Commission or the proposed Equal Opportunity Commission should be entrusted with such powers that they could deal with teachers and institutions failing to comply with the same, in a strict manner and if need be, penalized.



3. Legal framework needs to be strengthened. Public grievance cells/sections should be established at least at the district level so that a formal interaction of the officials and aggrieved people could be possible and concerned matters may be resolved as conveniently and timely as possible. The officials should participate in community-based programmes on education more frequently and express views and hear the public voices on matters of mutual concern. This will reduce the mutual suspicion that prevails and promote a spirit of cooperation in the best interest of the country. The executors can understand that minorities require 'handhandling' approach as regards their progress and development as has been adopted in the case of SCs/STs and in return this will unleash their energies for the nation building in a great way.
4. A section of political leadership, bureaucrats and media sees minority people and their issues with a communal slant, which can be better avoided. Concerted efforts must be made to establish the fact that citizens of minority community are like other citizens of the country. Those who lag behind needs to be integrated with the main stream through an affirmative action. Members of minority communities too should play a creative and constructive role to join the mainstream and assert their rights.

The real issues of minorities of the country are education, development, security and mainstreaming and not the cultural differences and a discrete belief system, as India has already embraced pluralism as an essential characteristic of its social existence. A law should be enacted to ensure realisation of the ideal of 'fraternity' as enshrined in the Constitution. The said legislation and the due mechanism for its implementation would be effective in the promotion of mutual love and affection among various communities of the country and in the reduction of impact of hate campaigns carried out in the country with some ulterior motives.

5. Education is an instrument for realising future India. The Constitutional ideals of secularism, democracy,

socialism, federalism, freedom, justice, equality and fraternity should be inculcated through scrupulously designed curricular contents. The textbooks should develop the budding Indians on these great ideals rather than on communal and sectarian lines which can only harm the country and its citizens in an unimaginable way. The concerned policymakers, experts and executors in the regulating bodies, educational institutions and the textbooks developers should be sensitised to earnestly take care of these Constitutional obligations while performing their daily obligations.

6. As India has embraced secularism, democracy and pluralism as the way of life, the teaching community, the community practicing different arts, writers, painters all should be allowed to express their viewpoint in a flexible manner. The freedom of expression should not be curtailed on the pre-text of tolerance or insensitivities. The dress code, cultural events, interpretation of history, extracurricular activities, etc should give vent to the perpetuity of the cultural mosaic that is India. The minority students especially girls should be allowed to wear the school uniform according to their cultural traditions if they so chose to adopt. The school community should emphasize on the culture of tolerance and mutual respect. In order to generate such an environment suitable mechanism should be considered while formulating norms governing educational system.

Infrastructure Development

7. This has been pointed out again and again that minority girls generally prefer to dropout after their elementary education basically due to non-availability of secondary level institutions within a safe distance. Moreover, the numbers of primary, middle, secondary and senior secondary schools in the minority concentration areas are quite inadequate. Therefore, institutional development in such areas remains a foremost cause.
8. Minority schools or general schools should be scrupulously planned in minority villages, blocks and districts, situating them in a way that could encourage



minority girls to join them in large number. The Multi-Sectoral Development Programme (MSDP) should be properly used for this purpose. There should be instructions to the DMs in bold letters that MSDP should mainly be implemented in minority concentration localities/residential blocks in a way that the prime beneficiary of the scheme should be the members of the minority communities. In this regard, village/locality, block and district wise committees of members of minority communities should be formed to place the proposals according to the local needs and the officials should translate the requisite aspirations into a technical proposal to the Ministry of Minority Affairs (MMA). The local committees should by norm provide a copy of their proposal directly to the MMA for record and monitoring. These committees should also be given mandate to monitor progress of the MSDP projects in their respective jurisdiction.

9. The scheme 'Infrastructural Development of Minority Institutions (IDMI)' should not only be continued but should be modified in a way that the previous shortcomings may be removed. The NGOs promoting development of minorities, particularly girls education, should be encouraged to get benefitted from the scheme in an effective way.
10. Establishment of more and more girls' hostels and working women's hostels remains a consistent demand as a strategy for enhancing educational attainments of the women. Therefore, it seems an appropriate proposal to establish minority girls' hostels in all towns and cities having a minority population of fifty thousand or more. In such hostels, it must be made mandatory to appoint the warden from the minority community. It is also possible to establish such hostels through suitable NGOs working in the area or in the PPP mode.
11. Multi-stream residential schools and professional institutions exclusive for girls have been found proper over and over again for promoting minority girls education in a significant way. The Ministry of Human Resource Development (MHRD) had an apt scheme in this regard a few years back and a few

institutions have been established with the support of central government. However, the MHRD has scrapped this scheme from its purview. In the wake, it is proposed that in all the 90 MCDs, one multi-stream residential school exclusively for minority girls should be established in each of the designated districts. 15% of the proposed Model Schools under the scheme of central government should be allocated to the NGOs working for the educational development of minority communities so that they may establish and manage model schools for boys and girls of the communities. If required, 50% quota for non-minority communities may be fixed in such schools.

12. While realising the inadequacy of institutions for minorities or in minority concentration areas, 7% seats in central schools, Navoday Schools, Model Schools, ITIs, polytechnics and professional institutions and in the government run girls hostels be fixed for the deserving girls of minority communities with a rider that the Muslim girls shall have the first right on 5% of such seats.

Support System

13. The role of NGOs in the process of community development is increasing with the passage of time and the central and state governments are allocating huge funds in the social sector. However, there is a dearth of non-government organisations working exclusively among Muslims and Buddhists communities. For other minorities such as Christians and Sikhs, quite a good number of NGOs are working and serving the interest of the members of the respective communities. Therefore, there is need to motivate local Muslim activists to form associations committed to community development in large numbers. Moreover, most of those NGOs which are already serving the community lack due capacity in terms of information, training, documentation and resource management. therefore, state-wise or if required district-wise capacity building workshops should be organized. This must be supported by the Ministry of Minority Affairs (MMA). Some departments of the central government provide



incentives to voluntary organisations working in some specific fields. In the same way, the MMA may also earmark some funds for NGOs doing noteworthy work for women development and girls' education.

14. The Village/Block/District Education Committees proposed hereinabove should also work to promote girls education and generate awareness in minority communities in a systematic manner, apart from helping the administration in planning, monitoring and executing local projects under the MSDP. They can assist local NGOs in their capacity building and dissemination of useful information. The District Magistrates should be authorised to form these committees with the given mandate while involving active and committed social workers of minority communities. If need be, at the most, one-third members of the committee may be from other communities but they should have a proven record of community development experience with secular credentials.
15. The leadership of the minority communities, particularly the Muslim, should form education funds for supporting higher and professional education of deserving students. A part of it should be reserved for girls. Already some organisations in Delhi, Lucknow, Kolkata, Hyderabad, Banglore and Pune are extending service to students of the community and thousands of able aspirants are pursuing higher education due to this kind of support. The MMA can encourage such community-based initiatives by arranging matching grants specifically for girls' education. Already the ministry is supporting thousands of students of minority communities through its varied scholarship scheme. However, the introduction of matching grants, for instance 20% of the funds accrued in the community-based education funds, will greatly encourage the community initiatives and ensure closer interaction of noteworthy NGOs with the MMA. Moreover, such funds can be utilised for diversified needs such as purchase of land for a school building in a remote/underdeveloped area, meeting out deficit of sums

required to elevate standard of an institution, as seed money for undertaking a new educational venture, supporting capacity building schemes, and the like. The community-based funds should earmark a specific portion of its resources for promoting girls' education.

16. Educational awards and other incentives should be instituted by the government and/or the communities so that those individuals and organisations serving community development in a noteworthy way may be encouraged to do more work or others may have a demonstrative effect on their functioning. Maulana Azad Education Foundation instituted a Literacy Award a few years back, which has made its own impact on the community development activities. However, it has been withdrawn after some years. Such government awards may be constituted for encouraging the creative and genuine contributions from the concerning community itself for girls' education.

Prime Minister's New 15-Point Programme

17. The revised Prime Ministers 15-Point Programme ensures "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". It also provides that, wherever possible, 15% of targets and outlays under various schemes should be earmarked for minorities. However, the eleven schemes which are supposed to benefit minority people in the prescribed manner could not unfold their desired good during some past years. Many of these schemes could have directly or indirectly benefitted minority girls. In order to streamline the schemes for achieving their respective targets, some more rigorous guidance and monitoring of the PMO is required.

Literacy Drive

18. There is a need for targeted intervention in eradication of the menace of illiteracy, particularly in the context of educationally backward minorities. The identified 20 districts with minority concentration and lowest



female literacy deserve to receive special attention in this regard along with other dark pockets. (Vide Table-X) Not only the Sarva Siksha Abhiyan (SSA) but also the department of adult education should launch schemes for this purpose. Local NGOs and community leaders having an ensured sway on minorities may be involved. The innovative approaches emerged in the field of education in different parts of the country in some previous years could be a torch bearer as regards promoting adult education, in which female literacy was emphasised rather than male literacy for making the localities 100% literate in a decade's time. Wherever required the lingua franca of people should be the medium of instruction, such as using Urdu in the Muslim localities.

19. In the identified districts, the government machinery should chalk out village and blockwise action plans for targeting the black spots. Sufficient resources should be ensured for mobilisation of public support, IEC material, classroom needs, textbooks, certification and promotional activities. It has been observed that SHGs play a significant role in the promotion of literacy and education among women. Therefore, this tactics could also be used in the identified localities by linking education with material gains. Special drives and women educational conferences should be held in each block of the chosen districts for making the process massed-based. Experiences under the SSA in different parts of the country and those explicated in this report desire to be judiciously welded into the local plans. TV channels popular among local communities can be engaged to display relevant adds for the promotion of literacy and education.

Admission Drives

20. A number of NGOs in different parts of the country launch admission drives for enhancing enrolment rates. This method can be ensured in the minority concentration areas, particularly in the 15 identified districts, by engaging local NGOs through a small grant each year till satisfactory level of female literacy is achieved over there. The NGOs, running

their own institutions in the identified localities and serving minority children in a significant way, may be preferred. The MMA/SSA should execute and monitor the scheme. This is expected to immensely reduce the number of out-of-school children of minority communities in different parts of the country.

Scholarships

21. Scholarship remains one of the most effective tools of promoting education and the MMA is sponsoring several schemes for minority students for quite some time. Although there were some problems in their satisfactory execution during the early phase of their launch, however, it seems that things are coming on the track with the passage of time. However, certain modifications are suggested here for their better consequences.
22. It has been pointed out in this report that the girls of minority communities are nearing to universalisation of enrollment rates up to elementary level of education. Therefore, the quota for girls in the primary and upper primary sections under the pre-metric scholarships should be increased from 30% to 50%.
23. Now it is a known fact that Muslim students are not receiving scholarship amounts at par with other weaker sections. Therefore, this deficit in the affirmative action as regards different SRCs needs to be done away with. At least minority girls if not all minority students should be offered scholarships and other benefits equal to the ones received by the students of SC/ST communities.
24. There is also an apparent discrimination in deciding the creamy layer for SC/ST and minority families in the eligibility criteria for scholarships. This discrepancy must be rectified for ensuring better participation of minority boys and girls particularly in higher and professional education.

Quality Education

25. Quality education is a moot question in educating backward minorities. Children of educationally



backward minority communities hardly receive quality education in elementary and secondary levels, resulting into heavy dropout from schooling. In this regard model schools and Navodya Vidyalaya must be established in the vicinity of minority concentration localities or such institutions should be specially established for the minority children. The institutions already serving minorities with a good track record should be encouraged to improve their standard by financial support and other mechanisms. Besides, soft loans should be arranged through National Minorities Development and Finance Corporation to NGOs and institutions for establishing quality institutions and institutions of excellence. The interest incurred on the loans should be subsidised by the government and the term of repayment should stretch to 20-25 years. Backward areas and exclusive girls' institutions may be given priority under the scheme.

26. The existing institutions can be supported by the government for expanding their services while linking them with the NAAC accreditation or as an incentive for the same.
27. Teacher training programmes and refresher courses run by different government bodies for the improvement of quality of minority institutions should be intensified.

Relaxation in Norms

28. The regulators of school and professional education have set appropriate norms for ensuring quality and homogeneity of the products. However, these norms are often scaled up to dissuade the increasing number of applicants. It has been seen that even government sponsored institutions are not fulfilling the given norms in a perfect manner and their functioning is just ignored but the private initiatives are forced to comply by these norms without any compromise. Among the private initiatives some are commercially oriented; whereas others are socially oriented and needs some favourable treatment on the part of regulators. Moreover, the community

initiatives from backward sections suffer from lack of resources at least at the initial stage. In the wake, some time bound relaxations in the prescribed norms can be given for establishing schools, vocational centres and professional institutions by the community oriented associations. A criterion of turn over may also be fixed for distinguishing strong and weak associations for the desired favour.

Vocational Linkage

29. Vocational skill is what the educationally backward minorities needs the most for retention of children at secondary level of education as well as for assisting those who left schooling to carve out once again somewhat a better future. It is also important for girls of educationally backward minorities to acquire some skill simultaneously or on the cessation of their education to learn something which could help them in adding to the family income. In this backdrop, vocational educations are required to be encouraged through some suitable mechanism in the institutions for girls as well as boys. Parents can be impressed through publicity that their daughters will acquire some gainful skill along with general education.
30. The NGOs working for the uplift of minorities may be given facilities to establish skill development centres in the areas of their high concentration in the form of easy registration, meeting the establishment cost and in value addition support in their services. Such NGOs that are dedicated to minority and other girls may be given priority.

Distance Education

31. It has been discussed in this report that distance education could be a magic potion for alleviating conditions of educationally backward communities since it is the only way for cheap, flexible and easily accessible source of mass education. More and more associations working for the cause of minority education in general and minority girls' education in particular may be linked to establish study centres in minority concentration districts and blocks. The NIOS, IGNOU, MANUU and other bodies should launch advocacy programmes particularly



in the MCDs and in urban localities having larger populations of minority people and affiliate as many organisations as possible for distance courses. If required certain norms may be relaxed and fee waived for minority girls.

32. The MMA should prepare a booklet on opportunities in distance mode of learning for distribution among the concerned circles for a wider information and mobilisation of as much cooperation of individuals and their associations of the minorities as possible. The booklet should be in such languages which are vogue among the pertaining communities.
33. Urdu must be offered as a medium of instruction in all distance education courses and students of madrasa background should be allowed to join these courses according to their background and if required they should be offered bridge courses to switch over from their traditional line to some modern subjects.
34. All out efforts should be made through publicity, special advocacy programmes and involvement of local NGOs for enrolling as many minority girls with distance education as possible.

Remedial Coaching

35. On the pattern of SCs/STs, the government should facilitate remedial coaching for weaker students of minority communities. Due provisions should be made for attending the needs of girls of these communities.
36. Special coaching should be sponsored by the government through suitable NGOs for elevating the level of educational performance of minority students, especially of girls. Certain experiments in this regard in Pune, Aligarh.
37. Patna and Kolkata have spawned encouraging results and, as a corollary, a number of coached students have scored 10-20% more marks in their examination and have thus brightened their career. If the public funds are available for such a coaching then it will immensely improve the performance of minority students including girls.

Entrance Coaching

38. The government is already funding through the MMA fee compensation to students for their entrance coaching through selected institutions. Seeing the utter backwardness of minorities in some states, the government must establish some quality coaching institutes for minorities in the respective states such as Rajasthan, Uttar Pradesh, Bihar, West Bengal and Assam. Such institutes can also be opened in the PPP mode or by engaging already existing reputed institutes. Residential support will be a great help to the students. Minority girls moving to Kota and other cities for their better preparation for entrance examination deserve to get total public support. Candidates may be selected on the basis of their performance in high school examination and may be compensated for their coaching bills.
39. Several NGOs are preparing aspirants of minority communities for their entrance examinations to central universities and institutions of excellence for years together without any government support. They should be surveyed and the selected ones may be offered through the MMA some incentive to carry on their noble cause.
40. The facilities for entrance coaching of minority students should be brought to the level of what the SCs/STs are already getting.

Targeted Intervention

41. There are specific localities (e.g. slums), social (e.g. Biradaris), occupational (e.g. Bidi and garment workers) and nomadic (e.g. Gujjaras and Saperas) groups and other marginalised sub-communities among the minority people of the country which needs targeted intervention for alleviating their educational and social backwardness. A large number of women and girls of these groups and localities are illiterate and keep themselves engaged in menial works for sustenance. Under the SSA or any particular scheme, innovative ways may be deployed for bringing them out of the spiral of underdevelopment.
42. If need be, NGOs may be encouraged through



specific mechanism to work for the targeted intervention while utilizing the most of innovative methods. Care must be taken that the present occupations in which women and girls are engaged in large numbers should not be disturbed at the first place and they should better be taught regularly for a while at their work place itself after taking employers into confidence. Any educated woman or girl can play a peer role and teach woman workers at the workplace, and if required they can be paid some allowance through the supervising NGO.

Mother Tongue

43. Mother tongue has a great effect on the learning behaviour of people. However, there is a common perception that, generally speaking, officials feel disinclined to encourage learning through Urdu. In order to address this concern, it is proposed that in areas/localities where Urdu speaking people have a significant population, officials must be made to learn Urdu for their better communication in public dealing. Government has already executed a scheme for police and people engaged in judiciary to learn Urdu for having proper access to documents written in the language.
44. In predominantly Urdu speaking areas/localities girls should be offered to get educated through Urdu also. It has been accepted as a principle that government schools will have an Urdu teacher in areas/localities having 10% population of Urdu speaking people; however the posts are generally not filled and the teachers who get appointment as an Urdu teacher are involved in teaching other subjects. It needs proper way of execution and monitoring. There should be some sort of accountability of the concerning officials and those defaulting should be dealt with strictly.
45. It has been seen in Mewat and some parts of Uttar Pradesh that the initial hesitation of Muslim parents to send their daughters to nearby private schools went away when they were told that Urdu and Arabic is also taught along with modern subjects. This has increased both enrollment as well as retention rates. This experience can be generalised by the

government schools as well as private schools not run by the community itself.

Parent Literacy

46. Suitable scheme for parent literacy needs to be adopted by both the government and private schools, especially that of mothers. The PTA's can be utilised to sensitise mothers to have basic learning at home through their own daughters/sons or some special classes can be operated in the institution itself or elsewhere.
47. TV channels effective in the identified areas/localities may be used for the promotion of general literacy along with the importance of mother's literacy and education.

Commuting Incentive

48. The commuting incentive is proving a successful technique for enhancing girls' enrollment in higher classes at distant institutions. The states of Bihar, Madhya Pradesh, Chhattisgarh and West Bengal have adopted the scheme of distributing free cycles to the girls opting to continue their studies beyond elementary level. The innovation of Nayab Foundation in providing free commuting for girls of villages may also be seen as an innovative approach. Therefore, it seems pertinent that the Ministry of Human Resource Development takes up this unique experiment for augmenting enrollment and retention of minority girls in the upper primary and secondary levels of education through local schools. The private institutions may also provide this incentive through the proposed Education Funds.
49. It has been observed that during the examination period as private students or for attending regular classes a large number of girls commute almost daily by bus or train from smaller towns/villages to major towns or cities around. Girls of weaker sections may be compensated for movement required for pursuing education beyond the local levels or be allowed to commute free of charge on showing ID cards. Due publicity should be made to attract more and more girls to avail the benefit.



Leadership Development Programme of Minority Women

50. The Ministry of Minority Affairs has planned this scheme in 2009-10. Unfortunately, it could not be executed due to different reasons. This scheme is very important for promoting education among minority women in the long run. The central government may reconsider to take up the scheme for its early implementation. Local NGOs working for the minority cause should be given preference under the scheme.

School Health Programme

51. School health programme is run by several state governments. However, this is limited to government institutions and that too in a mechanical way. This scheme should be extended to all minority schools and registered madrasas in an effective way.

52. Girls have their specific health problems, especially as adolescents. The school health programme should target minority girl students through some effective mechanism. Some provisions under the SABLA may be useful.

Mid-Day-Meal scheme

53. The scheme of Mid-Day-Meal can be extended to minority girls' schools run under voluntary initiatives and girls' madrasas for enhancing enrollment and retention rate.

Social Reformation

54. Social reformation within the educationally backward communities has been a persistent need for educating their woman folks. Already a lot of change can be observed in the demolition of various taboos. A number of stigmatic tendencies have got removed or reduced from these communities with the passage of time. Yet, woman education has not got as much importance among them as it should be. For this purpose women education conferences must be organised by community leaders and NGOs for the cause. Literature for awareness and advocacy should be systematically developed and disseminated among people for their attitudinal

change. Committee on Girls Education has done a tremendous work of community mobilisation through thematic conferences and seminars. Such a trend should be carried on. These conferences should focus on importance of education, child marriage, child labour, parent literacy, etc.

55. Women education can be promoted among Muslims by emphasising the fact that Islam's injunction about acquiring of knowledge renders it obligatory on all Muslim men and women. Thus, illiteracy is a sort of sin and scourge, which is unacceptable in the tenets of the faith. Laying responsibility of the educational backwardness of Muslims on Islam is neither justified nor substantiated; it can only annoy members of the community. Therefore, during the discourses with the community as regards educational attainments it would be advisable to positively take Islam as a catalyzing element and not as an inhibiting one.

56. Peace within the family is very important for nurturing children. However, in several families this does not exist. Domestic violence is on the rise in Indian families. Minorities are no exception to this. Family counseling can play a great role in making things better. The NGOs working among minorities should ascribe themselves to this additional responsibility as an auspicious cause. If required, specialised NGOs may take up the task in an effective manner. The government should earmark funds for minorities in its pertaining schemes so that genuine NGOs may be encouraged in bringing peace to families, which may lead to the formation of a conducive environment for educational betterment of the affected families.

57. A number of perceptive barriers are affecting educational attainments of minority girls; such as value and employability of education, impediments posed by the majoritarianism, a common perception that view modern education as an anti-culture process, and the like. Such barriers need to be dealt with in a systematic manner during pertaining discourse with girls and their parents. Education should not be treated just a means to acquire employment or as an economic activity but as a virtue in itself. They should be impressed upon that the country is



based on secular and humanitarian ideals and the constitution guarantees equal rights to all its citizens. The opportunities for minorities are aplenty and Christians and Sikhs have performed well in the field of education and economic advancement and there is no reason why Muslims and Buddhists cannot achieve progress if they revive their self confidence and work hard. Educational discourses with minorities can be planned while keeping the above-mentioned and other perceptive barriers in mind.

Self Help Groups

58. Self Help Group (SHG) has been found as an effective instrument of social change, particularly of women, and besides economic benefits the group members learn a lot of things during their mutual interactions; such as importance of education, human and civil rights, health & hygiene, communal harmony, etc. If SHGs are systematically promoted among minority women, they will exert positive effect upon girls' education as well. The women from minority communities networked into SHGs will gradually become pliant to social change and would be more confident as a consequence to get their daughters educated in a meaningful manner.
59. The SHGs will also enhance decision making power of minority women in their families because of social education and earnings in the group activities.

Women Entrepreneurship

60. One perceptive barrier in the mind of minority people in general and their women sections in particular is that by sending their young daughters to schools will bring nothing significant to their lives whereas they will have to forgo whatever they could earn for the family. Training in entrepreneurship and the ensuing benefits will do away with this wrong thinking and will have an immense impact on the turnover of girls of educationally backward communities.

Right To Education

61. Enactment of Right To Education Act and its execution from 1st April 2010 onwards raised many questions from minority communities, apart

from others. Consequently, it has been placed for amendment in the Parliament. It is hoped that it will be promulgated in the amended form soon to ensure certain basic provisions for empowerment of minority communities.

62. Several Indian and other experts have pointed out that de-scaling of the curricular targets of primary and upper primary levels is essential in the wake of the fact that a large number of children of slum localities and villages especially those from weaker sections of society are unable to follow the prescribed course with the same pace as other students. Therefore, it is incumbent upon the educational system to consider scaling down of the curricular targets for such children so that they can learn things with their own natural pace.
63. The experiment of Rishi Valley or Nali Kali schooling is becoming popular day by day and it can be simulated at the national level. Teaching practices in government schools can be rectified accordingly, as well.

Integrated Child Development Scheme (ICDS)

64. The ICDS is playing a key role in promoting education among weaker sections of the country, especially women. However, in minority concentration localities, especially in Muslim colonies and villages, the Anganwadi centres run under this scheme could not succeed much in attracting Muslim families simply due to faith deficit among Muslims about non-Muslim workers coming from outside localities. Therefore, there is a growing demand for engaging Muslim workers in such localities and areas for the success of the scheme in extending its desired benefits to such people.

The Rajiv Gandhi Scheme for Empowerment of Adolescent Girls - SABLA

65. The scheme called SABLA has been launched recently by the central government by creating a corpus of Rs 1000 crore for addressing multi-dimensional problems of adolescent girls, especially to up-grade their skills. A targeted benefit of the scheme can be provided to minority girls through some agreed mechanism.



Madrasa Education

66. Sachar Committee has shown that out of the total Muslim children getting any sort of school level education, only less than 4% opt for madrasa-based education and that the gender pattern in this traditional way of education is almost 50:50 for boys and girls. Though Madarsa education is a contentious issue yet, considering the fact that these play an important role, the madrasa system may be linked through state madrasa boards or such bodies as NIOS/MANUU in a significant way then it is likely to benefit a large number of youngsters, especially Muslim girls. There is a need to provide some optional format for involving more and more madrasas in a formal way for providing their products the opportunity to choose career from varied alternatives.
67. The madrasas, running exclusively for girls, deserve to be given preference in any scheme for these traditional institutions, such as the SPQM, since they are extending a useful service to the community by educating its daughters. Women NGOs and activists may be consulted as the part of the process.

Social Auditing

68. People should be encouraged to undertake social auditing of neighbourhood schools so that their functioning may improve. Auditors' genuine complaints and suggestions must be honoured by the grievance cells or through any other mechanism.

Reservation of Jobs

69. The standing demand of minorities for implementation of Justice Rangnath Mishra Commission's recommendations making provision for 15% reservation of government jobs and seats in educational institutions for minorities needs to be given a sympathetic treatment since the very hope of getting due employment in the government system will immensely boost up educational attainments among educationally backward minorities, including girls.

Information Cells

70. The NGOs committed for the uplift of minorities may be encouraged to regularly provide information to youth of minorities as regards educational and placement opportunities. In West Bengal, the SNAP, an initiative of minority youths, has been extending a useful information service through SMS and email for quite some years and the state government has chosen it for financial support to do the work in a more effective way. The other state governments may be encouraged to identify some minority-based NGOs to take up the task of dissemination of information in the respective state in an effective way.

Female Teachers

71. The report indicates that the very presence of female teachers in more number in a school reassures participation of girls in good number. In this regard, the government can encourage establishment of exclusive teacher colleges for women with a quota for minorities or minority teachers colleges for women so that sufficient number of female teachers from minority communities may be available for playing their distinct role in the nation building.

Minority Representation in Decision making Bodies

72. It has been a consistent demand from minorities and experts that members of minority communities should be included in decision making bodies in sufficient numbers so that aspirations of a large number of Indian citizens can be given a healthy and egalitarian vent.

New Mandate for the Committee

73. The Committee on Girls Education, constituted by the NCMEI, has discharged its responsibilities in a way that it could sensitise thousands of functionaries of NGOs & institutions, experts, community leaders and social workers as regards girls' education. It has also played an intense role for developing the network of education providers to minorities and the government bodies for working together on a



common cause. It is proposed that the Committee needs a new mandate for consolidating its whole exercise in the first phase. Moreover, the Committee can be assigned to execute any of the recommended functions. Its main future role can be in the field of awareness and advocacy, which it has already played in an effective way in the first lag of maneuvering.

Reservation Policy

74. Reservation policy of the GOI with regard to admission of students in educational institution is not advantageous to Muslim in anyway. When compared to members of other religions and communities, socially and economically Muslims lag behind. As observed, first generation students still flow into the stream of higher education which is a distinct sign that Muslims need consideration in the matter of reservation policy. The 3.5 percent reservation (within the quota for Backward classes) does not help the community to enter into any stream of Education. In some way or other it indirectly denies Muslims, access to Higher Education particularly Professional Courses. So it is felt necessary that separate quota system shall be provided in the reservation policy rather than allocating a percentage within the quota for Backward Classes. For this, the percentage of Muslims in a particular state may be taken as basis and the percentage of reservation may be provided accordingly in centrally funded institutions of excellence in India.

Secularism under the Constitutional framework of India

75. As for social control is concerned in addition to laws, customs, conversions and fashions etc religion and morality formulate and shape the human behaviors. Behaving in accordance with the norms laid down by religion is righteous and going against them is 'sinful'. India is a secular country. The word 'secular',

a new amendment to the preamble in 1976, has not been defined or explained under the constitution. A 'secular state' means that the one protects all religions equally. It should not uphold any religion as the state religion. As per Article 25, the constitution of India recognizes the freedom to profess, practice and propagate the religion. The constitution does not define religion. The Supreme Court defines Religion as a 'Religion is a matter of faith with individuals or communities and it is not necessarily theistic. A religion has its basis in a system of beliefs or doctrines which are regarded by those who profess that religion conducive to their spiritual well being. A religion may not only lay down a code of external rules for its follows to accept, it might prescribe rituals and observances, ceremonies and mode of worship which are regarded as integral parts of religion and these forms and observance might extend even to matter of food, dress and style.

76. Article 26(b) guarantees to every religious denomination the right to manage its own affairs in matter of religion. The expression 'matters of religion' includes religious practices, rites and ceremonies essential for the practicing of religion. As for Islam, one of the five pillars a Muslim should observe it to offer prayer (salat) five times a day prescribed as per Islamic calendar. Wearing a cap, keeping a beard etc. by men and wearing purdha by women are the integral part of Islam and an identity too. Article 25(2) emphasizes that nothing in the articles of the constitution shall effect the operating of any existing law or prevent state from making any law detrimental to any religious faith and practice. So any institution in the state shall not prevent a member of Muslim Community from the compulsory requirements of five times worship and the integral identity of a Muslim men wearing a cap and keeping a beard and Muslim women wearing purdah (as provision given



PROPOSAL FOR BEGUM HAZRAT MAHAL WOMEN'S TECHNICAL UNIVERSITY



Begum Hazrat Mahal has left a mark on history of Oudh. Spread the flame of freedom in the length and breadth of Oudh.

By

Prof. Qamar Rahman Ph.D. FNASc, DSc (hc), Member, Committee on Girls' Education, NCMEI

77. Education is important not only for the full development of one's personality, but also for the sustained growth of the nation. Right to Education, like all human rights is universal and inalienable. Education is a powerful tool by which economically and socially marginalized adults and children can lift themselves out of poverty and participate fully as citizens. It is one of the most important means of empowering women with the knowledge, skills and self confidence necessary to participate fully in the development process. If a woman is educated, she improves the society thus, contributing in the progress of the country.

Elaborating on the concept of development, Prof. Amartya Sen said that empowerment of women is one of the main issues of development, and one of the factors involved is women's education. For an educationally backward community that the Muslims are, the question of women's education is even more pressing.

Women education in India plays a very important role in the overall development of the country. It not only helps in the development of half of the human resources, but in improving the quality of life at home and outside. Educated women not only tend to promote education

of their children, but also can provide better guidance to them. Moreover, educated women can also help in the reduction of infant mortality rate and growth of the population. Education is a tool of empowerment. It helps a woman to become an individual of choice, to express her own individuality with more freedom. It enables a woman to be what she wants herself to be.

Even today, the women of our country are confined by age-old social stereotypes, family expectations, customs, traditions and beliefs. The condition of women also varies widely between caste, class and religion. The division is prominent even among the rural and the urban groups. The women and girls of the minority communities are way behind compared to the condition of their urban middle-class counterparts.

The condition of Muslims in India is pitiable. As it has been reported by the Sachar Committee Report (SCR), Muslims are virtually lagging behind all other communities and a trend of relative deterioration is observed in almost all spheres of day-to-day life. Especially in the field of education, the situation is of grave concern. The committee has emphasized on the following for their lagging behind:

- Poverty
- Poor access to schools
- Muslim neighborhoods are merely centers of low quality education
- Low expectation of return from attending schools is another factor for lack of motivation towards education.

According to the 2001 Census data, while only about 7 per cent of the overall population aged 20 years and above are graduates or hold diplomas, this proportion is less than 4 % amongst Muslims. Besides, those having technical education at the appropriate ages (18 years and above) are as low as 1% and amongst Muslims, that is almost non-existent.

What Sachar Committee Report (SCR) had found out has recently been reconfirmed by the National Sample Survey Organization (NSSO) report titled 'Education in India (2007-08): Participation and Expenditure'. One of the findings of the report is that Muslims still are the most backward section in terms of education---a much lower size of Muslim population eligible for higher education. These findings not only establish that there is little empowerment of Muslims but also discards even the misconception regarding minority appeasement.

In a UNESCO publication, "Education in Asia and the Pacific", Raja Roy Singh has rightly written: "The dynamics of education and its role in each society in development and transformation make it essential that education continuously renews itself in order to prepare for a future rather than for obsolescence. This renewal process derives from a variety of sources which include: the growth of human knowledge, which is the basic component of education; the heritage of collective experience and values which education transmits to the new generations; the means and methods of communication by which knowledge and values are transmitted and the new values and aspirations which the human spirit adds to the collective experience and wisdom of the past or by which the heritage of the past is reinterpreted and reassessed."

As education is the means for bringing socio-economic transformation in a society, various measures are necessary to enhance the access of education to the marginalized sections of the society.

Thus, in the above context, for the progress and

development of the country and its people it is very important to educate women from all spheres of society and especially to give more emphasis to sections of the society which is lagging behind.

I have chosen Lucknow as the State which was famous for political advancements, its unique culture, its sophisticated ethics, now is way behind. Uttar Pradesh (UP) does not have any women's University where as some states like Rajasthan, Karnataka and Andhra Pradesh do have. These states are more advanced in Education than UP. In a big leap to support women agenda the Delhi government announced capital's first Women's Technical University, by upgrading the Indira Gandhi Institute of Technology (IGIT), Delhi's exclusive engineering college for women.

As science and technology plays a very important role in the Economic, and Social development and Globalization, there is a growing realization that by not allowing the creative talent of women to be expressed through their involvement, society will be at loss, and something needs to be done to make scientific research more gender-friendly. Lucknow being the Capital of UP needs to empower women through education as the demand of the time, that too, technical education. As mentioned above technical education among women is lacking and especially among minorities is almost nil.

I therefore propose a Technical University for Women in Lucknow in the name of Begum Hazrat Mahal.

Begum Hazrat Mahal was a great Indian freedom-fighter who played a major role during India's First War of independence (1857-58). "She wiped out the blot of cowardice from the face of the ruling family of Oudh." Begum Hazrat Mahal has left an indelible mark on history of Oudh. She spread the flame of freedom in the length and breadth of Oudh.

We are forgetting her. This is high time when we need to remember her and use her name to ignite the flame of education among women of her State. I am sure from this proposed University the light of knowledge will not only illuminate the national level but will also change the international scenario. Let this start as a mark for the development of a new era in the life of girls/women for education.



ANNEXURES



F. No. 7-1/ 2010-NCMEI
Government of India
National Commission for Minority Educational Institutions

Gate No. 4, 1st Floor, Jeevan Tara Building,
 Parliament Street, Patel Chowk, New Delhi.

Dated: 7th January 2010

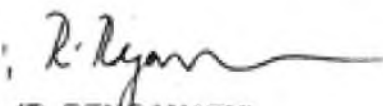
OFFICE ORDER

The competent authority has decided to constitute a Committee on Girl's Education under National Commission for Minority Educational Institution consisting of the following persons:

1. Dr. Shabistan Gaffar, Honorary Chairperson
2. Mrs. Abeda P. Inamdar, Honorary Member
3. Mrs. Atiya Mushtaque, Honorary Member
4. Dr. Seema Wahab, Honorary Member
5. Ms. Sheeba Aslam, Honorary Member
6. Dr. Karen Gabriel, Honorary Member

2. The Committee would look into the pros and cons of the issue to evolve the modalities for providing education of the girl child more effectively and also look into the ways for improving the educational standard of girl child which continues to suffer neglect particularly in the case of Muslim girls. The Committee would also recommend ways and means to ameliorate the bleak situation of the general education of girl child. The Committee would consider the provisions of the Right of Children to Free and Compulsory Education Act 2009 for appropriate implementation of the provisions to ensure universalisation of education of girl child. The Committee would submit appropriate recommendations to the Commission on the matters mentioned above and incidental thereto.

3. The Committee will submit its report to the Commission within a period of six months from the date of issue of this office order.


(R. RENGANATH)
SECRETARY

Copy to:

1. Dr. Shabistan Gaffar, Honorary Chairperson
2. Mrs. Abeda P. Inamdar, Honorary Member
3. Mrs. Atiya Mushtaque, Honorary Member
4. Dr. Seema Wahab, Honorary Member
5. Ms. Sheeba Aslam, Honorary Member
6. Dr. Karen Gabriel, Honorary Member
7. Sr. PPS to Hon'ble Chairman, NCMEI
8. PA to Secretary, NCMEI
9. The Director (MC), Department of Higher Education, MHRD for information.
10. Office order folder.

आर. रंगनाथ
सचिव

R. RENGANATH
Secretary

Tel : 23367759



भारत सरकार
राष्ट्रीय अल्पसंख्यक शैक्षणिक संस्था आयोग

प्रथम तल, जीवन तारा भवन, 5, संसद मार्ग
पटेल चौक, नई दिल्ली-110001

GOVERNMENT OF INDIA
NATIONAL COMMISSION FOR MINORITY
EDUCATIONAL INSTITUTIONS

1st Floor, Jeevan Tara Building, 5, Sansad Marg
Patel Chowk, New Delhi - 110 001

www.ncmei.gov.in

Dated..... 23.12.2009

D.O.No. 7-7/2007-NCMEI

Dear *Dr. Shabistan Gaffar,*

This is to inform you that the Hon'ble Chairman of this Commission has decided to reconstitute the Girls' Education Committee formed by this Commission for promoting the education of the girl child more effectively and submit appropriate recommendations to the Commission. Accordingly the present Committee has been dissolved.

2. The Chairman has decided to nominate your goodself to act as the Honorary Chairperson of the new Committee on Girls' Education. Other Honorary Members of the Committee would be nominated later in consultation with you.

3. Kindly convey your willingness to act as the Honorary Chairperson of the above said Committee and visit the Commission's office on a convenient date to discuss the matter with the Hon'ble Chairman.

With regards,

Yours sincerely,

R. Renganath
(R. RENGANATH)

Dr. Shabistan Gaffar,
A-11, 2nd Floor,
Sunlight Colony, Ashram,
New Delhi- 110 014.



F.No. 7-1/2010 – NCMEI
Government of India
National Commission for Minority Educational Institutions

Gate No. 4, 1st Floor, Jeevan Tara Building,
Parliament Street, Patel Chowk,
New Delhi

Date: 20.12.2010

OFFICE ORDER

In continuation of this Commission's office order of even number dated 07.01.2010, reconstituting the Committee, the competent authority has nominated Smt. Qamar Rahman, 3, Gulzar Colony, Clyde Road, Lucknow – 226001 as Honorary Member of the Committee on Girls' Education under National Commission for Minority Educational Institutions with immediate effect. The other terms and conditions as mentioned in the said office order dated 07.01.2010 would remain the same. (copy enclosed)


(R. Renganath)
Secretary

Copy to:

1. Smt. Qamar Rahman, 3, Gulzar Colony, Clyde Road, Lucknow 226001 with copy of order dt. 07.01.2010.
2. Dr. Shabistan Gaffar, Honorary Chairperson, Committee on Girls Education.
3. ✓ Sr. PPS to Hon'ble Chairman, NCMEI
4. PS to Hon'ble Members (MS) / (CT), NCMEI
5. PS to Secretary, NCMEI

No.7-1/2010-NCMEI
Government of India
National Commission for Minority Educational Institutions

Gate No.4, 1st Floor, Jeevan Tara Building,
Parliament Street, Patel Chowk,
New Delhi, dated 13th August, 2010

OFFICE ORDER

In continuation of this Commission's Office Order of even number dated 7.1.2010, 3.5.2010 and 19.5.2010, the competent authority has nominated Dr. P.A. Fathima, Principal, MES College, Marampelly, Alwaye, Kerala as Honourary Member of the Committee on Girls Education under National Commission for Minority Educational Institutions with immediate effect. The other terms and conditions as mentioned by the said Office Order dated 7.1.2010 would remain the same.


(R. Rengasanth)
SECRETARY

Copy to:

- 1) Dr. P.A. Fathima, Principal, MES College, Marampelly, Alwaye, Kerala -- 683 107
- ✓ 2) Dr. Shabista Gaffar, Honourary Chairperson, Committee on Girls Education, P-1, Ground Floor, Srinivaspuri Extn., New Delhi- 110 069
- 3) Sr. PPS to Hon'ble Chairman, NCMEI
- 4) P.S to Hon'ble Member (MS)/(CT), NCMEI
- 5) PA to Secretary, NCMEI



F.No.7-1/2010/NCMEI – 54571,
Government of India
National Commission for Minority Educational Institutions


Gate No.4, 1st Floor, Jeevan Tara Building,
Parliament Street, New Delhi

Dated the 14th August, 2011

OFFICE ORDER

In continuation of this Commission's Office Order of even number dated 7.01.2010, 4.01.2011 and 31.05.2011, the tenure of the Committee on Girls' Education set up under the aegis of National Commission for Minority Educational Institutions is hereby extended till 31.10.2011. The other terms and conditions as mentioned in para 2 of the said Office Order dated 7.01.2010 would remain unchanged.

2. The Committee will submit its report to the Commission by 31.10.2011 positively.


(D.R. Bhalla)
Deputy Secretary

Copy to:

1. ✓ Dr. Shabistan Gaffar, Honorary Chairperson, Committee on Girls' Education.
2. All Honorary Members of the Committee on Girls Education.
3. Sr. PPS to Hon'ble Chairman, NCMEI
4. PS to Hon'ble Members (MS)/(CT), NCMEI
5. Consultant (A/c)
6. Order Folder

ANNEXURE-II

LIST OF MEMBERS OF THE COMMITTEE ON GIRLS' EDUCATION

Sl. No	Name	Designation	Address
1.	Dr. Shabistan Gaffar	Chairperson	P-1, Ground Floor, Srinivaspuri Extn., New Delhi- 110 069. Ph: 011-26923342, Mob: 09891942245, 09718299385 Email: committeeongirlseducation@gmail.com shabistangaffar@rediffmail.com
2.	Smt. Abeda P Inamdar	Member	Daulat' 963, Nana Peth, Ardeshir Irani Baug, Pune, Maharashtra-411002. 020-26359589, 26333797/98 (O) 26354609, 26352389 ® Mob: 9822022164 (M) Email: prestige_957@hotmail.com
3.	Mrs. Atiya Mushtaque	Member	Heritage Serijan Park, 4th Floor, Block 3, 72, Tiljala Road, Kolkata- 700 046. Ph: 033-22808807, Mob: 09831081964 Email: atiyamushtaque@hotmail.com
4.	Ms. Sheeba Aslam	Member	Din Dunia House, 900, Jama Masjid, Delhi, 110006 Mob: 9312805172, Email: sheeba_atplus@yahoo.com
5.	Dr. Karen Gabriel	Member	15-B, Hindu College Staff Residences, University Road, Delhi- 110 007. 27662151 ®; 9810567570 (M) Email: karengabriel@yahoo. com
6.	Dr. Sumayaa	Member	Principal and Head, Department of Nutrition & Dietetics, T.B.A.K. College for Women, Kilakarai, Ramanathpuram, Tamil Nadu-623 517. Mob: 09443141934 Email: sumayaa.16@gmail.com
7.	Dr. Seema Wahab,	Member	Department of Bio Technology, Ministry of Science & Technology, Block-2, C.G.O. Complex, Lodi Road, New Delhi. 24362338 (O); 24648766 ® Email: seema@dbt.nic.in
8.	Prof. Najma Akhtar,	Member	Head, Department of Educational Administration, National University of Education Planning & Administration (NUEPA), 17-B, Sri Aurobindo Marg, New Delhi- 110 016. 26864409 (O); 26059695 ®; 9899675104 (M) Email: najmaakhtar@gmail.com
9.	Dr. PA. Fathima,	Member	Principal, MES College, Marampally, Alwaye, Kerala – 683 107 Ph. No: 0484-2677104, 2678597 Mob: 09446078587 Email:- mescollegemarampally@gmail.com
10.	Prof. Mrs. Qamar Rahman	Member	3, Gulzar Colony, Clyde Road, Lucknow 226 001, India Tel. 0091 522 2208245, Mobile: 0091 9335229466 Email: qamar_15@sify.com
11.	Mrs. Lovina Khan	Member	Peter's Day Education Society, 34, Ahiripukur Road, PS: Karaya, Kolkata-700019, West Bengal, Email: lovinakhan16@gmail.com, Mob: 09883212744



ANNEXURE-III

List of Seminars, Tours and Meetings appertained to the Committee on Girls' Education

S.No.	Date	State	Place	Event	Organization/Institution
1.	22/11/2009	Jharkhand	Bokaro	Inauguration of the Library Building and 'Seminar on 'Rights and Privileges of the Minorities under the Constitution of India''	Imamul Hoque Law College
2.	02/01/2010	MP	Indore	Annual Convention	American Federation of Muslims of Indian Origin
3.	16/01/ 2010	Maharashtra	Mumbai	Felicitation Ceremony	Modern Educational Scientific and Cultural Organisation (MESCO)
4.	18/01/2010	Gujarat	Ahmadabad	Institutional Visit	Shams Social and Educational Campus
5.	02/01/2010	MP	Indore	Annual Convention	American Federation of Muslims of Indian Origin
6.	28/01/2010	WB	Kolkata	Group Discussion1	Raja bazar Boys and Girls School
7.	28/01/2010	WB	Kolkata	Institutional Visit	Loreto Day School Sealdah
8.	28/01/2010	WB	Kolkata	Institutional Visit	Navjyothi Vocational Training Centre
9.	28/01/2010	WB	Kolkata	Media Interaction	Akhbar-e-Mashriq
10.	29/01/2010	WB	Hooghly	Institutional Visit	Shirazi Foundation
11.	29/01/2010	WB	Kolkata	Institutional Visit	Abbot Shishu Hall
12.	29/01/2010	WB	Kolkata	Institutional Visit	Mashriq Trust
13.	17/01/2010	Gujarat	Mehsana	Annual Day	Dr Nakadar Institute of Knowledge
14.	07/02/2010	UP	Muzaffar Nagar	Annual Day	Tasmia All India Educational and Social Welfare Society
15.	10/02/2010	UP	Bareilly	National Convention	All India Ittehad-e-Millat Council
16.	20/02/2010	Gujarat	Ankleshwar	Felicitation Ceremony	Ankleshwar Taluka Muslim Brotherhood Trust
17.	20/02/2010	Gujarat	Kapodra	Institutional Visit	Kapodra Welfare Committee
18.	27/02/2010	UP	Lucknow	Seminar	All India Minorities Forum for Democracy
19.	08/03/2010	Delhi	New Delhi	Institutional Visit	Hamdard University
20.	12/03/2010	Delhi	New Delhi	Institutional Visit	Indira Gandhi National Open University
21.	31/03/2010	WB	Kolkata	Seminar2	West Bengal Minority Educational Development Society



22.	01/04/2010	WB	Kolkata	Meeting of the Committee	
23.	10/04/2010	Assam	Guwahati	Seminar3	Education Research and Development Foundation
24.	17/04/2010	Kerala	Calicut	Seminar	Movement for Empowerment of Minorities India (MEOMI)
25.	17/04/2010	Kerala	Manjeri	Institutional Visit	Unity Women's College of Muslim Education and Cultural Association
26.	18/04/2010	Kerala	Wayanad	Institutional Visit	Jamia Markazu Saquafathi Sunniya
27.	18/04/2010	Kerala	Wayanad	Institutional Visit	Sign HRD and Research Centre
28.	18/04/2010	Kerala	Wayanad	Institutional Visit	WMO Arts and Science College
29.	25/04/2010	Gujarat	Surat	Seminar	Anjuman-e-Talimul Muslimeen
30.	16/04/2010	Tamil Nadu	Chennai	Seminar	Anjuman-e-Himayath-e-Islam
31.	16/04/2010	Tamil Nadu	Chennai	Institutional Visit	Organisation of Minorities Educational Institutions and Association of Tamil Nadu (OMEIAT)
32.	16/04/2010	Tamil Nadu	Chennai	Seminar	Indian Muslim Educational, Cultural and Charitable Trust
33.	17/04/2010	Tamil Nadu	Chennai	Institutional Visit	Madrassa-e-Azam
34.	17/04/2010	Tamil Nadu	Chennai	Institutional Visit	New College
35.	18/04/2010	Tamil Nadu	Chennai	Institutional Visit	Crescent matriculation Higher Secondary School
36.	18/04/2010	Tamil Nadu	Chennai	Seminar	Organisation of Minorities Educational Institutions and Association of Tamil Nadu (OMEIAT)
37.	19/04/2010	Tamil Nadu	Chennai	Institutional Visit	Justice Basheer Ahmed Sayeed College for Women
38.	19/04/2010	Tamil Nadu	Chennai	Institutional Visit	B.S Abdur Rahman University
39.	31/4/07/2010	Tamilnadu	Madurai	Conference	Thassim Beevi Abdul Kader College for Women
40.	17/09/2010	Bihar	Patna	Interaction	Anjuman Taraqqi-e-Urdu
41.	18/09/2010	Bihar		Institutional Visit	Ayyub Girls Senior Secondary School
42.	19/09/2010	Bihar	Siwan	Seminar	Z.A Islamia College



43.	18 to 19/10/2010	Mumbai	Maharashtra	Conference on Minority Education in Maharashtra State	South Bombay Public Charitable Trust
44.	28/11/2010	Maharashtra	Mumbai	Zonal Seminar4	Maharashtra Cosmopolitan Education Society Azam Campus, Pune.
45.	16/11/2010	MP	Jabalpur	Seminar	Guru Govind Singh Educational Society
46.	21/11/2010	U.P		Institutional Visit	Priyadarshini Anjuman-e-Islamia Girls College
47.	21/11/2010	U.P.		Institutional Visit	EWS Girls Higher Secondary School
48.	01/12/2010	UP	Lucknow	Institutional Visit	Mumtaz Inter College
49.	02/12/2010	U.P	Jahangirabad	Seminar on Challenges of Minority Institutions and Govt. Sensity	Jahangirabad Educational Trust
50.	03/12/2010	UP	Lucknow	Institutional Visit	Karamat Hussain Muslim Girls PG College
51.	18/12/2010	Jharkhand	Ranchi	Discussion	Milli Talimi Mission
52.	19/12/2010	Jharkhand	Ranchi	Seminar	Association of Jharkhand Muslim Minority Educational Institutions
53.	28/01/2011	Karnataka	Banglore	Institutional Visit	Oasis International School
54.	28/01/2011	Karnataka	Banglore	Press Conference	-
55.	29/01/2011	Karnataka	Banglore	Institutional Visit	Al-Azhar Foundation School
56.	29/01/2011	Karnataka	Banglore	Awarenes.Programme	Dr B.R Ambedkar Bhawan Research Institute
57.	30/01/2011	Kerala	Calicut	Interaction	Indus Educational Trust
58.	31/01/2011	Kerala	Calicut	Press Conference	-
59.	01/02/2011	Tamil Nadu	Vellore	Foundation Laying Ceremony	Indian Muslim Educational, Cultural and Charitable Trust
60.	02/02/2011	Tamilnadu	Chennai	Southern Zonal Seminar	NCMEI
61.	11/02/2011	UP	Meerut	Seminar	Vidya Knowledge Park
62.	15/2/2011	U.P	Lucknow	Zonal Seminar	Karamat Hussain Muslim Girls' College
63.	18/02/2011	UP	Azamgarh	Seminar on Minority Institutions and its problems	Moulana Asad Educational Society
64.	19/02/2011				
	U.P	Azamgarh	Discussion	Shibli National College	



65.	16/04/2011	M.P	Indore	"National Seminar on National Policies and Schemes for Educational Up-liftment of Muslims and there implementation and Empowerment of Muslim Women and Central Schemes	Moulana Azad Educational Technical & Vocational Society
66.	21/04/2011	Karnataka	Mysore	Seminar on problems of Muslim minority girls'	Rifa-hul Muslimeen Educational Trust, Farooqia Educational Complex
67.	30/04/2011	Guwahati	Assam	Meeting with representatives of Minority Educational Institutions	Educational Research and Development Foundation (ERDF)
68.	01/05/2011	Shillong	Meghalaya	Seminar on Minority Rights	Umshyrpi College
69.	06/05/2011	Andhra Pradesh	Hyderabad	3 days conference on "Changes and Challenges in Education"	MESCO, No.22-1-1037/1, Shifa Khana Zohra, Darushifa, Hyderabad, Andhra Pradesh-500 024.
70.	18/05/2011	U.P	Lucknow	Seminar on Educational rights of minorities	Minority Educational Institutions Association, Lucknow, Liyaqat Sahb
71.	24/5/2011	Kerala	Trivandrum	Discussion	Archbishop Moron Mor Baselios Cleemis Catholicos
72.	25/5/2011	Kerala	Aluva, Ernakulam	Seminar on Empowerment of Girls Through Education	Muslim Educational Society (MES)
73.	26/5/2011	Kerala	Malappuram	Raihan Women's Orientation Camp Inauguration and award presentation	Ma'dinu Ssaquafathi Ssunniyya
74.	28/5/2011	Kerala	Calicut	Seminar on Educational rights and challenges of minority educational institutions	Indus Educational Trust
75.	24/7/2011	U.P	Allahabad	Conference of Minority Educational Institutions	Minority Educational Institutions Association
76.	07/09/2011	Rajasthan	Jodhpur	Orientation programme for Urdu teachers	Marwar Muslim Educational and Welfare Society
77.	10/2012	Delhi	Batla House	Seminar	Hazt. Khadeejathul Khubra, Bhatla House, Okhla
78.	12/10/2011	U.P	Badaun	Inauguration of Asim Siddique Memmorial Degree College	Asim Siddique Educational Trust



79.	16/10/2011	Delhi	Lodhi Estate Indian Islamic Cultural Centre	Award Distribution for the ME & MOM Quiz Programme	An-Noor Women's Welfare Organisation
80.	30/10/2011	Punjab	Malerkotla	Annual Function	Sohrab Public School
81.	19/11/2011	Bihar	Kishanganj	Anniversary Function	INSAN Foundation, Kishanganj
80.	03/12/2011	Haryana	Mewat	Educational Programme	Indian Council of Education (United Consultative Status with ECOSOC)
81.	28/12/2012	Delhi	Lodhi Road	Northern Zonal Conference	NCMEI
82.	6/2/2012	Rajasthan	Ajmer	Discussion	State Minority Commission
83.	17- 19/02/2012	Delhi	Delhi	International Conference on 'Integration of Academic Courses with Vocational Education in Secondary Schools'	NIOS
84.	10/03/2012	Uttar Pradesh	Lucknow	Discourse on Minority's Education, its Prospects and Problems	Eram Educational Society
85.	24/03/2012	Maharashtra	Aurangabad	Annual Day programme	The Islamic Centre of Divine Education
86.	25/03/2012	Uttar Pradesh	Rampur	Minority Conference	Minority Association of Educational Institutions
87.	26/04/2012	Delhi	Delhi	Carvan	An-Noor Women's Welfare Association



ANNEXURE: IV

Major Official Meetings of the Committee On Girls Education with the Government Officials

- Meeting of Dr. Shabistan Gaffar, Chairperson, Committee On Girls' Education, NCMEI with Dr. Masood Parveez, Director, Regional Services Division, IGNOU, Block-13, Maidan Garhi, New Delhi-110 068 on 08th March, 2010 at the Chamber of Director, IGNOU.
- Meeting of Dr. Shabistan Gaffar, Chairperson, Committee On Girls' Education, NCMEI with Dr. G.N. Qazi, Vice Chancellor, Jami Hamdard, Hamdard University, Hamdard Nagar, New Delhi-110 062 at his chamber on 08th March, 2010.
- Meeting of Dr. Shabistan Gaffar, Chairperson, Committee On Girls' Education, NCMEI with Shri Srinivasan Iyer, Director Programmes and Mr. Dayaram, Senior Programme Officer-Education, Aga Khan Foundation, Sarojini House 2nd Floor, 6 Bhagwan Das Road, New Delhi 110 001 on 12th March, 2010 at 03.30 p.m.
- Meeting of Dr. Shabistan Gaffar, Chairperson, Committee On Girls' Education, NCMEI with Mr. Prabhat C. Chaturvedi, I.A.S., Secretary, Ministry of Labour & Employment Shram Shakti Bhawan, Rafi Marg, New Delhi on 06th April, 2010 at his chamber.
- Meeting of Dr. Shabistan Gaffar, Chairperson, Committee On Girls' Education, NCMEI with Ms. Vibha Puri Das I.A.S., Secretary (SE & H.E.), Ministry of Human Resource Development, Shastri Bhawan, New Delhi-110 001 on 22/10/2010
- Meeting of Dr. Shabistan Gaffar, Chairperson, Committee On Girls' Education, with Smt. Anshu Vaish, Secretary (EE & L), Ministry of Human Resource Development, Government of India on 04th May, 2010 at her chamber.
- Meeting of Dr. Shabistan Gaffar, Chairperson, Committee On Girls' Education, NCMEI with Mr. Vivek Mehrotra, Secretary, and Mr. Upendra Tripathi, Joint- Secretary, Ministry of Minority Affairs, Government of India, Paryavaran Bhawan, New Delhi on 11th May, 2010.
- Meeting of Dr. Shabistan Gaffar, Chairperson, Committee On Girls' Education, NCMEI with Prof. Shantha Sinha, Chairperson, National Commission for Protection of Child Rights, 5th floor, Chnaderlok Building, Janpath, New Delhi on 26th November, 2010 at her Chamber.
- Meeting of Dr. Shabistan Gaffar, Chairperson, Committee On Girls' Education, NCMEI with Dr. S.S. Jena, Hon'ble Chairman, National Institute of Open Schooling, Ministry of Human Resource Development, Govt. of India, Noida at his chamber.
- Meeting of Dr. Shabistan Gaffar, Chairperson, Committee On Girls' Education, NCMEI and Dr. S.S. Jena, Hon'ble Chairman, National Institute of Open Schooling, Ministry of Human Resource Development, Govt. of India, Noida with Justice M.S.A. Siddiqui, Hon'ble Chairman, NCMEI on 28/10/2010 at the chamber of Justice M.S.A. Siddiqui
- Meeting of Dr. Shabistan Gaffar, Chairperson, and Dr. S. Sumayya, Member, Committee On Girls' Education, NCMEI with Mr. Bhasker, Programme Officer, National Minority Development Finance Corporation on 28/07/2011 at his chamber.
- Through these interactions the official authorities have become more aware of the need to initiate action to modify their rules and regulations and have, in fact, done so in some instances for the educational welfare of the minority girls. It is satisfying to note, for instance, that the authorities have expressed their full support and co-operation for the smooth functioning of the Committee for empowering the minority girls through education. This, in turn, has resulted in raising awareness about, and concern for, importance of minority girls' within these offices.



ANNEXURE-V

ACTIVITIES OF COMMITTEE ON GIRLS' EDUCATION TILL 2009

1. Report of the Seminar on Empowerment of Minority Girls Through Education organized by CGE, NCEMI ON 18TH October, 2008 at Azam Campus, Pune, Maharashtra in association with Maharashtra Cosmopolitan Education Society.

**National Commission for Minority
Educational Institutions, New Delhi
Committee on Girls Education**
Cordially invite you for the
National Seminar
on
*'Empowerment of Minority Girls
Through Education'*
Chief Guest
Justice M.S.A. Siddique
Chairman, National Commission for Minority
Educational Institutions, New Delhi
On Saturday 18th October 2008 at 9.00 am
At Assembly Hall, Azam Campus, Camp,
Pune-411 001.

Dr. Shabistan Gaffar
Chairperson

Mrs. Abeda P. Inamdar
Convener

The Seminar was schedule as under:

Registration	9.00 a.m.	to	10.00 a.m.
Inauguration	10.00 a.m.	to	11.00 a.m.
1) Technical: I Session			
•Muslim	11.00 a.m.	to	1.00 p.m.
•Parsee/ Old Buddhists	1.00 a.m.	to	1.30 p.m.
LUNCH			
	1.30 a.m.	to	2.30 p.m.
2) II Session			
•Christian	2.30 p.m.	to	4.00 p.m.
•Sikh/Jain	2.30 p.m.	to	3.30 p.m.
	3.30 a.m.	to	4.00 p.m.
3) Open Session	4.00 p.m.	to	5.00 p.m.
4) Concluding	5.00 p.m.	to	6.00 p.m.
National Anthem			



The Committee on Girls' Education, National Commission for Minority Educational Institutions, organized the Seminar on Empowerment of Minority Girls Through Education on 18th October 2008 at Azam Campus, Pune in association with Maharashtra Cosmopolitan Education Society.

The Following Members were present

- Sr. Jessy Kurian-Chair Person
- Mrs. Abeda Inamdar-Member
- Ms. Daljeet Kaur-Member
- Dr. Shabistan Gaffar-Member
- Ms. Razia Patel-Member
- Ms. Fouzia Khan-Member
- Mrs. Uzma Naheed-Member

The other dignitaries present were as under

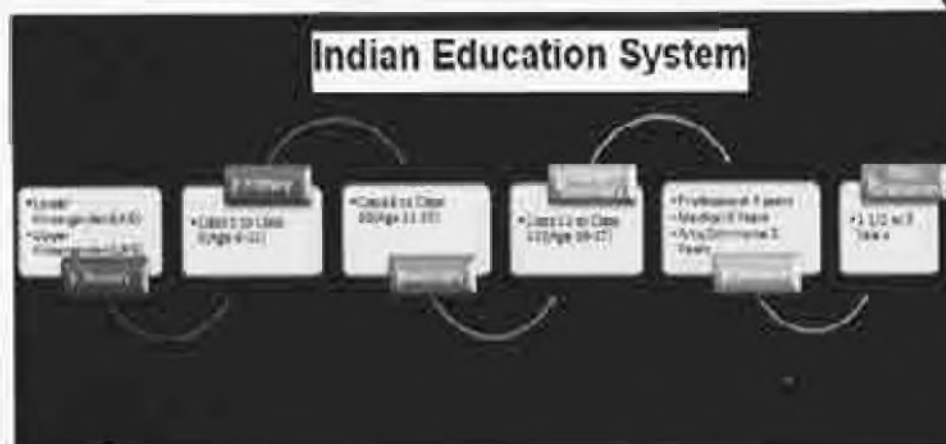
- Shabbir Ansari -President All India OBC
- Munawar Peerbhoy -Chairman Haji Gulam Education Trust Pune
- Mrs. Mumtaz Peerbhoy -President Bazm E Khawateen
- Ms. Mumtaz Sayyed -Information Communication Technology Academy
- Mrs. Shaheda Sayyed -Ex. Principal Anjuman E Islam Urdu High School
- Mr. Rashid Shaikh -Principal New Law Academy
- Anita France -Principal M. A. Rangoonwala Hotel Management

- Dr. Parvez Inamdar- Orthopedic Surgeon
- Dr. Rukaiyya Inamdar- Gynecologist
- Mr. Mohammad Sahab F.A. Shaikh – Chairman Golden Jubilee Technical Edu. Trust
- Rutush Wadia- President Poona Womens Council
- Father Machedov-Chairman, Jesuits Society's Educational Institutions
- Sister Suma Kuttikal-Member
- Mr. Camil Parkhe-Member
- Mr. S.P. Singh (Vice Chancellor Guru Govind Singh University)
- Ms. Daljeet Kaur- Advocate Punjab High Court
- Mrs. Arnawaz Damania- Chairperson National Women's Hockey Association
- Mrs. Mini Grant-Vice President National Council for Women in India
- Dr. Mehroo D. Bengali-Ex. Chairperson University Grants Commission
- Mr. Shantilal Mutha-President Bhartiya Jain Sanghatna
- Principal & Teachers of various Schools & Colleges.
- Around 350 participants were present for the Seminar.

**IF YOU EDUCATE MAN,
YOU EDUCATE AN
INDIVIDUAL.
IF YOU EDUCATE A WOMEN,
YOU EDUCATE A FAMILY.**



Level Of Education



Level of Education

NUMBER AND PERCENT LITERATES BY LEVEL OF EDUCATION: INDIA 2001#

Level of education	Number Literates (000)			Percent by Literates		
	Male	Female	Total	Male	Female	Total
Illiterate	300,598	330,534	729,136	100.0	100.0	100.0
Below primary and below level 5	14,003	11,361	25,364	0.4	0.4	0.4
Below primary	140,832	99,146	240,978	19.5	14.2	16.8
Primary	146,746	83,329	230,075	19.7	14.2	16.4
Below secondary	90,887	50,340	141,227	12.5	10.0	11.2
Below secondary (up to level 8)	79,276	41,203	120,479	10.9	10.2	10.5
High secondary (Secondary/ Senior Secondary)	27,811	24,286	52,097	7.2	7.3	7.3
Post secondary (up to level 10)	200	204	404	0.1	0.1	0.1
Post secondary (up to level 10) (up to level 10)	200	204	404	0.1	0.1	0.1
Post secondary (up to level 10) (up to level 10)	200	204	404	0.1	0.1	0.1
Total	37,870	43,357	81,227	8.7	10.0	9.4

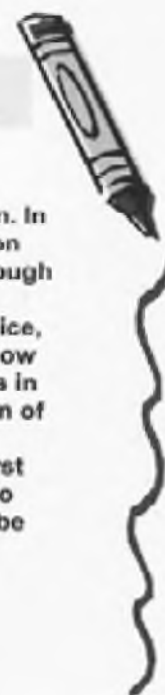
Contents of the Presentation

- Population
- Literacy Rate
- Level of Education
- Problems
- Solutions
- Recommendations
- Various Government Schemes
- List of Scholarships
- List of Trust & Foundations



National commission for minority Educational Institutions New Delhi

One of the commitments under the NCMP is the protection of the Fundamental Rights of Minorities under Article 30(1) of the Constitution. In keeping with the promise made under the NCMP, a National Commission for Minority Educational Institutions (NCMEI) has been established through an act of Parliament. It provides *inter alia*, for the right of minority educational institutions to seek affiliation to any university of their choice, provided the relevant law under which such universities are created allow such affiliation. It also seeks to overcome problems faced by minorities in seeking no objection certificates for establishing educational institution of their choice. Disputes relating to the minority status of educational institutions are also to be resolved by the commission. Thus, for the first time, Article 30(1) of the Constitution, which gives minorities the right to establish and administer educational institution of their choice, would be effectively implemented through the NCMEI Act.



INTRODUCTION

- Women constitute 50% of the population. Therefore critical and essential component for human development. Women are the focal point for the growth of the civilization
- Any problem social, economical or political - the prime cause is illiteracy. Therefore education is the single most powerful tool for the social upliftment
- Investment in girls education gives highest social returns
- There is a direct link between girls education and reduction in population, family health, equitable economic growth, greater social status, and more economic power.
- **If you give education a girl child the effect will be :**
- Girls will get an opportunity to know their own potentials
- Will participate in decision making process-economic, social and cultural.
- They will get equal opportunity for employment and social security
- The management of natural resources will be proper and environment friendly
- They will have scientific attitude and will curb superstitions
- This will bring a change of the attitude of the society and will reduce the sex discrimination



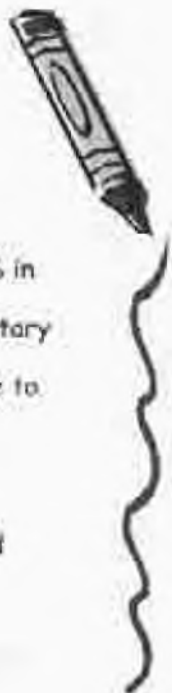
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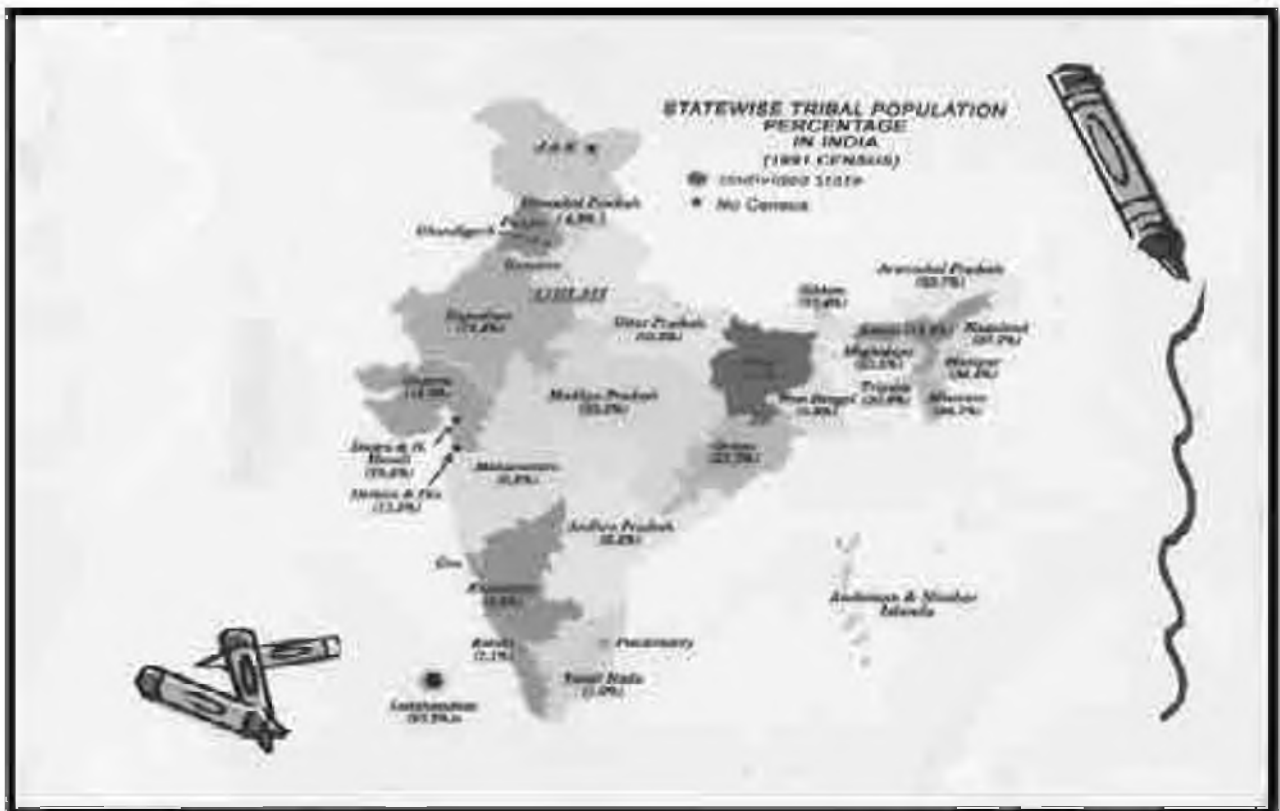
'KNOWLEDGE INVESTMENT PLAN'

Targets of 2003-04 -2011-12 11th plan.

- Reduction in dropout rates at elementary schools from 52.2% in 2003-04 to 20% in 2011-12
- Developing minimum standard education attainment in elementary schools.
- Increasing literacy rate for persons of age of 7 yrs and more to 85%
- Lowering the gender gap in literacy to 10%
- Increasing the percentage in higher education upto 10%

Education is an area of special focus in 11th plan:-We need educated and skill labour to support a growth target





POPULATION

Religion	Population	Percent
All religions	1,028,610,328	100.00%
Hindus	827,578,868	80.456%
Muslims	138,188,240	13.434%
Christians	24,080,016	2.341%
Sikhs	19,215,730	1.868%
Buddhists	7,955,207	0.773%
Jains	4,225,053	0.411%
Others	6,639,626	0.645%
Religion not stated	727,588	0.07%

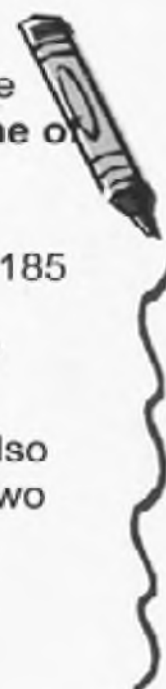


Population (contd..)

Religious group	Population %	Growth (1991-2001)	Sex ratio (total)	Literacy (%)	Work participation (%)	Sex ratio (rural)	Sex ratio (urban)	Sex ratio (child) ⁽¹⁾
Hindu	80.46%	20.3%	931	65.1%	40.4%	944	894	925
Muslim	13.43%	36.0%	936	59.1%	31.3%	953	907	950
Christian	2.34%	22.8%	1009	80.3%	39.7%	1001	1026	964
Sikh	1.87%	18.2%	893	69.4%	37.7%	895	886	786
Buddhist	0.77%	18.2%	953	72.7%	40.8%	958	944	942
Jain	0.41%	26.0%	940	94.1%	32.9%	937	941	870
Animist/other	0.65%	103.1%	992	47.0%	48.4%	995	966	976



As many as 244 Special Focus districts have been identified for attention in education. **One of the criteria use for the selection of these districts is the concentration of minority population.** Polytechnic level institutions in 185 of these special focus districts are beings upgraded during the 10th and 11th Plans, of which 84 districts have a concentration of minority population. New Polytechnics are also being established in 65 districts across the two plan periods, twelve of these have minority concentration.



Graduation market

This is a chart of India as per
Census 2001.



Degree	Holders
Total	37,679,147
Post-graduate degree other than technical degree	8,949,301
Graduate degree other than technical degree	25,000,044
Engineering and technology	2,389,403
Teaching	1,547,671
Medicine	708,064****
Agribusiness and dairying	106,126
Veterinary	99,000
Other	22,788



NUMBER OF VILLAGES/TOWNS BY RANGE OF LITERACY RATE & SEX, INDIA, 2001.



Range of Literacy (Percent)	Males		Females	
	No. of villages	No. of towns	No. of villages	No. of towns
0-10	2,877	0	3,248	0
10-20	2,664	0	4,516	0
20-30	33,896	0	55,700	0
35-50	162,727	222	71,887	31
50-75	296,796	1,780	327,381	924
75-90	43,655	1,414	311,830	3,731
90-100	99,384	4,278	593,340	4,378

Source: Female Census Bureau, Census of India 2001. **** Excludes other postgraduate holders in the different categories.



Non-graduation market

This is a chart of non-graduation market of India as per Census 2001.

Education level	Habees
Total	582,594,694
Unclassified	77,720
Non-technical diploma or certificate not equal to degree	395,140
Technical diploma or certificate not equal to degree	1,666,587
Higher Secondary, intermediate, Pre-university or better Secondary	17,816,211
Matriculation or Secondary	79,776,111



Problems

- Lack of Availability Of Schools
- Lack of Infrastructure-Building, Furniture Fixtures equipment Etc,
- Poor Enrollment of Students
- High Drop Out Rate
- Lack of Qualified Teachers
- Poor Performance Of Teachers
- 5th Standard Onwards change of medium
- No grant-in-aid to private schools
- Lack of girls hostel facilities
- Lack of Information
- Lack of awareness



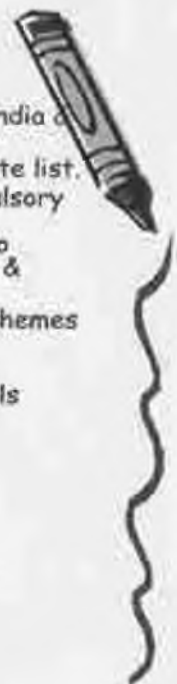
Problems (contd...)

- ❖ Poor Economic condition or Poverty
- ❖ Social Problems
- ❖ Security of Girls students, Sexual Harassment
- ❖ Lack of Implementation of various Government schemes
- ❖ Ragging in Professional Colleges
- ❖ Lack of Girls Educational Institutions
- ❖ Lack of Transport Facilities for girls Students
- ❖ Fixed schooling hours in Rural & Tribal Areas
- ❖ Problems of Vernacular School
- ❖ Early marriage
- ❖ Distance of school and college



SOLUTIONS

- The Constitution of India, the honorable Supreme Court of India & the various high courts have laid down a law for education.
- Education is on concurrent list that is both central & the state list.
- Article 21(A) of the constitution of India gives free & compulsory Education to all between the age group of 6 to 14 yrs. It is a fundamental right of every child to get primary education. So implementation of this fundamental right should be immediate & effective.
- Implementation of all Central Govt Schemes & state Govt Schemes By the Concerned Authorities & accountability of those authorities.
- Reduction of Drop out Rates of girls students at various levels with proper measures.
- Appointment of qualified teachers.
- Establishment of teachers training institutes.
- Grant-in-Aid to Private schools.
- Construction of girls hostels at District places.
- Scholarships \Financial assistance to poor & needy students
- Exemption of tuition fees to girls students
- Reservation of seats to girls students
- Interest free loan for Education



SOLUTIONS (contd...)

- Implementation of Article 15&16 of Constitution of India with immediate effect.
- Implementation of Saechar Committees Recommendations with immediate effect.
- Implementation of Article 30(1) of the Constitution of India for the Establishment & administration of Minority educational Institutions.
- Permissions be granted to establish secondary schools & giving grant-in-aid to private schools.
- Giving Minority status to all minority education institutions.
- Coaching centre for educationally weaker students.
- Establishment of girls schools & colleges.
- Construction of girls hostels.
- Scholar batch schemes ie :- Talent search & Promotion schemes for Meritorious students at 10+Level



SOLUTIONS (contd...)

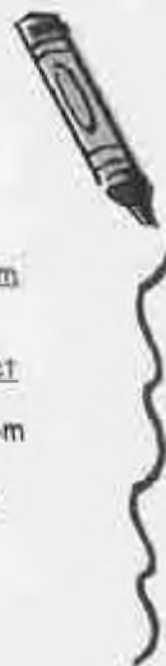
- Earn & Learn Schemes for needy girls students
- Book Bank System
- Distance education for Girls
- Use of Modern Technology ie: Computer Education
- Mobile Laboratories for rural students
- Career Guidance Centre or counseling centers
- Women NGOs to take lead in enrollment of students & quality Education
- Print & Electronic Media be used For Creating Awareness
- Public Libraries be used as information centres for various govt schemes.
- Religious Trust like Tirumala Tirupati Devasthanams (TTD) should establish professional colleges , hospitals, girls hostels, orphanage etc.



SCHOLARSHIP WEBSITES

DMT's Scholarship Centre provides detailed guidance of various trusts & foundations that provide scholarships (financial assistance) bank loans & interest free loans to students on need cum merit basis to continue their education in India & abroad. A few addresses are as follows:

- www.toto.com
- www.thepaulfoundation.org
- www.sophiascholarship.org
- www.muslimhands.org
- www.bharatpetroleum.com
- www.faeindia.org
- www.sit-india.org
- www.maef.nic.in
- www.fscscholarships.com
- www.metdelhi.org
- www.iisc.ernet.in
- www.puneeducation.net
- www.maharashtraeducation.net
- www.nsscholarship.net
- www.unifiedcouncil.com
- www.educationinfoindia.com
- www.muhsnashik.com
- www.faeindia.org
- www.childrenfoundation.net
- www.fscwecare.org
- www.scholarshipsinindia.com
- www.northsouth.org
- www.mumbaieducation.net



Websites of abroad scholarships

- www.britishcouncil.org.in
- www.rhodesscholarships-india.com
- www.education.leeds.ac.uk
- www.rhodesscholarship.com
- www.scotlandscholarship.com
- www.fulbright-india.org
- www.inlaksfoundation.com
- www.bharatpetroleum.com
- www.barakat.org
- www.amity.edu
- www.alameenlokhit.com
- www.educationsupport.nic.in
- www.kff.com
- www.sophiascholarship.org
- www.hll.com
- www.ncert.nic.in
- www.mescotrust.org



Recommendations Suggestions

I – PRIMARY EDUCATION

- Implementation of Art 21(A) of the constitution of India i.e Free & Compulsory education for 6 to 14 Yrs. Of age.
 - Implementation of Art30 (1) of the Constitution of India and a uniform procedure for recognition of Minority Educational Institutions.
 - Implementation of Sacchar Committees recommendation at Central and state level.
 - Granting permission to Pvt. Schools and giving 100 % grant in aid.
 - Granting permission Std. V to the schools having 1st to IVth of same medium.
 - Accountability of Local Govt. for imparting Primary Education and quality of education in Govt. Schools.
 - Implementation of various Govt. Schemes for Minorities.
 - Establishment of Teachers Training Institutes i.e. D.Ed. for required medium.
 - Organized efforts to get OBC Certified under Art 15 and 16 of Constitution of India.
 - Compulsory English language from 1st std. in vernacular schools. Eg. in the State of Maharashtra.
- 11) Compulsory Computer Education from 1st Std.
 - 12) More Minority Schools under Sarva Shiksha Abhiyan and Kasturba Gandhi Balika Vidyalaya.
 - 13) Establishment of English Medium Pvt. Schools of high Std.

II- SECONDARY EDUCATION

- Public Private participation.
- Establishment of Girls Secondary & Higher Secondary Schools.
- Appointment of qualified staff.
- Recognition of Minority status – uniform method.
- Women NGO's can play an important role in increasing enrollment of student and reducing dropout rates.
- Scholarships- Pre and Post Matric / Central & state Govt.
- Organized way of coaching educationally weak students.
- Free Reading rooms for slum students.
- Establishment of Central & State Madrasa Education Board Eg. M.P. State Madrasa Education board.
- Use of Mobile Science Laboratories for rural educational Institutions.
- CD's instead of Text Books.
- Muslims should do organized system for collection of Zakat & Use for Education. Eg. In Hyderabad – Mr. Bashiruddin Babookhan

III- JUNIOR & SENIOR COLLEGE & TECHNICAL EDUCATION

- Establishment of girls Junior Colleges Eg.- Aboda Inandar Junior & Senior College.
- Scholar Batch Schemes E.g. P.A. Inandar of Ptnr's Talent Search & Promotion Schemes for meritorious students at each Dist place for +2 level . & prepare them for CET and other competitive Exams.
- Scholarships or financial assistance to needy students
- Construction of girls hostels at Dist. Places
- Establishment of Vocational and Technical Institutes for average students.
- All University statutes be modified at far as Minority Educational Institutes are concerned Eg. admissions procedure Selection Committee, Reservation, Fee fixation,etc for aided & Unaided Institution's.
- Appointment of qualified teachers and accountability of Teachers
- Distance Education e.g. IGNOU/ MANUU & their study centers.
- Use of Modern Technology, virtual classrooms for girls.
- Establishment of one State Public Service Commission or UPSC Training Institution in each state at state capital.
- Establishment of Teachers Training Institute for required medium.
- Earn & learn schemes
- Books Bank schemes
- Special coaching classes for ITS & HMS.

IV- PROFESSIONAL EDUCATION

- Norms of all councils like MCI /DCI/AICTE/NCTE Bar Councils etc. be modified and made more practical to reduce establishment cost and reduce fees.
- Establishment of Co-Education Professional Colleges & 30% of seats be reserved for girls.
- Girls Hostels be constructed at Education Centers Universities for Minorities..
- Religious places like Dargahs Gurdwaras , Church etc. should established Professional colleges Eg. K.B. Nawaz of Gulbarga / Tirupati Balaji Mandir.
- Muslims should utilize Wakaf properties for professional education purposes and accordingly Wakaf Act 1995 be amended.
- Scholarships and Financial help to poor and needy.
- Interest free loan to needy student.
- Foreign Direct Investment for capital expenditure.
- TMA PAI / Islamic Academy & PAI Judgments be referred by Minority Educational Institutes. Various SC/ HC judgments for their problems
- Formation of Religious & Linguistic Minority Educational Institutes Associations and sharing of information and taking cases to National Commission Minority Educational Institutes , New Delhi.



IV-PROFESSIONAL EDUCATION (contd...)

- Net working of all Minority Educational Institutes at Dist/ State and Central Level and sharing information E.g. List of Other Backward Class/ Scholarships etc.
 - Take maximum benefit under Right to Information Act and make Govt. accountable for equal share as a citizen.
 - Financial Institutions managed by Minority can set a certain % of the profit for education and form a educational fund and disburse them certain Muslim Co-op. Bank. Pune.
 - Public Libraries be made information centers. Eg. Deccan Muslim Institute for various Govt. Schemes / scholarships etc.
 - Electronic and print media to create awareness and change social attitude.
- Let us Make it a educational Movement and let every segment / section of the Society give its contribution to turn India into the most developed country.

II. SEMINAR ON PROBLEMS OF MINORITY EDUCATIONAL INSTITUTIONS HELD AT NOIDA, UTTAR PRADESH

Under the initiative of Dr. Shabistan Gaffar, Member, CGE, NCMEI a Seminar on Problems of Minority Educational Institutions was organized by the IQRA and IWA Foundation in collaboration with Samia Constructions Pvt. Ltd. at Redisson Hotel, Noida, U.P. on July, 2008.

Moulana Salim Qasmi, Rector, Darul Uloom, Deobend, Uttar Pradesh was the Chief Guest of the seminar. During his address he pointed out the educational problems of minorities in India, particularly Muslims at Madrassa and School level. He highlighted the fact that the Government should come forward with innovative educational welfare schemes for empowering the minority communities through education. He also said that lack of adequate infrastructure and instructional facilities in Madrassas, lack of sufficient schools at village levels, the quality of education at schools and the medium of instruction are the major reasons for the persistence of illiteracy among the Muslim minority community.

Hon'ble Justice M.S.A. Siddiqui, Chairman, in his speech laid emphasis on the necessity to advance, foster and promote the education of the Muslim community at a quicker pace and as a matter of policy. The enrollment and retention rates of children from the minority communities at the primary and secondary levels are lower than the national average and this further magnifies existing inequalities at the college level. According to him, the globalization has created new opportunity of promoting growth and development in education. He argued that the opposition to the modern education, as being proposed currently, or mere revival of old antiquated knowledge that had unfortunately come to be associated with Islam is an unreasonable practice that needs to be changed. The Madrasa should no longer continue to be like a fixed stone in the midst of the flowing river of life. In other words, there is a need to integrate modern education with the Madarsa education. He suggested that in order to attain integrity, peace and prosperity and basic security for their life, the Muslim community must concentrate their efforts on the task of restructuring their system of education in general and Madrasa education in particular.

Eminent professionals and stakeholders including journalists, corporates, educationalists, stakeholders etc. from different parts of India participated at the programme. Mrs. Neelam, Dr. Shabistan Gaffar, members of the Committee on Girls' Education and Mr. Uma Naheed also shared their views on the subject.



III. SEMINAR ON MINORITY WOMEN'S EDUCATION AND ITS PROBLEMS HELD AT HAJI HOUSE, MUMBAI, MAHARASHTRA

A Seminar on Minority Women's Education and its Problems was organized by Mrs. Fauziya Khan, Member, CGE, NCMEI (Present Education Minister, Government of Maharashtra) at Hajj House, Mumbai, Maharashtra in October 2008.

Hon'ble Justice M.S.A. Siddiqui, Chairman inaugurated the seminar. In his inaugural address he laid emphasis on acquiring quality education and stressed on the educational rights of Minorities enshrined in Article 30(1) of Constitution besides the role and functions of the Commission set up under NCMEI Act. He emphasized upon the fact that the creation of knowledge should be the fundamental objective of higher education it as this would equip the Muslim youth to assume leadership role in nation building.

Members of the Committee on Girls' Education Mrs. Najma Nazim Kazi, Mrs. Uzma Naheed Ghazi, Mrs. Fauziya Khan and Mrs. Abeda P. Inamdar also addresses the audience about importance of girls' education.

IV. FOUR DAY INTERNATIONAL CONFERENCE ON EMPOWERMENT OF MINORITY GIRLS THROUGH EDUCATION HELD AT SNTD WOMEN'S UNIVERSITY, MUMBAI, MAHARASHTRA

On from 06th to 09th November, 2008 a Four Day International Conference on Empowerment of Minority Girls Through Education was organized by Dr. Shabistan Gaffar, Member, Committee on Girls' Education, NCMEI in collaboration with IQRA Foundation and IWA at SNTD Women's University, Mumbai Maharashtra. IWA and IQRA are the two Non-Government Organizations working for the social, economical and educational empowerment of the minority community, particularly Muslims.

The programme was inaugurated with a welcome note by Mrs. Uzma Naheed Ghazi, Member, CGE, NCMEI and President IWA. The research students from major universities in India like Delhi University, Jamia Millia Islamia, Kashmir University, Jawahar Lal Nehru University, Moulana Azad University, Usmania University etc. and other stakeholders from different parts of India and abroad like, educationalists, stakeholders of minority educational institutions, scholars. participated in the conference and submitted their presentations. The day wise proceeding is discussed here briefly.

Day I.

The proceedings of the day one focused on the "Empowerment of Women Through Education in perception of Sharia Law".

The proceedings of the day were initiated by the Chief Guest Moulana Salim Qasmi, Rector, Darul Uloom, Deobend. The other eminent personalities who attended the Conference were; Hon'ble Justice M.S.A. Siddiqui, Chairman, NCMEI; London based intellectual scholar Moulana Akhram Nadvi; Moulana Burhanuddin Qasmi, Editor, Easter Crescent; eminent scholar Moulana Kotty, Maharashtra; Ms. Hafeeza Muzaffar, Secretary, Kashmir Women Commission and Members of the Committee on Girls Education, Mrs. Abeda P. Inamdar, Mrs. Najma Nazim Qasi, Ms. Fauziya Khan (Present Education Minister, Govt. of Maharashtra) and Dr. S. Sumayaa, Rehana Undre Momtay (Former Member, National Monitoring Committee).

The discussions highlighted the fact that the educational challenges that the Minority girls face include social taboos, limited access to Madrassa Education for Muslim girls, child marriage and male dominance.

Day II.

On the second day the discussion was held on the topic of the "Problems of Minority Girls' in India with a regional perspective".

This programme was the joint collaboration of Committee on Girls' Education, IWA and Times of India, Mumbai. Stakeholders from different parts of India shared the educational problems being faced by the minority



women, Muslim women in particular, as exist in their respective State. The Times of India, Mumbai shared that it has been doing tremendous charitable activities in Mumbai, particularly for curtailing the dropouts of Muslim girls.

Dr. Rifat Seema,, Hyderabad, (Director, Women Studies, Moulana Azad Urdu University Hyderabad) Ms. Tazeemul Omer, President, Humane Touch (NGO), Bangalore, Karnataka; Ms. Aysha, President, Oasis International School, Bangalore, Karnataka; Ms. Rukhsana Lari, Principal, Karmat Hussain Girls' PG College, Lucknow, U.P.; Dr. Shagun Naraya, Reporter, Times of India; Dr. Tasleema Gazi, President, IQRA Foundation, Dr. Ubaidullah Ghazi, Chicago, USA; Dr. Shareefa Hafeez, The Crescent Group of Schools, Tamil Nadu; Dr. Asra Abidi, Department of Sociology, Jamia Millia Islamia and Dr. Shabistan Gaffar, Member, Committee on Girls' Education shared their views on the subject.

Day III.

The third day of the Seminar highlighted on the Inter-religious association and Communal harmony among Budhists, Parsis, Christian, Sikhs and Muslims in relation to women.

It was pointed out that the women can play a significant role in establishing peace and harmony. It was stressed that women leaders should be trained to deal with the issue of communal and religious harmony and their role of maintaining peace during conflict.

Day IV

On the fourth and final day a Presentation on Minority Girls' Education in India prepared by UNESCO & other Organizations was shared with the participants

Ms. Huma Masood, National Programme Officer, Gender & Education, UNESCO gave a detailed presentation about UNESCO and their educational programmes and activities in India, particularly for Muslims.

Mr. K.P. Pant, Chairman, National Institute of Open Schooling, Govt. of India addressed on the importance of educating women and discussed about the benefits of open schooling that could be made available to the minority Muslim girls. He said that NIOS in association with Madrassas and Minority educational institutions can play a vital role in curtailing the dropouts among the minority girls, Muslim girls in particular.

Students from different universities in India also gave their presentations. Dr. Haleema Sadia, Secretary, An-Noor Women's Welfare Organisation, New Delhi; Ms. Mamdooha Majid, Orissa, Ms. Nasima Siddiqui; Ms. Rehana Akhtar; Ms. Sheeba Fehmi and Mr. Khalid Ansari shared their views with the audience.

V. SEMINAR ON MINORITY GIRLS' EDUCATION IN TAMIL NADU AT KILAKARAI, TAMIL NADU

On 24th to 25th December, 2009 a "seminar on Minority Girls' Education in Tamil Nadu" was organized by Dr. S. Sumayaa, Member, CGE at Thassim Beevi Abdul Kader College for Women, Tamil Nadu. Thassim Beevi Abdul Kader College For Women is affiliated to Alagappa university. The college was started with a sole aim of imparting higher education to all women of this locale, especially to the women of the minority community.

The seminar discussed the problems of minority girls in Tamil Nadu. Hon'ble Justice M.S.A. Siddiqui was the Chief Guest of the programme. In his address he urged that Muslims should strengthen their relationship with the majority community and should draw their attention towards social, educational and political problems faced by the minority communities in India. He also highlighted that the Government must take steps to ensure that the benefits of all minority schemes be made available to the minorities.

During the seminar Certificates were granted to the meritorious students for their academic excellence.

VI. DISCUSSION ON MINORITY GIRLS' EDUCATION AT NEW DELHI

On the occasion of the Republic Day on 26th January, 2009 an interactive discussion on Minority Girls'



Education was organized by Dr. Shabistan Gaffar, Member, CGE, NCMEI in collaboration with J.S. Public School, New Delhi at the school campus. The programme was attended by educationalists, religious scholars, social activist, teachers, prominent educational scholars of the locality etc. Renowned scholar Moulana Zeeshan Hidayati and Moulana Akheel Gharavi shared their views about the educational and social problems of Muslims in India, particularly girls.

The discussion highlighted the following major issues:-

- The need of Empowerment of Minority Girls through Education;
- Conservative attitude of the Muslim community towards girls' education;
- Educational problems & challenges facing by the minority girls, particularly Muslim girls;
- Importance and necessity of forming a National database to provide information on the rights of minorities and the educational welfare schemes;
- Educational rights of minorities;
- The need of linking Education with livelihood/employment;
- Importance of motivation, awareness generation and strict restriction on early marriages and teen-age motherhood/fatherhood etc. among the Muslim minority community;
- Effective implementation of meritorious schemes/scholarships for the welfare of the minority students.

VII. SEMINAR ON MINORITY GIRLS' EDUCATION IN ASSAM AT HOJAI, ASSAM

On 28th to 29th February, 2009 a seminar on Minority Girls' Education was organized by Dr. Shabistan Gaffar, Member, CGE, NCMEI in collaboration with two renowned NGOs in Assam; Ajmal Foundation (Trust) and Markazul Maarif at Hojai, Dt. Nagaon, Assam.

Ajmal Foundation (Trust) and Markazul Maarif are the two social and charitable organization established for the educational, social, economical and cultural empowerment of the poor and weaker sections of the community in Assam, particularly Muslims. Both these organizations are involved in providing educational and other charitable services to the Minority girls.

The main theme of this seminar was to introduce I.T. revolution in Assam and introduction of e-literacy among the minority students. One of the major issues that came up was to provide quality education to the students of the minority communities. It was further stressed that the institution should have adequate infrastructure and instructional facilities. Though more than 200 computers were distributed to the poor minority educational institutions in Assam, yet, the quantity seems insufficient as compared to the need and the demand. Therefore, to provide e literacy to the Muslim girls, a strong cooperation is required among different stakeholders including schools, teachers, NGOs and private sector. Corporate sector may assist through providing funds and necessary infrastructure.

The seminar was attended by professionals from different parts of Assam, Moulana Badruddin Ajmal M.P., Mr. Sirajuddin Ajmal, M.L.A, Mr. NN Choudhary from the organization SOS working for the educational and social and economic uplift of the minorities in rural areas, Dr. (Ms.) Tabassum Principal, Maryam Ajmal College, Dr. Azad, Principal Markazul Marif Boys Wing, and Dr. Shabistan Gaffar, Member, CGE, NCMEI were present on the occasion.

The issues raised by the participants includes

- Illiteracy of parents,
- Lack of sufficient educational institutions for girls,
- Male dominance,
- Child marriage,



- Problems relating to denial of recognition of Madarsas and schools by the State Government,
- Denial of grant or NOC for establishing new schools,
- Problems relating to refusal of upgradation from junior to secondary schools and from secondary to higher secondary schools,
- Delay in getting permission for appointment of heads of educational institutions and teaching staff,
- Insistence of the State authorities in application of reservation rules in the appointment of teachers,
- Delay in permission for appointment of non-teaching staff,
- Problems relating to grant of minority status certificate,
- Non-approval of inclusion in Sarva Shiksha Abhiyan scheme,
- Inadequate availability of books in Urdu language
- Problems relating to Madarsas.

VIII. SEMINAR ON ISSUES OF MINORITY GIRLS' EDUCATION HELD AT SRINAGAR, JAMMU & KASHMIR

On 18th March, 2009 a seminar on the Issues of Minority Girls' Education was organized by Dr. Shabistan Gaffar, Member, CGE, NCMEI in collaboration with Anjuman Hanafiya Arabic College, Noorbagh, Srinagar, Jammu & Kashmir at the College campus.

The Chief Guest of the programme was educationalist and religious scholar Moulana Syed Khadri. President Anjuman Hanafiya Arabic College Al Haj Fareedudin Bukhari delivered the keynote address on Introduction of modern education in Madrasas and Dr. Najeema Masood and other prominent scholars spoke on the occasion.

The major theme of the seminar was "How the Madrasas Education be integrated with the Mainstream education?"

Dr. Shabistan Gaffar, highlighted the Central Government educational welfare schemes available for modernizations of Madrasas and minority institutions. She laid emphasis on creating strong knowledge economies powered by information technology, education and innovation. She cautioned the audience that the mushrooming private educational institutions without having requisite infrastructural and instructional facilities are harmful to the interest of the students as well as community at large. Dr. Gaffar stressed that there is pressing need to improve the health of higher education and research. According to her, all stakeholders should strive to develop the concept of global university of excellence and should contribute to make the existing educational institutions as the establishments to promote internationalism in higher education. This initiative would create new opportunities of promoting growth and development in education. Private sector should be encouraged to establish educational institutions of global excellence.

IX. INTERACTION WITH THE RELIGIOUS LEADERS AND SOCIAL ACTIVISTS AT ALIGARH, UTTAR PRADESH

On 12th May, 2009 an interactive discussion was organized by Dr. Shabistan Gaffar, Member, CGE, NCMEI at a remote village in Aligarh, Uttar Pradesh. Most of the participants present during the interaction were the local poor people in the remote village called Sudheshpur in Aligarh District, particularly parents, religious leaders and also some of social activists.

Dr. Shabistan Gaffar spoke about the following:-

- Importance of Muslim girls' education
- Importance of linking education to livelihood;
- Significance of establishing vocational and technical training Centers;
- The contribution of women in different walks of life;



- Need of educating the parents regarding benefits of education;
- Need of curtailing early marriage system
- Significant role that a women can play in improving their own self, family and community

X. SEMINAR ON EDUCATION OF MINORITIES AT J.P NAGAR, UTTAR PRADESH

On July, 2009 a seminar on Education of Minorities was organized by Ms. Noushaba Parveen, Member, CGE, NCMEI at Hashmi Degree College, J.P. Nagar, Uttar Pradesh. The seminar was attended by professionals from different parts of Uttar Pradesh like, Amroha, Moradabad, Rampur, Bareilly, Happur, Najibabad etc. The seminar mainly discussed about the general problems faced by the members of the minority communities, Welfare schemes available to the minorities, particularly for girls, employment opportunities etc.

The seminar was inaugurated by Hon'ble Justice M.S.A. Siddiqui, Chairman, NCMEI. In his keynote address he stressed that education should be the backbone of one's character and it should make all round development of a person. Education should promote the values of nation-building and should instill the constitutional values of justice, liberty, equality and fraternity. The powers and functions of the Commission were explained to the audience. During the interaction with the participants, clarifications were given on various matters concerning educational rights of the minorities which included the right to appoint teaching and non-teaching staff, right to appoint Head of the Institution, grant of minority certificate, grant of NOC etc. Details of the cases dealt with by the Commission were also explained to them.

XI. HEALTH EDUCATION CAMP AND AWARENESS CAMP ON WOMEN HEALTH AT OKHLA, NEW DELHI

On August, 2009 a Health Education Camp and Awareness Camp on Women Health was organized by Dr. Shabistan Gaffar, Member, CGE, NCMEI at Safina Charitable Trust, Okhla, New Delhi. Famous educationalists Prof. Zohra Mehdi, Moulana Akeel Gharvi and other guests spoke about the importance of minorities' education.

Doctors from different parts of India participated at the camp. Dr. Shaista Mehta from TTA Institute of Hospitals, Dr. Gousia Sheikh Rehman, highlighted the importance of women's health education. The programme also discussed about the status of women in the society, significance of vocational education, need of modern education, importance of cleanness etc. Free medical check up were arranged for poor and economically backward people in the locality.

XII. EDUCATIONAL AWARENESS PROGRAMME AT MURSHIDABAD, WEST BENGAL

In October, 2009 an educational awareness programme was organized by Ms. Atiya Mushtaque, Member, CGE, NCMEI at Rabinder Tagore Auditorium, Murshidabad, West Bengal. More than 5000 people particularly, students, women, parents, educationalist, scholars etc. Hon'ble Justice M.S.A. Siddiqui, Chairman, NCMEI, inaugurated the programme and delivered the keynote address.

The main theme of the programme was to bring the girl children in the mainstream through education. The programme discussed the following major points:-

- The need of Empowerment of Minority girls through education;
- Importance of Girls education in Muslim community;
- The need of uplifting economic status of Muslims in India;
- The ways to create sustainable future for Muslim girls in emerging India;
- Non-access of Muslim students to education on account of poverty;
- Non-availability of adequate infrastructural and instructional facilities;
- Illiteracy of the parents;
- Lack of hostel facilities for the Muslim girl students;



- The need of introducing vocational training courses for the Muslim girls for linking education with livelihood;
- The need and importance of promoting Distance Education and open learning for bringing up the Muslim girls in the main stream.
- Prime Minister 15 Point Programmes for minority education;
- Effective implementation of Central and State Government educational welfare schemes for the welfare of minorities.

XIII. SEMINAR ON EDUCATIONAL RIGHTS OF MINORITIES AT HAZARIBAGH, JHARKHAND

In December, 2009 a seminar on Educational Rights of Minorities was organized by Dr. Shabistan Gaffar, Member, CGE, NCMEI, in collaboration with Imamul Hai Khan Law College, Bokaro, Hazaribagh, Jharkhand

Dr. Shabistan Gaffar, in her address stressed the fact that the girls' education should be an intrinsic part of the State policy designed to ensure the reach of education to the population at large in general and Muslims in particular. Emphasis should be placed on the need to spread girl's education among Muslims in a social milieu where poverty, underdevelopment and social disability need to be dealt with by making available the benefits of education to all. The community has to ensure that the drop out rates of girl students especially from Muslim community is reduced. Parents should be motivated and encouraged to send their daughters to schools. The government must formulate innovative schemes for empowering Muslim women through education. Revolutionary steps and long term measures need to be taken to provide quality education to girls to enable them to contribute to the society while overcoming all the burdens and taboos imposed by the society. They should be educated about the essential qualities in the character of a creative responsible citizen so that they may be able to share actively in the common weal and woe and share common burdens willingly.

More than 500 people including students, teachers, educationalists, religious scholars, manager/stakeholder of minority educational institutions etc. attended the seminar.

ANNEXURE-VI

Resolutions of the Meeting of the Committee on Girls' Education held on 26th July, 2010 at NCMEI

- Present in the Meeting:

NCMEI :

- Justice M.S.A. Siddiqui – Chairman, NCMEI
- R. Renganath – Secretary, NCMEI
- Sourindra Ghosh – Consultant (Admin)

Honourary Members of the Committee:

- Dr. Shabistan Gaffar – Chairperson, Committee on Girls Education
- Prof. Najma Akhtar – Member, Committee on Girls Education
- Mrs. Abeda P. Inamdar – Member, Committee on Girls Education
- Dr. Karen Gabriel – Member, Committee on Girls Education
- Dr. Seema Wahab – Member, Committee on Girls Education
- Mrs. Atiya Mushtaque – Member, Committee on Girls Education
- The meeting started with the Welcome Address by the Honourable Chairman, NCMEI. In his address, the Hon'ble Chairman stressed on the importance of the Committee on Girls Education and the crucial role it can play in uplifting educationally backward mass of women in this country. He expressed confidence on



the Honourary Members of the Committee who have rich experience of working in the field of education of girls in general and Muslim girls in particular. The Chairman requested the Members to take note of the grey areas that affect girls' education, particularly that of Muslim girls'. He added that taboo within the Muslim community regarding modern education of girl is a serious issue which has to be countered. He advised the Members to identify such taboos.

- The Chairman also informed the Members of his interaction with the MHRD and the Hon'ble Prime Minister, urging financial support for the Committee. The Chairman also added that he is hopeful of getting positive response from them so that some of the expense burden of the Members will get lessened.
- The Secretary, NCMEI, also addressed the meeting. He said that looking at the nature of cases that come to the Commission for enforcing Minority rights of the Minority educational institutions, the lacuna in the field of education of the Minority – especially Muslim – girls can be well understood. Despite various programmes and schemes by the government, several impediments for education of the Muslim girls still remain. The Muslim girls have high rate of drop outs. To address these problems, special reference to the Muslim girls is needed. The Government has many schemes, but schemes particularly targeted at Muslim girls are needed. The Secretary also reiterated that taboo within the Muslim community for a girl to go to school is one of the biggest challenges that we have to face. Special incentive for the Muslim girls is needed to overcome this hurdle. But above all, substantial information in usable form regarding the status and problems of girls' education, particularly Muslim girls', is required. He also requested the members to submit their recommendations. He suggested that a discussion paper prepared by one member may be further substantiated by the inputs from other members. In that way, comprehensive recommendations covering various issues can be submitted to this Commission.
- Mrs. Atiya Mustaq shared her experience of West Bengal. She said that often long distance of the school from residence is an impediment for a Muslim girls' education. She said that in other communities, girls cycle their way to schools. But in Muslim community, cycling by a girl is being frowned upon. According to her, the general perception is that a girl cannot cycle because it is a boyish thing to do.
- The Chairman revealed that on his advice, the Chief Minister of Chhattisgarh has provided a cycle to every school going girl. Following the example of the Chhattisgarh Government, the Madhya Pradesh Government has been paying to girl students 1 Re/km for to and fro journey to school.
- Mrs. Atiya Mustaq informed that West Bengal government has recently introduced a scheme by which girl students who go to school traveling long distance will receive monetary assistance. However, as of now, the scheme has a limited coverage.
- The Chairman gave some valuable suggestions in order to improve educational status of Muslim girls. He said that a school going girl whose neither parents are graduate should get every material support from the government than can enable her to continue her studies. He added that it is a collective responsibility to ensure that she at least becomes a graduate. The school, he suggested, should provide free books and ensure enabling environment for her to study.
- The Chairman informed the members about the proposal to organise a National Seminar on Minority girls' education at Delhi, sometime in the month of April 2011. He apprised the members about his meeting with the Hon'ble Prime Minister in this regard. On oral request of the Chairman Hon'ble Prime Minister has consented to inaugurate the Seminar. The Chairman requested the Committee Members to prepare research-documents for the said purpose.
- The Chairman also advised the Committee to organise regional conferences, subject to availability of funds, in different parts of India, before the National Seminar takes place. He asked the members to decide on the places, based on zones in which the country will be divided for the purpose, where the regional seminars can be held. He asked the Committee Members to prepare a list of the speakers who could be invited for the regional conferences. Their contribution in this field should also be mentioned accordingly. The Chairman also added that the first regional conference should take place 6-7 months before the National Seminar, which will be tentatively held in April, 2011.
- Dr. Shabistan Gaffar suggested that the managers of Minority educational institutions should be invited as speakers for their valuable inputs. She added that the minority educational institutions can contribute immensely to improve educational status of the Muslim girls. Learning from them about the problems faced at the grass root level in imparting education, especially to the Muslim girls, will be an enriching experience.



- The Secretary, NCMEI, noted that even the Christian educational institution operating in Muslim dominated areas can also provide important insights into the problems regarding education of Muslim girls.
- Dr. Seema Wahab said that both the ‘thinkers’ or the intellectuals dealing with the issue of Minority girls education, and the grass root level activists working in this field should be invited as speakers for the conferences. The Hon’ble Chairman approved the view.
- In the ensuing discussion, the zones for the regional conferences were identified as follows –
 - o East Zone : It is comprised of the states of West Bengal, Orissa, Assam, and the North Eastern states. The venue of the meeting will be Kolkata. The responsibility of organising regional conference for this zone will be primarily on Mrs. Atiya Mustaq. She has been asked by the Chairman to coordinate with Mr. Haranjit Singh, Honourary Coordinator of Kolkata (West Bengal).
 - o West Zone: It is comprised of the states of Rajasthan, Gujarat, Maharashtra and Goa. The venue of the meeting will be Mumbai. The responsibility of organising regional conference for this zone will be primarily on Mrs. Abeda P. Inamdar.
 - o North Zone: It is comprised of the states of Uttar Pradesh, Bihar, Jharkhand and Uttarakhand. The venue of the meeting will be Lucknow. The responsibility of organising regional conference for this zone will be primarily on Prof. Najma Akhtar.
 - o South Zone: It is comprised of the states of Tamil Nadu, Kerala, Andhra Pradesh and Karnataka. The venue of the meeting will be Hyderabad. Dr. Karen Gabriel, with assistance from Dr. Sumayaa, will be primarily responsible for organising regional conference in this zone.
 - o Central Zone: It is comprised of the states of Haryana, Punjab, Delhi, Madhya Pradesh, Chhattisgarh, Himachal Pradesh and Jammu & Kashmir. The venue of the meeting will either be in Delhi or in Punjab. Dr. Shabistan Gaffar, Honourary Chairperson of the Committee, will be primarily responsible for organising regional conference in this zone.
- Either the West Zone or the East Zone will organise the first regional conference, tentatively in the month of October or November of 2010. It will be decided after due coordination between Mrs. Abeda P. Inamdar and Mrs. Atiya Mustaq – the two members who are in charge for organising regional seminars in the respective zones.
- For these regional conferences, the Hon’ble Chairman advised the Members to invite such individuals as speakers who can highlight the current problems and can positively suggest workable solutions for them. He also added that at the most 8-10 speakers will be identified for the one-day regional conferences, where 10 minutes will be allotted for each speaker. The Chairman said that the idea behind conducting the conferences would be to identify the core issues affecting girls’ education.
- The Chairman as well as the Honourary Chairperson of the Committee emphasised on the necessity to constitute district level / village level committees, for generating awareness about girls’ education at the grass root level. The Chairman requested the members to identify persons for manning these committees.
- The Chairman emphasised on opposing conservative ideas that perpetuate social as well as gender stereotypes. He mentioned that the conservative negative attitude against coeducational institutions has to be countered in a steadfast fashion. The Members supported this view. The Chairman also emphasised on fighting the notions that promote gender inequality. Mrs. Atiya Mustaq shared her angst about her experiences where she has been told that Islam has held women to be inferior to men. The Chairman asserted that Islam doesn’t hold women to be inferior to men. He also gave examples of noteworthy and successful Muslim women which conclusively shatters such stereotypical notion. The Chairman advised that in order to effectively counter such conservative backward notions, instances from real life personalities as well as references from Islam should be highlighted.
- Prof. Najma Akhtar said that there are good schemes introduced by the government, but implementation is the weakest link. She gave the example of Kasturba Gandhi Balika Vidyalayas, where intake of Muslim girls is



extremely low. The Chairman observed that implementation of government schemes can be monitored by the Honourary Coordinators of the Commission. Prof. Najma Akhtar said that in her recommendation she will suggest the same accordingly. She also invited the Commission's attention to the newly released data by District Information System for Education (DISE), which can give us valuable insights into the performances of the schools vis-à-vis their service to the Minority communities, particularly the Muslims. She also suggested that information on the number of Minority/Muslim students' application and correspondingly their admission in educational institutions should be made available. She also added that not only the Minority educational institution, but also the other general educational institutions should be brought under the scanner. It was suggested that the concerned educational authorities, e.g. the UGC, should take up the responsibility of providing such information.

- The Secretary suggested that the Commission, on proposal by the Committee on Girls Education, may recommend 5% relaxation in cut off marks for Muslim girls in admissions to the UGC.
- Prof. Najma Akhtar suggested that the Commission should monitor for proper implementation of Right to Education Act, even in the private schools. She suggested that the Commission should act as an RTE activist.
- Mrs. Atiya Mustaq said that in many schools at Kolkata, there are no separate toilets for girls. She said that lack of toilets deter girls from going to schools in fear of shame and breach in basic privacy. Another problem that she mentioned is the lack of information and awareness among the Muslims regarding educational opportunities and beneficial schemes by the government. Poverty is another factor that has a negative impact on girl's education. If, while studying, the girl can generate some income for the household, the environment for her education becomes more favourable. Hence, Mrs. Mustaq suggested to integrate girls' education with vocational training.
- The Chairman suggested that counseling centers and vocational training centers particularly for the Muslim girls can help to improve the present situation. He also informed that in Tamil Nadu, there is a scheme by which the government shares half of the total funds needed to establish an educational institution by any person or society or trust.
- Dr. Karen Gabriel said that data covering various aspect of Muslim girls' education needs to be collated and has to be disaggregated on the basis of age cohorts, region, caste, religion, rural-urban etc. Subcommittees can be set up to interpret and process such data. Dr. Gabriel emphasized that proper networking has to be built up to effectively negate the friction that exists in the system, along with identifying key persons at various levels who can carry forward the mandate of the Commission and this Committee. She said that mobile schools need to be set up to reach the far flung areas of the country. She stressed that information regarding applications and admissions of the Minorities should be displayed by the UGC on their website.
- Dr. Seema Wahab said that though there are many beneficial schemes for the Muslims, the problem lies in their implementation. The lack of awareness among the Muslim community means that the Muslims themselves cannot claim their own right. Hence it is important to generate awareness within the Muslim community, along with proper monitoring of the schemes.
- The members of the Committee suggested that the Commission's website should have exhaustive information regarding beneficial schemes in the educational sector and the opportunities that the Minorities have in the field of education.
- It was also suggested that the Muslim girls should be trained in basic computer usage and applications.
- The modernization of the Madarsas should be carried out with top priority, the Committee suggested. The government should bring up a national scheme for providing training to the Madarsa teachers.
- The Chairman suggested that government must provide land for girls' hostel at concessional rates. He also suggested that at least a part of Wakf property and land in every district should be earmarked for the purpose of education of the Muslims, with special attention to Muslim girls. He also said that Muslim community should be encouraged and enlightened regarding the empowering provisions of the Right to Information Act.
- After this, the Chairman inaugurated the All India Confederation of Women's Empowerment through Education. Dr. Gaffar, the Honourary Chairperson of the Committee, said that the Confederation's work will be to provide enabling environment for the education of backward women of this country, particularly to members coming from the deprived sections and the Minority communities. It would take up the task of



empowering them through information and proper guidance and counseling, as well as working as a facilitator that minimizes the friction that exists in the system. It would identify the cases of successful women that can give us valuable insights into the present situation of women in this country. Dr. Gaffar also said that individuals with steadfast dedication to the cause of uplifting the backward mass of women in this country will be the members of this Confederation. Mrs. Abeda P. Inamdar suggested that two types of membership for the Confederation can be created – lifetime members and yearly members.

- Concluding, the Honourable Chairman appreciated the sincerity and frankness of the discussions that came up in the meeting. He graciously thanked all the Members of the Committee for the successful and enriching engagement in the meeting.

ANNEXURE- VII

Resolution of the North-Eastern Zonal Seminar on Empowerment of Minority Girls' Through Education held at Guwahati, Assam

Ms. Farida Haque, welcomed the distinguished guests and dignitaries and explained the relevancy of the conference theme. This was followed by felicitation of the dignitaries and presentation of mementos to the distinguished guests.

Mr. M Hoque, Chairman, ERDE, explained the Conference objectives. He highlighted a sneak preview of the ERDE, which has been incepted by his entrepreneurial mission for the development of education with a mantra of providing good human resources and with an object of making, the neglected and backward people, especially minorities of the North Easter region, self sufficient in the field of education.

Hon'ble Justice M.S.A. Siddiwui, Chairman, National Commission for Minority Educational Institutions (NCMEI), Government of India graced the Conference as Chief Guest and spoke on Minority Educational Institutions: Educational Rights of Minorities, in detail. He stressed upon implementing the various schemes and programmes for empowering minority women and assured all supports from his side. He has also informed that a Sub-Committee of the NCMEI would be constituted shortly, comprising members from all states of North East region, with a view to ensure proper implementation of government's schemes for welfare of minority women in this remote part of the country. Justice Siddiqui apprised the participants that the minority (religious and linguistic) can set up educational institutions as per provision of Article 30 of the Constitution of India. The NCMEI is empowered to implement the provision enshrined in the Constitution. It is lack of awareness in this region for which the minority community is backward educationally and consequently socio-economically. There will be a National Conference in New Delhi shortly, after completion of Regional Conferences in different parts of the country and all the views/suggestions received from the regions will be placed there for recommendation to the Government.

Dr. Shabistan Gaffar, Chairperson, Committee on Girls' Education, NCMEI highlighted about empowerment of Women Through Education and proposed to constitute a Regional Committee, involving ERD Foundation, Guwahati and other active organizations of North East India to implement various schemes and projects for empowerment of our minority women. She also opined that there is a need of mechanisms for evaluation and monitoring of functioning of the educational institutes to ensure quality in teaching, infrastructure and education as a whole. She assured of all cooperation in setting up minority girls' colleges, polytechnics and entrepreneur centres, and appealed to worthy organizations to proceed with proposals in the interest of expanding education among minority women in particular.

Ms. Sheeba Aslam, Member, Committee on Girls' Education, NCMEI, delivered her speech on importance of Muslim girls' education. She emphasized on creating awareness among the minority section of the society, for being equipped with rights and facilities entitled to them and to take advantage of the opportunities where everyone has access. She assured all cooperation and necessary support in expanding network for providing education to all. Minority women can advance socio-economically only when they come out of illiteracy.



Dr. Masood Parveez, Director, Regional Services Division (IGNOU) addressed the importance of Higher Education and the various educational programmes and avenues available through the IGNOU. The IGNOU has different types of learner support system, viz., Regular Study Centres, Programme Study Centres and Special Study Centres. He explained about the pre-requisites for opening of such centres. He also mentioned about Learner Support Centres for Economically and Educationally Backward Blocks (ECBB), launched by the IGNOU to empower people of such areas.

Dr. S.S. Jena, Chairman, National Institute of Open Schooling (NIOS), Noida talked on importance of distance learning and open schooling. In mentioning the missions of the NIOS, Dr. Jena said it provides a dynamic flexible system of open schooling for development of a knowledge society; it acts as a national resource centre to set a proactive role model for learner centric in open and distance learning system; it develops professional support network using current technologies; it establishes action oriented research for open and distance learning at school level; need based Vocational Education for making students entrepreneurs and not only job seekers, etc. The authorized target groups of NIOS are i) Out of School children, ii) Girls and Women, iii) Scheduled Castes and Scheduled Tribes, iv) Rural people and urban poor, v) Unemployed/partly employed, vi) Differently Abled Children and vii) Minorities. He specifically mentioned about "HUNAR" scheme- the Empowerment of Muslim Girls. Its objective are socio-economic Empowerment of Muslim Girls (Age Group : 11-14 plus); Enhancing self-esteem through Skill Development and Training; Empowerment for livelihood; Motivating to re-join in the main-stream education; To be role model for other Young siblings. Dr. Jena also explained the Scheme for Providing Quality Education in Madrassa (SPQEM). It aims at

- Enhancing the participation of the Muslim Minorities' children in main stream education system through Maktabas/Madrassas/Darul-Uloms.
- Access to Education in modern subjects through Madrassa's Modernisation Scheme of Central Govt. with the objectives i) Infrastructural support for educational institutions and ii) Introduction of Modern subjects in traditional institutions like Madrassas

Mrs. Abeda P Inamdar, Member, Committee on Girls' Education, NCMEI, from Pune, stressed upon community initiatives and honest efforts to empower minority women through education establishing educational institutions. She assured that if intentions are good for the welfare of society, supports from different corners are bound to come. She cited that lack of awareness is a great hindrance in the empowerment of minority women. Mrs. Inamdar also informed about various scholarships available for the general students and especially for the minority students, from various sources.

Mr. M. Hoque, Chairman, ERDF, expressed his ambitious and action oriented plan of action in the penultimate speech of the conference. He was immensely satisfied with the success of the Conference and is looking forward for a future collaboration and support in this regard. Mr. N I Laskar presided over the 1st Session with his creative and encouraging comments and concluded the session in a high note.

Dr. S Gaffar summed up the Conference in the end, assuring all supports and cooperation from her in empowering minority women of North East Region.

The organizers left no stones unturned for the success of the event, as a result of which over 300 participants from all the States of the North East attended the Conference. Notably among them were Mr. Saeedullah Nongru,, MLA & Former Minister, Govt. of Meghalaya; Mrs. Ramliani Chawngthu, Member Secretary, Mizoram State Women Commission; Ms Tsibu Khro, an advocate from Nagaland; Prof. Abdul Mannan of Gauhati University, Dr. Mahfuja Rahman & Dr Saduddin Salauddin Islam from Manipur. In their speeches, they enlightened the participants, on their respective state situations of minority women and issues relating to their empowerment. The deliberations are of immense significance for the empowerment of minority women in the North East region. The conference commenced at 10 a.m. and continued till 5 p.m.



Ms Akhtara Nilufar, a faculty member of the ERD Foundation, Guwahati, conveyed the Vote of Thanks, on behalf of the Organizer, to each and every dignitaries and participants, for their deliberations and active participation in the Regional Conference held at Guwahati. The role of media personnel were highly applauded for their participation and coverage they made in print and electronic media.

The major recommendations of the Regional Conference, organized by ERD Foundation, Guwahati on 10th April 2010, for empowerment of minority women of NE India, are summed up as follows:

- a. Establishment of residential schools, polytechnics and colleges for girls in the minority concentrated areas, in each district.
- b. Establishment of Working Women's Hostels for minority women in the state and district headquarters.
- c. Establishment of Vocational Training Centers in the minority concentrated areas, to make them equipped to earn a dignified livelihood.
- d. Counseling and Awareness generation through campaigns among the minority girls / parents / community and religious leaders, so that they can come out of various social evils, like child marriage, etc. and to develop interest for girls' education and empowerment.
- e. Creation of Coaching and Guidance Cells at the state headquarters, which may provide coaching for various competitive courses and for state and central services (jobs), among the minorities. The Cells will also provide guidance to the aspirant students for choosing write type of courses and will facilitate the admission processes for the minority students and particularly for the girls. It will also explore the possibilities of scholarships and stipends available for different courses from different sources.
- f. Proper implementation of the Central / State level Programmes / Schemes relating to the welfare of minorities, including the Prime Minister's 15 Point Programme for welfare of minorities.
- g. Creation of a Regional Forum for the NE region, approved by the NCMEI, who can have the access to communicate with the NCMEI for proper implementation of various Central / State level Schemes / Programmes. The said Regional Forum should have access to all information and have a say in policy making matters for welfare of minorities of the region and in its implementations.
- h. The people of the region are encouraged to come out with adventurous ideas and proposal for establishing educational institutions for empowering minority women through education.
- i. People are also encouraged to come out with proposals for setting up various avenues / SSIs / Units, etc., for socio-economic development of the minority women.

It is categorically proposed that Mr. Mahbubul Hoque, the Chairman of the ERD Foundation, Guwahati can be given the responsibility of forming the Regional Forum and to do other welfare activities.





Sr. Jessy Kurian, Former Member, NCMEI with the members of the Committee on Girls' Education at Azam Campus, Pune



Delegates at the seminar at Azam Campus, Pune, Maharashtra



Delegates at the seminar at Azam Campus, Pune, Maharashtra



Delegates at the seminar at Azam Campus, Pune, Maharashtra



Mr. PA. Inamdar, addressing at the seminar at Azam Campus, Pune, Maharashtra



Technical Session address on Sikh minority's education
Technical Session address on Sikh minority's education



Technical Session address on Muslim minority's education



Technical Session address on Parsi minority's education



Technical Session address on Christia minoirty's education



Registration



Justice M.S.A. Siddiqui, Chairman, NCMEI, Dr. Mohinder Singh, Member, NCMEI, Mr. PA. Inamdar and Dr. Shabistan Gaffar, Chairperson and Mrs. Abeda P Inamdar, Member, CGE, NCMEI at the conference at Mumbai, Maharashtra



Mrs. Abeda P Inamdar, Member, CGE, NCMEI. Addressing the conference at Mumbai, Maharashtra



Justice M.S.A. Siddiqui, Chairman NCMEI addressing at the Western Zone Conference at Mumbai, Maharashtra



Dr. Mohinder Singh, member, NCMEI, addressing at the Western Zone Conference at Mumbai, Maharashtra



Dr. Shabistan Gaffar, Chairperson, CGE, NCMEI addressing at the Western Zone Conference at Mumbai, Maharashtra

ANNEXURE-VIII

Report of the Western Zonal Seminar on Empowerment of Minority Girls' Through Education held at Pune, Maharashtra



**National Commission for Minority
Educational Institutions, New Delhi
Committee on Girls Education**

cordially invite you for the

Western Zone Seminar

on

*'Empowerment of Minority Girls
Through Education'*

Chief Guest

Justice M. S. A. Siddiqui

Chairman, National Commission for Minority
Educational Institutions, New Delhi

Guest of Honour

Mrs. Fauzia Khan

Minister of School Education & General Administration
Govt. of Maharashtra

on Sunday 28th November 2010 at 9:00 am

at

**5th Floor Anjuman -e- Islam's Saif Tayabji Girls High School
& Junior College of Arts & Science,
260 J.B.B. Marg, Mumbai Central,
Mumbai - 400 008.**

Dr. Shabistan Gaffar
Chairperson

Abeda P. Inamdar
Convener

P.T.O.



-: Schedule :-

Registration	9:00 am	to	9:30 am
Inauguration	9:30 am	to	10:30 am
I - Session	10:30 am	to	1:00 pm
Muslim	10.30 am	to	11.30 am
Christian	11.30 am	to	12.00 noon
Sikh/ Parsee	12:00 noon	to	12:30 pm
Jain/Old Buddhist	12:30 pm	to	1:00 pm
Lunch	1:00 pm	to	2:00 pm
II - Session	2:00 pm	to	4:00 pm
Rajasthan	2.00 pm	to	2.30 pm
Gujarat	2.30 pm	to	3.00 pm
Maharashtra	3.00 pm	to	3.30 pm
Goa	3.30 pm	to	4.00 pm
Open Session	4:00 pm	to	5:00 pm
Concluding	5:00 pm	to	5:30 pm

For Mumbai Contact : 9822780178 - Asif

The present Committee on Girls Education comprised the following members:

S. No.	Name	Designation	Place/State
1.	Dr. Shabistan Gaffar	Chairperson	New Delhi
2.	Mrs. Abeda P. Inamdar	Member	Pune (Maharashtra)
3.	Mrs. Atiya Mushtaque	Member	Kolkata (West Bengal)
4.	Dr. Seema Wahab	Member	New Delhi
5.	Ms. Sheeba Aslam	Member	New Delhi
6.	Dr. Karen Gabriel	Member	Delhi
7.	Prof. Najma Akhtar	Member	New Delhi
8.	Dr. S. Sumayya	Member	Ramnathpuram (Tamil Nadu)
9.	Prof. Dr. Qamar Rahman	Member	Lucknow (Uttar Pradesh)
10.	Dr. P.A. Fathima	Member	Alwaye (Kerala)

The other dignitaries present were as under:-

Maharashtra

- Ms. Mulla Rahila Zainul Abedin- Teacher Mumbai
- Mrs. Raziya S.Khan-Teacher Mumbai
- Mrs. Yasmeen M.Khan Supervisor Mumbai
- Mrs. Naina Peer Sakhpal-Teacher Mumbai
- Mrs. Ainul Attar-Training & Placement Officer Mumbai
- Dr. Zeenat Shaukat Ali- Professor Mumbai
- Mr. Moinul Haque Choudhary-Joint Secretary Kareemi Library Mumbai
- Ms. Rubeena Aibani-Teacher Mumbai
- Professor Surekha Prakash Kasariya-Teacher Chinchwad
- Purnima Lunawat- Interior Designer Pune
- Aruna Mutha –B J S State President Pune
- Anita Chopra- B J S Pune
- Sadhana Tatiya - B J S Pune
- Kamrunnisa Ansari -Head Mistress Mumbai
- Marzaban Giara-Author Mumbai
- Dr.M.B.Mistri-Professor Pune
- Mrs,Gazala Azad-Secrerary Mumbai



- Advocat Husna Banoo Khalife-Director M. A. M. Ed Corporation Govt. of Maharashtra Ratnagiri
- Saeeda Ahmed Vohra- Hon. Gen, Secretary M E S C O Mumbai
- Dr. Kamini Gogri- Coordinator in Jainology Mumbai
- Mrs. Hutoxi Daraius Hibra –Principal Zoroastrian Parsee Mumbai
- Mr. Abbas Mohammed Dawre-Secretary Bazm E Imdadia Khed,Ratnagiri
- Mr. S.A.Jabbar-Trustee Begum Faiz Girls School Sholapur
- Dr. Faiz Ahmed Shaikh –President Begum Farkhanda Faiz Girls School
- Mr. A.R.D.Khatib-President Bazm E Imdadiya Khed,Ratnagiri
- Akhtari M.Khan –Coordinator Ayesha Bi Haji Abdul Latif Trust
- Pradeep Jain-B J S Mumbai
- Sudarshan Jain-National Secretary B J S Pune
- Mrs.Najma Kazi-Principal Anjuman E Islam Saif Tayyabji Girls High School Mumbai
- Zainab Siddique-B.E -Maharashtra
- Mubashira Ansari-Student Ayesha Bi College Mumbai
- Ms.Rukhsana Ali-Lecturer Ayesha Bi College Mumbai
- Mrs.Salma Shafi Lokhandwale-Director School Edu. Anjuman E Islam Mumbai
- Dr.Sunil Bhutada –Senior Manager B J S Mumbai
- Col.Vijay Kapoor-Director Bhartiya Jain Sanghatna
- Azra Siddique-Advocate Mumbai
- Sunashiree Pohare B J S Pune
- Razia Patel-Head Minority Edu. Cell-Pune
- Dr. Rajendra Kankariya-Principal Prathibha College Chinchwad
- Ranu Jain- Professor Tata Institute Mumbai
- Mrs.Mulla Ashraf Adam-President Muslim Samaj Prabodhan Sanstha-Pune
- Nasreen Ebrahim -Manager Trustee

Gujarat

- Prof.Najma Akhtar-Prof.HOD Department of Edu. Adm. NUEPA,New Delhi
- Dr.Karan Gabriel-Associate Prof.& Member Committee on Girls' Education Delhi
- Imtiyaz Chhipa –Reporter
- Mrs.Abida Desai-Vice President AMWA Resoure Manager
- Dr. Maherunnisa M. Desai-Professor AMWA Associate Prof. R.J.T Commerce College
- Smt.Rehana N.Shaikh- Trustee AMWA Comm. Tax Inspector
- Gulistan Kadri- Psycology Teacher Ahmadabad
- Aziz B.Saiyed- Gen. Secretary- Vadodra
- Rukhsana T.Pathan- Principal Faiz Mahila Talim Vadodra
- Mrs. Kadri Bilkis Aminuddin- Edu. Sectrary B. F. College Valsad
- Ayesha N Saiyed-Social Worker
- Yasmin Choksi- Social Worker
- Najma Shaikh-Teacher Surat



Goa

- Shaikh Suleman Karol-Chairman United Education Society Goa
- Mustafa Aga-Secretary Goa Muslim Samaj Panji
- Nawaz Shaikh-Member of Organisation of Goa Muslim Samaj
- Mubarak Ali Khan-President Unity High School Goa
- Anil V. Powar-Dy. Director of Education Goa
- Khan Fehmida-Member of All Goa Muslim Samaj
- Mrs. Rukhsana Shah-Member of Organisation All Muslim Samaj Goa

Rajasthan

- Mr. Shabbir Ahmed-President Marwar Muslim Education & Welfare Society Jodhpur (Rajasthan)
- Mohammed Ismail-Executive Member
- Abdul Raof Ansari-Executive Member Marwar Muslim Education & Welfare Society Jodhpur (Rajasthan)
- Haji Abdullah Qureshi- Ex. President Marwar Muslim Edu.& Welfare Society Jodhpur (Rajasthan)
- Dr. G. Rabbani-MMEW Society Jodhpur (Rajasthan)
- Fazlur Rehman-Member Ex. President Marwar Muslim Edu.& Welfare Society Jodhpur (Rajasthan)
- Mohammed Atique-MMEW Society Jodhpur (Rajasthan)
- Shuchi Kaushik-General Coordinator
- Dr. Nisha Meena-Deputy Director RCEE
- Dr. Rajesh Jawanmalji Oswal-Principal JSPM'S Charak College
- Dr. Rajesh Jawanmalji Oswal-Chairman Sairaj Education Society
- Dr. Zenab Bano-Professor Dept. of Political Science Rajasthan

West Zone

Regional conference of the Western Zone was organised by M.C.E.S. Azam Campus on the agreed theme on 28 November 2010 at Mumbai. In this conference, representatives from Rajasthan, Gujarat, Maharashtra and Goa participated. The key speakers of the conference were Justice M.S.A. Siddiqui, chairman National Commission for Minority Educational Institutions, New Delhi; Mrs Fauzia Khan, the Education Minister of Maharashtra; Shri R. Renganath the Secretary NCMEI; Dr. Mohinder Singh, the member NCMEI; Dr. Najma Akhtar, chairman, NUEPA; Dr. Shabistan Gaffar the Chairperson and Mrs. Abeda P. Inamdar the member of Committee on Girls Education; Shri P. A. Inamdar the Vice President, All India Federation of Muslim Educational Institutions, New Delhi; and many others. Around 20 presentations and papers were presented during the conference. A resolution based on several points was adopted for the follow up.



As per the schedule the Registration was started at 9 a.m. AT Conference Hall of the Anjuman Islam Saif Tayyabji Girls High School Mumbai Central Mumbai.

The inaugural session was honored by:

- Hon'ble Justice M.S.A. Siddiqui the Chairman National Commission for Minority Educational Institutions, New Delhi .Presided the session.
- The Chief Guest Dr. Mohinder Singh, the member National Commission for Minority Educational Institutions, New Delhi.
- The guest of Honour Hon'ble Mr. P.A.Inamdar the Vice President , All India Federation of Muslim Educational Institutions, New Delhi.
- Mrs. Shabistan Gaffar the Chairman Committee on Girls' Education.
- Mrs. Abeda P. Inamdar the member, Committee on Girls' Education

Session began with Tilawat. Mrs. Abeda Inamdar welcomed all the dignitaries and pointed out the importance of the date 28th November i.e. the Birth Anniversary of Mahatma Jyotiba Phule. She said that Research has proved that girls' education gives highest returns. She also informed about the various Scholarships Schemes announced by Central Government and State Governments. She said that for any kind of Scholarship details required the Information cell of the Deccan Muslim Institute Azam Campus Pune is always there to help you.

Mrs. Shabistan Gaffar explained the Aims and objects of the Committee on Girls' Education. She pointed out that this committee was constituted by the Hon'ble Justice MSA Siddiqui who has special vision for girls' education. She said that she has travelled various part of the country for conferences, seminars and found that main reason for dropout is poverty, for this problem the National Institute of Open Schooling is creating awareness and IGNOU is doing great job in this field. To discuss the problems under West Zone is first to conduct this seminar. She also pointed out the recommendations of Muslim Minorities to open Medical Colleges, Nursing Schools and B.Ed. Colleges.

Hon'ble Mr.P.A. Inamdar- He highlighted the work done by the Hon'ble Mrs. Sonia Gandhi and Hon'ble P.M. Manmohan Singh. The National Commission of Minority Education Act was passed during our Prime Minister's tenure. Hon'ble Justice Siddiqui has implemented all the rules of this act, maximum benefit of this scheme was taken by the Christian Community. In Maharashtra Muslim, Christian, Sikh Parsee, Jain and Buddhist are given Minority status so all the minorities should take the advantage of the facilities provided by the Constitution and use their capacities in the field of education .Mr. P.A. Inamdar also emphasized on the Technology which is the need of the of the hour in the field of education.

He advised the head of Minority Educational Institutions to make the awareness regarding the Right of children to free and compulsory education Act 2009 constituted by the Central Govt. He explained that this act has three aspects:

- This Act has provision for Religious education institutions like Madrasas and missionaries.
- This Act has provision for Private NGOs working for educational need of their respective community.
- This Act has provision to open the school by the State Govt. within the 1 Km radius one Primary School should be built by the local bodies ,it is the duty of the State Local Body to build a school with good infrastructure and appoint of the qualified teachers.
- The huge amount of money is required for this scheme the central Govt. is ready to give 65% and 35% amount will be shared by the state Govt. for which Shri Kapil Sibbal said 65% money is ready to be distributed for the Educational Institutions . He guided the management about the using their Right if Govt. doesn't open the school they can approach the court and ask their Right. He said a special cell has been formed to give free services to guide any minority educational institution. Regarding this Act at Azam Campus, Pune.

Mohinder Singh gave the information about Sikh educational status since 1942 when he joined the Guru



Nanank Foundation he said Muslim and Sikh share some of the common religious though in Holy Quran and Gurugranth Sahab. Both community lack the education but Sikh community took education on priority before Muslims, Sikhs opened the Khalsa College in Amritsar.

Hon'ble Justice M.S.A. Siddiqui congratulated Mrs. Abeda Inamdar for organizing this seminar and thanked her for courtesy, in his presidential address referred the Article 21 of the Constitution of India.

Right to read and write is the fundamental right of every citizen and Article 21(A) is for the children age groups 1-14 have right to free education. He further said that we all are citizens of India and have equal rights in the constitution. Right to education has provision which has Article 30 also which include Madrasa, in Arabic Madrasa meant School. Thus Article 21, 21A and Article 30 overlaps somewhere. Some Issues and aspects are to be compromised but awareness is essential. Fundamental rights to be exercised and we should go head and not surrender our need and keep on fighting to get it. Preferably primary education in mother tongue as per Article 350A is a right of parent. We can teach our children in mother tongue which does not create any problem.

The session was followed by the very informative Power Point Presentation prepared by Mrs. Abeda P. Inamdar giving introduction of the Girls' education, population, Sex ratio, literacy rate, problems of Minority girls' education and suggestions /recommendations to the Central Govt. /State Govt. /Minority Communities / Financial Institutions / Corporate and Media. The Power Point Presentation was appreciated by all the guests.

Sub Session : MUSLIM MINORITIES

The dignitaries were Mrs.Abeda P. Inamdar (Maharashtra).Mrs. Najma Akhtar (NUEPA) Mrs. Mehrunnisa Desai (Gujrat).Mr. Atiqur Rehman (Rajasthan) and Mr. Suleman Karol (Goa)

Mrs. Abeda Inamdar Chaired the Session.

Mrs.Najma Akhtar the Chairman National University of Education Planning and Administration (NUEPA) spoke that the govt. of India has implemented certain Acts which has to be known by all. In West Bengal Kasturba Gandhi Balika Vidhlaya has a special effort for girl's education but this school does not include Muslim girls. There are ICTS along with each girls school which are called "Nanniyas" for after small kids and girls can purpose their education. The Muslim girls are having economic problems hence not going to schools. Some States provide free books, travelling allowance etc. Why not in all States? The girls are to be counseled at early age. Cell for guidance and counseling should be at every school.

Dr. Mehrunnisa Desai spoke about the implement of the acts and rules.

- Change mindset of Muslim community
- Women to be empowered
- Special awareness for the Muslim women.
- We should encourage and give status to women.
- The empowerment women like Doctor, Engineer should be encourage
- Special technical institute through women NGO's for the Women
- In villages the vocational educational system should be build up so that the women there can be benefited along with work.
- 25% stat govt. 75% contact Govt. gives the scholarship for minorities.
- The Central Govt. Scholarship amount which has not been yet given, it should be given before the academic year.

Mr. Suleman Karol shared his experience and spoke about the problems.

- Women are lacking Education
- Scholarship scheme should be completely implemented.



- Where there is Free Education, no scholarship is required the fund goes back to the govt. in this case. For higher secondary very few schools in Goa, it should be used for higher education.
- Besides church there is a school always besides it but this is not the case for Muslim.
- Sarva Shikha Abhiyan could be more effective if implemented efficiently.

Session: CHRISTIAN MINORITY-

Karan Gabriel Chaired the session. She highlighted the main problem and suggestion as follows:

- Christian community is advanced, misconception
- Protestants institutions have focused in higher education and very few schools in rural area.
- Catholic Church provides education to poorest irrespective of religion.
- 70% of Christian population gets benefits.
- With anti conversion bill, the education provides by churches is getting interrupted.
- Regulation for foreign funds, no fund is provided.
- Unlike Muslim, religious members of Christian are reduced due to communal violence.
- Nuns are identified and they are exploited.
- Christian gets demoralized, hide their religious identify.
- No database (Oxford Handbook of Muslim in India) for Christian as such is available.
- Resources are not available for Dalit, rural areas and for girls.
- Educational institutional in urban areas are not willing to go in rural areas due to lack of funds.
- 70,000 maid servants Christian are in Delhi, they get no education.
- Free Education is must.
- Christian community should change its attitude.
- School has to face problem at commercial rates as all zones have their own rules and Christian to be followed.

Session: SIKH MINORITY-

Dr.Mohinder Singh Chaired the session. In his speech he briefly highlighted the main problems and suggestion as follows:

- Punjab schemes Nanhi Chawn-when girls get married they are given money as sapling to be grown.
- Female infanticide, gap in levels of education rural and urban ,cell center is serious issue (it gives lot of money).
- Girls have equal rights.

Session: PARSEE MINORITY-

Mrs. Hutokshi Aibara she highlighted the main problem and suggestion as follows:

- Late marriages,no child- social problems
- Suggestion-Use of NGO's to work together to overcome dropouts.
- Correspondence, short term, health care courses for Women.
- Create awareness to educate each and every child.
- Short term courses should give amount equal to that cell centers so the girls would not go to call centers.
- Motivational creative course should be added in syllabus
- Minorities Institutions should introduced traditional crafts, arts in mother tongue.
- Be it innovative technique in the form of competitions the child would themselves be involved in learning it.
- In centers (fund) should be given to traditional art and craft.



- By learning art and craft the child can earn.
- Awareness and counseling of Head Mistress and Principals to use the grants, rules available so that not only minority girls but all girls are benefited.

Session: JAIN MINORITY:

The session was honored by the Dr.Renu Jain Researcher Tata Institute of Research Mumbai, Mrs. Kamini Gogri Research Tata Institute Mumbai, Sudeshan Jain (Amrawati) and Dr.Rajendra Kankariya (Pune).

Dr.Renu Jain Chaired the session she highlight the main problem and suggestion as follows:

- Higher education is linked to empowerment should be there, but not observed.
- Empowerment means capacity to live and make decision.
- Education it has to change society has to be changed.
- Women have to be very strong.
- Formal education rate is increasing.
- Insecurity is more, due to communal violence.
- As per Sachhar Committee report, justice should be there and it should be proved.
- 99% Men and 95% Women community of Jain Community are literate.

Mrs.Kamini Gogri also shared her experience as follows:

- Kachch community are migrated to Mumbai
- Religions plays major role in shaping the mind of an individual.
- Girls more educated than boys in Jain Community.
- As hobby for small scale industry, cooking, can't take this as career.
- Mindset has to go changed for further development.
- IAS, IPS, UPSC, MPSC awareness is to be brought up for Jains.

Sudeshan Jain the member of the session also shared his experience

- Generation gap,
- Imbalance of education of boys and girls,
- Impact of college and environment,
- Impact of friends,
- Changing family format, Micro family,
- Impact of mass media
- Urban and Rural area, no proper guidance for match making,

A program of 32 hrs. has been found for young generation FFMM that is Family, Friends, Media, & Money to inculcate values and principals and proper development.

Dr. Rajendra Kankariya the member of session suggested the following:

- Be professional for empowerment.
- We should be with the majority and not only as minority.
- Take education with majority, but the minorities are to be given facilities.
- Believe in women only then there would be empowerment.



RAJASTHAN

This session was chaired by Dr. Nisha the Dy. Director Sarva Shiksha Abhiyan Rajasthan other members were Mrs. Zainab Bano & Mr. Atiqur Rehman.

Dr. Nisha presented here PowerPoint Presentation

- Endow with wings----- Total Population-56 Million
- Registered Madarassas-2969 (Primary-2769, Upper Primary-200) Jains-1.2%,
- Hindus-88%
- Un registered Approx 2000-registered Govt. Schools-80,000
- KGBVS-14 Specially for Minorities Girls.
- Sarva Shiksha Abhiyan- Vocational Courses, Science, Maths Kits, Free Textbooks, Uniform, Awards are given to girls to encourage them.
- Even for Madarassas they give funds.
- Gap in identification of enrolled and dropout girls' students.
- Poor awareness about girls' education in community.
- Difficult terrain and lack of transport facilities.
- Early marriages, gender discrimination.
- Lack of female Teachers in Govt. School and madarassas.
- In KGVB's provide food, shelter, it is especially for the minorities.
- SC, ST, OBC and minority population are here.
- Child tracking survey has been conducted to tap each and every child.
- Certified vocational Courses of cutting tailoring and dress making are being conducted through NIOS (6 months).
- Focus on the child requirements.
- Sanitation facilities.

Mrs Zainab Bano explained the girls' education problems in State of Rajasthan as:

- In Rajasthan more Sunni Muslims than Dawoodi Bhora sects.
- In Dawoodi, Bohra Community, equal status in education 100% literacy rate.
- In 2007 Darum- Umul against co-education.
- Khalid Rashid- Muslims are behind due to lack of girls education schools separately for girls are not much available.
- School participation is necessary.
- Along with KGVB's, Shiksha Aapke Dwar is also available.
- Misconception –Parent doesn't want their Muslim girls to study.
- Poverty due to which Govt. Schools are opted, here the education is not as required the level is very low.
- In Rajasthan Muslim Literacy rate since last 60 years has increased by 5% in Urban as well as in rural level enrollment 8-9%.
- Remedies-Individual –Self consciousness in girls, they should realize that education is her fundamental right.
- Community Level-New schemes should be followed by them strictly.
- State Level Primary Teaching programme should include sexual violence against girl.

Mr. Atiq-ur-Rehman briefly explained his observation and experience about the Muslim Minority's problems in Rajasthan.

- After new govt. appointed, 8 std. students are included in Madarassas education.
- Computer is available, but no teachers to teach the subject.
- 50% grant from central Govt. not implemented yet.



- In Rajasthan only 3 Muslim Minority Girls Schools.
- In govt. schools only ,Muslim minority girls , SC,ST study not the higher status (class) children.
- Slow working of the government.
- State govt. has given permission for opening of ITI's.
- 50% Muslim student can get enrolled in ITI.
- Madrassas can't get transformed to high infrastructural school, due to lack of fund.
- Awareness should be created.

GUJARAT

Mr. AZIZ SAYYED the delegate from Gujarat chaired the session and other delegates Mrs. Bilquis Mrs. Ayesha Sayyed and Mrs. Mehrunnisa Desai also joined the session.

Mr. Aziz Sayyed briefly discussed the educational problems in Gujarats:

- Benefit after 2002 tragedy, 641 schools registered in Gujarat (now more than 700).
 - Most of schools are coeducation and higher education schools.
 - IT and Computers in lacking about 60% Schools.
 - About girls 1 ½ yrs.Back HSC, SSC, 64% Muslim girls pass out.
 - Higher secondary (11 & 12), earlier it took 2 Lack investment but now extension from 10 -11 std. Only 5,000 fees.
 - For girls 50% seats for girls, 60-70 % girls then drop in schools.
 - For Alim daughters 30% seats allotted.
1. Suggestion in National Federation, the institute in Gujrat be funded.
 2. Every Friday sermon-10 min. for education.
 3. Minority Education Commission should have state wise commission body the burden of govt. should be reduced.
 4. Trained Teachers are lacking M.A & all but no computers knowledge, which should be overcome by proper funding.
- BILKIS (B.Ed. Teacher) also shared her experience as:
 - Higher educations for women Muslim not given as even boys are not given that much higher education.
 - Availability of students in higher education in limited.
 - After marriage higher education should be provided if desired.
 - The subject in B.Ed. is very useful in our day to day life.
 - AYESHA SAYYED the member of the session shared her experience:
 - Parents do not support even if girls want to purpose education hostel is essential.
 - Religious knowledge is essential along with other education.
 - In Rajkot 50% minority, there is no hostel.
 - Nasim Shaikh from Gujarat with 2 kids has become Dy. S.P.

MEHRUNNISA DESAI

- Central Govt. Prematric scholarship, post metric scholarship is not implemented by the Sate Govt.
- Scholarship should be provided.
- 75% of Central Scholarship goes back to the government.



- No. of colleges, technical, engineer, medical college are lacking for the minorities.
- Land should be given by the Govt. for the building college and institutes.
- NGO's should get involved more and more.
- High school are not granted permission only 3 school upto 10th are granted Rs.3000/- and more fees per annum which can not be given by middle class families thus dropouts.
- Backward minority areas should have grantable school and college
- In non grantable school and college make compulsion at least 2 to 3% students of minorities be admitted.

MAHARASHTRA

This session was Chaired by Mrs.Husna Banu Khalife and other member Mrs. Aainul Attar. Mrs. Husnabano Khalife discussed the problem and gave some suggestion as:

- 65% female population till date in Kokan area.
- Azam Campus provided facilities and education to Muslim minority.
- MAFDC gives educational loan upto 5 lack, interest rate 3% regd.Ration card bonafide certificate and leaving certificate and affidavit from the parents, fee structure paper-All this from corporation. Fees of library, hostel, mess given stationary also given, Repayment easy only after education in 6 months to pay it in 5 years installments.
- In education loan preference is given to girls.
- Suggested for foreign studies (to send 50 students abroad for studying) and a scholarship of Rs.10 lakh.

Mrs Aainul Attar gave the very important information regarding various Scholarship schemes by the Govt. of Maharashtra State and Central Govt.

- At college level there was misconduct due to which the scholarship could not used by large no of students, But now, everything is online.
- 30% scholarship for girls in professional education but hardly 15% application is obtained.
- During admission the money is not obtained therefore like SC,ST,OBC the muslim girls are to be given admission without fees.
- For OBC 4-5 Lakh but minority it is only 2.5 lakh and for girls upper limit i.e. parent income limit should be eliminated.
- EBC for hostel or outside more 20,000 scholarships should be provided.
- Personality Development of girl's lectures and programmes should be held.
- Lands for technical colleges concession should be given, it is given about 20% concession.
- Zero Balance account is already implemented, even joint account. MSCIT Course Rs.4000/- fees are given by the govt.

GOA

Session was Chaired by Mr Anil Powar,Dy Director of Education Govt. of Goa.

Other members were Mr.Suleman Karol and Mrs.Khan

Mr.Anil Pawar discussed the problem and recommendation regarding the Minorities Girls Educational in the State of Goa.

- The population is Christian 76.86% ,Muslim 26.4%,0.89-Buddhist ,Jain & Other.
- Govt. provide facilities for Muslim minority also.
- Goa has urban semi urban no rural areas.
- Literacy rate is 83% 4th Highest in country
- Migrant population ,Goan-100% Literate ,every child has to take elementary education upto 8th Std.



- No. Difference between male and female fro education.
- Minorities not below poverty line.
- No need for minority separately required.
- In 2005 state govt. grant for infrastructure loan, many institutes have awaited this scheme.
- English medium vernacular and mother tongue schools.
- Higher education technical colleges are from Christian minority, majority.
- They have loan scheme for children for higher and vocational education income limit is 4-5 Lakh, no interest. To pay back only after getting a job. It is obtained with in month of applying for it.
- No Madarassas in Goa, 2 are there but unregistered.
- Most children are migrants in Madarassas.

Mr. Suleman Karol also gave the power Point Presentation regarding Minority Girls

- Demographic information of Goa Area -3702 sq.km.
- According to 2001 Urban Area -670577
- Educated Male-88.88,female -75.51
- No. of schools Primary- 1252
- Govt. School 91,non Gov -311
- 14-Hindu Community 9-Muslim
- 188 Christian Community managed
- Secondary School -371 Govt-81 Non Govt.-294
- Higher Secondary School -83 Gov.15 Non Gov.68 Give more permission for Minority Educational Institutes
- Madarassas Board should be provided
- Unaided minority institutions should be given aid
- 24 School Urdu Primary-Lack of Urdu Teachers Due to Lack of D.Ed. Training.

Mrs. Khan (Municipal Council Vice Chair Person) shared her experience briefly as:

- Personality Development should be there.
- Education is there but no students to get the education
- They gather girls for studying and computer education due to lack of parents awareness no proper attitude and poverty.
- Provide professional colleges for girls.

The concluding session Honoured by the Chief Guest Mrs Fauzia Khan the Education Minister Maharashtra, Guest of Honour Mr Rangrajan the Secretary National Commission for the Minority Educational Institutions New Delhi, Hon'ble Mr. P. A. Inamdar the Vice President All India Federation of Minority Educational Institutions, Mrs Shabistan Gaffar the Chairperson Committee on Girls' Educational Institutions and Mrs. Abeda P. Inamdar the member Committee on Girls Educational Institutions.

Hon'ble Mr. Rangarajan (Secretary NCMEI, New Delhi) spoke about the recommendation as

- He is with commission since last 6 years.
- It is core educational body, Commission has quasi judicial powers.
- Unused funds are the right of the state which has to be disbursed.
- Recommendation are to be given to NCMEI through letter so that it could be forwarded to the central govt. for the implementation of more schemes.

Hon'ble Mrs. Fauzia Khan, Minister for School Education Govt. of Maharashtra

She spoke about the important issue related to Educational institutions as

- In Maharashtra Women's Policy (1994) during tenure of Shared Pawar as C.M.



- Educational and Economic Development go hand in hand.
- Education keeps society alive.
- Chinese proverb –if you have vision of life time plant people.”
- Under article 29,30 institutions establishment right is provided.
- On the other hand cream of society is produced due to which globally India has position 25% doctors Indians,12% in NASA
- For higher education attitude has to be changed.
- Govt. makes plans and programs for minority for first time after independence.
- Policy makers, implements parents, society teachers should work all together for quality education.
- Personality, character should be developed to make are individual strong in all sense has to be taken into consideration.
- Low level education can be overcome together with education should become a mission.
- Minority component in policies are considered less.
- Minority welfare department (2008), various schemes are available.
- The new schemes to be introduced in M.W.D. are to be suggested.
- School Education department, priority for higher education of the minority.
- Employability of 12th Std. for this the changes in the curriculum has to be made, like ITI courses etc. But if provide all this in school than no extra course are required.
- Teachers training should be appropriate.
- Child tracking system to be made.
- Most of the aspects to be online.
- Legislation-Minority Education, component in policy is to be done.
- Till our vision is not clear and develop, success and development of an individual is not possible.
- There is no education without vision no vision-no direction –no direction –no mission –no dedication-no action-no tuition-no evaluation-no education-no question-no nation development only corruption.

Hon'ble Mr. P.A. Inamdar (Vice President, All India Federation of MEI)


- Enforce Constitutional guarantee under Article 30
- National Commission for Minority Educational Institutions, New Delhi are to be approved rather than going to the court.
- Rajasthan, Gujarat, Maharashtra & Goa now clearly understood for Gujarat it is possible for them to approach the govt. and discuss their problems.
- Rs.3 Thousand Cores allotted for minority development dept by the govt. of Maharashtra.
- In Maharashtra 370 Engineering colleges, 4000 seats for MBA vacant.
- 1000 of vacancies for D.Ed. The Gujarat & Rajasthan Student should be come to Maharashtra for education.
- Maharashtra govt. is framing its rules for RTE, Submission minorities, Christian, Parsee, Sikh, Jains hold meeting with National Commission for minority institutions and for benefit of minorities.
- Value added courses are given at higher education level.
- MSCIT is mandatory along with the important announcement for Govt. Jobs
- He concluded his speech with the important announcement regarding the information cell at the Azam Campus viz RTE.Tel.No.09850227729 Websites-painamdar.org

The session was concluded successfully with the vote of thanks by Mrs.Abeda P. Inamdar and the National Anthem.



ANNEXURE IX

Report of the Southern Zonal Seminar on Empowerment of Minority Girls Through Education



**NATIONAL COMMISSION FOR MINORITY
EDUCATIONAL INSTITUTIONS**
Govt. of India, New Delhi

COMMITTEE ON GIRLS EDUCATION

The Southern Zone Conference on

**EMPOWERMENT OF
MINORITY GIRLS THROUGH EDUCATION**

VENUE

College Auditorium
Justice Basheer Ahmed Sayeed College for Women (SIET)
(Autonomous & Re-credited A+)
Teyyanampet, Chennai

Date : Wednesday, 2nd Feb 2011
Time : 9.00am to 6.00pm



NATIONAL COMMISSION FOR MINORITY EDUCATIONAL INSTITUTIONS

Govt. of India

New Delhi

COMMITTEE ON GIRLS EDUCATION

A brief note on Southern Zone Conference on

“EMPOWERMENT OF MINORITY GIRLS THROUGH EDUCATION”

Venue: College Auditorium
Justice Basheer Ahmed Syeed College for Women,
(SIET, Chennai)

Inaugural Time: 9.00am to 11.00am

Date: 02.02.2011

The National Commission for Minorities Educational Institutions (NCMEI), New Delhi has come in a big way to organize awareness cum sensitization of Minority Girls Education in particular to muslim girls through the “Committee on Girls Education” a subcommittee on National Commission for Minority Educational Institutions, New Delhi. The Committee on Girls Education under the Chairperson, Dr Shabistan Gaffar, with nine Honorary member committee proposed to conduct Zonal Conferences in five regions of India to meet all Minority Institutions to deliberate their views, opinions, identify data available in each region on Minority Girls Education. The experiences of the North and Eastern Zone Seminar and Conference have given an insight to develop ‘Database’ on Minority Muslim girls’ education, region wise/sate wise particulars. This Southern Zone Conference in Tamilnadu is first of its kind in Southern India which has focused the above theme for the one day conference in the State Capital, Chennai inviting the Southern state viz.... Kerala, Karnataka and Andhra Pradesh to participate. All Christian, Muslim, Sikh and other minority institutions (Primary to Higher Education Comprising Technical, Professional Arts & Science Colleges) have come in a big way to participate. 21 speakers from 4 states who are contributing on “Minority Girls empowerment” with their rich experience will deliberate on the following objectives with respect to their religion.

Objectives:

1. Taking stock of Present scenario
2. Challenges and bottlenecks
3. Way forward & future plans

To strengthen Minority Girls Education in their respective states, the NCMEI Chairman Justice M S A Siddiqui and other members will present their views on behalf of Govt. of India.



Problems Identified by Minority Run Institutions in Rural and Semi Urban Areas in Tamilnadu

Social Problems:

1. Poverty
2. Ignorance
3. Attitude of parents
4. Lack of Education
5. Early Marriage
6. Cultural implications.

Other attributes hindering Minority Girls Education in Rural Areas/Semi urban areas:

- Insufficient transport facilities for girls in the morning /evening hours of the day.
- Non-availability of Govt. run minority schools, art & science colleges, technical institutes, professional colleges exclusively for minority girls in rural, semi urban and coastal areas in the state of Tamil Nadu.
- Non-availability of minority girls hostels in minority concentrated areas of the districts in our state.

Best Practices from other states:

The neighbouring states have executed and established separate Govt. aided, minority run institutions in the form of schools, colleges, professional colleges, technical institutions and hostels exclusively for minority girls, which has created an identify for minorities in their respective states and welfare of minorities.

Dr Sumayaa
Convener



NATIONAL COMMISSION FOR MINORITY EDUCATIONAL INSTITUTIONS, COMMITTEE ON GIRLS EDUCATION

GOVT OF INDIA, NEW DELHI

ONE DAY SOUTHERN REGIONAL CONFERENCE ON

“EMPOWERMENT OF MINORITY GIRLS THROUGH EDUCATION”

MINUTE TO MINUTE PROGRAMME

INAUGURATION

Venue : College Auditorium, JBAS College for Women, Chennai

Date: 02.02.2011

Time : 9.00 – 11.00 AM

		Time
Invocation	Dr Amthul Azeez HOD i/e, PG & Research Dept of Zoology JBAS College for Women, Chennai	5 minutes
Tamilthai Vazhthu		2 minutes
Welcome Address	Dr S Sumayaa Principal, TBAK College for Women Kilakarai Convener & Member Committee on Girls Education NCMEI Govt. of India, New Delhi	5 minutes
Honouring the Guests		15 minutes
Key note address	Dr Shabistan Gaffar Chairperson, Committee on Girls Education NCMEI, Govt. of India, New Delhi	10 minutes
Presidential Address	Padma Bhushan Mr Moosa Raza IAS (Retd) Chairman, The Southern India Education Trust (SIET), Chennai	10 minutes
Felicitations	Ms P Abitha P Inamdar Member, Committee on Girls Education, NCMEI, New Delhi	5 minutes
	Dr Qamar Rahman Member, Girls Committee on Education	5 minutes



	Dr Kaviko Abdul Rahman Chairman, Tamil Nadu Wakf Board, Chennai	5 minutes
Special address by Guests of Honour	Dr Mohinder Sing Member, NCMEI, Govt. of India New Delhi	5 minutes
	Dr Cyriaac Thomas Member, NCMEI, Govt. of India New Delhi	5 minutes
	Smt Vasanthi Stanley Member of Parliament, Rajya Sabha New Delhi	5 minutes
Chief Guest Address	Hon'ble Justice M S A Siddiqui Chairman NCMEI, Govt of India, New Delhi	10 minutes
Inaugural Address	Dr K Ponmudy Hon'ble Minister for Higher Education Govt. of Tamilnadu	20 minutes
Vote of Thanks	Mr MD Nayeemur Rahman Dr MGR Deemed University, Chennai & State Coordinator NCMEI, New Delhi	5 minutes
		112 minutes 1.52 hours



SESSION - I

SPEAKERS DETAILS- KERALA STATE

Date: 02.02.2011

Venue: JBAS College Auditorium

Time:11.20am -12.15pm

S No	Speaker Name & Address	Phone / Mobile	E-mail	Presentation and Discussion Time (minutes)
	CHAIR PERSON			
	Shri. T P Imbichammad TPI Block, B- &, First Main Road, MEPZ-SEZ, Tambaram Chennai-600 045	91-044-42220400 04442220786	bichatp@avalontec.com	20 (10+ 10 for opening and closing remarks)
	SPEAKERS			
1	Dr. Burton Cletus Assistant Professor, Department of History, University of Calicut Malappuram Kerala-673635	08089537072	burtoncletus@gmail.com	10
2	Ms. Qamarunnisa Anwar Former Chairperson, State Women Development Corporation, Muthoot Road, Thirur, Malapuram Dist. Kerala	09847400987	Not Available	10
3	Dr. P Mohamed Principal. Unity Women's College, (po) Narukara, Manjeri, Malappuram(Dist) Kerala	0483-2767142 0495-2441440 09447217243	unitymji@yahoo.com info@unitywomenscollege. in.com	10
4	RAPPORTEUR Mrs Mehar Taj M A M Phil Assistant Professor Department of English JBAS College, Chennai			



SESSION - II

SPEAKERS DETAILS-TAMIL NADU STATE

Date: 02.02.2011

Venue: JBAS College Auditorium

Time:12.15pm - 1.25pm

S No	Speaker Name & Address	Phone / Mobile	E-mail	Presentation and Discussion Time (minutes)
	CHAIR PERSON			
	Dr. S Xavier Alphonse SJ Director, Indian Centre for Research Development Community Education(ICRDCE) New #30 Veerasamy Street Egmore, Chennai	9444040874	mcrdce@vsnl.com	20 (10+10 for Opening and closing remarks)
	SPEAKERS			
1	M P Basheer Ahmed I A S Managing Director, Tamil Nadu Minorities Economic Development (TAMCO), Chennai	044-28514840		10
2	Ms. Sheriffa A Azeez Director & Correspondent Crescent Group of Girls Educational Institutions, 1st Sterling Cross Street Nungambakkam, Chennai	9841095786	crescentcce@yahoo.co.in crescentschool@vsnl.com	10
3	Ms. Piroja Darius Belgamvala 2861B, Y Block 3rd Street, 12th Main Road, Anna Nagar West Chennai 600 040	044-26262392, 9444928994	dmbelgamvala@gmail.com	10
4	Shri. Manjit Singh Nayar Secretary & Correspondent Gurunanak College, Velachery, Chennai	9940342727	manjit_nayar@yahoo.in	10
5	Shri. Harban Singh Anand General Secretary & Educationalist, Sri Gurunanak Satsang Sabha, Chennai	9382117853	ssanand@rocketmail.com	10
6	RAPPORTEUR Mrs Aaliya Parveen, MA M Phil Assistant Professor Department of English JBAS College, Chennai			



SESSION - III

SPEAKERS DETAILS- KARNATAKA STATE

Date: 02.02.2011

Venue: JBAS College Auditorium

Time:2.15pm-3.05pm

S No	Speaker Name & Address	Phone / Mobile	E-mail	Presentation and Discussion Time (minutes)
CHAIR PERSON				
	Dr. B Regina Papa Former Director, Centre for Women's Studies, Alagappa University "Vanavil" 950/1 Vaidurium Street Navaratna Nagar , Karaikudi	9444082525	brpapa@yahoo.com	20 (10+ 10 for opening and closing remarks)
SPEAKERS				
1	Ms. Tazaiyun Oomer Secretary, Humane Touch G-02 Prestige Grad Oak, #265, 1st Cross, 7th Main Hall II Stage, Bangalore-560 038	09845027337	humanetouch99@gmail.com	10
2	Ms. Fareeda Rahmathulla Educationist, Mount Arafat Education Society, Bangalore	09880574785	fareeda.r@rediffmail.com	10
3	Ms. Chaman Farzana Lecturer, Mount Carmel College, Vasathnagar, Bangalore-560 052	Ph: 080-23436652 Mobile: 09999416852	chamanfarzana@yahoo.com	10
4	RAPPORTEUR Mrs Sarwathnissa, M A M Phil Assistant Professor Department of English JBAS College, Chennai			



SESSION - IV

SPEAKERS DETAILS- ANDHRA PRADESH STATE

Date: 02.02.2011

Venue: JBAS College Auditorium

Time: 3.10pm - 4.10pm

S No	Speaker Name & Address	Phone / Mobile	E-mail	Presentation and Discussion Time (minutes)
	CHAIR PERSON			
	Prof Dr Najma Akhthar Head , Dept. of Educational Administration National University of Education Planning & Administration (NUEPA) 17-B, Sri Aurobindo Marge, New Delhi – 110 016	Mobile: 09899675104 Office: 26864409 Res :- 26059695	najmaakhthar@gmail.com	20 (10+10 for opening and closing remarks)
	SPEAKERS			
1	Dr. Mohamed Vizarath Rasool Khan, Chairman, Shadan Group of Institute, Adviser for PCMB for Minorities, Shadan Educational Society 6-2-978, Khiartabad, Hyderabad - 500 004	+91-40-6667860 09848403300	azazbits@gmail.com	10
2	Dr Fakruddin Mohammed Chairman, Health India Hospitals and Honorary Secretary, Muslim Educational Social & Cultural Organisation MESCO, Andhra Pradesh	Tel: 040-66786768 Mobile: 09849007680 Fax: 040-24411484	healthindia hospital@hotmail.com mescodc@hotmail.com	10
3	Dr Rafath Seema Head, Nisa Research & Resource Centre for Women, Andhra Pradesh	09348530712	nisa.rrc@gmail.com	10
4	Dr A Barnabas Abraham Research Consultant and Ph D in Women Empowerment 13 Madava Nagar, Annex 5th street, Vinayapuram, Chennai – 99	9791138669	abraham0056@gmail.com barnabas_0093@yahoo.com	10
5	RAPPORTEUR Dr SK Afreen, Head, Department of Commerce TBAK College for Women Kilakarai, Ramanathapuram Dist	9486562279	ssanand@rocketmail.com	10



SESSION - V

SPEAKERS DETAILS - TAMIL NADU STATE

Date: 02.02.2011

Venue: JBAS College Auditorium

Time: 4.15pm -5.15pm

S No	Speaker Name & Address	Phone / Mobile	E-mail	Presentation and Discussion Time (minutes)
	CHAIR PERSON			
	Dr. S Sathikh Former President, University of Madras, B 3 I Floor, AJ (Mathura) Flats, V M Rao Compound, 17 A, Damodarapuram Main Road, Adayar, Chennai 600 020	044-24468734 91-9444019734	sathikh.s@gmail.com	20 (10+10 for opening and closing remarks)
	SPEAKERS			
1	Re. Sr. Esther Mary SJ Secretary, Fatima College, Madurai.	9944036390	jesthermary@yahoo.com	10
2	Dr. K Althaf Principal, The New College(MEASI), 87, Peter's Road, Rayapettah, Chennai-600014	+91-44-28351269 +91-44-28350386	office@thenewcollege.in	10
3	Rev. Fr. Dr. G Pushparaj SJ Principal Ananda College Devakottai	9443328770	gpushparaj16@gmail.com	10
4	Dr Elangovan Director of Teacher Education Research Training	044-28278742		10
5	Dr. Sumayaa Principal, TBAK Colleges for Women, (Autonomous) Kilakarai-623617, Ramnad District TN	9443141934	Sumayaa.16@gmail.com ncmeisrc2011@gmail.com	10
6	RAPPORTEUR Dr A R Nadira Banu Kamal Head, Dept. of Computer Science, Vice-Principal TBAK College for Women,	9442617047		10



NATIONAL COMMISSION FOR MINORITY EDUCATIONAL INSTITUTION COMMITTEE ON GIRLS EDUCATION

GOVT OF INDIA, NEW DELHI

ONE DAY SOUTHERN REGIONAL CONFERENCE ON

“EMPOWERMENT OF MINORITY GIRLS THROUGH EDUCATION”

MINUTE TO MINUTE PROGRAMME

VALEDICTORY FUNCTION

Venue : JBAS College Auditorium, Chennai

Date : 02.02.2011

Time : 5.30pm - 6.30pm

Time

Invocation	Ms Habibathul Faiza, II Year (MBA Student, School of Management The New College, Chennai)	3 minutes
Tamilthai Vazhthu		2 minutes
Welcome Address	Dr Nausheen Dawood Principal, JBAS College for Women Teynampet, Chennai	5 minutes
Honouring Guests of Honour		10 minutes
Presidential Address	Mr Abdul Qadir Abdur Rahman Buhari Pro- Chancellor, BS Abdur Rahman University, Chennai	10 minutes
Feedback	Participants	6 minutes
Felicitations	Rev Fr. Vincent Chinnadurai Chairman, State Minorities Commission Govt. of Tamilnadu	10 minutes
Submission of Recommendations	To honourable Justice M S A Siddiqui	
Valedictory Address	Thiru K K S S R Ramachandran Hon'ble Minister of Backward Classes & Minorities Welfare, Govt. of Tamilnadu	15 minutes
Vote of thanks	P Abdul Kader Organizing Chairman, Southern Zone Conference and Zonal Chairman, FeMWAS	5 minutes
National Anthem		2 minutes
		112 minutes 1.52 hours



WELCOME ADDRESS

Presented by

Dr. Sumayaa

Convener & Member, Committee on Girls' Education, New Delhi

Assalaamualaikkum!

Respected Chief Guest, our Guest of Honour – Honourable Minister for Higher Education Dr K Ponmudy, Govt. of Tamilnadu, the President of this inaugural session Padma Bhusan Mr Moosa Raza IAS (Retd), Chairman, SIET Trust, Mr Abdul Qadir Abdur Rahman, Pro-chancellor, B S Abdur Rahman University, Chennai, Member of the NCMEI, New Delhi, and Guests of Honour, Delegates participants, it is my privilege and a great honor to welcome you and host you.

We are truly blessed by the Almighty who has imbibed the sense of responsibility in all of us gathering here to proclaim our unity. People have traveled from near and far, keeping aside their daily chores and not minding any hardship – all for the sake of improving the educational status of the minority girls in India.

I welcome the change in the attitude of the minority community in India in general and in Tamilnadu in particular. Those who have been viewing education as a mere tool to earn their living have now understood its ramification, resulting in the minority girls stepping into middle schools & high schools and going further to colleges. For them, the education they have been given is not just a means to get employed but also to be an integral part of the global village. It is the tool to build a strong socio-economic structure. It is a tool that would change the way the future generation will relate with the government. It is the means for them to shape their aspirations and make intelligent choice in matters that would impact the quality of life of their progeny.

I am glad to note that to succor and sustain this mood and ward off any potential threat to this trend, the who's who of Indian Educationists is gathering here. I take immense pleasure in welcoming these noble souls.

The most time-consuming exercise in organizing any event is extending invitations. But, this event changed my perspective on this. Everyone we invited, with not a single exception, accepted our invitations whole heartedly, assuring us the participation, identifying himself or herself with the cause and even extending support much beyond this event.

I welcome all the lovely people gathered here, reciprocating their gestures with added warmth.

I welcome our Chief Guest, Justice M S A Siddiqui Sahib, who has been our guiding star ever since he headed NCMEI.

I also welcome our Hon'ble minister for higher education, Dr. K. Ponmudy, who accepted our invitation instantly despite his tight schedule.

I take pride welcoming Dr. Shabistan Gaffar, the charismatic chairperson of Committee on Girls' Education, who is here to enlighten us on her strategy on giving impetus to Minority Girls' Education.



It is my privilege to welcome one of the most able administrators of education in India, Padma Bhushan Mr. Moosa Raza Sahib, Chairman of SIET.

I also welcome our guests of honor Dr. Mohinder Singh, Dr. Cyriac Thomas, members, NCMEI, New Delhi

I extend my warm welcome to my friends, Dr. Qamar Rahman & Ms. P Abitha Inamdar, members, Committee on Girls Education.

We are privileged to have with us today Mr. R. Renganath, Secretary, Committee on Girls Education. I welcome you, Sir.

I take special pride in welcoming one of the vibrant & assertive members of Rajya Sabha, Ms. Vasanthi Stanley. The minority community in general looks forward to her active role in taking its agenda to level next.

I am pleased to welcome an awesome orator, champion of the minorities and the Chairman of Tamilnadu Waqf board, Dr. Kaviko Abdul Rahman.

It is my pleasure to welcome reputed educationists Dr. S. M. Hamid Abdul Quadir, Chairman, Mohamed Sathak Trust; Mr. Khalid A. K. Buhari, Secretary, Seethakathi Trust & TBAK College for Women (Autonomous), Kilakarai; Mr. S. Mohamed Jaleel, Founder & Chairman, Sethu Institute of Technology, Madurai and Dr. Nousheen Dawood, Principal, JBAS College for Women [Autonomous].

I extend a warm welcome to Mr. Abdul Qadir Abdur Rahman Buhari, Pro-Chancellor, B.S. Abdur Rahman University, Chennai. An exemplary educationist & philanthropist, his dedication to the cause of the Minority Community has resulted in transforming the lives of millions.

I am pleased to note that we have amongst us youngsters and also parents who have pledged their support to the cause of educating girls from minority community. Their zeal and enthusiasm is evident from the fact that they readily formed a group in social networking websites, taking our issues far & beyond horizons. I welcome you all to join this movement and sustain the momentum.

I welcome the print and electronic media who have been putting our issues in the limelight through their articles, editorials and video clippings. I do realize that the media lends voice to the thoughts shaping up here.

I welcome one and all, gathered here and had I not mentioned any name, please bear with me appreciating the fact that I have paucity of time.

I pray to the Almighty that you have a wonderful time today, remaining focused into the essence of our movement and taking advantage of the rich experience of our dignitaries.

Assalaamualaikkum!



KEYNOTE ADDRESS

Presented by

Dr Shabistan Gaffar

Chairperson, Committee on Girls Education, New Delhi

OVERVIEW

Respected Chief Guest, our Guest of Honour – Honourable Minister for Higher Education Dr K Ponmudy, Govt. of Tamilnadu, the President of this inaugural session Padma Bhusan Mr Moosa Raza IAS (Retd), Chairman, SIET Trust, Mr Abdul Qadir Abdur Rahman, Pro-Chancellor, B S Abdur Rahman University, Chennai, Member of the NCMEI, New Delhi, and Guests of Honour, Delegates participants, my Islamic greetings to all of you. Assalammu Alaikkum (Varah).

It gives me immense pleasure to congratulate the patrons, organizing committee members, professors, volunteers who have contributed much to organize this wonderful event to bring out our experiences of the past in Minority Girls Education – sustaining growth and executing the concepts of Girls education in the minds of policy makers and educational administrators.

It is quite natural for humans to resist change. To change the practice established by forefathers, falsely under the pretext of pseudo Islamic dictates is much more difficult than anyone could imagine. It calls for a sea change.

It hurts me to note that religion – and of all that, Islam – is being projected as the retardant to education of minority girls. No religion shies away from acquiring knowledge. Narrow-minded leaders, immersed in insecure feelings and ignorance are reputed to frown upon the prospects of having educated and enlightened youth around them – more so if the youth happens to be from the minority community. No stone was left unturned to subvert the females under the pretext of not having the responsibility of a bread-winner. This is the genesis of illiteracy amongst the girls from the minority community in India. Way back during the post independent era, “education for Muslim minority girls was unreachable and was a myth.

It is unfortunate to know that leaders of the minority community took these concerted efforts as a favorable measure to early marriage of their girls. These only helped in rapidly depriving a good part of the minority community of quality education and instead push them into oblivion and poverty. Thus an unfortunate vicious circle was established.

But today, thanks to the efforts of dedicated educationists & government agencies like us, there is a change in the mindset of private educational administrator to promote “Girls Education”. Thanks to the work done during the past two decades in India, we are in the process of breaking that nasty vicious circle that our community is trapped into. We are on the verge of seeing a sea change which shall result in a big leap in the growth and promotion of Minority Girls Education.

Committee on Girls Education

The Committee on Girls Education has been constituted by the National Commission for Minority Educational Institutions, Ministry of Human Resource Development, Government of India, New Delhi by a resolution dated 19.06.2007 to submit its recommendations about ways and means to ameliorate the bleak situation of the education of girl child in general and Muslim girls in particular.

The Committee went into the pros and cons of the issue to evolve the modalities for providing education to the girl child which continues to suffer negligence - particularly in case of Muslim girls.

Presently the Committee consists of the following members:

- Dr Shabistan Gaffar - Chairperson



- Mrs Abeda P Inamdar - Member
- Mrs Atiya Mushtaque - Member
- Dr Seema Wahab - Member
- Ms Sheeba Aslam - Member
- Dr Karen Gabriel - Member
- Prof Najma Akhtar - Member
- Dr S Sumayaa - Member
- Dr P A Fathima - Member
- Mrs Qamar Rahman - Member

Let me elaborate on our Aims & Objectives

The aims & objectives of the committee on girls education are:

- Empowerment of religious minority girls in India through education.
- Uplift the educational standards of minority girls.
- Provide educational opportunities to the minority girls.

FUNCTIONS

For fulfilling its objectives, the Committee has been entrusted with the following functions and responsibilities:

- To find out the pros & cons of the issue to evolve the modalities for providing education to the girl child more effectively
- To suggest the ways for improving the educational standard of the girl child belonging to the down trodden segment of the society in general and the Muslim girl in particular;
- To recommend the ways and means to ameliorate the bleak situation of the general education of the girl child;
- To suggest ways to implement the provisions of the Right to Education Act, 2009 focusing on universalization of girls education;
- To recommend the Commission from time to time for considering the issues appropriately for the speedy redressal.
- Recommend modalities for the effective implementation of Our Working Pattern
- Tours and visits to Educational Institution
- Research
- Conducting Training & Seminar
- Publications
- Documentation
- Consultancy
- Awareness
- Exchange Programmes etc.,

We have established tie-ups with

Government organizations including:

- National Institute of Open Schooling
- CBSE
- National Commission for Protection of Child Rights
- National Commission for Women



- National Commission for Minorities etc.,
Teachers' Forums/Organizations
Universities
Central and State Education Boards

In our quest to extend the reach of our programs, we have established affiliation with NGOs, Associations and similarly placed organizations

We have been indulging in:

- Sponsorship programmes
- Documentation and Data collection
- Networking
- Interacting with Resource persons, journalists, activists, lawyers, bureaucrats, doctors, scientists and IT Experts.

Changing the fortunes of the minority girls towards the better can well be achieved with active participation of government and its agencies, educationists, leaders of the minority community and the parents as such. Things can turn around only when the minority community strives to overcome the internal hurdles and perform beyond thresholds.

I am happy to extend any support required by any minority educational institution with chartered plans for improving the reach, level and the quality of education of the minority girls. I beseech you to approach my office directly or through my able members who are empowered with the support structure that will address your issues.

I look forward to seeing the South Indian Minority Women in general and the Muslim Women in particular, playing vital roles not only within their families but also at the state, national and global levels.

I pray the Almighty to give us the power to overcome all our hurdles and forge ahead as a strong community who would continue the legacy of patriotic forefathers who have taken part in nation building.

Presidential Address of Mr. Moosa Raza at the Regional Conference of National Commission for Minority Educational Institutions at Chennai on 2.2.2011

The main minorities in India are Muslims and Christians. At the all-India level, Muslims form close to 15% of the population. There are other minorities like Sikhs and Jains but they are dominant minorities. But among all the Minorities, both in terms of education, economic development and share in both public and private services, Muslims are at the bottom of the ladder. They are the deprived minorities, their share in the national cake is far less than their population warrants.

Statistics have been analysed by the Sachar Committee, I cannot refrain from highlighting only a couple of them.

According to Census data, while about 7% of the population aged 20 years are graduates or hold technical diplomas, this proportion is less than 4% among Muslims, and less than 1% have technical education.

Only 3.6% of Muslims are graduates. 25% of Muslim children in the 6-14 age group have either never attended school or have dropped out. A majority of these are girls. That is why more than 50% of Muslim women are classified among illiterates, even by the minimalist definition of literacy – mere reading and writing and arithmetic.



The main reasons behind this large gap in women's literacy are

1. The large scale illiteracy among mothers especially in rural areas. Hence, they are unable to educate their children at home.
2. Absence of all-girl schools within easy reach for girls.
3. Absence of transport arrangements to go to school.
4. Economic necessity of retaining girls to look after younger siblings.
5. Demand for dowry by the bridegroom and his family, which the economically depressed cannot afford.
6. Finding well educated grooms for educated girls of equivalent level.
7. The feeling that if one has to choose between spending your meager resources on educating a boy or a girl, the cost/benefit ratio goes in favour of the son.
8. Absence of girls' hostels and safe transport for college girls especially in the uncertain security scenario.

There is however a section of the people, among them sociologists and academics who believe that the religion of Islam plays a role in keeping women illiterate.

Though a few misinformed moulvis might have given stray fatwas on girls education, by and large the religious leadership of the Muslims has been always in favour of providing education to Muslim girls. Today most of the responsible imams and khateebis in mosque are emphasizing the need for education, both for boys and girls in their Friday sermons albeit with safeguard for their modesty and physical safety.

The Sachar Committee observed "There is also a common belief that Muslim parents feel that education is not important for girls and that it may instill a wrong set of values. Even if girls are enrolled they are withdrawn at an early age to marry them off. This leads to a higher drop-out rate among Muslims girls. Our interactions indicate that the problems may lie more in non-availability of schools within easy reach for girls at lower levels of education, absence of female teachers and availability of scholarships as they move up the education ladder. In some cases absence of vital facilities in schools such as toilets keeps the girls away from schools".

The UPA govt. in its first stint appointed the Sachar Committee and the Ranganath Mishra Committee to look into the needs for the Muslim minority. These two committees have made several important suggestions for the amelioration of the economic, educational and employability of Muslim community.

The Prime Minister also promulgated a 15 point Programme for the educational and economic uplift of Muslims.

In the aftermath of the Gujarat and Kandhamal pogroms, the minorities felt shaken. The nation as a whole felt that such riots paid no dividends and only impeded the progress of the country and the nation.

They voted the UPA back to power for a second term. Muslims voted for UPA in larger numbers than earlier. Immediately after taking power the President of India addressed the Joint Session of the Parliament on 4th June 2009. She talked of the Govt. ensuring inclusive development with special emphasis on minority development.

She acknowledged the UPA victory "a mandate for inclusive growth, equitable development and secular and plural India". On behalf of her govt. she promised "concerted action for the welfare of, among other weaker sections, the minorities".

Para 28 of her address reads as follows:

"My Govt. will continue to accord the highest priority to the welfare of minorities and the action taken on the recommendations of the Sachar Committee have, to some extent succeeded in ensuring an equitable share to the minorities in govt. resources jobs and plans. Steps under way would be consolidated further. Govt. would



strive to strengthen and modernize administration of wakfs, reform the management of Haj operations and set up an “Equal Opportunity Commissions.”

Elections are coming round again-in the next 3 years. The community will evaluate the performance of the UPA govt. on the basis of the promises made in the President speech.

It is now going to be close to 2 years since that speech and the time has now come to redeem the pledges made by the Govt. In the context of girls’ education, I placed before the Regional Conference of the National Commission for Minority Educational Institutions the following 15 recommendations for Government’s consideration.

1. Govt. should focus on girls’ education, especially minority girls, through a sub-plan in the five year plan both at the Centre and the State level, on the lines of the Tribal Sub-plan and the SC/ST sub-plans. Muslims are falling behind the SC/ST in many areas.
2. Govt. should open all-girl schools in the vicinity of minority concentration area. This will help all communities-both majority-and minority.
3. Even in non-minority concentration areas, exclusive girls’ schools are a necessity. Minority girls should be provided a special quota in such schools.
4. It is essential to ensure that atleast Primary Education be provided in Mother Tongue-Urdu. In the states of Tamil Nadu, Kerala, West Bengal, Maharashtra, Gujarat etc. mother tongue of a large section of Muslims is the regional language. But in these and most other states, there is a very substantial number of Urdu speaking Muslims. So Urdu medium primary schools are a necessity.
5. It is not enough to provide free education, midday meals and books. The poor parents of Muslim girls require to be incentivized to send their girls to such schools and to keep them there. For this purpose, parents of girls studying in schools may be provided special quota in the MNREGA, Slum Clearance projects, Awas Yojnas, PDS system, Kerosene quota and other facilities provided by the Govt.
6. Special scholarships need to be provided to every girl, both in schools and institutions of higher learning. The budget for such scholarships should be in proportion to the number of girls from low-income Muslim families studying. Against some 800 girls of my College, who applied for a scholarship in TN only one got the scholarship ! The reason was there was a budget of some 20 crores whereas the eligible girls were thrice that number!
7. NGOs working for minorities, especially for Muslim minority require to be encouraged both financially, administratively and through other incentives. It is unfortunate that all-India statistic indicate that out of 91 NGO’s who have been released educational grants, only one Muslim NGO got included. Out of 789 NGO’s for school education, only 2 Muslim institutions – in Lucknow and Sahaanpur – got any grant.
8. Govt. should provide grants to upgrade minimum facilities in minority schools – especially for drinking water and toilets. For this, state govts should survey all minority schools and assess these special needs.
9. Govt. now provides upto Rs.1.00 crore for girls hostels through UGC. In urban areas, one cannot get even a plot of 60’ x 40’ for 1 crore. In semi urban areas that amount may fetch a small one acre plot! Even a 50 room hostel to house just 150 girls would cost more than 1 crore to build. Where is a poor NGO going to find land for this? Either this amount needs to be revised, or alternatively Govt. should provide the land. The rules governing allotment of wakf land for Muslim educational purposes should be made more flexible.



10. Even in the rural areas of T.N., eg. in Kilakarai, the monthly charges for the hostel, work out to Rs.1500/- / month per girl. Which rural family can afford such expenditure? Govt. needs to subsidize minority girls' hostel stay.
11. Teacher Education Scheme requires to be extended beyond the existing restrictions. At least, in all areas where we have substantial population of Muslims, Christian & SC/ST, exclusive female teacher training colleges need to be established, or NGOs encouraged to build such institutions.
12. Female teachers from the Muslim Community may be incentivised through scholarship to get trained in Teachers Training Colleges. Absence of female teachers poses a great handicap, especially in rural areas.
13. In the XI plan, 13 universities were funded to start Centres to study Social Exclusion & Inclusive Policy for Minorities, SC/ST in 07-08. For 35 Centres, Rs.14/- crores was released. No one has seen the reports submitted by these Centres. What are the outcomes? Govt. should publish these reports and disseminate the information for a public discourse.
14. The poet Robert Burns said "The best laid plans of mice and men oft gang a-gley". Most of the plans of the Govts, both at Central and State levels are well-intentioned, well conceived and well-planned. But most of these Plans & Schemes are at best only partially translated into action and many times remain only on paper. So monitoring the implementation of the Schemes at all levels is essential, if the promises made are fulfilled. The community needs to see the results, not the promises. The President promised that all Ministries will place a quarterly report before the Parliament on their performance. This remains only a promise !
15. The Prime Minister has introduced a Result Framework Document for 72 ministries of the Govt. The Secretary today's signs an agreement with his minister, laying down quantified targets, annually. A similar RFD needs to be introduced by each state govt. Such performance reports, especially for education of Muslim girls should be placed before the public annually.
16. A Parliamentary Committee for Minority Welfare at the Central level and an Assembly Committee at state level should be established. I believe the AP & Karnataka govt. has already done so. The conditions of the SC/ST improved considerably because of the regular monitoring done by these Committees. Why not for Minority Welfare?

The 15 point proposal given above is for the Government's initiative. However, if the Community stands back waiting for the apples to fall in their lap, they will continue to remain a Deprived Minority-leave alone becoming an Equal Minority or a Dominant Minority !

An Urdu poet remarked long ago :

"This world is a tavern-house. He who stands and waits will never get a drink. The wine belongs to him who comes forth and grabs the goblet."

So I recommend an Eleven point programme for the Muslim Community to ponder and adopt.

1. The Community should study the Sachar Committee report deeply, analyse the findings and realize the importance of education. The Community should focus its attention single-mindedly on Education and avoid frittering its energies on such non-profitable issues as Salman Rushdies, Taslima Nasreens, Danish Cartoons, Processions, Litigation on Beards etc. These are temporary and passing irritants. Education is the panacea ! Special attention needs to be paid for women's education.



2. Community should set up an institution both at Central and State level
 - to get the Right to Education Act implemented
 - to use the Right to Information Act effectively
 - to gather Information & Disseminate it.

(I call this COGID)
3. Community should set up a Group both at the Central and State level, with sub-groups at the district/taluk level to liaise and interact with MPs, MLAs, Opinion Makers, media and other power groups (GLIMMOM). These groups should hold regular periodic meetings with the power-elite, in a structured way, keep records of discussions, follow up the action proposed and taken, and assess results.
4. The Christian Community in India runs perhaps ten times the number of educational institutions that Muslims run. Their population is perhaps a seventh of the Muslim population. The Muslims should coordinate with Christians. Set up a Muslim– Christian Coordination Committee for Education (MCCCE).
5. GLIMMOM should be mandated to lobby with UGC/AICTE/HRD/MMA and other Central bodies so as to establish standing committees at various levels to monitor their minority schemes and act as links between these bodies and the community.
6. GLIMMOM & COGID should develop a data bank on Muslim related statistics, parliamentary and Assembly Questions/Answers, prepare and supply such data/parliamentary questions/Assembly questions to MPs/ MLAs/ Corporators/ Panchayat Members etc.
7. Community should build public opinion through mass-contact, work-shops, seminars etc to lobby for the establishment of a Parliamentary Committee for Minority Welfare, on lines of similar Committee for SC/ST. Similar effort should be made for an Assembly Committee, wherever such a Committee is not there.
8. Community should mobilize public opinions, lobby with Govts. Wakf Boards, to get Wakf Land allotted for schools/Colleges/Hostels (especially for girls). Even if there are no NGO today to take up such lands in the areas where such land exists, the land should be statutorily reserved for educational purpose so that it is not alienated/encroached upon today and deprive future generations.
9. Community should select eminent, well-reputed, committed members in each district, form a Committee of such persons to liaise with COGID& GLIMMOM, and to ensure liaison with local educational institutions to take full advantage of the RTE/RTI and ensure flow of credit from local banks especially for educational activities, and to ensure full enrolment of all eligible students–boys and especially girls.
10. Community should start a campaign–and not leave it to only religious heads – to educate people against dowry-demands, education of girls, and prevent despair and deviation among unmarried girls.
11. Community should develop effective means of using the mosques, especially the Friday sermons – to educate the Community on Education, Health & effective use of government schemes for the welfare of the Community.

VOTE OF THANKS

Vote of thanks by Mr.Md. Nayeemur Rahman, Hony. Coordinator, NCMEI, New Delhi.

Ladies & Gentlemen!

Today I'm glad to be amongst YOU. All the praises are to the Almighty for gyrating us towards a common cause. A cause that has bound all of us with the utmost sincerity that all of us deserve.

As the NCMEI coordinator for Tamilnadu, I have been interacting with various institutional heads and government officials during the last few months. I notice an unprecedented unity amongst the leaders of various minority communities working under the aegis of NCMEI.

Justice M S A Siddiqui Sahib deserves all the appreciation and respect for bringing in this comfort level between different minority communities. It really calls for a tall figure like Justice M S A Siddiqui sahib to instill the sense of responsibility and mutual coexistence among our leaders.

Working under his able guidance empowers people like us to address the issues faced not only by the minority institutions but also helps us in redressing issues sometimes beyond the purview of NCMEI – all for the cause of the minority communities.

I have no words to thank our hon'ble Justice M S A Siddiqui sahib for all the wonderful work he has been doing for the minority community in India.

The minority community in Tamilnadu is indebted to the present government in Tamilnadu, headed by an able administrator and supporter of the causes of minorities, Dr. Kalaigner. We are privileged to have amongst us one of his lieutenants Dr. K. Ponmudy, the Minister for Higher Education. Dr. K Ponmudy is one of the active ministers from this region. Despite his busy schedule, he set aside all his priorities on knowing the agenda of this conference and assured us of being an integral part of this movement. I thank you sir for your active participation.

Dr. Kaviko Abdul Rahman is certainly one amongst us. But his stature is such that everyone lays claim on his time. His participation in this conference is only a token of his love towards the minority community. His real participation is manifest in his work day in and day out. I thank you sir for your involvement. We are privileged to have you with us.

Yet another asset for this movement is Dr. Shabistan Gaffar! She, despite being a medical professional, chose to dedicate her life for the emancipation of the minority girls in India through education. The depth of her involvement is quite evident when she loses herself to the subject whenever she speaks about improving the status of minority girls in India. I have no words to thank her for being a driving force for our movement.

I thank Padma Bhushan Mr. Moosa Raza who has been guiding us towards being a literate society. I thank you janab for your great presidential address.

Dr. Qamar Rahman & Ms. Abitha P Inamdar are dynamic members in the Committee on Girls Education. Their involvement inspires us to in our pursuits. I thank you both for being here and motivating us.

It is our privilege to have dedicated personalities like Dr. Mohinder Singh & Dr. Cyriac Thomas. They have been very religiously carrying out their duties as members of NCMEI. I thank you both for taking the issues of minorities to heart.



In Ms. Vasanthi Stanley, we have an advocate representing minorities in Rajya Sabha. A very assertive and dynamic personality, Ms. Vasanthi Stanley has kept aside even her political agenda and flown exclusively for us from New Delhi. I thank you madam for being so supportive to the cause of minorities and taking pains to attend this conference at such a short notice.

I thank Dr. Sumayaa, Principal of TBAK College for Women [Autonomous]. Her efforts in getting autonomy for her college are manifest in the quality of education her lucky students are subjected to these days. The degree of her dynamism is not for the imagination of the weak-hearted souls!

I also thank Dr. Nousheen Dawood, Principal of this lovely autonomous college, but for whose support and able administration, we could not have conducted this conference to this level.

I have no words to thank the huge battalion of volunteers, well-wishers, students, vendors and service providers who have been relentlessly putting efforts and standing by us to make this a huge success.

Success of any program of this magnitude can't be scripted without the participation of the media. I thank my friends from the print & electronic media who have been kind to give us the prime slot, underling their affinity towards the cause of the minorities in India.

I urge all the heads of institutions, philanthropists, community leaders and this august gathering to take advantage of this momentum generated by NCMEI and serve our communities like never before.

I thank you all for being part of this movement and look forward to intensifying our interaction with you. Thank you!



SESSION- I

SPEAKERS OF KERALA



SESSION- II

SPEAKERS OF TAMILNADU



SESSION- III

SPEAKERS OF KARNATAKA



SESSION- IV

SPEAKERS OF ANDHRA PRADESH



SESSION- IV

SPEAKERS OF TAMIL NADU



EMPOWERMENT OF MINORITY GIRLS THROUGH EDUCATION

Presented Paper By

Dr Mrs Doreen Gnanam, Associate Professor

Meston College of Education

"Education is what survives when what has been learned has been forgotten."

India is a land of myriad ethnic, religious, caste and linguistic minorities affiliated to distinct belief systems, sub-cultures and regions. Integration of these diverse communities, some large enough to aspire to a regional homeland and others content to remain as part of the Indian state has been a central preoccupation of Indian governments since 1947.

The Constitution does not define the term 'minority', nor does it lay down sufficient indicia to the test for determination of a group as minority. Neither Motilal Nehru (1928) nor The Sapru report has tried to define minority. The U.N. Sub-Commission on Prevention of Discrimination and Protection of Minorities has defined minority as under: 1) The term 'minority' includes only those non-dominant groups of the population which possess and wish to preserve stable ethnic, religious or linguistic traditions or 2) Such minorities should properly include the number of persons sufficient by themselves to preserve such traditions or characteristics; and 3) Such minorities should be loyal to the state of which they are nationals.

The expression "minority" has been derived from the Latin word 'minor' and the suffix 'ity' which means "small in number". According to Encyclopedia Britannica 'minorities' means 'group held together by ties of common descent, language or religious faith and feeling different in these respects from the majority of the inhabitants of a given political entity'. I.A. Laponee in his book "The Protection to Minority" describes "Minority" as a group of persons having different race, language or religion from that of majority of inhabitants. In the year Book on Human Rights U.N. Publication 1950 ed. minority has been described as non dominant groups having different religion or linguistic traditions than the majority population.

Our constitution believes that diversity is our strength. Therefore they guaranteed the right to minority to maintain their culture. The minority status is not only dependent on the religion but linguistic and religious minorities are also included in this provision. Minorities are groups that have a common language or religion and in a particular part of the country or in the country as a whole, they are outnumbered by some other social section. Such communities have the right to conserve and develop these.

Regulations of Minority Educational Institutions

The provision of article 30(1) does not however mean that the state can impose no regulations on the minority institutions. In the famous Kerala Education Bill, the Supreme Court has observed: "The right conferred on the religious and linguistic minorities to administer educational institutions of their choice is not an absolute right". It has to be read with regulatory power of the state. Regulations which do not affect the substance of the guaranteed rights, but ensure the excellence Of the institutions and its proper functioning in matters educational, are permissible.

- (i) **Government Grants/Recognition** - At present, the situation is such that an educational institution cannot possibly hope to survive, and function without government grants, nor can it confer degrees without affiliation to a university. Although minorities establish and run their educational institutions with a view to educate their children in an atmosphere congenial to the conservation of their language or culture, yet that is not their only aim. They also desire that their students are well equipped for useful careers in life. The students of unrecognized institutions can neither get admission in institutions



of higher learning nor can they enter public service. Therefore, without recognition, a minority run institution cannot fulfill its role effectively and the right conferred by Article 30(1) would be very much diluted. A meaningful or real exercise of the right under article 30(1) must, therefore, mean the right to establish effective educational institutions which may sub serve the real needs of the minorities and the scholars who resort to them

- (ii) **Conditions for Grants/Recognition** - what conditions can be imposed on these institutions as a requisite to giving grants, or according affiliation or recognition to them? This has proved to be a complex and controversial problem. These conditions may be of two kinds. One type of condition may relate to such matter as syllabi, curriculum, courses, minimum qualifications of teachers, their age of superannuation, library, conditions concerning sanitary, health and hygiene of students, etc. The underlying purpose of such conditions is to promote educational standards and uniformity and help the institutions concerned achieve efficiency and excellence and are imposed not only in the interest of general secular education but also are necessary to maintain the educational character and content of minority institutions. Such conditions cannot be regarded as violative of article 30(1) and should, therefore, be followed by all educational institutions. A right to administer cannot be a right to maladminister. Without any competent teachers possessing any semblance of qualification, and which does not maintain even a fair standard of teaching or which teaches matters subversive of the welfare of the scholars. It stands to reason, then, that the constitutional right to administer an educational institution of their choice does not necessarily militate against the claim of the state to insist that in order to grant aid the state may prescribe reasonable regulations to ensure the excellence of the institutions to be aided Reasonable regulations may certainly be imposed by the state as a condition for aid or even for recognition".
- (iii) **Composition of Managing Bodies** - In the composition of the managing bodies Supreme Court has invariably invalidated provisions seeking to regulate the composition and personnel of the managing bodies of minority institutions. A provision interfering with the minorities' choice of managing body for an institution has been held to violate article 30(1).
- (iv) **Appointment of Teachers** - The selection and appointment of teachers, and the head of the institutions, is regarded as pre-eminently a function of the administration. As K.K. Mathew, has observed supporting the majority view in Ahmedabad S1.Xaviers College case: "It is upon the principal and teachers of a college that the tone and temper of an educational institution depend. On them would depend its reputation, the maintenance of discipline and its efficiency in teaching. The right to choose the principal and to have the teaching conducted by teachers appointed by the management after an overall assessment of their outlook and philosophy is perhaps the most important facet of the right to administer an educational institution.
- (v) **Disciplinary Action against the Staff and Salary of Teachers** - A significant facet of the administration of an educational institution is the maintenance of discipline among the members of its staff and to decide over the salary of the teaching staff. The right of the minority institution to take disciplinary action against the teachers and decide salary of teaching staff is a very vital aspect of the management's fundamental Right to administer the institution. Any rule taking away or interfering with this right cannot be regarded as compatible with article 30(1). Thus, while fair procedural safeguards may be laid down for the purpose, the final power to take disciplinary action and deciding the teaching staff must vest in the management of the institution and be not subjected to the control or veto of any outside body.
- (vi) **Admission of Students and Fee structure** - In the S1. Stephen's College v. University of Delhi, the Court ruled out that college was established and administered by a minority community, viz., the Christian



community which is indisputably a religious minority in India as well as in the union territory of Delhi where the college is located and hence enjoys the status of a minority institution. On the question of admission of students of the concerned minority community, the court has ruled that, according to article 30(1), the minorities whether based on religion or language have the right "to establish and administer" educational institutions of their choice and the right to select students for admission is a part of administration. On this point, the court has observed: "It is indeed an important facet of administration. This power also could be regulated but the regulation must be reasonable just like any other regulation. It should be conducive to the welfare of the minority institution or for the betterment of those who resort to it". There is also the question of fees chargeable by the unaided minority institution from its students. It is clear that unaided minority institutions have to meet the cost of imparting education from their own resources and the main source can only be the fees collected from the students. But these institutions cannot be permitted to indulge in commercialization of education. Therefore, it would not be unconstitutional for the government to issue an order which places a restriction on the amount of fee chargeable by an institution, if, on facts, the minority institutions indulge in commercialization of education and maladministration of the educational institutions.

- (vii) Medium of Instruction - The right of a minority to establish and administer educational institutions of its choice also carries with it the right to impart instruction to its children in its own language. The result of reading article 29(1) and 30 (1) together is that the minority has the choice of medium of instruction and the power of the state to determine the medium of instruction has, therefore, to yield ground, to the extent it is necessary to give effect to this minority right. The most significant case on this point is the *D.A.V College, Bhatinada v. State of Punjab*. By a notification, the Punjab Government compulsorily affiliated certain colleges to the Punjab University which prescribed Punjabi in the Gurumukhi script as the sole and exclusive medium of instruction and examination for certain courses.

Minority Rights

Minority rights have gained greater visibility and relevance all over the world. India is no exception to it being a multi-ethnic, multi-religious, multi-linguistic and multicultural society. Diversity of all type is the very soul of India. It is in this context that minority rights have assumed added significance in post-independence India. When India attained independence after its division on religious lines, religious minorities became very apprehensive of their identity. According to a survey (2001) at that time there were 11.67 per cent Muslims, 2.32 per cent Christians, 1.79 per cent Sikhs and considerable number of Buddhists (0.77 per cent), Parsees (0.4 per cent) and Jains (0.43 per cent) in India.

Today minority rights have introduced two new dimensions into democracy. First, they made community a legitimate subject of political discourse; and second, they placed the issue of inter-group equality on the agenda. The Indian experience also reveals that minority rights present two important problems for a democratic policy. One, minority rights privilege the community's cultural practices over the principle of equal rights for all citizens. Two, recognized minorities are not always sensitive to the plight of internal minorities. Thus, while special safeguards provided to identify minorities curb the hegemony of anyone community or the nation-state, they do not guarantee free and equal status to all groups and communities in society.

The principle of non-discrimination and the concept of common citizenship are enshrined in all provisions of the Indian Constitution. The first and foremost is the Right to Equality (Article 14) which is an extension of the rights ensured in the Preamble to the Constitution. Article 14 of our Constitution says:

The state shall not deny to any person equality before the law and shall provide equal protection for every person within the territory of India.



Though this Article appears to be very short and simple, it is one of the greatest pillars of democracy. It protects both minority and majority alike against the discriminatory conduct of the government both negatively and positively. This provision embodies a concept which is a hall-mark of democracy. However, to the question as to whether the Indian minorities really enjoy this fundamental right to equality, the answer, unfortunately, is 'no'. Because in the real sense, Indian minorities do not fully enjoy some of the basic fundamental rights.

Religious Discrimination

The discrimination on grounds of religion is very dearly prohibited by Article 15 of our Constitution which says in clause (1): "The state shall not discriminate against any citizen on grounds of religion, race, caste, gender, place of birth etc." This fundamental right against discrimination on ground of religion is one of the most important rights for the flourishing of any religiously pluralistic society as we have in our country. Unfortunately, we are till now unable to implement what Article 15 of the Constitution guarantees.

The third paragraph of the Presidential Order of 1950 was amended by Parliament to extend constitutional benefits to the 'Dalit Sikhs' (1956) and the 'Buddhists' (1990) along with the 'Hindus', but similar benefit was refused to the Dalit Christians. The denial of justice to the Dalit Christians is also against the letter and spirit of the Constitution of India on equal justice.

Education is the backbone of development and is the main force which influences the quality of life. It has assumed more importance today than even before because in its present role, it is adding new dimensions to our present and future scenario.

Teacher Education in Tamilnadu

Total number of B Ed Colleges in Tamil Nadu is 657 which is recognized by NCTE and affiliated to Tamil Nadu Teachers Education University. These 657 B Ed colleges are excluded from the departments of Education of Conventional Universities, (both the regular and distance mode) and the Deemed Universities.

Government Colleges of Education in Tamil Nadu		
Total number of colleges	7	
Chennai	2	women (1), men (1)
Vellore	1	Co-education
Coimbatore	1	Women
Orathanad	1	Co-education
Komerapalayam	1	Co-education
Pudukkottai	1	Co-education

Aided Colleges of Education in Tamil Nadu

The total number of colleges is 14 including both minorities and non minority. Out of 657 colleges of education 7 colleges are Government, 14 Aided colleges and the remaining are Self-financed colleges which also include minority institution.

Colleges of Education for Women	
1. NFCT	Chennai
2. Sharada College of Education	Salem
3. Annammal College of Education	Tuticorin
4. St. Christophers College of Education	Chennai
5. Stella Matutina College of Education	Chennai
6. Justin College of Education	Madurai



7. St. Ignatius College of Education	Palayamkottai
Co-education Colleges of Education	
1. VOC College of Education	Tuticorin
2. Meston College of Education	Chennai
3. NVKSD College of Education	Athoor-Kanyakumari
4. Lakshmi College of Education	Gandhigramam- Dindigul
5. Thiagarajar College of Preceptors	Madurai
Colleges of Education for Men	
1. Ranaakrishna College of Education	Coimbatore
2. St. Xavier's College of Education	Palayamkottai

Christian Minority Colleges of Education among the Aided in Tamil Nadu

St. Christopher's College of Education	Chennai	
Stella Matutina College of Education	Chennai	
Justin College of Education	-	Madurai
St. Ignatius College of Education	Palayamkottai	
Meston College of Education	-	Chennai
St. Xavier's College of Education	Palayamkottai	

As the data is not available for the Christian minority for the self financing Colleges of Education, I have limited myself to express my views and opinions with regard to the aided Christian minority Teacher Education colleges in the state of Tamil Nadu.

B Ed Colleges of Education in Tamil Nadu

Total number of Colleges	657
Government Colleges	7
Aided Colleges	14
Self financed Colleges	636
Christian minority colleges among aided colleges	6
Women and Co-education colleges among aided colleges	12
Men Colleges	2

Christian Minority Colleges of Education

Total number of Colleges	6
Colleges for women	4
Co-education colleges	1
Colleges for Men	1

Challenge

- Although some Indian State governments did enact legislations entitled 'Freedom of Religion Bill', these were full of ambiguities which were utilized by the state machinery to practice discrimination against religious minorities.
- Refusal to grant official recognition to certain religious groups and religious communities.
- Legal bias against certain religious groups and religious communities.



- (d) Restriction on public information about religious groups by describing only a preferred religion in official text books and ignoring the others.

Challenges of Christian Minority Girls

(a) Common problems

- Gender based inequality.
- Social discrimination and Economic exploitation.
- Occupation of Girl child in domestic chores.
- Low enrolment of girls in schools.
- Low retention rate and high dropout rate.

(b) Specific problems related to Teacher Education Institutions

- Age limits.
- Unmarried women - harassment in the campus, eve teasing, discrimination.
- Married women- more responsibility, answerable to all the members of the family which needs a balanced approach.
- Would be mother / mother - taking part in all the activities of the educational programme at the B Ed., level, no leave facilities.
- Marital problems.
- Postings - based on seniority I management preference - gender bias.

Way forward

- National Literacy Mission for imparting functional literacy.
- Universalisation of lower secondary education.
- Non formal education.
- Steps will have to be taken to ensure gender- parity in education by educating the families and communities about the benefits of girl's education.
- Incentives should be provided to enroll and retain girls in schools.
- Women can benefit from distance education mode.
- Christian minority Teacher Education Institutes can make this available to the minority group.
- Requirement of trained teachers at the various levels will be focused more in the future as the governments' vision is to start Sarva Siksha Abiyan School within a radius of 1 km.

Importance to Christian Minority Women's Education in Tamil Nadu

Women's education in Tamil Nadu not only helps in the development of half of the human resources, but in improving the quality of life at home and outside. Educated women not only tend and promote education of their girl children but also can provide better guidance to all their children.

Moreover educated women can also help in the reduction of infant mortality rate and growth of the population. In spite of various movements all over the world and in India to create awareness among women about their uniqueness and worthiness, they ultimately have to depend and get the support of the opposite gender, their male counter parts.

Men and women have to learn to live together in harmony and they need to complement each other as one cannot over rule the other bringing about a conflict situation. Education of women will open the closed doors of the society and help them to cope with changes with a right kind of value system.

Educated women of courage will strengthen our democracy.



STATUS OF CHRISTIAN MINORITY GIRLS SCHOOLS EDUCATION IN TAMILNADU

Presented by

**Rev. Sr. Esther Mary, SJL, Secretary, Fatima College, Madurai & Chairperson –
Consortium of Christian, Minority Higher Educational Institutions**

“May they all be one Father! May they be in us just as you are in me and I am in you” [Jn 17:21]

Education is a potent tool for human development and empowerment of the people especially that of girls. Contributing to the national wealth, it is crucial for the nation's progress and prosperity. Rooted in the mission of Christ, the True Light of the world, we perceive that our educational ministry should foster the well-being of the whole of creation and ensure an on-going commitment towards the transformation of the unjust and fragmented world with the sole aim that “All may have life and life is in abundance (Jn 10:10).

The vision statement of our Institutions, stresses capabilities through Quality Education based on Christian and human values, making the students responsible citizens in the nation-building tasks for the advancement of the society and to promote communal harmony in the multi-religious and multi-cultural reality of India. I suppose this is germane to all Christian Institutions. There is a myth regarding the intake of students in the Christian Minority Institutions. People believe that it is the cream that comes to such institutions. The reality is that, being true to our mission we cater to the less privileged and first generation learners.

Education in India stands at the cross roads today. Now there is growing awareness among the people including un-educated parents, to educate their daughters. Gone are the days, where the girls are confined to their houses, to tend the cattle and to take care of the siblings and to do household works to supplement their family income. Since 1947, the Indian government has been providing incentives to the students of High Schools through midday meals, distribution of free books, uniforms, bus-pass etc. Such help from the government has enabled the rural poor to send their daughters to the school. Besides, the recent policy of the Government “Free Education For All” is highly appreciated by us and is a motivating force. The Christian minority Institutions are reputed for

providing Quality education with a vision. Backed by committed and qualified staff and good infrastructure these institutions cater to the interests of the learners. Many new institutions mostly, all the Matriculation schools are co-educational Institutions. There is a growing awareness now among the people that girls can be empowered only through education, and that too, not stopping with school education. Unless and until, the women are educated our country cannot become a ‘Developed Country’ in 2020, as envisioned by our leaders especially our former President, Dr. Abdul Kalam. He had expressed this desire very strongly in his book Ignited Minds. Though the girls’ education has gained momentum in Tamil Nadu, still we have a long way to go. In 1986 the National Policy on Education emphasized that education was necessary for democracy and central to the improvement of Women’s condition. Although the minimum marriage age is now fixed as 18 for girls, many in the rural areas continue to be married much earlier. Thus at the secondary level, female dropout rate is high, which has to be rectified by giving awareness to the rural parents. We ensure the holistic and integral development of every student by an all inclusive, comprehensive curriculum.

Having seen to a certain extent the present scenario of Christian Minority girls’ Schools Education and the contribution in particular in Tamil Nadu, let us look at the challenges that we face at present.

“It is in education in fact, that the promise of a more human future and a more harmonious society lies” (consecrated persons and their mission in schools 2002, 84)

CHALLENGES

- The Minority Schools confederation which was launched recently, brought forth the problems faced due to the fee structure levied by justice Govindarajan



Committee on Private Schools in Tamil Nadu. While it has shaken us up, it has come as a blessing in disguise bringing us together towards the creation of a confederation of all minority schools to safeguard our Minority Rights.

- The second challenge we face is that an educational Institution, once declared as a minority school / college has to get its status certified every 3 years. We must move towards ensuring that this certification can be taken up once in 10 years. The renewal of recognition for our Institutions once in 3 years is a Herculean task: getting sanitary certificate, No Objection Certificate – from the Fire Service, Stability Certificate for our buildings from the concerned authorities make us run from pillar to post.
- The minority schools in the state, encounter a great degree of prejudice and discrimination forced on them in various aspects and this needs to be challenged.
- The Interference of the government agencies in the day-to-day administration hinders the effective and efficient functioning of the minority Institution.
- Rousseau said “Man was born free and every where he is in chains”. This is true in the present scenario of school education in Tamil Nadu. Freedom of the Management is being curtailed. Hence the progress and development of the Minority institutions is being adversely affected.
- Equitable education for all: This policy of the Government affects the Matriculation school students to a great extent. Now-a-days students are studious, knowledgeable, talented and creative. The state board syllabus does not give them opportunities to bring out their inherent talents and up-date their knowledge according to the needs of the competitive world. Thus this policy is counter productive.
- A lot of difficulties are being faced from the authorities concerned for the sanction of leave such as medical leave & earned leave. The timely release of PF / Gratuity / Pension, etc. at the time of retirement is hindered as we do not subscribe to underhand dealings.
- We are well aware that there is a great demand for admission in our schools. Because the student strength has shot up, the staff-student ratio is not ideal. Hence the need for sanctioning new posts.
- There is a need to open more – schools / colleges in Minority concentrated Districts and more scholarships, fellowships and education loans need to be given to them.
- As of now, the institutions are forced to promote all the

students to the next standard upto standard V, and the same policy will be implemented in the coming years gradually upto Standard X. This will adversely affect the learner’s initiative, zeal and enthusiasm to up-date themselves and be fit for employment opportunities.

- Conducting Tamil Nadu Recruitment Board Examinations and selecting the teachers who are working in our self-financed institutions after receiving good training and formation according to the vision of our Institution affects the Quality of our Matriculation schools very badly.

WAY FORWARD

- We need to look closely at the role of the Ministry of Minority Affairs and the Ministry of Home Affairs in the Development of the Minorities.
- Better coordination between the National Commission for Minorities and State Commission is needed.
- The need for conferment of constitutional status to the National Commission for Minorities with adequate powers to fulfill the aspirations of the Minority Communities is desirable.
- State Governments and State Minorities Commissions should organize awareness and sensitization programmes for Minority Communities.

(Report of Discussions of Annual conference of state Minorities Commission held on 31.3.2010 - New Delhi)

The role of stakeholders particularly Alumnae in sustaining Quality education needs to be stressed.

- Net working among the Christian Institutions should be promoted.
- Each institution should create a web-site and update it regularly which will facilitate sharing of information.
- Liaison with the Government agencies is imperative and we need to be assertive in pushing things through.
- The sense of insecurity must be removed from the minds of the Minorities by addressing the legitimate demands.

To conclude I would like to Quote His grace Chinnappa, Arch-Bishop of Chennai, Mylapore. While he was addressing the gathering of Minority Schools Confederation he said that “we must prove to the world that we are not business people, but have come with a mission of imparting Quality Education, particularly to the poor and downtrodden”.



“EMPOWERMENT OF MINORITY GIRLS THROUGH EDUCATION”

Presented By

Miss Shariffa A Azeez

Correspondent, Crescent Group of Girls Educational Institutions, Chennai-600 034

Introduction

Access to education is critical to benefiting from emerging opportunities that go with economic growth. The right to education is a fundamental right; the Report establishes the extent of educational deprivation experienced by the Muslim community. Muslims are at a double disadvantage with low levels of education combined with low quality education. Their deprivation increases many-folds as the level of education rises. 25 percent of Muslim children in the 6-14 year age group have either never attended school or have dropped out. At the level of Higher Education, less than 4 percent of Muslims are graduates or diploma holders as against the national average of 7 percent for the age group of 20 and above. At the post-graduate level, only one out of twenty students is a Muslim.

Socio economic background of Muslims in India

The urban-rural differential in poverty are the highest amongst Muslims with 11 percentage points higher incidence amongst urban Muslims followed by H-OBCs (5 percentage points). All other SRC groups have a lower urban-rural differential.

According to sachar committee report the muslim girls are getting married very earlier than the other community 2.2% of the Muslim girls are getting married before even attaining the age of 10 41% of the women is getting married between 10-17 years and 43% of them are getting married after 18 years old.

In the context of employment of Muslims at the level of the Central Government the Committee's findings are very revealing. In the Civil Services, Muslims are only three percent in IAS, 1.8 percent in IFS and four percent in IPS.

Overall, Muslims constituted only 4.9% of candidates who appeared in the written examination of Civil Services in the years 2003 and 2004.

Share of Muslims in employment in various departments is abysmally low at all level Muslim community has a representation of only 4.5% in Indian Railways. Almost all (98.7%) of them are positioned at lower levels.

It is also found that about 11% of group –A jobs are held by those belonging to minorities other than Muslims.

Share of Muslims in security agencies is around 4% Representation of Muslims is very low in the Universities and in Banks.

In no State does the representation of Muslims in the government departments match them population share.

- Representation of Muslims in the Education Department is just 6.5% and 7.3% in the Home department.
- The share of Muslims as police constables is only about 6%.
- The representation of Muslims in the Health Department is just about 4.4%.
- The representation of Muslims in the Transport Department is just 6.5%.
- The presence and participation of Muslims in the Judiciary has been a major point of concern.
- Obtaining a guarantee from the State government remains the biggest hurdle to getting a loan from the



NMDFC (The National Minorities Development and Finance Corporation).

- The share of Muslims in the total funds disbursed by the NBCFDC is low;
- Only 23 crores out of 247 crores have been disbursed to Muslim OBCs.
- But in Kerala a separate Muslim share was fixed at 10% that later rose to 12%.

Reasons for drop out rate of Muslim Students in the schools:

Rate of drop out of schools among the Muslim community in India is higher than the other country especially in Tamil nadu, the reasons are:

Hajab (Partha) is a dress code preferred by the Muslim community to preserve their female children from the unwanted crimes and the evil eyes of criminals. But in practice it was wrongly projected that the hajab is a symbol of treating women as a slave in the community and also it said that muslim community is a male dominated community. Knowingly or unknowingly so far the Government has not taken any step to rectify the issues. So the parents are hesitating to send their female children to the school.

Access to government schools for Muslim children is limited. This is particularly so in regard to girls for whom the non-availability of schools within easy reach hampers access to education at the primary level.

Recommendations

On 1st April 2010, India joined a group of new countries in the world, with a historic law making education a fundamental right of every child coming into force. Making elementary education an entitlement for children in the 6-14 age group, the Right of Children to Free and Compulsory Education Act, 2009 will directly benefit children who do not go to school at present.

Prime Minister Sri Manmohan Singh announced the operationalisation of the Act. Children, who had either dropped out of schools or never been to any educational institution, will get elementary education as it will be binding on the part of the local and State Governments to ensure that all children in the 6-14 age group get schooling. As per the Act, private educational Institutions should reserve 25 per cent seats for children from the weaker sections of society. The Centre and the States have agreed to share the financial burden in the ratio of 55:45, while Finance Commission has given Rs.25,000 crores to the States for implementing the Act. The centre has approved an outlay of Rs.15,000 crores for 2010-2011.

The school management committee or the local authority will identify the drop-outs or out-of school children aged above six and admit them in classes appropriate to their age after giving special training.

Emphasis on providing a minimum level of school education by the State is necessary. Regular affordable school education that is available to any other child in India should be made available to Muslims in all localities. Primary education in mother tongue is equally important.

More schools for girls should be set up in localities of Muslim concentration, particularly for the 9-12 standards. This would facilitate higher participation of girls in school education. Introduction of more female teachers, provision of hostels for girls and transport faculties would be provided adequately.

Religious values of the people should be considered

Prime importance in education should be given to girls belonging to economically weaker section. They need to stand on their own feet to lead a decent life, best they may be exploited taking advantage of their financial constraint. Girls who are not inclined to pursue their higher studies, vocational training in tailoring, dress making, embroidery through Home Science or Food Processing for Catering through Nutrition Dietetics courses should be encouraged. In rural areas training the girls in various cottage industries using the raw materials available pertaining to the geographical situation will yield good results. High school passed girls should be involved with self help group (SHG) to carry out the vocation successfully. Computer knowledge is a must for all types of vocational training. If the society ponders over the above aspects, Insha Allah we will be able to make greater studies in the life of the down trodden.

Thanking you.



EMPOWERMENT OF MINORITY GIRLS THROUGH HIGHER EDUCATION IN TAMILNADU - AN APPROACH

Presented by

Dr. S. Sumayaa

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Assalaamualaikkum!

May the peace & blessings of Allah be upon you all!

India is the second largest home in the world for the Muslim community. This is certainly a matter of pride for all the Indians. We are happy that our forefathers participated in the freedom struggle. We are happy that they chose to stay in India even when opportunities seemed to be better across the border. Hats off to those wise men and women who, even when given a choice and sometime against heavy odds, chose to stay put. Thanks to their foresight, today the vibrant fabric of Indian society with multi-cultural, multi-lingual and multi-religious tones drapes the concept of unity in diversity!

Despite Indian Muslims contributing their might for the progress of the country, their participation has not been acknowledged, particularly post-Independence. Muslims were tactically relegated through deprivation of opportunities. Discriminated based on the religion, Muslims were kept away from positions that would succor growth of the community. Thus, Muslim youth were confined to menial jobs that would have lasting impact on the future generation, depriving their offspring of health-care & quality education.

It took decades for the Muslims to realize these nefarious designs & they are still in the process of scrambling out of this cocoon. The damage is already done and now they are realizing that this discrimination affects not only the poor uneducated Muslims but also the highly educated ones – just because they happen to be Muslims! The difficulties they face in their daily lives and the systematic discrimination against them continues unabated, despite the fact that Indian Muslims are no less patriotic than their other brethren in India.

To overcome difficulties, resources and efforts have been poured into establishment of schools and colleges; scholarships distributed to help Muslim youth acquire

higher education and rise up to level playing in this rapidly globalized Indian economy. This ideally must have been the end of the tunnel! Believing that education is the key in getting Muslims out of this situation turned out to be a myth!

The ground reality is different! Even a good education from a reputed university is no guarantee that a Muslim will have an equal chance in getting a call for interview. A recent study by Prof. Sukhdeo Thorat, chairperson of the University Grants Commission reveals that having a Muslim name cuts your chance of getting an interview call by one third.

Every citizen of India has the right to practice and promote their religion peacefully. Right to freedom of religion, covered in Articles 25, 26, 27 and 28, provides religious freedom to all citizens of India. The objective of this right is to sustain the principle of secularism in India. According to the Constitution, all religions are equal before the State and no religion shall be given preference over the other. Citizens are free to preach, practice and propagate any religion of their choice.

A State run institution cannot impart education that is pro-religion. Also, nothing in this article shall affect the operation of any existing law or prevent the State from making any further law regulating or restricting any economic, financial, political or other secular activity which may be associated with religious practice, or providing for social welfare and reform.

As India is a country of many languages, religions, and cultures, the Constitution provides special measures, in Articles 29 and 30, to protect the rights of the minorities. Any community which has a language and a script of its own has the right to conserve and develop it. No citizen can be discriminated against for admission in State or State aided institutions.

All minorities - religious or linguistic, can set up their



own educational institutions to preserve and develop their own culture. In granting aid to institutions, the State cannot discriminate against any institution on the basis of the fact that it is administered by a minority institution.

And also the Ranganath Misra Commission (NCRLM) made the following important recommendations:

At least 15 percent of seats in all non minority educational institutions should be earmarked by law for the minorities as with 10 percent for the Muslims (commensurate with their 73 percent share in the total minority population at the national level) and the remaining 5 percent for the other minorities.

15 percent share be earmarked for the minorities

In this regard, it said since minorities constitute 8.4 per cent of the total OBC population according to the Mandal Commission report, a sub-quota for them should be proportionate to their population. The internal break-up should be 6 per cent for the Muslims and 2.4 per cent for other minorities.

But in practice, a legacy of the Partition has so vitiated the communal atmosphere that Muslims have found it difficult to focus on the work of internal reform, including education.

In Tamilnadu there are only 8 Muslim minority arts & science institutions exclusively for women, amongst which only two are aided whereas the rest reel under financial pressure. Similarly a very few co-educational colleges for professional and technical pursuits are in existence. I hardly know of any CBSE / ICSE school exclusively for girls from minority community functioning in Tamilnadu.

Most of the schools & colleges in Tamilnadu deprive the Muslim students of their basic religious rights of wearing hijab or praying during the stipulated times. Least regard to the missing of Friday congregation is shown despite the fact that it is a cardinal sin. Similarly showing utter disregard to the adolescent Muslim boys sporting trimmed beard or to the Muslim students fasting during the month of Ramadhan, particularly during the physical training sessions calls for a re-look at our social fabric. **How could this colorful thread of the lovely Indian fabric be a threat to the society? Are these signs of terrorism rather than signs of religion? Turning blind eye does not help anyone! Let us wake up to the realities.**

Muslims in the neighboring state of Kerala have an answer for us. Kerala's age old tradition of inter-communal harmony, the strong sense of a common Malayali regional and linguistic identity, the legacy of decades of social and religious reform in the state, and the key role played by the Muslim middle class in establishing an impressive range of community institutions, had enabled the Muslims of the state to forge far ahead of their brethren in other parts of India.

Is it difficult for us to emulate the Kerala model? In fact, this Tamilnadu government is reputed to be a pro-people government in general and a pro-minority one in particular. All it takes is just a patient listening for our government to give a nod and quickly roll out policies. Knowing that our honorable ministers participating in this conference are taking note of the prevailing mood, I urge all the delegates to participate in building up the Muslim community.

At this point of time, I invoke this august gathering to consider the burning urge of the Muslim community to protect & further their vistas in gathering academic & religious knowledge, skills and Islamic values. Recognizing the unique and highly revered socio-economic system of Islam, I urge the central government to expedite the floating of Islamic Banks. This would address the needs of the small & medium business persons from the Muslim community to withstand the onslaught of the vagaries of the interest-based banking system. This will also sow the seed for interest-free bank loans intended for furthering the education of the Muslims. I would draw your kind attention to the plight of scores of Muslim women who are in lurch due to negligence of their immediate family or lack of support from the community.

Isn't it our collective responsibility to uplift this section of abandoned and destitute women? Even the worst political critics are silenced when it comes to the movement of Women Self Help Groups in Tamilnadu. What an awesome movement! It has changed the lives of millions of women in this state. A quick analysis of the constituents of these Women Self Help Groups would reveal that very few Muslims step out to take part in this movement. Similarly, Tamilnadu has the distinction of being the only state in India which has floated 'Muslim Women Aid Society' in every district.



The districts of Cuddalore & Ramanathapuram have taken good advantage of this scheme. The other districts are yet to catch up. The success of these government schemes can be measured but only after active participation of our women.

In the field of education, Government of Tamil Nadu must consider the voice of the Muslim community to introduce Arabic as one among the Part A subject in every schools and colleges in Tamil nadu, as it is also a classical language and it is spoken by one-third of the people around the world. It should come forward to reschedule the timings of the schools and colleges in order to leave the Muslim students to perform their, congregational prayers on Fridays (Friday after noon special prayer) it may extend the lunch break and compensate the same with last hour. This is not an unreachable target as it has been practiced in Kerala since a long time back.

The government should also provide recognition and support to Muslim minority educational institutions. It should provide adequate number of scholarships for Muslim students particularly for girls. The government should give permission for more autonomous educational institutions in minority-dominated area with priority for residential schools for girls. It should also float technical institutions under the public-private partnership in Muslim concentrated areas, in the lines of community colleges and ensure equitable admission to Muslim girls.

Until the establishment of Islamic banking, the government should provide equitable bank loans to Muslims in priority sectors as well as commercial and business sectors and ensure that they get a fair share of these loans. It should create easy credit facilities for Muslim Women, crafts women and women involved in petty trade and commerce and provide a marketing network to women employed in this sector.

The government should ensure better representation of Muslims in government jobs and public sector units and see that at least one empowered Muslim representative is there on all recruitment boards.

Government should prepare a sub-plan for the socio-economic including educational, health and other development activity of the Muslim community. It should set up a separate department at the state level

exclusively to deal with Muslim affairs and allocate adequate budget for schemes aimed at Muslim welfare.

The government should set up a database, collect, and collate data on the socio-economic and educational status of Muslim girls on a regular basis to monitor the progress of the welfare schemes.

It is time for Muslims to seriously introspect and to constructively plan the social, economic and educational empowerment of the community. Similarly, Muslim leaders, including the ulama, should undertake practical efforts aimed at empowering the community, being guided by **'realism, instead of 'emotionalism'**. Here we argued for the need to mobilize community funds for promoting education. I urge the government to look into the possibility of diverting the unutilized funds earmarked for the development of individuals from the minority community to the institutions working towards the collective development of the minority community. This would call for just one G.O. but could impact the lives of millions from the minority community. We have quite a few requests immersed in high hopes and I am sure the honorable minister will give us only glad tidings.

Muslims must not cease from demanding their rights and their rightful share in resources from the state. At the same time, Muslims must not be despondent. They must realize that the burden of the recommendations of the Sachar report is largely on themselves, and that in the absence of community effort, state schemes could have little effect.

Let us not be under the impression that 'setting up Muslim bodies by government' will alone do the trick. Separate accounts should be kept on expenditure on Muslims in the case of the state's various welfare and development programmes, as is done in the case of Dalits and Adivasis. As of now, the only departments that do so are those related to family planning and population statistics.

Education without spirituality will not gain any support from the Muslim community. In order to empower the status of Muslim women our educational system must be reframed keeping in mind all the hurdles faced by them as listed above. Let us help the Muslim community in developing knowledge, skills & values!

Thank you!!



**I thank ASWT for everything.
Respected Honourable Justice M S Siddique
Respected Mrs Shabistan Gaffar
I present a**

BRIEF REPORT ON MUSLIMS URDU AND ENGLISH MEDIUM SCHOOLS IN KARNATAKA

Thanks to the farmers of our constitution. India is secular Democratic Republic, there are 30 States and seven union territories in India.

At Southern India: Tamilnadu, Karnataka, Kerela, Goa, Andhra Pradesh.

I am presenting very brief report on muslims minority educational Institutions particularly at primary to Higher secondary centre.

Initially Fazal Commission of which to M Panickhar and H N Kunzru were Members.

Commission agreed for the creation of Linguistic state, State reorganization Act was passed by the Parliament in August 1956. Thus State of Mysore at present known as Karnataka came into existence, on the 1st November 1956.

Despite the reorganization of State of linguistic basis. The interest of Linguistic minorities recognized by the constitution are safe guarded by the State, but unfortunately everything is in Black and White. Practically still minorities and struggling to get their rights given by the Constitution, particularly in the field of education.

At present in Karnataka there are 30 (Thirty) District. Each district has many Talukas, and Hundreds of Panchayats comes under Taluks.

Below is the Annual report for 2009-10 of Directorate of Urdu minority languages. The government of Karnataka in their order No.ED125:MES:86 dated 26/05/1987 have established the Urdu and other minority language institutions to protect and safe guard constitutional rights of the minority languages institutions to improve the standard of education of the institution of the State.³

As per the above order the Directorate is functioning in the State from August 1987.

There are many scope of the Directorate among them a few are:

1. To declare the educational institution run by the linguistic and religious minorities as “Minority Institution” (only Bangalore and Mysore Division).
2. To identify educationally backward minority areas and provide educational facilities and to open new schools.
3. Infrastructure Development for Minority Institutions (IDMI)

Details of Urdu Lower, Primary, Higher Primary School are:

SI.No	Medium	Govt. Schools LPS	HPS	Total
1	Urdu	2146	1810	3956

LPS: Lower Primary School

HPS: Higher Primary School

SI.No	AIDED			UNAIDED			TOTAL		
	LPS	HPS	Total	LPS	HPS	Total	LPS	HPS	Total
1	13	123	136	78	205	283	2237	2138	4375



Minority High School Under the Controls of Directorate is as follows:

Sl.No	School Details	Urdu Language
1	Government	169
2	Aided	86
3	Unaided	89
	Total (High Schools)	344

Details of Student Studying in Minority Primary Schools is as follows (I to VII)

Sl.No	Government Schools			
	Urdu	Boys	Girls	Total
1	Urdu	14175	210369	351944

Unaided Primary School

Sl.No	Aided Schools			
	Urdu	Boys	Girls	Total
1	Urdu	17913	25952	43865

Sl.No	Unaided Schools			
	Urdu	Boys	Girls	Total
1	Urdu	24541	30099	54640

Sl.No	Total Govt Aided Schools		
	Boys	Girls	Total
1	184029	266420	450449

When we compare with the other minority languages, percentage of Urdu speaking student is higher. Compare study shows the girls in I to VII are more in number than boys

Total No of Girls	Total No of Boys	Difference Total
266420	184029	82391

82391 – Girls in Urdu medium 1 – VII are more in numbers

Details of students studying in Minority High Schools is as follows (8th to 10th Standard)

Sl. No	Medium	Government			Aided			Unaided			Total		
		Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
1	Urdu	11579	22512	34091	9079	15484	24563	2628	7177	7805	23286	45173	68459

The above table statistics shows that even in Urdu medium High School, Females are more in numbers than male child one of the reason is due to poverty more number of parents apt particularly for girls Urdu medium school because fee structure in Urdu School is reasonably lower when compare to English schools. Girls are made scapegoats, because quality education is not imparted in Urdu schools, most of the Urdu parents are illiterates. The girls' parents want to put their children at a very age in the marriage market. This is especially true for the girl child.



English medium School:

There are nearly 230 English medium Muslim minority schools in Karnataka.

In Karnataka State Muslim minority education institution are two hundred and sixteen 216.

Most of the above school management is still struggling and running pillar to post to get the minority status.

At Bangalore while delivering his lecture his honourable Chief Justice Mr Siddiqui rightly pointed out that most of the Schools are run by NGO and on Zakath Collection. Yes some to please Allah Subhan Taale, because Islam gives importance on education, to learn and to teach and to spread the education among unfortunate have notes.

As regards Arabic Madras and Colleges, Government of Karnataka has separate grant-in-aid rules in their order No.ED15 CSP 79, dated 20.06.1979 have released grant to 103 Arabic Schools. This financial assistance is released for the salary of teachers of these Madarasas.

In Karnataka there are 323 Arabic Madrasas of which 103 are Aided and 220 are unaided opened and run in Bombay – Karnataka and Hyderabad – Karnataka mean like Belgaum, Bijapur, Karwar, Dharwad, Gulbarga, Bidar and Bellary District.

There are 09 Arabic Colleges of which 3 three are aided and 06 are unaided

The above Madarasas and Colleges are doing Yeomen services by providing good and free education also rehabilitating the students. At the same time, this Madrasas are imparting Mathematics, Science, Computer Modern Technology. State and National Languages apart from Arabic.

Sachar Committee Report has brought out that Muslims are backward in all aspects of Social life. Elaborate statistics are also given to prove the backwardness. It is rightly said inspite of numerous government schemes, the perception remains that the economic and educational gap between the muslims and the rest of the socio religious category appears to be widening.

ISSUES OF OUR BACKWARDNESS

- 1) Lack of Education
- 2) Health Related issues
- 3) Unemployment
- 4) Economical
- 5) Discrimination
- 6) Lack of Leadership
- 7) Lack of Security

EXISTING STATUS

1. LACK OF EDUCATION

- i) 30% of Muslim dominated villages do not have schools
- ii) Between age group of 6-14 years. 50% Muslim children are not attending schools
- iii) Drop outs among Muslims are the highest in primary, Secondary levels (59%)
- iv) 4% Muslims in good college, 2% Muslims in good universities
- v) Literacy rate of Muslims is 60% which is below national average of 67%



1. Below Poverty Line Figures (India)

Muslims	55%
SC	43%
Christians	35%
Jains	21%

2. In the Bank accounts, balance amount of Muslims is 1/3 of other Minorities

3. Muslims have less pucca houses than other communities

55% of Muslims are below poverty line

40% of Muslims dominated areas, do not have Govt. Hospitals

SHARE OF MUSLIMS IN

Security Agencies	4%
Police Constables	6%
Education	6.5%
Judiciary	2%

Share of Muslims in Govt. benefited schemes is only 3%

1. Govt. should implement Prime Minister's 15 point program, set annual targets, provide budgetary support and establish monitoring committee.
2. Govt. should open schools in Muslim locality, Govt. may give aid to Muslims to start their Educational Institutions
3. Hostels for boys and girls to be opened.
4. Govt. should open more skill development institutions in Muslim dominated locality
5. More credit facilities to be given to Muslims, 15% of the Bank loans should be allocated to the Minorities.
6. NABARD should come forward to give support to Muslims.
7. Moulana Azad Foundation allocation should be increased to Rs.1000 crores.
8. Govt. should start residential schools of Muslims (separately for boys and girls) and provide funds for the same.
9. Free coaching centers for Muslims may be established for all types of competitive examinations with best teaching facilities.
10. Muslims should be given 10% reservation.

We are in United Nations Literary decade 2003-2012. Let us work together to bring hundred percent literary to Muslims in India

To start Urdu Anganwadi Centers in order to provide better linkage between primary schools and the Anganwadi centers and also to achieve proper co-ordination between all those involved in pre-school activities.

SSA is the major protect of Central Government, Muslims must properly channelize the S.S.A.



MINORITY (MUSLIM) GIRLS SCHOOL EDUCATION SCENARIO IN ANDHRA PRADESH

Presented by

Dr Rafat Seema
General Secretary, Nisa Research and Resource Centre for Women

Human being is given the highest status among all the creatures on the basis of wisdom and with the help of education man has proved his status. Education is the name of continuous process of development and improvement. This activity persists from child's birth until his death. Because education is linked with man's life therefore due to time and conditions, changes have come in the methods and aspirations. In the modern times, knowledge, education and teaching have become the necessary needs of every society. It would be not wrong to say that the present society has become knowledge based society.

Societies are formed with both men and women and are part and parcel of the society. If knowledge is asset, then its profit should be equal to both of them. Let us examine the facts now.

After independence, women's education was one of the priorities among the development programmes. For this purpose many steps were taken up. Due to these steps, education level of women increased. This can be understood from the data in the following table, which is taken from an article by Dr. Amena Tahseen, in a 2006 magazine 'Voice of Women', taken out by the Department of Women Education of Moulana Azad National Urdu University, with the reference of India 2005 Ministry for Information and Broadcasting.

Census	Percentage of Men Education	Percentage of Women Education
1951	27-16	8-86
1961	40-40	15-97
1971	45-96	21-97
1981	56-38	29-76
1991	64-13	39-29
2001	75-26	53-67

But this is one side of the coin. The other side of the coin is very depressing. Today even after the development of science and technology, women is unable to understand the universal knowledge and among these women if we take analysis of Muslim girls' education, these girls will be found more backward than girls of other communities. It has been mentioned in the Sachar Committee report that Muslims condition is worse than the Dalits. The below details are as on July 2008:

No. of Government Schools in Andhra Pradesh

No. of Govt. High Schools	1737
No. of Govt. High Schools closed	42
No. of Govt. Primary Schools	638
No. of Govt. Primary Schools closed	240

Now let us see drop-out rate of girls in schools in the below table:

Enrolment in First Standard	100%
Reaching up to Sixth Standard	50%
Reaching up to Tenth Standard	20%



Does this mean that girls are weak in knowledge than boys, not competitive, less aspired or they do not accept challenges? No, this is not true. If it all this was to be believed then girls' percentage would not have been increasing than boys in educational records every year. From school to university level girls' percentage is higher. The point to be noted here is that though they are still deprived off their basic necessities of life still they prove their talents in educational field. This shows that they are courageous, determined, strong, sincere and hard working. If at all they are given healthy environment they can achieve more heights.

In Andhra Pradesh, the percentage of girls in success and top ranks has been increasing since few years. The drop out percentage of boys is more than the girls. Girls' interest has increased towards education. Even after this, it is necessary to know what are the reasons and hurdles to move ahead in educational field.

The four basic factors that affect the girls' education are Social, Economical, Religious and negligence of State Educational Department and Agencies.

Social Factors

Gender Discrimination

From the centuries, it has been considered that the birth of a male child is proud to the family and birth of female child is a sad thing. Female feticide has become common in our civilized society. Gender discrimination starts before the birth of girl child and continues till her death. Boys are taught in high level English medium schools whereas spending on girl's education is considered as wastage of money and therefore they are admitted in the nearby standard less schools. Denial of equality, rights and opportunity and suppress in any form, on the basis of gender is called as gender discrimination.

Child Marriage

The worry of the parents start with the birth of girl child for their dowry and they are married off before they reach the legal age of marriage, because marriages are fixed easily at the small age itself. The parents of boys also prefer younger age girls for marriage. This way, girls are forced to drop out from the education due to these reasons.

The seriousness among boys is not that which is found among girls, because of which they are not able to reach till higher education. Due to this they get employed in menial jobs or otherwise migrate to gulf countries for the jobs. Therefore, the parents fear that if their daughter is highly educated then she may not find equally educated groom.

On the other side, even the groom's parents also prefer less educated girl, because they fear that the highly educated girl cannot be controlled and may not be perfect house wife.

All the above are the reasons for the child marriage and this effect on the education of the girls.

Immorality

The immoral behavior spoils the healthy environment at the educational institutions. For example eve-teasing, ragging, harassment etc. Due to these immoral activities the parents do not want to send their girls for higher education, and even the girls do not want to continue their studies.

In Andhra Pradesh, a large number of acid attacks have taken place in educational institutions. Because of which parents and girl students both feel insecure, this is also the reason in increase of drop out level.

Economical Factors

Child Labour

India is a developing country but the large number of people lives under poverty line. Poverty or Low Per Capita income does not allow people to think beyond their basic necessities like food, clothing & shelter. Hence,

they cannot imagine spending on the educational needs even if they are provided free education and books. Both the parents work hard for these basic necessities and the elder child has to take care of their younger sibling's right from the age of five at the time when they are supposed to go to school. When they grow little elder they have to struggle for livelihood by working at the unorganized sectors. They have to work there for 10-12 hours every day. Under these conditions, education for them is like unfulfilled dream.

Unemployment

Due to unemployment of their men, women in Muslim families are left with no other way except taking loans on high rate of interest for their survival; this step is taken by them to settle their men in small business or enterprise. Because of their men's irresponsibility their business does not move forward and the interest on loan goes on increasing and the ultimate sufferers are the women. The people who give loans are the illegal financiers and the women become victims of these illegal financiers. These women stop their daughter's education so that they help their mother in earning. Sometimes these illegal financiers also exploit their daughters. The example of this is Sameera Begum a drop out of ninth class, was forced to leave education and help her mother's earning. The illegal financier, Arshad who provided loan, exploited her and in the end threw her from the historical Charminar on 11th June 2009 to erase the proof. But before her death she gave statement which exposed the facts.

Malnutrition

Mal Nutrition is a vicious cycle where in low income leads to poverty which leads to lack of proper food and which in turn leads to reduce in resistance towards diseases among women & girls. Due to malnutrition, mothers and girls often suffer from various diseases. And due to improper treatment, they always suffer with anemia. Whether the mothers or girls suffer with ill health, ultimately the girls have to drop out from the education.

Religious Factors

Parents fear

The very first command in Islam is to acquire knowledge but unfortunately the followers are lagging behind in the same aspect as parents are worried that their girl child will be misguided in the name of Education & indulge in objectionable situations which make them guilty. The religious parents feel that the modern education makes their daughters immoral and they may become irreligious. Therefore, they do not want to send their daughters to modern education.

Co-education

Most of the Muslim parents do not want to send their daughters in coeducational schools because of purdah. Apart from this the other reasons are that the parents observe that girls and boys of co-educational institutions bunk their schools and roam in parks, theatre and hotels. The social evils which spread due to the above reasons restrict parents in sending their daughters in such schools. Due to this, they prefer Madrasa education for their daughters instead of modern schools.

Lack of Secular values in Schools

In many schools of Andhra Pradesh, the students are forced to sing Vandemataram and song of Telugu Talli which is against the secular values. This is also the reason for Muslim parents in not admitting their children in modern schools. A fatwa was also issued by Deoband seminar instructing Muslims not to sing vandemataram.

Negligence of State Educational Departments and Agencies:

Lack of basic facilities

The government of Andhra Pradesh though makes lot of policies, educational schemes, projects for the



uplift of educational status of women, the basic facilities are not provided. Almost all the government schools do not have even urinals. Whereas the students stay in the schools till evening. Because of lack of urinals and toilet facilities, they suffer from many health problems. There are many students who have to pass urine on the roadside. Other basic facilities like water, electricity, furniture, are also not available.

Lack of Study material

Books are not provided on time. The matter is not properly translated, not up to the mark and not even of good quality. Because of this, the students lose their interest in education.

Textbooks not according to NCF guidelines

The NCERT and SCERT text books supplied to the students are not according to the guidelines of National Curriculum Framework, 2005. There are many lessons that promote communal feelings among the innocent minds. Those lessons also hurt the religious feelings of particular community. These are also against the secular fabric and democratic set up of the country. Thus, these are also the reasons for the drop out level among the students from the schools.

Lack of transportation and Hostels

In many remote areas as the schools are situated very far there is no transportation facility to the students. They even are not provided hostel facility for these kinds of students who come from far areas. This is also one of the reasons for the drop out level.

Dilapidated condition of school buildings and class rooms

The government school buildings and class rooms are in such condition that it seems those are on its last legs. The buildings are not suitable for the school atmosphere. Rooms are not sufficient to run the classes. There are also schools that run 4-5 classes in one room under one teacher. Because of these reasons, the drop out level among the students is also increasing.

Suggestions to overcome the present situation and tackle the problems

It is high time to think over above said problems and to adopt the measures to overcome and tackle the situation.

Simple procedure

Though the government schemes are well planned but are impractical to implement. Such as Sarva Siksha Abhiyaan, Rajiv Vidya Mission, Rajiv Madhyamika Siksha Abhiyaan, these are not providing proper benefit to students because of complications, red tapism. The benefits are not reaching to the real beneficiaries of the schemes. Therefore these should be simplified so that the students get directly benefited without any complications.

Co-ordination

There is no coordination among the departments of education and their officers, because of which the students are not getting information about the different schemes of government in time. Due to this the students are misbehaved by the authorities and they are denied of benefits. Therefore there should be proper coordination and cooperation among the departments and officers as well as gracious and responsive behavior towards the students.

Honesty, Dedication and Accountability

Due to the lack of honesty, dedication and accountability of the government authorities, students are suffering in every aspect. The simple example is till date in the state of Andhra Pradesh students did not receive scholarships, in spite of the announcement and submission of forms. Students are suffering a lot in getting

income certificate, backward class certificate, signature of gazetted officers, and certificate of revenue officers. Therefore the Minority Finance Corporation and the Urdu Academy should be properly organized and recruit honest and responsible staff and the procedures should be simplified of various schemes of scholarships.

Secular Education

As already said above that the textbooks of NCERT and SCERT are not up to the standard of NCF, 2005. There should be no symbol of any religion in the offices, classrooms or in the premises of educational institutions. Because of this, the parents are avoiding to admit their children in the schools. This is very much necessary for the well-being and healthy society.

Education based on empowerment

In early days Home Science was one of the subjects that were taught in School through which girls were familiarized with the art of home making, which was also a source of income. Hence, the Home Science subject must be included. Vocational education should be introduced and practically implemented even at the High School level. So that the girls students are empowered and later can stand on their feet and become self dependent.

Equal opportunity

There are equal numbers of girl students going to schools as well as madrasas. Therefore equal opportunities should be provided such as scholarships, free transportation, and medical facilities. Girl students are the most suffering people of the nation, therefore, free medical facilities should be provided to them. It is observed that due to lack of medical facilities, students suffer due to eye sight, hearing, and stomach problems.

Stop Discrimination

It is observed that though the government has registered some madrasas under SSA/RVM, their behavior is step motherly with this Madrasa. Mid-day meals are not supplied properly, meager amount of rs.1500/ are given on the name of a teacher's salary and this is issued once in three to six months. The attitude of government officials towards these Madrasa managements is highly discouraging and misbehaving. The government officials feel these Madrasa as burden on them. Due to this a wide gap appeared between the Madrasa and education department. Therefore, government should direct the authorities to behave with the Madrasa management schools in proper manner.

Conclusion

A nation or society, without the participation of women cannot achieve development. If we eliminate gender discrimination, women will deliver all the potentials, skills, knowledge to develop the family, the nation and the whole world. Our country is a secular and democratic country and our constitution gives the fundamental rights which guarantees right to life with human dignity and also provide for free and compulsory education to the children for the age of 6-14 years. But it is a matter of deep concern; these rights are still not in implementation. If we implement our constitution of India and practically implement fundamental rights and fundamental duties, then we can overcome the above situations and our nation will achieve heights and our country will be among the developed countries.





EMPOWERING CHRISTIAN MINORITY GIRLS THROUGH EDUCATION: THE CASE OF ANDHRA PRADESH

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Introduction

The Report of the National Commission for Religious and Linguistic Minorities provides clear picture about the status of minorities in India. The expression 'minority' means a group comprising less than half of the population and differing from others, especially the predominant section, in race, religion, traditions and culture, language, etc. The Oxford Dictionary defines 'minority' as a smaller number or part; a number or part representing less than half of the whole; a relatively small group of people, differing from others in race, religion, language or political persuasion. A special Sub-Committee on the Protection of Minority Rights appointed by the United Nations Human Rights Commission in 1946 defined the 'minority' as those "non-dominant groups in a population which possess a wish to preserve stable ethnic, religious and linguistic traditions or characteristics markedly different from those of the rest of population."

Minorities in India

As regards religious minorities at the national level in India, all those who profess a religion other than Hindu are considered minorities since over 80 percent population of the country professes Hindu religion. At the national level, Muslims are the largest minority. Other minorities are much smaller in size. Next to the Muslims are the Christians (2.34 percent) and Sikhs (1.9 percent); while all the other religious groups are still smaller. As regards linguistic minorities, there is no majority at the national level and the minority status is to be essentially decided at the State/Union Territory level. At the State/Union Territory level – which is quite important in a federal structure like ours – the Muslims are the majority in the State of Jammu and Kashmir and the Union Territory of Lakshadweep. In the States of Meghalaya, Mizoram and Nagaland, Christians constitute the majority. Sikhs are the majority community in the State of Punjab. No other religious community among the minorities is a majority in any other State/UT. The National Commission for Minorities Act, 1992 says that "Minority for the purpose of the Act, means a community notified as such by the Central Government" - Section 2(7). Acting under this provision on 23-10-1993, the Central Government notified the Muslim, Christian, Sikh, Buddhist and Parsi (Zoroastrian) communities to be regarded as "minorities" for the purpose of this Act.

Christian Minority in Andhra Pradesh

Christian minority in Andhra Pradesh or Telugu Christians are an ethno-religious community who form -the second largest religious minority in Andhra Pradesh. According to the Census of India, there are over a million Christians in Andhra Pradesh comprising 1.5 percent of the state's population. Although Christianity has existed in some insignificant form since ancient times in Andhra Pradesh, it is only after 1759 when the Northern Circars came under the rule of the East India Company that the region opened up to greater Christian influence. The first Protestant missionaries in Andhra Pradesh were Rev. Cran and Rev. Des Granges who were sent out by the London Missionary Society. They set up their station at Vishakapatnam in 1805. Most Telugu Christians are Protestant belonging to major Indian Protestant denominations such as the Church of South India, the Andhra Evangelical Lutheran Church, the Samavesam of Telugu Baptist Churches and several others. The Church in Andhra Pradesh runs thousands of educational institutions and hospitals contributing significantly to the development of the state. Telugu Christians are found in all walks of life and have contributed much to the development of the state. Regions with significant populations of Telugu Christians include the erstwhile Northern Circars, the coastal belt and the cities of Hyderabad and Secunderabad.



Demography and Education

Andhra Pradesh is ranked 4th largest in the country in terms of area. The state accounts for population of 7.62 crore in 2001. Out of which, 3.85 crore are males and 3.77 crore are females. Population of SCs and STs works out to 16.19 percent and 6.59 percent respectively. The literacy rate of the state is 60.47 percent in 2001 as against 44.0 percent in 1991. The literacy rate of the state is lower than that of all India literacy rate at 64.84. While the overall literacy rate has improved, the male literacy rate has increased from 55.1 to 70.32 percent. What is encouraging is that the female literacy rate has gone up by more than 54 percent, i.e. from 32.7 percent in 1991 to 50.43 percent in 2001. There were 65,609 Primary Schools and 14,942 Upper Primary schools and under Secondary Education, there were 17,376 High Schools and 100 Higher Secondary schools during 2008-09. There was enrolment of 136.59 lakhs in all types of schools in the state. The pass percentage of students in S.S.C examinations during 2008-09 is 78.83 percent which is higher than the previous year pass of 75.47 percent.

There are 4,611 Junior Colleges under different managements. Vocational courses are offered exclusively in 479 Private Junior Colleges and 12 Govt. Junior Colleges. The Percentage of pass in Intermediate Examinations in March 2008 is 60.15 percent. Girls' performance at 62 percent is better than that of boys at 58 percent. There are 249 Government Degree Colleges and 179 Aided Degree Colleges in the state with a strength of 3,64,726 students. There are 656 Engineering Colleges, 703 MCA Colleges, 881 MBA Colleges, 278 B.Pharmacy Colleges, and 213 Polytechnics functioning in the state (includes 370 MCA and 224 MBA stand-alone colleges). The intake of the students is 2,26,870 in engineering courses, 47,595 in M.C.A courses, 59,676 in MBA courses, 16,675 in Pharmacy, and 63,075 in Polytechnics.

Education for Minorities

The Government of Andhra Pradesh is committed to the advancement and uplift of Minorities in the State. With a view to promoting Urdu Language in the State, 300 Urdu teacher Posts have been created additionally in 1997-98 and continued. Further, three more schemes are under implementation for the welfare of Muslim Minorities. A programme of action under National Education Policy suggested area approach for uplift of educationally backward minorities and accordingly formulated a 100 percent Centrally Sponsored scheme of Area Intensive Programme to be implemented in 9 blocks, identified by Government of India as concentrated areas of educationally backward minorities. The identified blocks are Musheerabad (Hyderabad), Zaheerabad (Medak), Bodhan (Nizamabad), Kurnool, Atmakur, Nandyal (Kurnool), Kadiri (Anantapur), Kadapa and Rayachoty (Kadapa) in the state. Under the Scheme funds were released to Provide infrastructure facilities like construction of additional class rooms, drinking water, toilets, electricity, computers and teaching learning material during 10th plan period. An amount of Rs, 3878.25 lakhs has been released by the Government to the above District and Andhra Pradesh Residential Educational Institutions Society.

Minorities Welfare

India is a vast nation with a fabric like interwoven society with many religious and ways of life. As a secular country, Government's endeavor has always been to ensure carrying its entire population, including the Minorities, on the path of progress. The Department of Minorities Welfare was created in the year 1993 with the transfer of related subjects from the departments of Revenue, General Administration, Employment, Youth Services and Education. Schemes and policies have been put in place to ensure the uplift of Minorities under the aegis of the Minorities Finance Corporation. The advancement of Minorities requires attention from several angles. As per 2001 Census, the population of Minorities in Andhra Pradesh is around 82.00 lakhs, which constitutes over 11 percent of the total population of the State. The population of Minorities is generally urban-based. A large segment of Minority population is living below poverty line. The share of Minorities in different economic support schemes has also been very low. The Minorities in general and their women counterparts in particular, have been highly backward, both educationally and economically. Government has taken various initiatives for the overall development of the minorities. Some of them are briefed below:



State Minorities Commission

The state minority commission in Andhra Pradesh was constituted in 1979. Subsequently, Government has enacted the Andhra Pradesh State Minorities Commission Act, 1998. The Minorities Commission is looking into specific issues being faced by minority community.

State Minorities Finance Corporation

The Andhra Pradesh State Minorities Finance Corporation Limited was incorporated under the Companies Act, 1956 in the year 1985, to assist the weaker sections of Minorities viz., Muslims, Sikhs, Buddhists and Parsis etc. for their socio economic development through banks for which the corporation provides subsidy component only for the schemes viz. i) economic assistance for setting up of businesses, Industrial, Service, Agriculture and allied viable activities and Grant in Aid for Welfare Schemes.

Activities during 2009-10

- Subsidy Grant for Bankable Scheme: The Corporation envisaged providing Subsidy for Bankable Scheme to 2667 beneficiaries to the tune of Rs. 400.00 lakhs.
- Pre Matric Scholarships: The Corporation envisaged to provide Pre Matric Scholarships of Rs. 1195.31 lakhs to 1,70,759 students.
- Post Matric Scholarships: The Corporation envisaged to provide Post Matric Scholarships to 1,28,701 students the tune of Rs. 3378.69 lakhs.
- Reimbursement of Tuition Fee: The Corporation envisaged extending an amount of Rs. 5875.00 lakhs towards Tuition Fee Reimbursement.
- Maintenance of Pre and Post Matric Hostels for Minorities: The Corporation has provided Rs.400.00 lakhs towards maintenance of Pre and Post Matric Hostels for Minorities.
- Improvement and Development of Residential Schools and colleges for minorities: An amount of Rs.600.00 lakhs was provided for development of Residential Schools.

Centre for Educational Development of Minorities

Under this scheme, CEDM is taking steps to improve the Classroom Performance of School Children Belonging to Minorities. It has adopted the schools with dismal performance to provide basics and improve the performance in SSC Examination. Centre distributes workbooks in Maths-I, Maths-II, Physical Sciences, Biological Sciences, English and Telugu (7) to X class Urdu Medium students (coaching and non-coaching) throughout AP. The free coaching programme covers a period of six months from August to February every year.

Andhra Pradesh State Christian Finance Corporation

A separate Corporation viz., Andhra Pradesh State Christian Finance Corporation has been established in 2009 for welfare of weaker sections of Christians. Welfare schemes for Christian minority are being implemented in the state. The following schemes are implemented every year:

- Christian Mass Marriages: The Government of Andhra Pradesh introduced an innovative scheme of Mass Marriages of Christians. Under this scheme, articles to the extent of Rs.15, 000/- are gifted for each couple during Mass Marriages.
- Pilgrim Trip: Jerusalem tour covers a very large number of places connected with the life of Jesus Christ in Israel. They are: Place of birth – Bethlehem; Place of Crucifixion, Death and Resurrection – Jerusalem; Place of bringing up – Nazareth; Place of Baptism – Jordan River; Places of preaching – around Dead Sea and Sea of Galilee; and Several other places connected with Christian faith. Travel agents experienced and exposed to the above Christian holy places, traditions and practices lead groups of about 50 pilgrims. The tour period is for a week. Government of Andhra Pradesh grants Rs.20,000 for each pilgrim.
- Financial Assistance for Construction/Renovation/Repairs to Churches: This financial assistance is a grant for repair/renovation/improvement and also for new construction. Construction of compound wall/toilets/providing



essential water tabs/bore wells etc. can be taken up. The estimate of the work shall not exceed Rs.30,000 in case of repair/renovation and Rs.1,00,000 in case of construction of new Church.

- Financial Assistance to Individuals: The scheme is for individuals/groups to setup viable self employment activities where the maximum unit cost allowed is up to Rs 2,50,000. The Corporation provides 50 percent subsidy of the total loan subject to maximum Rs. 30,000. The beneficiary contribution shall be 10 percent and the remaining is Bank loan.
- Training: APSCFC intends to ensure gainful employment and advancement of Christian Youth through training, financial support and handholding. It is done through awareness generation, imparting skills and knowledge facilitating job placement.
- Financial Assistance to SHGs: SHG s with regular savings, internal credit, book keeping & regular meetings can apply for Revolving Fund of Rs.10,000. Christian Women who are interested to take up productive activities individually or in group can obtain financial assistance from the Corporation. 50 percent subsidy of the total loan subject to a maximum of Rs.50, 000 can be availed. The beneficiary shall contribute 10 percent of unit cost and the remaining will be borne by the banks.
- Pre Matric Scholarships for Christian Students: Pre Metric Scholarship will be sanctioned to the Christian students studying in class VI to X whose Parents'/Guardians' income is below Rs.1 lakh per annum.
- Post - Matric Scholarships for Christian Students: The scholarships are sanctioned to the students whose Parents'/Guardians annual income is below Rs.1 lakh per annum. Students of Intermediate, Graduation, and Post Graduation and Professional courses are eligible.
- Reimbursement of Tuition Fee: Tuition fee will be reimbursed to all eligible Christian Students of Post Metric Level courses of Convener quota i.e. 'A' category and also whose parental income is below Rs.1 lakh.
- Coaching for Competitive Exams: For civil services, the coaching will be for ten months duration – 5 months for foundation course and another 5 months for preliminary exam. In the foundation course, subjects such as general studies, current affairs, mental ability and personality development will be taught. It is followed by prelims coaching. Separate coaching for Group – I and other state services will be conducted as and when notification is issued by the APPSC. Coaching through agencies like National School of Bank will be conducted for a period of 45 days.
- Grant for Christian Hospitals: Christian hospitals/medical centers are run by the church groups for so many years. They are catering to the medical needs of the poor and downtrodden. However, some of the hospitals are becoming defunct due to lack of equipment and infrastructure. In this context, it is proposed to provide infrastructural support to the hospitals in the form providing additional wads, beds, equipment etc., through the Corporation so that the hospital will be able to serve the poor and downtrodden in a better way. The support will be provided through Andhra Pradesh Health and Medical Housing Infrastructure Development Corporation (APHMHIDC). No direct financial aid is provided to hospitals.
- Grant for Christian Schools: The support will be provided through Andhra Pradesh Health and Medical Housing Infrastructure Development Corporation (APHMHIDC). No direct financial aid is provided to schools.
- Scheme for Meritorious Christian Girl Students by Maulana Azad education foundation, Government of India: Scholarships are awarded to meritorious girl Christian students who have passed X class and are admitted in XI class/first year Intermediate during 2009-10. The candidate who have secured minimum of 55 percent marks in the X Class exam and whose family income is below Rs one lakh are eligible to apply. An amount of Rs.6000 in the first year and an amount of Rs.6000 in the second year will be sanctioned.

Conclusion

Empowering Christian minority girls in India in general and in Andhra Pradesh in particular is not a recent phenomenon. Christian missionaries began their service in empowering the girls through their network of churches, schools, hospitals and other service centres. They are doing their service very sincerely on humanitarian grounds embedded in Christianity. The activities of the government in empowering the Christian minority girls are complementary to the services of the missionaries. In other words, the government complements the service in its secular humanitarian terms. The empowering service of both the missionaries and the government will continue in future as well.



EMPOWERMENT OF MINORITY GIRLS THROUGH EDUCATION IN TAMIL NADU

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The Indian Constitution is committed to the equality of citizen and the responsibility of the State to preserve, protect and the responsibility of the State to preserve, protect and assure the rights of minorities in matters of language, religion and culture. The United Nations Declaration on the Rights of Persons Belonging to National, Ethnic, Religious and Linguistic Minorities says that the promotion and protection of the rights of persons belonging to such minorities contribute to the political and social stability of the countries in which they live. Meeting their aspirations and ensuring their rights acknowledge the dignity and equality of all individuals and furthers participatory development.

According to 2001 census, the percentage population of Hindus, Muslims, Christians, Sikhs, Buddhists, Jains and others in India is 80.5%, 13.4%, 2.3%, 1.9%, 0.8%, 0.4% and 0.61% respectively. The same in Tamil Nadu for the above said groups is 88.10%, 5.56%, 6.06%, 0.01%, 0.008%, 0.13% and 0.02% respectively.

The constitution of India contains many Articles protecting the well being of minorities. The Article 14 of the Constitution of India ensures equality of all before law and equal protection by the law. Article 15 prohibits discrimination on the grounds of religion, race, caste, sex and place of birth. Article 21 says that no person shall be deprived of his life or personal liberty except through the procedure by law. Article 25 ensures freedom of conscience and the right to freely profess, practice and propagate religion. Article 26 ensures right to manage religious institutions, religious affairs, subject to public order, morality and health. Article 29 protects minorities right to conserve their language, script or culture. Article 30 provides for the protection of the interest of minorities by giving them a right to establish and administer educational institutions of their choice.

The role of education is facilitating social and economic progress is well accepted today. Improvements in the functional and analytical ability of children and youth through education open up opportunities leading to both individual and group entitlements. The education of girls empowers them and develops the capacity for them to lead a happy family life. The Government of Tamil Nadu is committed for the welfare and education of minorities. The Government of Tamil Nadu have been taking proactive roles in the education of minorities especially girls. Some of them are presented below:

Separate Reservation for Minorities

Based on the recommendations of the Tamil Nadu Backward Classes Commission, an Act, providing 3.5% for the Backward class Muslims, with effect from 15.09.2007, for admission in educational institutions and employment opportunities was enacted. Subsequently, accepting the demands raised by the representatives of the Christian Communities stating that they are affected due to the separate reservation, the Act was amended by withdrawing the separate reservation provided to them. 30% vacancies are reserved for women. This effort may be the further step to bring about equality in the society.

Grant-in-aid and Other Welfare Measures for minority Schools

At present, there are 2627 Minority Primary Schools, 662 Minority Middle Schools, 364 Minority High Schools and 560 Minority Higher Secondary Schools in the State. The Government of Tamil Nadu provides



grant-in-aid to these schools. The Government from the year 2006-2007 to 2010-2011, upgraded 179 Minority primary schools run by Christians. The teacher vacancies in such schools are filled up by the qualified persons belonging to the same religion.

Linguistic Minority Schools in Tamil Nadu

The Government of Tamil Nadu is very considerate to offer minority languages as the medium of instruction for the benefit of the linguistic minority students to study in their own languages. In Tamil Nadu there are 375 primary, 112 middle, 47 high and 49 higher secondary schools offering Telugu medium, 73 primary, 34 middle, 23 high and 38 higher secondary schools offering Malayalam medium, 49 primary, 10 middle, 3 high and 5 higher secondary schools offering Kannadam medium and 163 primary, 62 middle, 8 high and 18 higher secondary schools offering Urdu medium.

The Tamil Nadu Textbook Corporation develops textbooks in Minority languages viz. Telugu, Malayalam, Kannadam and Urdu for the classes I-X for the benefit of the minority students to study in their own languages. Under the Common Syllabus for Equitable Education System, textbooks for the classes I and X have been developed in minority languages for the benefit of these students.

The minority students enjoy the benefits of free text books, Chief Minister's Nutritious Noon Meal Scheme, free uniforms, free bus pass along with other students.

Scholarships for Minority Students

Nearly 95% of Muslims in the State are recognized as the Backward Class and 80% of Christians are declared as the Backward Classes and Most Backward Classes. Thus, they become eligible to enjoy the benefits of various scholarship schemes implemented by Departments of the Backward Classes Welfare and the Most Backward Classes Welfare. Besides, the scholarships schemes offered by the State Government, the scholarship schemes sponsored by the Central Government for the minorities are also implemented in the state effectively.

a) Pre-Matric Scholarship Scheme

Pre-Matric Scholarship to the students of Minority communities studying in 1st to 10th Std. has been sponsored by the Central Government since 2008-2009. The Central and State Governments bear 75% and 25% of the share respectively towards the Pre-Matric scholarship. Under this scheme students of Minority Communities studying in 6th to 10th Std. Whose parental annual income is within Rs.1 Lakh are sanctioned with admission fees upto a maximum of Rs.500/- p.a. and tuition fee upto a maximum of Rs. 3,500/- p.a. Apart from this, the hostel students studying in 6th to 10th std. are granted maintenance allowance for 10 months in a year at the given maintenance allowance at the rate of Rs.100/- p.m. for 10 months. The students applying for the scholarship should have scored 50% marks in the previous year examination. 30% of the scholarship is earmarked for girl students. The number of beneficiaries in the year 2010-11 is 1,71,643 and the amount spent is 19.02 crore.

b) Post-Matric Scholarship Scheme

Post-Matric Scholarship are given to the students of Minority Communities studying from 11th Std. to Research studies in the Government and recognized Private Schools and colleges in order to provide opportunity to the economically backward and eligible minority students to get higher education. The scheme was introduced by the Government of India in 2007-2008. The scheme is implemented with 100% central assistance. The annual income of the parents should not exceed Rs.2 lakh for availing this scholarship. The students should have obtained at least 50% marks in the previous year final examination. 30% of the scholarship is earmarked for girl students. Admission and tuition fees ranging from Rs.3000/- to 7000/- are granted under the Scheme. From Rs.235/- to 510/- per month is sanctioned for hostellers and Rs.140/- to Rs.330/- per month for day scholars as maintenance allowance. The number of beneficiaries in the year 2010-11 is 30,079 and the amount spent is 8.66 crore.



c) Merit Cum Means Based Scholarship Scheme

This scheme is being implemented with 100% Central assistance from 2007-2008 onwards. Under the scheme, scholarships are sanctioned to minority students pursuing under graduate and post graduate studies in technical and professional courses in the Government and Government approved Private Colleges. They are granted tuition fees paid by them or Rs.20,000/- whichever is less. Besides, Rs.10,000 p.a. for the hostellers and Rs.5,000/- p.a. for the day scholars is paid as maintenance allowance. Their parental annual income should not exceed Rs. 2.5 lakhs and the students should have secured 50% marks in the previous year examination. 30% of the scholarship is sanctioned to girl students. The number of beneficiaries in the year 2010-11 is, 1,941 and the amount spent is 5.07 crore.

d) School and college Hostels for Muslim Girl Students

Five schools cum college hostels were established in 2008-2009 for the benefit of Muslim girl students in Dindigul, Vellore, Coimbatore, Trichirappalli and Tirunelveli Districts. An additional hostel at Kadayanallur, Tirunelveli Districts has been established in 2010-11. 25 School girls and 25 college girls are accommodated in each of these hostels. Annual income ceiling of the parents of the students for admission in the Hostels is Rs.1,00,000/-

Scheme of Awarding Prizes to the Students Belonging to Minority Communities

A scheme of awarding of Prizes at State and District levels to the Minority Community students securing the highest marks in 10th and 12th Std. Government Public examination was introduced by the Government of Tamil Nadu in 2008-2009 in order to motivate their interest in learning.

A) State Level Prizes

Under the scheme, both the boys and girls of the minority community securing first, second and third places at the State Level in the 12th Std. and 10th Std. Public examinations are awarded. In respect of 12th Std. first, second and third prizes are awarded at the rate of Rs.50,000/- Rs.30,000/- and Rs.20,000/- respectively. In respect of 10th Std. the prizes are given at the rate of Rs.25,000/- Rs.20,000/- and Rs.15,000/- respectively.

B) District Level Prizes

Under the scheme, both the boys and girls belonging to the minority community securing first, second and third places at the District Level in the 12th Std. and 10th Std. Public examination are awarded. In respect of 10th Std., the first, second and third prizes are given at the rate of Rs.1500/-, Rs.1000/- and Rs.500/- respectively. In respect of 12th Std., the above prizes are given at the rate of Rs.3000/- Rs.2000/- and Rs.1000/- respectively.

In case, the first, second and third marks are secured by more than one student at the State and the District Levels, they are also awarded prizes by increasing the number of prizes.

C) Award Scheme to Students Studying Urdu Language

The Government award prizes to three boys and three girls who secure the highest marks in 10th and 12th Std. Public examinations with Urdu as the second language in order to safeguard the languages of minorities. Under this scheme, prizes of Rs.3000/- Rs.2000/- and Rs.1000/- are awarded to the first 3 boys and the first 3 girl students who secure the highest marks in 12th Std. public examination. Similarly, in respect of 10th Std. he students are awarded Rs.2000/-, Rs.1500/- and Rs. 1000/- respectively. If same marks are secured by more than one student, the prizes are awarded to all them.

Establishment of the Directorate for the Welfare of Minorities

The Government of Tamil Nadu takes all steps for the development of social, educational and economical status of the people of all categories including the Minorities. In order to ensure that the Minorities secure their



due share in the educational, employment and economic development, a separate Directorate for the Welfare of Minorities headed by an IAS Officer has been functioning from 2007-2008 for the effective coordination and implementation of the schemes for minorities.

Training for Skill Development

The Government impact training in various trades such as Information Technology, Designing and Production of Readymade Garments, Footwear Technology, Heavy Vehicle Driving etc. to minority youths to empower them to seek jobs or undertake self employment.

Tamil Nadu Minorities Economic Development Corporation

In order to provide loan facilities to minorities and to improve their economic status, the Tamil Nadu Minorities Economic Development Corporation was established in 1999.

Promotion of Education of Minority Girls Through Sarva Shiksha Abhiyan

Sarva Shiksh Abhiyan, Tamil Nadu has been taking various efforts to promote the education of minority girls. Under National Programme for Education of Girls at Elementary Level (NPEGEL) launched in September 2003, additional provisions for enhancing the education of under privileged/disadvantaged girls at elementary level through more intensive community mobilization, development of model schools in clusters, gender sensitization of teachers, development of gender sensitive learning materials, educational facilities and provision of need based incentives like escorts, stationery, work books & uniforms etc. for girls are being made available in 37 educationally backward blocks (EBBs). Under NPEGEL, 937 model cluster schools have been opened. 710 additional classrooms have been constructed and teachers have been given training on gender sensitization, remedial teaching, vocational activities for girls, health education / training and creating social awareness on dowry, child labour, female infanticide etc. Under this scheme, 5633 minority girls are benefited.

The Kasthurba Gandhi Balika Vidyalaya was launched in 2004 for setting up residential schools at upper Primary level for girls belonging to SC, ST, OBC and Minority Communities in EBBs where the female literacy is low. In Tamil Nadu, 54 KGBV Schools are functioning at present and 7 new KGBV have been sanctioned and they come into existence from February, 2011. The Scheme provides for a minimum reservation of 75% seats for girls belonging to ST, ST, OBC or Minority Communities and priority for the remaining 25% is accorded to girls from families below poverty line. There are 35 Minority girls studying in these schools. The following facilities are made available in these schools for the benefit of girls.

- Free text books to all girls upto class VIII
- Separate toilet for girls
- Back to school camp for out of school girls.
- Recruitment of 100% women teachers.

To reduce discrimination against marginalized groups like minority children, following programmes are being implemented by SSA in Tamil Nadu.

A) Exposure Visit

Exposure visit is arranged for girls of upper primary classes in association with Indian Railway Catering and Tourism Corporation (IRCTC). The students are taken to historically important places to improve their knowledge and enhance their self confidence. The following are the identified places of interest where the students are taken for exposure visit.

1. Chennai - Valluvar Kottam, Gundy Children's Park, Birla Planetarium, Railway Integral Coach Factory etc
2. Kancheepuram - Mahapalipuram



3. Trichy - Kallanai, Muttkombu, Rockfort and Museum
4. Thanjavur - Brahadeeswara Temple, Saraswathi Mahal
5. Pudukottai - Palace, Chithannavasal, Park.
6. Kanyakumari - Thrivalluvar Statue, Vivekanantha Rock, Gandhi Mandapam, Fort, etc.,
7. Tirunelveli - Dharga, SciencePartk, Kalgumalai, Srivilliputhur Temple Etc.,
8. Madurai - Meenakshi Amman Temple, Thiimalai Naickar Mahal
Gndhi Museum, Rajaji Park, Alagar Koil, Palamuthcholai.

Rs.1800/- per student is spent under exposure visit

B) Child to Child Health Progrme

The main aim of child to child health programme is to empower the upper primary girls with knowledge and skills on health and contribute to health of the community around them. The programme has the components like (1) Maintaining Health (2) Early Detection (3) Simple interventions and (4) Useful extensions. The areas of health interventions chosen are simple but key areas for the well being of the child. The methodology can be summed up with the phrase, "I learn, I do, I teach".

Empowerment of minorities through Teacher Education

The Directorate of Teacher Education, Research and Training has been admitting 40 girls and 40 boys belonging to Muslim minorities in the Hobart Government Teacher Training Institute for Girls and Government Muslim TTI for boys respectively. Besides, separate sections have been opened for linguistic minorities. In the DIET, Krishnagiri and Govt. TTI, Gangavalli, 40 students are admitted in Malayalam medium. The sourcebooks for Teacher Education have been prepared for and in minority languages for the benefit of minority students.

Conclusion

The Government of Tamil Nadu is totally committed for the uplift and well being of Minorities. The Government constantly reviews the implementation of the welfare measures for the Minorities. The Government is very keen to promote the education of Minorities especially girls as it will bring about a lot of changes in the lives of these children. The Government of Tamil Nadu strongly believe that the education and empowerment of minority students will bring forth egalitarian society and positive changes in the society that are equitable, permanent and long lasting.

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EMPOWERING MINORITY GIRLS THROUGH EDUCATION

Paper Presented By

Dr V Kamalamma

Additional Director, Dept of Collegiate Education, Government of Karnataka

Ladies and Gentlemen!

Greetings to one and all. It is indeed my privilege to be amidst you to witness the deliberations and discussions on the occasion of the Conference on “Empowering Minority Girls Through Education”, held in Chennai.

“No democracy can long survive which does not accept as fundamental to its very existence the recognition of the rights of minorities” said Franklin D Roosevelt, the 32nd US President.

India, the biggest democracy on earth, has the biggest challenge of sustaining the spirit of democracy. It goes without saying that it is the unity in diversity that is the hallmark of Indian democracy. Democracy also should offer equal opportunities for wholesome development of its people. Opportunity to practice religion of one’s own choice alone does not ensure the right to dignified life. Equal opportunities to develop in all possible forms in a civilized society are as inalienable as the human rights of a person. Development should be all inclusive. Inclusive growth is the touchstone for a civilized society that has evolved. Discrimination, oppression or denial of opportunities in any form would bring doom to a civilized democracy. Tolerance on the part of human society is not benignity but it is the dire necessity to qualify as a civilized human society. Hence marginalization of a section of people as minority would be inhuman, unethical and criminal and more so if a person is discriminated based on gender.

Dr Abdul Kalam is one of his addresses organized by the National Commission for Minorities (2010) once questioned: “How can we create citizens with the qualities of tolerance, honesty and integrity?” and his answer was “... evolution of enlightened citizens”. He was also aware of the challenges involved in such a mission. In a society as diverse as its people, the spirit of tolerance, honesty and integrity would not be easy. Dr Kalam also offers a solution to achieve such a society, when he says:

“... education with value system, ... religions graduating into spiritual forces ... economic prosperity through national vision”.

Ladies and gentlemen, it is with this spirit, that societies should be built. Practice of discrimination in any form is detrimental for the progress of a nation. Innumerable studies undertaken to look into the issues of discrimination based on caste, creed, religion, language, colour and worst of all gender have revealed that, they pose the biggest challenge to the spirit of democracy that we have been aspiring for. It is the removal of all such cancerous growth that alone can take India forward.

Women from minority communities have the two fold disadvantage; one that of gender discrimination and the other as a member of the minority community. If empowerment of women in India has been a challenge for decades, that of the minority women would be a challenge for centuries. Concentrated and conscious efforts must be made to alleviate the problem of the minorities by the society so as to carry forward an important stakeholder in our march towards progress and development.

One of the greatest challenges of a democratic, globalizing India is, integrating those sections of the population that are excluded and marginalized. In any society among the marginalized and excluded, the most affected are the women and the girls. It is in this context, the theme of this conference is very relevant. At the time when we are searching for meaningful development paradigm that is inclusive and holistic we have to think of the right based development. The right based development paradigm could be meaningfully realized only when we ensure the fundamental rights to the most vulnerable section of the society-that is, the minority girls.

It is needless to state that without the recognition of the right to education, realization of the right to



development of every human being and nation is not possible. Article 26 of the Universal Declaration of the Human Rights (1948) among other things, states that 'education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedom. It shall promote understanding, tolerance and friendship among all nations...'

Historically, education is an instrument of development and important factor for social change. In fact, it is recognized as a Human Right in itself. The motto of "Be the Change" assumes the right to ones freedom as closely linked to respect for all and awareness of the human right and dignity of each and every person.

The Government of Karnataka has undertaken the task of realizing this change and development through Education, with a missionary zeal. In order to help its children and youth build global competencies and make informed choices, inclusive education has become the thrust area. It is in this regard that the state is prioritizing Education as an empowering tool

Education of girls is one of the key indicators of inclusive education and within this, the education of minority girls, an overriding concern. To enable this section of citizenry of to claim its dignity and exercise rights as well as discharge responsibilities, the tools of learning have to be provided. But, Education is a holistic investment subsuming a whole lot of other needs. Along with schools, basic amenities, transport, healthcare, security and mindsets have to be calibrated. This becomes an even more challenging task when one addresses the most vulnerable social and economic sections of society.

Empowerment of minority girls is a Herculean task. It is education alone which can empower minority girls. Besides education, the menu for empowerment should comprise attitudinal change in the society as a whole. Most of all attitudinal change is required among the community members. Archaic and draconian practices and religious customs would come in the way of education itself. Access to education to these girls itself is a great thing. Society as a whole should help to achieve the necessary transformation in the community outlook. We need people of great mettle of facilitate breaking of the shackles by these girls. Education must help the minority girls not only help them to enjoy their rights but also ensure empowerment in real sense of the term.

Education should invariably empower the minority girls to realize their full potential. Access to employment, freedom of expression, fight against gender discrimination besides discrimination of all forms should be the natural result of such education. Empowerment should invariably help these girls to grow in to complete human beings with potential to achieve freedom of the self. They should be able to decide on their employment, marriage, children and the religious practices which does not infringe on their person liberty and freedom.

The National Commission for Minorities with its inception in the year 1993 has been yearning to achieve this goal. The focus of the Government of India to reach to its marginalized population is evidenced in the fact that this statutory body was formed to ensure that the practice of inclusion in all endeavours of the government for progress and development should carry forward the marginalized, the discriminated and the voiceless minority. Inclusive practices for progress and development alone can ensure real progress for the nation.

Girl's education is the key to the progress of a society. Woman, the home maker, the entrepreneur, the bread-winner and in other many diverse roles holds the key for the all round development. Education of girls in an investment in society that too an important investment. Education of the girl child can prevent women from social oppression, discrimination in society, trafficking, infections from pandemic and other ills that bog them down. Women become vulnerable if they are deprived of the opportunities as young girls. Empowerment of women through education and economic uplift alone can alleviate the problem of women. Minority girls are no exception to such conditions, but in addition to the problems of girls in general, girls from the minority communities have more grave problems. Undoubtedly educated minority women will have the empowerment to break the vicious circles in the society. The problem of gender, the problem of religious restrictions, the problem of poverty, the problem of belonging to the marginalized society, all can be effectively faced by them, if and only if, they have the empowerment provided by education.



The Karnataka Minorities Development Corporation was established wayback in the year 1986, with a view to ensure empowerment of the minorities and the marginalized. Social, educational and economic uplift of the minorities was vision of the corporation. The State Minorities Commission made its inception in the year 1999 and immediately the Government started the Directorate of Minorities Welfare with a view to erect systems for ensuring the welfare of the minorities and effective implementation of the various schemes for minorities, both sponsored by the State and the Centre.

As per the 2001 Census, Karnataka has a total minority population of 82,93,576, ie 15.69% of the total population. The Government of Karnataka has initiated and implemented many programmes and projects to empower the minority communities. A huge portion of the grants made available to the Department and Commission is spent for educational purposes. Empowerment of minority girls can happen only through education, hence positive interventions are made by the state to facilitate the access by them to the funds available. A few programmes implemented by the Government of Karnataka are:

- 'Arivu' (Education Loan) Scheme
- Pre-matric Hostels for minority girls
- Post-matric Hostels for minority girls
- Incentives for minority students
- Moraraji Desai Residential Schools
- "Koushalya"-the Skill Development Programme
- Stipend to ITI/Diploma Students
- Vocational Training
- Coaching for competitive exams
- Remedial Coaching
- Working Women Hostel for women belonging to the minority communities
- 'Swavalambana' Margin Money Loan Scheme
- Subsidy Scheme
- Ganga Kalyana Scheme
- 'Shramashakti' Scheme

A glimpse of the total outlay in Karnataka for Minorities for the year 2010-11 under State Sector:

Sl.No	Programme	Outlay (Rupees on Crores)
1	Shadi Mahal/Community Hall	10.0
2	Hostel Buildings	25.0
3	Morarji Desai Residential School Buildings	20.0
4	Morarji Desai Schools	0.3
5	Skill Development	10.0
6	Education & Learning Materials for Schools	1.5
7	Incentives for students	0.6
8	Opening of new hostels	0.8
9	Providing training for competitive examinations	0.80
10	Tuition fee	0.3
11	Working women hostel	0.3
	Total	91.60 crores



Sector-wise outlay: (Rupees in crores)

S.No	Sector	Plan	Non-Plan	Total
1	State Sector	91.50	0.13	91.63
2	District Sector	20.82	1.74	22.52
3	Central Sector	72.50	-	72.50

Education Scenario in Karnataka – An Overview

The Government of Karnataka has taken on this challenging task of empowering the minority girls holistically, through education. Many projects have been introduced to increase GER as a result of which, the gender gap in enrolment also seems to be declining. Programmes like Akshara Dasoha (mid day meal scheme) Nali-Kali, providing transport through free bicycles seem to be one of many ways to get girl children to walk towards schools. Of late, there is some improvement in the physical infrastructure of schools in terms of building toilets and providing drinking water, and more hostel facilities.

According to Karnataka Economic Survey 2009-10,

1. Educational level attained in Karnataka is as under

Below primary	-	25.20%
Primary	-	27.80%
Middle Class	-	12.52%
Higher Secondary	-	22.28%
Graduation and above	-	07.31%

2. Out of school usable toilets

Karnataka	-	3.5%
All India	-	4.2%

3. Schools having usable toilets

Karnataka	-	73.5%
All India	-	59.1%

4. Schools with mid-day meals scheme

Karnataka	-	98.3%
All India	-	92.2%

Structure of Education department

There are two Ministers of Cabinet rank who look after Education in the State. They are the Minister for Higher Education and Minister for Primary and Secondary Education. Some of the facilitative functions are also managed by other departments: the Department for Backward Classes and Minorities (eg: Hostels for students);

Department of Social Welfare [Eg: Pre-Matric Scholarships for Scheduled Caste and Scheduled Tribe students, Hostels, Ashram schools for Tribal children]; Department of Women and Child Development [Eg: Anganwadis/pre-school centers for 3 to 6 years old children under the Integrated Child Development Services Project]; Department of Rural Development and Panchayathi Raj [Eg: Provision of water supply and toilets to schools].

The Principal Secretary, Education Department (Higher Education) oversees the Department of Higher Education and the Secretary, Education Department (Primary and Secondary Education) oversees the Primary, Secondary, Pre University, Vocational, Adult Education, Public Libraries, Printing Stationery and publications.



The two Secretaries are assisted by five Deputy Secretaries, Joint Secretary and Additional Secretary.

OVERVIEW OF PROGRAMMES OF GOVERNMENT OF KARNATAKA

This paper aims at giving an overview of various programs undertaken by the government of Karnataka to educate the girls in general and minority girls in particular.

DIRECTORATE OF PRIMARY EDUCATION

Free Education for Girls

To reduce the rate of dropout and to encourage girl's education, the government has decided to provide girls with free education. Female students from I to VII standard will be exempted from paying all fees, including examination fees, in government schools.

Provision of free school bags and note books to SC/ST Girls

In order to promote education among SC/ST girls and to arrest the dropout rate in the 5th to 7th standard, a scheme was introduced to distribute free of cost high quality school bags and notebooks to all students in government schools. During 2005-06, the same has been transferred to the Zilla Panchayat.

Free Text Books

A set of textbooks is being given free of cost to all the children studying in the I to VII standard in government primary schools and also to all girls and SC/ST boys studying in 8th standard in government schools. A set of textbooks is being given free of cost to all girls studying in 9th and 10th standard in Government high schools and boys belonging to SC and ST.

Free Reimbursement

In order to promote Universalisation of girls' education, the reimbursement of Non-government fee for all girls studying from 1 to 10 is facilitated.

Free Bicycles to Girls

Having understood the problems of rural girls who come to school by walk all through, Government of Karnataka introduced the scheme of free distribution of bicycle to girls studying in 8th standard coming from B.P.L. families. This is to enhance the confidence and courage, besides reducing dropout rate among girls after passing out from 7th standard. The scheme is introduced from the academic year 2006-07. The cost of each bicycle is Rs.2030/- and 1,75,023 such eligible girls from 202 educational block have benefited from this scheme. For this, Rs. 35.74 crores of grants has been released and entire funds are provided by the State Government.

Special Enrolment Drive

A special enrolment drive was conducted during 2006-07 at the Taluk, district and State level. The programme is intended to bring back the children who drop out, especially girls, child laborers, rag pickers and other children who have either dropped out of school or have been absent from classes for a long time. 55,000 children who were drop outs have been mainstreamed in the year 2006-07.

Sarva Shiksha Abhiyan-Karnataka

Sarva Shiksha Abhiyan (SSA) is a time-bound project of the Gol to achieve the goals of UEE. It is also a framework for homework for harmonizing all Central Government initiatives in school education with the efforts of the state governments. It is being funded on a sharing basis between the Centre and the States in a 75:25 ratio, till the end of 10th plan i.e. up to 31.03.2007.

Girls Education



Adolescent girls awareness campaigns (Hadi Hareyada Hennumakkala Jagruthi Shibira) which were conducted, aimed to enhance the self esteem and self confidence of the adolescent girls including awareness in the fields of Education, Health, hygiene, and related physiological aspects. 32631 girls were the beneficiaries of this programme during 2006-2007.

National Programme for Education of Girl at Elementary Level (NPEGEL)

NPEGEL is a focused intervention to reach the hardest to reach girls, especially those who are not in school while continuing the efforts to retain the girls who are already in schools. The scheme provides an excellent opportunity to develop context specific strategies to address learning needs of girls and to focused community mobilization and gender sensitization of teachers in an innovative and effective manner. NPEGEL programme was implemented in 61 EBBs of 18 Districts during 2006-07. 233 additional clusters were sanctioned which includes the clusters of 3 new EBBs and also the restructured clusters with 10 villages per cluster. So, the total number of clusters covered under NPEGEL during 2006-07 is 862 including 4 urban slums and 108 clusters being managed by Mahila Samakhya. In addition to all these interventions, there is a distinct intervention known as National programme of Education of Girls at the Elementary Level NPEGEL. This is a package of programmes exclusively designed to promote girls' education, and implemented through SSA. There are a number of enabling / supportive activities and innovative strategies have been adopted at the state level to promote the goals of SSA/ UEE in a cumulative way.

Kasturba Gandhi Balika Vidyalaya (KGBV)

Gold has launched a new scheme for girls called "Kasturba Gandhi Balika Vidyalaya" for setting up residential schools with boarding facilities at elementary level for out of school girls belonging predominantly to the SC, ST, OBC and minorities in difficult areas. The objective is to ensure access and quality education to girls belonging to socially and economically disadvantaged groups of society. 58 KGBV schools were established in 58 Educationally Backward Blocks in the State and later on, 3 more blocks were added into this programme. Totally 61 GBV schools are running with coverage of 5335 girl children.

Achievements of KGBVs

The girls of KGBV have achieved greater heights within the few months of its start. Bijapur team participated in the State Level Yoga Competition; few schools participated in the State Level Pratiba Karanji (Cultural Competition) and girls participated in State Level Kannada language exam conducted by the cultural ministry; are some of the examples of the unique achievements and stepping stones of these girls. Five such girls were selected and invited by Honorable Prime Minister of India to participate in the children camp organized at New Delhi. KGBV girls also participate regularly in the march-past parade during Independence Day and Republic Day at the Manekshaw Parade ground at Bangalore twice in a year. The State feels great to find them winning prizes competing with the other troops in such coveted and the significant events of the state.

DIRECTORATE OF SECONDARY EDUCATION

The Government, aided and un-aided high schools of the State (from VIII to X Standard) come under the purview of the Director, Secondary Education. Due to several concerted efforts made for the universalisation of primary education during the last decade, there has been an increase in the demand for secondary education facilities.

FREE RE-IMBURSEMENT

In order to encourage Girls' education, girl students studying in 10th Standard are exempted from payment of examination fee of Rs.120.00 per student. For this Rs.120.00 lakhs are provided and 74 girl students have been benefited.



DIRECTORATE FOR URDU AND OTHER MINORITY LANGUAGES

Government of Karnataka has established in 1987 the Directorate of Urdu and other minority language institutions to protect and safeguard the constitutional rights of the Minority language institutions and improve the standard of education of the institutions in the State. As per the above this Directorate is functioning in the State since August 1987.

Centrally sponsored Scheme for Area Intensive Programme for Educationally Backward Minorities

Under the Centrally Sponsored Scheme of Area Intensive Programme for Educationally backward Minorities, Government of India has selected 10 blocks in Karnataka State. They are Bidar, Humnabad, Gulbarga, Chittapur, Savanoor, Shiggon, Belthangady, Bantwal, Raichur and Bhatkal.

KARNATAKA SECONDARY EDUCATION EXAMINATION BOARD

Department of Pre-University Education

Pre-University Education is the most important state where a student will have to build a strong will power and mental preparation for Higher Education. It has been observed that more number of students are enjoying the fruits of Higher Education, in recent years. Hence, Pre-University Education has rightly acquired vital importance and is in great demand. The colleges imparting Pre-university Education are being monitored and controlled by Department of Pre-University Education, not only with regard to conduct of examination but also with regard to Academic and Administrative aspects.

Free Concession to Girl Students

In order to encourage girl's education, girl students of Pre-University Education are being given free education in Government colleges. The deficit thus caused at college level is made good by the State Government itself.

Details are as under:

Sl.No	Year	No of students enjoyed fee concessions	Amount made good by the State Govt.
1	2002-03	69553	1,15,09,020
2	2003-04	72700	1,18,48,520
3	2004-05	73800	99,09,730
4	2005-06	92981	1,34,00,000
5	2006-07	105775	2,80,00,000

Department of Mass Education

Punaschetana Programmes

In order to increase the literacy rate particularly women literacy in the 17 districts where the literacy rate is below the state average. The scheme was implemented during 2005-06 and is continued during 2006-07 also. This is a joint programme of state and central where central government share is 2/3 and state share is 1/3. By the end of 2005-06 14 projects were sanctioned and during 2006-07 proposal were sent for more grants in respect of 17 projects. During the year the target is to make 2.11 lakh illiterates literate, out of which 1.83 lakh are enrolled.

DEPARTMENT OF COLLEGIATE EDUCATION

Established in 1960, the Department of Collegiate Education has brought degree level education within the reach of the common man. The primary aim of the department has been the overall development of students. The department has undertaken the responsibility of providing higher education to the poor, backward and weaker sections of the society, education being the path to improving intellect and ensuring progress of mankind.



The department through 6 Regional Officers administers 356 Govt. First Grade Colleges and 297 private aided colleges, spread over 11 Universities in the state. The department has 6 Regional Officers in Bangalore, Mysore, Mangalore, Shimoga, Dharwad & Gulbarga. Of the aims of the department is empowerment of women and weaker sections through higher education.

In order to increase Gross Enrollment Ratio the Department has waived off admission fee for all girl students who intend to pursue Bachelors Degree in Government First Grade Colleges.

Scholarships to meritorious girl students are being awarded by the department to motivate them.

1. Sanchi Honnamma Scholarship

Started in 2003-04 is extended to meritorious girl students studying in arts and commerce in government and private aided degree colleges. The scholarship award of Rs.2000/- per year is given to meritorious students. This scholarship has also been extended to girls from discipline of Science from 2005-06.

2. Kittur Rani Chennamma Scholarship:

Awarded to girl students below the poverty line securing highest marks in pre-university classes for pursuing professional courses like Ayurveda and medicine. The awarded has been instituted from 2006 for a maximum of 270 girl students wherein the admission fee for pursuing professional courses will be reimbursed by the state.

3. Reimbursement of fees to Anglo-Indian Students:

Depending on the fee structure of the particular university in the state the fees paid by the Anglo- Indian students is reimbursed.

Government of Karnataka has established the first women university in the state in Bijapur district called the Karnataka State Women University in 2003. This is the fourth such exclusive university for women in India

DEPARTMENT OF TECHNICAL EDUCATION

Women Education

30% seats are exclusively reserved for girl students. At present there are 07 Govt. 1, aided, and 05 women polytechnics established exclusively for girl students. Among these one Govt. residential polytechnic is established at Shimoga.

New Women's Polytechnic

Two women's polytechnic one at Ramanagar and another at Gulbarga were started during the year 1999-2000 and 2001-02 respectively for girls students. In women's polytechnic, Gulbarga, C.S. E&C, ADFT, and MOP courses are taught, and in govt. Polytechnic, Ramanagara C.S. E&C, and MOP courses are introduced.

SCHEMES OF DEPARTMENT OF WAKF

Scholarship for Muslim Girls

Under this scheme, scholarships are being given every year to girl students from High School level to professional courses as a one-time grant in the following pattern:

1. High school students (8th Std to 10th Std): Rs.1000/- per student
2. M B B S : Rs.20,000/- per student
3. B D S : Rs. 15,000/- per student
4. B E / B U M S / B A M S : Rs.10,000/- per student
5. M B A : Rs. 10,000/- per student



6. B C A, M C A: Rs.5,000/- per student
7. D Ed. (TCH), B Ed, B B M: Rs. 3,000/- per student

Stipend to Muslim minorities Girls Learning Urdu DTP Course

Under this scheme stipend will be given to Muslim Minority Girls learning Urdu DTP Course through NGOs on the following conditions.

1. Minority Muslim Girls learning Urdu course in Organizations are eligible to apply.
2. A stipend of Rs.2,000/- will paid to minority Muslim girls who are learning this course.
3. The period of the course shall be at least 6 months.

The above are some of the initiatives that are being undertaken by the government of Karnataka to promote education among the girls in general and minority girls in particular. These initiatives, no doubt would go a long way in achieving the cherished objective of right based inclusive development.

DIRECTORATE OF MINORITIES

1. Hostel for minorities – Total outlay Rs.25 Cr (Govt) and Rs.25 Cr (Pvt)

- a) Pre-matric hostels for boys and girls
- b) Post-matric hostels for boys and girls

2. Incentives for minority students – Total outlay Rs. 6 Cr

Encourage and create competitions in the minds of minority students. Incentives are given to SSLC, PUC, Degree and PG students.

3. Teaching and Learning aids to minority schools – Total outlay Rs.1.5 Cr

Teaching and Learning aids up to Rs.10,000/- will be provided as recommended by Dc.

4. Morarji Desai Residential Schools – Total outlay Rs.23 Cr

These schools provide quality education to minority children from 6th 10th std. Free education, food, accommodation and other facilities are provided.

5. Skill Development Programmes (Koushalya) – Total outlay Rs.10 Cr skill development programmes with education

6. Stipend to IT/Diploma students of minorities

Stipend of Rs.150/- per month for ten months in an academic year are provided to students.

7. Training of Law students

The law graduates are provided a training of 4 years under experienced advocates, they are also paid a stipend of Rs.1000/- during training

8. Coaching for competitive exams (IAS/KAS)- Total outlay Rs.50 Lakh

The students are provided free coaching by Directorate of Minorities, they are also paid stipend of Rs.5,000/- or Rs.3000/- depending upon the place of his training

The Total outlay including State, District and Central Sector is Rs. 186.65 Cr

AREAS OF CONCERN

1. Policy support
2. Proper identification of minority girls
3. Encouraging private participation
4. Implementation of existing schemes
5. Infrastructure bottle necks (like no access to remote areas) etc.,

SUGGESTIONS/SOLUTIONS

1. Governments should take initiative and be proactive towards addressing these problems.
2. Proper identification of minorities (especially girls) by the Government
3. Encourage private participation.
4. Proper implementation of existing schemes in letter and spirit
5. Address infrastructure bottle necks, (providing good roads, transport) etc.,

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Status Of Muslim Girls Education In Andhra Pradesh

A Paper Presented by
 Dr. Fakhruddin Mohammed
 Honorary Secretary MESCO Hyderabad
 at Southern Zone Conference of NCMEI at Chennai
 on 02 FEB 2011

An Overview on Literacy

Rank	Persons	
	State/UTs	Literacy Rate
1	Kerala	90.86
2	Mizoram	88.80
3	Lakshadweep	86.66
4	Goa	82.01
5	Chandigarh	81.94
6	Delhi	81.67
7	Andaman & Nicobar Islands	81.30
8	Puducherry	81.24
9	Daman & Diu	78.18
10	Maharashtra	76.88

Rank	Persons	
	State/UTs	Literacy Rate
11	Himachal Pradesh	76.45
12	Tamil Nadu	73.45
13	Tripura	73.19
14	Uttarakhand	71.62
15	Mamur ¹	70.53
16	Punjab	69.65
17	Gujarat	69.14
18	Sikkim	68.81
19	West Bengal	68.64
20	Haryana	67.91

Women's Education in India

- Women constitute almost half of the population of the world. Education for women is the best way to improve the health, nutrition and economic status of a household that constitute a micro unit of a nation economy. In this context, it can be argued that lack of woman education can be an impediment to the country's economic development.
- In India, women achieve far less education that of men. As per the Census report 2001, the literacy rate of women is 54.16 per cent and that of men is 65.38 per cent. There has been a sincere effort to improve the education attainment of women by both government and voluntary organizations.

Continue.....

Women's Education in India

- The changes in the policies and infrastructural supports on primary, secondary and higher education reflect the initiatives of the Government of India towards women education.
- In this backdrop, the paper examined the trends in women education and the investment on education and infrastructural supports in India. The paper is divided into three sections. Section 1 discusses the trends in female literacy levels in India. The section 2 presents the investments on education and the infrastructural supports in India. The last section provides the summary of the findings and conclusions.

Continue.....



TRENDS IN FEMALE LITERACY RATES IN INDIA

- Literacy represents a measure of educational status of any community. Literacy rate is estimated as the percentage of people educated to the respective total population. Though literacy is very important for both males and females, there exists a wide gap between both the sexes in India.
- The trends in total literacy rates by sex in India between the years 1981 and 2001 are given in table 1 and diagram 1

Particulars	1981	1991	2001
Male	56.37	64.13	75.85
Female	29.75	39.29	54.16
Total	43.56	52.2	65.38
Divergence (Male-Female)	26.62	24.84	21.69

Table 1
Trends in Literacy Rates by Sex in India: 1981-2001

Source: Registrar General of India, Census of India, for relevant years.

TRENDS IN FEMALE LITERACY RATES IN INDIA

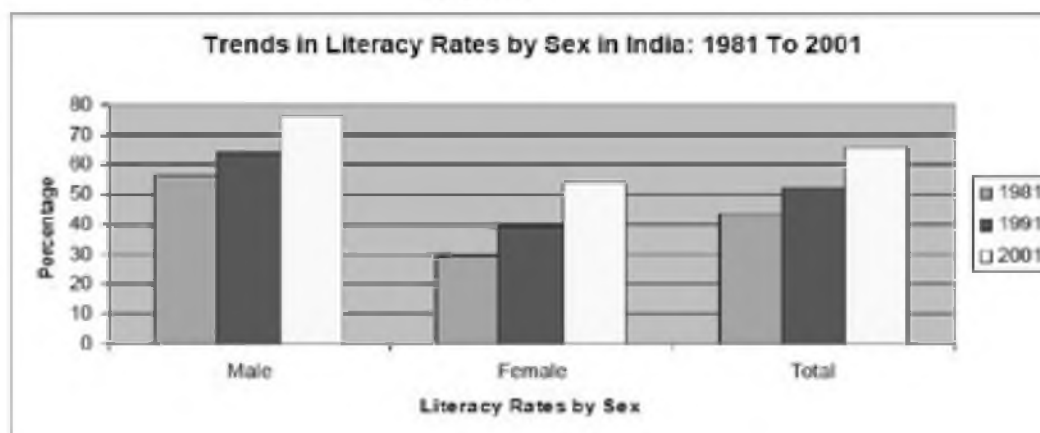
- The total literacy rate in India during the year 1981 was 43.56 percent which increased steadily and reached to 65.38 per cent by 2001.
- Though there is an increase in the literacy rate, it provides us a clue that there is still scope for further developing the literacy levels as the maximum achievable limit is 100. When we looked at the literacy rate by male and female separately, interesting observations could be made.
- In all the years, male literacy rates were higher than that of female literacy rates. In the year 1981, the male literacy rate was 56 per cent while the same for female was only 29.75 per cent. In the year 2001, the male literacy rate has reached to 76 per cent and female literacy rate to 54 per cent.

TRENDS IN FEMALE LITERACY RATES IN INDIA

- The divergences in the literacy rates between sexes indicate the difference in the growth rate of literacy levels between males and females over a period of time.
- In our analysis, the divergence in the literacy rates between the sexes showed a declining trend from 26.62 to 21.69 between 1981 and 2001, indicating the reduction in the gap between literacy rates between male and females over time. This can be attributed to the faster growth of female literacy rate compared to that of males during the period of reference.

TRENDS IN FEMALE LITERACY RATES IN INDIA

Diagram 1



TRENDS IN FEMALE LITERACY RATES IN INDIA

- Another area of concern is to reduce the gap between the rural and urban female literacy rate. Table 2 provides the trends in female literacy rates in India by rural and urban regions since Independence.

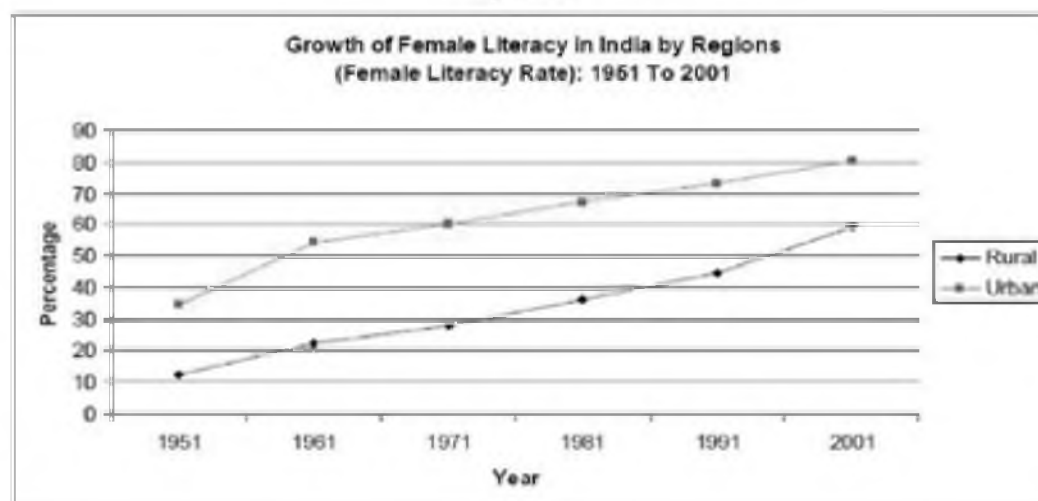
Table 2
Trends in Female Literacy Rates in India by Regions: 1951-2001

Year	Female Literacy Rate		Index Number	
	Rural	Urban	Rural	Urban
1951	12.00	34.59	100	100
1961	22.46	54.41	187.16	157.35
1971	27.89	60.22	124.17	110.63
1981	36.09	67.34	129.4	111.82
1991	44.69	75.09	133.82	108.53
2001	59.4	80.3	132.91	109.86

Source: Computed from various issues of Census of India.

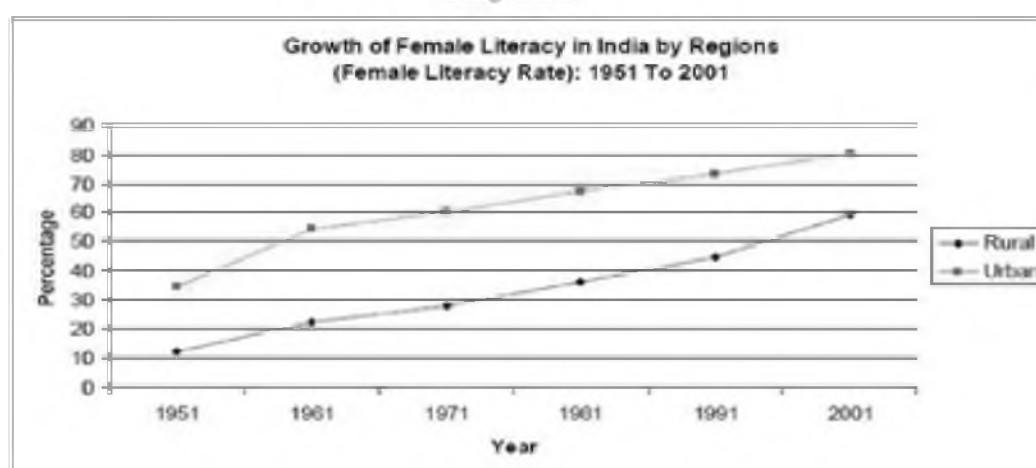
- It indicates that there is a steady growth of female literacy rates in both rural and urban regions in India. In the year 1951, the rural female literacy was 12 per cent and urban female literacy was 34.59 per cent. This situation had remarkably improved with in fifty years and reached to higher levels of 59 and 80 percent in rural and urban regions respectively (see diagram 2).

Diagram 2



- It indicates that there is a steady growth of female literacy rates in both rural and urban regions in India. In the year 1951, the rural female literacy was 12 per cent and urban female literacy was 34.59 per cent. This situation had remarkably improved within fifty years and reached to higher levels of 59 and 80 percent in rural and urban regions respectively (see diagram 2).

Diagram 2



LITERACY – BASIC INDICATOR OF EDUCATION

- India is the home of 16% of World's total population accommodated in an area of 2.42% of the World's total land area and spends 3.8% of its GNP on education.
- However, even in 2001, about 35% of its 7+ people are illiterates. According to World Education Report 1998, about one third of the World's non-literate aged 15 years and above live in India.
- If we consider that Literacy - being able to read and write in someone's mother language - is the first step towards education, we find ourselves to be lagging far behind acceptable standards.

Gender Gaps in Education

- Education is an important aspect of developed nations and it is proved that nations without education can't develop at its full as it can't take full advantage of its resources and human resource is one of the major resource / asset of any nation. Women make almost half of the population of any country, thus their involvement in the development can't be ignored. Without educated women you can't expect the nation to develop as women are the mothers who write the future of a generation.
- Educating a woman has many benefits like personal grooming of women, her contribution to support her family, nation development, etc but recently many other benefits of women education are coming on screen like women empowerment through education and women education to reduce gender gap etc. When we say women education to reduce gender gap we mean that women should work shoulder to shoulder with men and contribute to the welfare of the society.

Gender Gaps in Education

- You must have noticed the recent upward trend in participation of women in workforce. They are using their knowledge and skills to secure good positions in the organizations and are coming in complete competition with men. This is giving rise to the employers / companies with a changed hiring policy and the companies are now becoming equal opportunity employers thus encouraging women to apply for a post if they have the relevant skills, knowledge and experience. This trend is reducing the gender gap and now women are no behind than men.



Gender Gaps in Education

- This reduced gender gap due to women education is benefiting the society in many other ways like:
- Now the families have another financial support due to the change in women roles as now due to education they can also work as bread earner to support their families in today's economically tough situation.
- Women education is empowering women in many ways thus embedding a new confidence in them to face the challenges of life.
- This reduced gender gap due to women education is benefiting the society from the creativity of women as well. As they are taking part in different fields their contribution is giving the development a new horizon and a new thought because of the fact that men and women have different thinking parameters thus their contribution to development is also different and unique.

PART II EMPOWERING OF MINORITY GIRLS THROUGH EDUCATION

IMPORTANCE OF EDUCATION

- Education is the basic requirement and the 'Fundamental Right' of the citizens of a nation. While Higher Education is important in building up a Quality Human Resource Base for the nation, the Basic or Elementary Education system holds much more significance.
- In fact, since the inputs of the Higher Education system are nothing but the outputs of the Elementary Education system, the later serves as the base over which the Super-structure of the whole education system is built up. Attainment of basic education is important both due to its impact on the living standards of the people as also in augmenting their capabilities.
- Possession of reading and writing skills empower an individual to participate in modern economic processes, and transform his embodied capital into higher earning and better living.

IMPORTANCE OF EDUCATION

- Education is the first step towards **empowerment** and the most crucial factor in over all development of the individual as well as nation.
- Education is milestone of girls empowerment because it enables them to responds to the challenges, to confront their traditional role and change their life.
- Education is an effective instrument for social and economic development and national integration. Hence we cannot neglect the importance of education in reference to girls empowerment.

NEED FOR EMPOWERMENT OF GIRLS:

- The empowerment of girls in India has been obstructed for centuries owing to various reasons amongst which the initial blow was in the form of depriving girls from basic educational facilities.
- They were treated no better than domestic animals. They have been categorized under the disadvantaged groups of people and society itself has systematically and consistently pursued the socialization of girls into accepting the notion of disadvantaged group.
- This is where EDUCATION has been found to be useful as a liberating force and agent of social change especially in developing countries like India.

NEED FOR EMPOWREMENT OF GIRLS:

- This is the fact that almost half of our women are illiterates, leading to a serious gender discrimination. Moreover, we have not yet achieved more than 68% literacy for the 0-9 Age group, indicating that the pool of illiterates is ever increasing.
- This has far reaching consequences as Literacy has wide socio-economic impacts. It is generally accepted that social phenomenon like Birth rates (CBR), Death rates (CDR), Infant Mortality Rates (IMR), and Population Growth Rates (PGR) decelerate with improvements in Literacy levels.

EDUCATION IN ANDHRA PRADESH

- Andhra Pradesh is served by more than 34 institutes of higher education.
- All major arts, humanities, science, engineering, law, medicine, business, and veterinary science are offered, with first degrees and postgraduate awards available.
- Advanced research is conducted in all major areas.

List of Universities in AP

- Here is a indicative list at a glance.

Sl.No	University	Sl.No	University
1.	A. P. Law University	6.	Andhra University
2.	A.P.Horticultural University	7.	Dr. B.R. Ambedkar University
3.	Acharya N.G. Ranga Agricultural University	8.	Dr. NTR University of Health Sciences
4.	Acharya Nagarjuna University	9.	Dr.B.R.Ambedkar Open Univ.
5.	Adi Kavi Nannaya University	10.	Dravidian University



List of Universities in AP

Sl.No	University	Sl.No	University
11.	J.N.T University Hyderabad	16.	Krishna University
12.	J.N.T. University, Anantapur	17.	Mahatma Gandhi University
13.	J.N.T. University, Kakinada	18.	NALSAR University of Law
14.	Jawaharlal Nehru Architecture & Fine Arts University	19.	NIZAM'S Institute of Medical Sciences
15.	Kakatiya University	20.	Osmania University

List of Universities in AP

Sl.No	University	Sl.No	University
21.	Palamuru Univeristy	26.	Sri Krishnadevaraya University
22.	Potti Sreeramulu Telugu University	27.	Sri Venkateswara Institute of Medical Sciences
23.	Rajiv Gandhi University of Knowledge Technologies	28.	Sri Venkateswara University
24.	Rayalaseema University	29.	Sri Venkateswara Vedic Univ.
25.	Sathavahana University	30.	Sri Venkateswara Veterinary Univ.

List of Universities in AP

Sl.No	University
31.	Sri. Padmavathi Mahila University
32.	Telangana University
33.	Vikrama Simhapuri University
34.	Yogi Vemana University

EDUCATION IN ANDHRA PRADESH

- The First Women Medical College is established at Hyderabad this year under Muslim Minority Management, Shadan Education Society.
- Andhra Pradesh has a separate University for Women “Padmavathi Mahila Women University, Tirupati.”
- According to the 2001 census, Andhra Pradesh has an overall literacy rate of 80.5%. The male literacy rate is 70.3% and the female literacy rate is 67.4%.



EDUCATION IN ANDHRA PRADESH

- The Government of Andhra Pradesh has established Rajiv Gandhi University of Knowledge Technologies (RGUKT) in 2008 to cater to the educational needs of the gifted rural youth of Andhra Pradesh.
- The Institute specializes in teaching and research in Information Technology and other emerging disciplines under the control of a common university Governing Council and following a common syllabus.

EDUCATION IN ANDHRA PRADESH

- The state has recently made strides in setting up several institutes. Andhra Pradesh is home to the
 - Indian Institute of Technology Hyderabad,
 - Tata Institute of Fundamental Research Hyderabad,
 - International Institute of Information Technology Hyderabad (IIT-H),
 - National Institute of Technology NIT Warangal,
 - the Nalsar University of Law, Birla Institute of Technology and Science (Hyderabad Campus), University of Hyderabad,
 - School of Planning and Architecture, Vijayawada and
 - Indian School of Business (ISB).
- The National Institute of Fashion Technology (NIFT) and The Institute of Hotel Management, Catering Technology and Applied Nutrition are also located in Hyderabad. Also Georgia Institute of Technology, is in the process of setting up their campus in Hyderabad.

EDUCATION IN ANDHRA PRADESH

- The Government of Andhra Pradesh has established the first University of Health Sciences, fulfilling the recommendations of several committees.
- Dr. NTR University of Health Sciences
Vijaywada – A.P.

Low Levels of Education

- There is a significant internal debate about how this problem should be addressed.
- **Private minority institutions** and **Madarsas** as are seen as the only option available to the community for improving the educational status of the Muslim community. However, others find these to be questionable alternatives pursued by the State neglecting its own responsibility.

Barriers of Education

- *Poverty — the Main Cause of Low levels of Education*
- High dropout rates among Muslim students are worrisome. As with many Indians, the main reason for educational backwardness of Muslims is **abject poverty** due to which children are forced to drop out after the first few classes.
- This is particularly true for Muslim girls. Little children are expected to provide for their families by working in **karkhanas**(small workshops), as **domestic help** or by looking after their **siblings** while their mothers go to work.

Low Perceived Returns from Education

- Moreover, a community-specific factor for low educational achievement is that Muslims do not see education as necessarily **translating into formal employment**.
- The low representation of Muslims in public or private sector employment and the perception of discrimination in securing salaried jobs make them attach less.

Poor Access to Schools

- Many complained that only a few good quality schools, especially Government schools, are found in Muslim areas. **The teacher pupil ratio is also high** in these schools.
- This forces Muslim children to go to private schools, if they can afford to, or else to drop out. Schools beyond the primary level are few in Muslim localities.
- **Exclusive girls' schools are fewer**, and are usually at a distance from Muslim localities. This has its repercussions because after any incident of communal violence parents pull out their girls from school fearing their security.
- **Lack of hostel facilities** is another limiting factor, especially for girls.

School-based Factors

- Government schools that do exist in Muslim neighborhoods are merely centres of **low quality education** for the poor and marginalized.
- The **poor quality of teaching, learning, absentee teachers**, in turn, necessitate high cost inputs like private tuitions,

School based factors

- Inadequacy school facilities is another barrier. According to the PROBE report, 44% of the school do not have play ground, 54% of the school do not have drinking water, 72% of the school do not have library, 84% of schools did not have toilets and 2% of the school have single teacher.
- Parents are hesitant to send their girls to schools that have only male teacher. Hence lack of qualified female teachers is a major barrier to girls education.

School based factors

- Fear of Sexual Harassment is another aspect in deterring girls from attending schools and a factor contributing to the high drop out rate.
- Fixed Schooling hours do not suite girls in rural areas, as they are need for domestic work at home or in farms and fields during these hours. This is one of the cause of the lower participation rates of girls in education.

Andhra Pradesh

- According to 2001 census, total Muslim population in Andhra Pradesh (Appendix-2) is 69,86,856 (9.16% of the total population of the state). Of them, 35,62,239 are males and 34,24,617 are females.
- Out of the total Muslim population in the state, 29,28,569 live in rural areas and 40,58,287 live in urban areas. Sex ratio works out to 961 females per 1000 males.
- Literacy rate in the community is 68%. Of them female literacy rate is 59.10%.

Andhra Pradesh

- In Andhra Pradesh, highest Muslim population is found in **Hyderabad** district and the lowest in **Srikakulam** district.
- Muslims in the **rural areas** of the state are basically small and marginal farmers and agricultural labourers and in **urban areas** most of them are wage labourers, artisans, small traders, etc. According to 2001 census, total Muslim workers are 23,60,983.
- Of the total workers 1,75,759 are cultivators, 5,15,682 are agriculture labour and 1,44,833 are working in household industry.

How to reach the marginalized girls

- Produce **Innovative Curriculum** and new materials for education quality improvement
- Encourage **financial support** to ensure access and equity
- Provide **training for teachers and administrators**
- **Communities** take part in participatory school development planning

How to reach the marginalized girls

- Include programmes for children with **feasibilities**
- Hold **Interventions** to improve retention
- Use **participatory planning** and implementation, from curriculum development to teaching methods.
- Addresses **equity** for education with unique methodology weighing factors of gender and **ethnicity** in scholarship distribution.

How to reach the marginalized girls

- Create **innovative** class room and school design, which is friendlier to children.
- **Encourage** and introduce **scholarships** and **vocational training** to improve enrolment of ethnic minority girls, with job placement and follow-up activities.
- Develop **local text books** that take girls **Psychosocial development** in to account.
- Another factor is that those involved in the education of the muslim girl child have not been able to reach any consensus on the sort of education to be given to the muslim girl child and ambivalances persist about the **merits of Deesi Taalim vs Duniyawi Taleem**.

Suggestions

- What is needed urgently is a more **proactive role** on the part of the state is More **cash incentives, attendance incentives, special stipends** to meritorious girl students, Special **bus services**, More morning **shift schools**, More emphasis on basic literacy and numeracy, Public reading rooms **gender-sensitive learning material**.
- The State of the muslim girl child is such that **no single institution**-be it government or private – can bring about lasting change. What is needed is an **ideal mix** between non-governmental organisations, local community, government and international donors.
- A Survey of availability of text books on regional languages needs to be undertaken. More **urdu medium** schools with better facilities, more **women staff** more books in urdu too would go a long way in encouraging girls to go to schools and stay there. There is also a need for debate and **mobilization by the muslim community** itself to make a clear eyed assessment of the situation.



Suggestions

- Finally let us remember that **literacy alone is not the key**, it will not magically open the doors of opportunity. The **quality of education** is just as important.
- It has been seen that after the first few years of the primary education afforded to the muslim girl child, One of the two things usually happens.
- Either the girl is **plucked out of formal** education by the time she reaches puberty and for all practical lapses into virtual illiteracy, or if she continues in school and does climb up the education ladder, with every rung, the **quality of education** available to her is so inferior that it equips her for very little.

Serious Problem

- The **quality of education** in some urdu schools teachers and consequently the educations is so inadequate that the girls who pass out from such institutions – many of these schools are privately run, others with dubious affiliations from quasi-religious bodies – **cannot cope in a competitive environment.**

Solutions

- The recognition of such schools by the government must be reviewed. These found integrated may be given a time to shape up, failing which the Govt. must ensure their shut down. A couple of enforcements of this type will go a long way to improve standards.

DISTANCE EDUCATION :

A tool for girls education

- In the light of restrictions imposed upon Muslim girls, **Distance Education is a best alternative** to pursue higher education right from school education to research programmes.
- Andhra Pradesh has first University in India which is fully meant for Distance Education viz., Dr.B.R.Ambedkar Open University.
- Many regular universities has its own distance education directorates and these are very popular and fruitful for students of all ages and communities in general and muslim girls' /women in particular.
- Many other state universities and central universities have established their **study centres** in Andhra Pradesh to act as a channel.

DISTANCE EDUCATION :

A tool for girls education

- In view of the importance, fruitfulness and in the light of drop out tendency right from School level the Government of Andhra Pradesh has created a separate department for Distance Education at School and Junior College level viz., Andhra Pradesh Open School Society.
- Two national major sources of Distance Education i.e. **Indira Gandhi National Open University** and **National Institute of Open Schooling** are playing vital role in dissemination of knowledge, learning, upgradation of skills and occasions. And fortunately Andhra Pradesh has regional centers of IGNOU and NIOS. Establishment of sub regional centre of IGNOU at Vijayawada is itself a indication of Distance Education popularity among beneficiaries.
- Another step initiated by the Government of Andhra Pradesh in establishing **Sarwa Siksha Abhiyan**) to educate people from grass root level



WHAT IS SARVA SHIKSHA ABHIYAN?

- A programme with a **clear time frame** for universal elementary education
- A response to the demand for **quality basic education** all over the country.
- An opportunity for promoting **social justice** through basic education.
- An effort at effectively involving the **Panchayat Raj Institutions**, School Management Committees, Village and Urban Slum level Education Committees, Parents' Teachers' Associations, Mother Teacher Associations, Tribal Autonomous Councils and other grass root level structures in the management of elementary schools.

WHAT IS SARVA SHIKSHA ABHIYAN?

- An expression of **political will** for universal elementary education across the country.
- **Partnership** between the Central, State and the local government.
- An **opportunity** for States to develop their own vision of elementary education.

ACTION PLAN

- **Government has done** much and more to be done. Let us think **what we are doing** to achieve our goals.
- **RIGHT OF CHILDREN TO FREE AND COMPULSORY EDUCATION:**
- An act to provide for **free and compulsory education** to all children of the age of 6 to 14 years :
- Thanks to the Government of India which has passed this Act . I am sure if this is implemented in a right manner then, scores of children will be educated.

ACTION PLAN

- Each State must take responsibility of other undeveloped States for sharing experiences and extending guidance to reach the desired goals.
- We should try to establish **more NGO's**
- We should create a effective mechanism for **monitoring** and Hand holding
- **Awareness Programmes** should be conducted in which governmental schemes and policies community needs, educational trends, quality of education etc., may be focused.



ACTION PLAN

- We should create a **information hub** where we can put first hand and up to date information about all the relevant areas of Muslims / Minorities education, employment and other concerned areas which will work as a pilot working agency.
- **Entrepreneurship** : We should take initiatives to make aware of the schemes available for employment , entrepreneurship

Conclusion

- However to conclude on a less grim note, I want to quote once again from the sachar committee report: "While the education system appears to have given upon muslim girls, the girls themselves have **not given up on education**."
- There is a **strong desire and enthusiasm** for education". It is this enthusiasm that we clearly need to tap.

SESSION - I

KERALA STATE SESSION

Rapporteur's Report

Mrs N MeharTaj

Assistant Professors, Department of English, JBAS College for Women, Chennai

TECHNICAL SESSION I focused on the Status and Challenges of the Minority students in the State of Kerala. The Chairperson Mr. T.P Imbichammad in his opening remark stated that paramount importance is given to woman's education for illiteracy leads to high fertility, high mortality and numerous health problems. He then glorified the southern region as the best region in imparting education and Kerala to be the best because of its high educational standards. He appreciated the hard work of the NGOs for making Mallapuram the most backward district as one of the best districts of Kerala.

The first speaker Dr. BurtanCleetus, Assistant Professor, Department of History, University of Calicut, Mallapuram spoke of the problems faced by the Christian Minority students. The Christian Missionaries of Kerala played a very active role in producing 1005 literacy in Kerala. He also viewed education as a macro picture. He was of the view that the Latin Catholics are much backward when compared to the Muslim Minorities and so are the Syrian Catholics. Their main occupation is cultivation, fishing or nursing either due to economic backwardness or owing to lack of resources. In hilly regions the access to educational institutions is less and in the coastal regions the population is large and the resources less.

He therefore suggested that there should be

1. A good supportive system
2. Upgrade schools to Higher secondary level and colleges to the next level
3. Hostel facilities to be provided
4. To create good infrastructure
5. Not to curtail the Minority rights
6. To support and not to undermine religions institutions
7. Attempt to create a secular atmosphere by understanding the problem in every field and bringing the lower section to the mainstream
8. The heads of various institutions and the NGOs should meet in such a common platform

MsQamarunnisa Anwar, Former Chairperson, state women Development Corporation, Mallapulam District, Kerala congratulated the organizers for conducting this meeting in Chennai and also in J B A S College, where she obtained her Degree in 1966. She spoke on how Muslims are coming forward to avail opportunities of modern education, which is the prime force behind the progress of Kerala. The spread of modern education spearheaded by Christian Missionaries propounded by visionaries are put into action by various community organizations which shaped the destiny of Kerala. She also recalled her experiences in social educational services and was of the view that



1. Proper educational awareness programmes should be conducted in needy areas
2. Proper guidance and encouragement to be given
3. Abolition of dowry – law against dowry must be strictly implemented

Some of the suggestions were

1. More educational institutions exclusively for girls to be established.
2. Though general awareness is there the coastal belt and plantation areas are in need of special attention, integrated plans to provide more educational facilities in these areas must be implemented.
3. Special quota for minority students in professional and higher education centres have to be earmarked. In Kerala we have 8% reservation for Muslims in professional colleges. This step can be implemented in other states of India.
4. More and more vocational courses that may lead to jobs should be implemented for the minority girls.
5. More than asking banks to give loans with tiresome formalities government should provide scholarship for students on merit cum means.
6. Revive the religious institutions such as Madarsas with modernization Languages and basic sciences must be taught in Madarsas.
7. Planning, implementing and reviewing of various schemes of central and state governments have to be done properly and effectively.

Dr. P Mohamed, Principal, Unity Women's College, Manjeri, Malapuram District, Kerala, the last speaker of the Session spoke on two important aspects – current scenario and the role of the Heads of the Institutions. In the current scenario there is an increased awareness among the people to educate the girl child

1. The parents working especially in the gulf countries felt the need of education
2. The supporting force received from Muslim Educational Society and Muslim religious groups and other organizations, further enhanced learning
3. He suggested that there should be (i) a networking of colleges (ii) minority institutions to be extroverts (iii) utilize all UGC schemes (iv) avail scholarships and to set up a Scholarship cell to avail the facility.

The Chairperson in his concluding remark appreciated the speakers and reflected on the problems that the students faced while availing a scholarship and their inability to repay. He insisted the commission to look into these issues in detail.



SESSION-II TAMILNADU STATE SESSION

Ms S AlliyaParveen

Assistant Professors, Department of English, JBAS College for Women, Chennai

TECHNICAL SESSION II was chaired by Dr S Xavier Alphonse SJ Director. Indian Centre for Research Development Community Education, Chennai spoke on the Status and challenges of Minority students in Tamil Nadu. He began with the Problem of Exclusion – Economic, social and educational exclusion and the pressing need to concentrate on the attitude and skills of individuals and the methods to enhance their education through community colleges.

MrM P Basheer Ahmed I A S Managing Director, Tamil Nadu minorities Economic Development, Chennai, Spoke on the scope of education as an important aspect as far as the minorities are concerned. The Government of India and the Government of Tamil Nadu have provided good infrastructure and have always been supportive in the education of minority children by awarding them with cash prizes and scholarships based on merit.

MsSheriffa A Azeez, Director and Correspondent, Crescent Group of Girls Educational Institution, Chennai highlighted the extensive work done by the Seethakathi Trust which runs a number of girls' institutions. She was of the view that the Muslims are at a double disadvantage – economically backward and being deprived of higher education. The prohibition of hijab and the access to government schools being limited leads to a high rate of dropouts from school. She appreciated Mr. Manmohan Singh's recommendation which stated that the Centre and the State would bear 55% and 45% respectively of the financial burden for the year 2010-2011. She insisted that

1. Private schools should reserve 25% seats to the Muslim minorities
2. Vocational Training to be provided for those who are not inclined towards higher learning
3. Training in horticulture to be provided in rural areas
4. High school students to be included in self help groups

She appreciated the fact that the Seethakathi Trust sponsors numerous scholarships from Zakath funds.

MsPiroja Darius Belgamvala Who represented the Parsi community stated that there was no record of the community as they were the refugees from Iran to India when their land was conquered by the Arabs. She highlighted the role played by Dadhabai Nauroji a pioneer in the learning profession. She was proud of the Parsis being the 100% literate community. Through there are only 270 Parsis in Chennai, they are self sufficient and also extend help to other through the Madras School of Social Work, and organization started by Mrs. Mary Clubwala.

MrRajendra Singh who represented MrHarban Singh Anand from Sri GuurunanakSatsangSabha, Chennai emphasized the need to educate a girl child in order to educate a family. He spoke of the various institutions that the Punjabi community has established. He believed that the problems related to education are a universal problem and the challenges have to be faced as one human community by sharing views, suggestions and recommendations.

The last speaker Dr. Doreen Gnanam, Associate Professor, Meston College of Education, Chennai, spoke of the various challenges faced by the Teacher Education Colleges. Though there are numerous old Christian Teacher Education Colleges at present they too face bottlenecks such as



1. Lack of foreign funds for which she suggested that the Union Budget should provide corpus funds at least for a ten year old institution. She requested the economically strong Christian students to pay the capitation fee for the development of the institution and to help the under privileged.
2. Admission to courses are often based on merit, so she insisted on a quota for minority Christians to be provided
3. Since there are new minority Christian institutions emerging there is a greater need for teachers. She insisted on Christian minority girls to get training which would fetch them a better job and a decent salary
4. She insisted on the churches and the NGOs to help the Christian minorities move forward. Finally she insisted on the Christian institution to experiment teacher education programme through Distance Education mode.

Dr S Xavier Alphonse SJ in his concluding remark stated that

1. The funds allotted by the Government should be utilized to the utmost
2. Padma Bhushan Moosa Raza Sahib's 15 point view is appreciable with special reference to the proper monitoring of funds
3. An awareness of the minority rights to be created

He ended the Session stating that the minority communities should not be considered a threat for they too contribute constructively and positively to the inclusive growth of the country's development.



SESSION - III

KARNATAKA STATE SESSION

Rapporteur's Report

Mrs Sarwathnissa

Assistant Professor, Department of English

JBASCollege for Women, Chennai

The Chairperson Mrs. Regina Papa stressed on a curriculum design which is a necessary part of education. She Highlighted the Psychological fear faced by the Minority girls in general due to discrimination with the opposite sex. They do not possess a sense of belonging they remain detached from the school environment. She Quotes prophet Mohammed A Scholars Ink is Superior to a martyr's blood. The first speaker Mrs. Fareedha Rahamathullah proposed that schools should be opened wherever there is a need. She stressed that 30% of Muslim dominated villages do not have schools. She briefly outlined the scenario of the primary and secondary school and pointed the barriers of poverty culture and social discrimination in the uplift of minorities. The second speaker Mrs TazaiumOomar has named her NGO as human touch or healing touch and that teaches how to live she suggested that more attention should be given to dropouts and more awareness programmes should be conducted Mrs Chaman Farzanathe third speaker pointed out the muslim are lagging behind in the educational system and hence both male and female education is inevitable. As the statistics data reads, the rural education is 82.8% when compared to the meager 17.17% in the urban area. She profusely quoted from the sachar report highlighting the barrier of conservative thinking. The last speaker Dr. Kamamma pointed out a few characteristics of minority barriers such as suffering discrimination, cultural traits that set them apart etc. In conclusion the Chairperson concluded that we should be bold and creative in challenging poverty and inequality and ensure the concept of the oneness of humanity.



SESSION - IV ANDHRA PRADESH STATE SESSION

Rapporteur's Report

Dr S K Afreen

HOD, Department of Commerce TBAK College for Women, Kilakarai, RamanathapuramDist

Prof Dr.NajmaAkthar, Head, Dept of Educational Administration, National University of Education Planning Administration (NUEPA),17-B,Sir Aurobind Marge, New Delhi was the Chairperson.

The session started with the chairperson's speech empowering girls. She said, though there are number of schemes available to the people instituted by Central Govt. and State Govt., implementation is not fully carried out. Even if it is implemented, they do not literally reach them. Each scheme has a target. Women should be fully aware of the importance of each and every scheme. They should have knowledge of how such programmes or schemes help them to empower, for which they are targeted. All speeches or visions should be used at optimum level. People neither insist on their rights as minorities nor do they ask any privilege to uplift minority. This is the condition prevailing in the present scenario.

The first speaker Dr. Fakruddin Mohamed, Chairman, Health India Hospitals, MESCO spoke on the status of Muslim girls' education. In order to promote status among minorities, proper infrastructure should be provided. There are infrastructure facilities available in the state, but the authorities and other officials should ensure that proper infrastructure facilities are provided to girls. An overview of literacy level in Andhra Pradesh, trends in education, growth in education, basic indicators of education, gender gaps, and to provide quality education is highlighted.

To empower the Muslim community the following important steps have to be rectified/implemented. They are: Dedication and motivation, need for empowerment, advanced research in major areas, muslim management institutions should be more in number, private minority institutions and Madarasas should show keen interest in empowering women, alleviation of poverty & Due to poverty the return which they get in the form of literacy rate is low which needs to be improved and finally Teacher – Student ratio is low.

To set right these drawbacks the suggestions put forth by the speaker are as follows:

- a) Innovative curriculum should be framed to improve the quality of education
- b) Scholarships should be provided to students so that there won't be any dropouts.
- c) All the programmes existing and future should be made feasible to the students. If these suggestions are carried out, the quality of women literacy can be increased.

Dr A Barnabas Abraham, Research Consultant, the 2nd speaker of the session spoke on empowering Christian Minority Girls through Education in Andhra Pradesh. According to his speech, it is understood that, 1.5% of the total population constitute Christians, They literacy rate has improved. The female literacy rate has gone up by more than 54% in 2001. The number of primary schools, upper primary schools, high schools and higher secondary schools are also on an increase. His speech highlighted that there are 4,611 junior colleges under different management. Andhra Pradesh has 249 govt. degree colleges, 179 aided degree colleges, 656 engineering colleges, 703 MCA colleges, 881 MBA colleges and 213 polytechnics. Centrally sponsored schemes of Area Intensive programmes to be implemented in 9 blocks identified by the Govt. as educationally backward minorities. State Minorities Commission also looks into specific issues faced by minority community. The



state minorities finance corporation provides the following. Subsidy Grant for Bankable Scheme, Pre metric scholarships, Post metric scholarship, reimbursement of tuition fee, coaching for competitive exams etc.,

He concluded his speech stating that Christian missionaries began their service in empowering the girls through their network of churches, schools, hospitals and other service centres. The work is done very sincerely on humanitarian grounds. The empowering service of both the missionaries and the govt. will continue in future as well.

Further suggestive measures were not incorporated.

The third speaker Dr. Rafath Seema, Head, Nisa Research and Resource Centre for Women, spoke on Minority (Muslim) Girls Schools Education scenario in Andhra Pradesh. She pointed out the trend in women's education after independence. The percentage of men education and women education from 1951 to 2001 as per the census was highlighted. The paper focused that even after the development of science and technology, women is unable to understand the universal knowledge and Muslim women are more backward than other communities.

The dropout rate of girls in 1st standard, upto 6th standard and upto 10th standard are brought to light. The factors which affect the girls' education according to the speaker are; social, economical, religious and negligence of state educational department and agencies which includes gender discrimination, child marriage, immorality child labour, unemployment, malnutrition, parents fear, co-education, lack of secular values in schools, lack of basic facilities lack of study materials, Transport & hostels and dilapidated condition of school buildings and class rooms. The following are some of the suggestions given by the speaker to overcome the present situation.

Simple procedures to benefit the students, coordination among the departments of education and their officers so that students are informed of various schemes, Honesty, dedication and accountability should be present in all govt. authorities, secular education is very much necessary for the well-being and healthy society, equal opportunity should be provided to girl students such as scholarships, free transportation, and medical facilities.

She concluded her speech with a remark that, proper implementation of fundamental rights and fundamental duties can overcome the above situations and the nation will achieve heights.

The fourth speaker Dr Syed AzazRahman, Vice-Chairman, Shadan Group of Institute pointed out the achievements in the field of education for the minorities. Shadan Education society and its sister concerns are running a total of 57 institutions in Andhra Pradesh. It has established 12 institutions from school level to Medicine – MBBS level; of these 57 institutions 19 institutions are exclusively for girls. These exclusive women institutions are the opportunity providers for such student whose parents prevent them from attending co-education institutions. With respect to merit, they are on par with boys. Hence, the founder has touched upon the women education to empower them through education. Elaborate arrangements are made to place them in BPO's and other corporate sectors.

Hence, he concluded that the more dedicated institutions come up, the more we can empower women.

The chairman, highlighted the suggestions given by the speakers and concluded this session.



SESSION - V

TAMIL NADU STATE SESSION

Rapporteur's Report

Dr A R NadiraBanu Kamal

HOD, Department of Computer Science, TBAK College for Women, Kilakarai, RamanathapuramDist

Good evening in one and all assembled here. I thank the organisers for giving me an opportunity to be the rapporteur for the final session of this conference.

The bottle of the sexes is as old as the hills. In patriarchal societies, women are conditioned to accept men as the superior sex. But awareness, education and life's struggles would only lead women to shed their inhibitions. Great women leaders, artists, scientists and other professional women have inspired other women to overcome social obstacles. But the percentage of women who have achieved is lesser than men. Education is important to everyone, but it is specifically significant for minority women because of their consistent economic deprivation and backwardness. Women and girls tend to receive fewer resources, less encouragement and little assistance in accessing their right to education. Despite great emphasis among the intelligentsia and policy makers on the education of minority women, progress towards equal opportunities for the education of minority women is still dismal. There is no doubt that education is the most important means of empowering women with the knowledge, skill and self confidence which is essential to participate fully in the development process. As Will Durant says, I quote "Education is a progressive discovery of our ignorance".

The chairman of this session Dr S Sathikh, Former Vice Chancellor, University of Madras pointed out that women are empowered without education quoting how his grandmother was empowered and knows only to put her signature. He said he will give his remarks after all the speakers.

The 1st speaker of this session Rev. Sis. Esther Mary S J, Secretary, Fatima College, Madurai in her speech on 'Status of Christian Minority Girls School Education in Tamilnadu' explained widely the significant contribution of the Christian. The lacunae in providing quality education due to the implementation of some government policies was highlighted. She also places an appeal that the declaration as the minority status of the education institution should be certified for 10 years and not for 3 years as it is done.

The 2nd speaker Dr K Althaf, Principal of The New College, Chennai, in his opinion 'Empowerment', means not just being educated, but developing capacity and self confidence to think and act independently and this is what we should aim in addition to giving education.

The next speaker Rev. Fr. Dr G. Pushparaj S J Principal, Ananda College, Devakottai & General secretary Consortium of Christian Minority Higher Educational Institutions, said that the critical analysis of the functioning of Christian Institution is the evidence of the preference by the stakeholders. The problems related to access and opportunity in providing quality higher education with the institution imposed by the government was also focused. The recommendation to the government to introduced desirable changes in regulations related to tax, stability status etc was also placed. To establish a regional office in all the four directions in India was also emphasised by him.

The 4th speaker Mr. Sakthi, on behalf of Dr Elango, Director, Directorate of Technical Education, Chennai stressed that the government support the education for minority girls by giving various aids and also printing log book in the minority so that the minority students can leave in their mother tongue.

And the last speaker Dr Sumayaa, Principal, TBAK College for Women, Kilakarai and the convener of this conference said that the general outlook of the Muslim minority women seeking higher education is prejudiced. The real obstacles faced by the Muslim community were thoroughly discussed. The deficiency in the current



educational system was brought into the lime light with the highest expectation and aspiration from the government and community. In the end the chairperson summed up all the speakers idea and addressed some of the issue faced by the minority girls which was not covered by the speakers.

The speeches given by all the spokes person brought to the forefront how a woman particularly a minority woman all deprived of her rightful education and we shall see how this conference will make a great impact on woman as well as men and bring out the desired result – Empowerment of minority women. Every woman wants and deserves a better life. What we have to do is to develop more self confidence, better self-esteem and greater internal motivation to be the best. It all starts with how one thinks. We still have many miles to go and millions to do and this conference is just a beginning towards a new era and marks a significant milestone in this direction.

Thanking you.



NEWS TODAY

Education liberates women: Ponmudi

of News

Education liberates women, says Ponmudi. Education is the key to women's empowerment and development. It is the only way to ensure that women are not just passive recipients of help, but active participants in their own lives. Education empowers women to take control of their own destinies and to contribute to the development of their communities and the nation as a whole.



Dr. Ponmudi speaking at a meeting on women's education in Ponmudi.

Dr. Ponmudi, Chairman of the Commission for Women, said that education is the only way to ensure that women are not just passive recipients of help, but active participants in their own lives.

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11 per cent increase in Muslim students admitted to primary schools in 2009-10

NCFEJ Chairman says it is due to awareness created by the commission

There has been a 11 per cent increase in the number of Muslim students admitted to primary schools in 2009-10, says the Chairman of the National Commission for Educational Justice (NCFEJ). The increase is attributed to the awareness created by the commission regarding the rights of minority students.



Chairman of NCFEJ presenting a certificate to a student.

The Chairman of NCFEJ, Dr. Ponmudi, said that the increase in the number of Muslim students admitted to primary schools is a positive sign. It shows that the commission's efforts to create awareness and ensure the rights of minority students are paying off.

Dr. Ponmudi said that the commission will continue to work towards ensuring the rights of minority students and promoting their education. He said that the commission will also be looking at ways to improve the quality of education for all students.

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EMPOWERMENT OF MINORITY GIRLS ONLY THROUGH EDUCATION: SOUTH ZONE CONFERENCE

By **Shafee Ahmed Ko, TwoCircles.net,**

Chennai:

The South Zone Conference on Empowerment of Minority Girls held here on 2nd Feb. asserted that this empowerment is possible only through education. The speakers at the conference covering Andhra Pradesh, Karnataka, Kerala and host Tamil Nadu stressed on more awareness campaigns for female education among the community.

The daylong conference deliberated means to increase the enrollment of minority girls, particularly Muslim girls and to how best tackle their problems. Eminent personalities and dignitaries featured the conference apart from about 1200 delegates from minority institutions from the four states.

Mr Abdul Qadir Abdur Rahman Buharihonour Hon. Minister Dr K Ponmudy

Eminent speakers included Justice M S A Siddiqui, Chairman, National Commission for Minority Educational Institutions (NCMEI), Dr. Shabistan Gaffar, Chairperson, Committee on Girls Education, Tamil Nadu Higher Education Minister K Ponmudy, Dr. Kaviko Abdul Rahman, Padma Bhusan Moosa Raza (IAS-Retd), and guests of honour Dr. Mohinder Singh, Dr. Syriaac Thomas, Dr. S.M. Hamid Abdul Quadir, S. Mohamed Jaleel, Rev. Father Vincent Chinna Durai, M. Abdul Qadir Abdur Rahman Buhari, Pro Chancellor, Abdur Rahman University, Chennai. The conference was organized at Justice Basher Ahmed Sayeed Women's College campus. "A package of all inclusive education alone will be an answer to crying crisis. The state and Centre have several schemes, but no sound NGOs found as taker" lamented Mr. Justice M S A Siddiqui. .

Audience

According to Justice Siddiqui, awareness among Muslim community brought forth a big change. About 1.05 crore Muslims found admission in the primary school level in 2009-2010, out of which 49 per cent were girls collectively from West Bengal, Uttar Pradesh and Bihar. Justice Siddiqui called for shared efforts to improve the educational chart in northern states. Information derived from conferences held in different zones should form a manifesto, and that will be submitted in May 2011 to the central government.

"Although there are several committees at the Centre and State level for minorities, a lot has to be done in this direction" conceded Higher Education Minister K. Ponmudy, and further said that the State government has been according important plans for women empowerment through Self Help Groups. Women should form SHGs as these will give them financial freedom and ability to think independently."

Audience

Mr Moosa Raza, chairman of the Southern India Education Trust (SIET) felt that "Setting up a Parliamentary Committee for minorities and a Legislative Committee for ensuring proper monitoring of schemes at all levels will be an effective answer to the gap and missing part."

Mr. Raza mooted 15-point memorandum urging the governments to focus on girls' education especially minority girls through a sub-plan in the five year plan; providing special quota for minority girls; providing incentives to parents to send their girls to schools; special scholarship; to encourage NGOs working for Muslim minorities; providing grants to upgrade minimum facilities; and subsidizing minority girls' hostel stay.

Former chairperson, State Women Development Corporation, Kerala, Qamarunnisa Anwar, felt that to avail a loan from bank is hectic and involves hardships and formalities. She suggested that government should provide scholarship for needy and meritorious students.

In the valedictory function held in the evening session Dr. Shabistan Gaffar and host of academicians from Tamil Nadu, Kerala, Karnataka, and Andhra Pradesh deliberated their expert views and presented papers.



THE SOUTHERN ZONE COFERENCE ON EMPOWERMENT OF MINORITY GIRLS THROUGH EDUCATION

2nd February 2011, JBAS College, Chennai

RECOMMENDATIONS SUBMITTED TO HON'BLE CHAIRMAN, NATIONAL COMMISSION FOR MINORITY EDUCATIONAL INSTITUTIONS, NEW DELHI ON BEHALF OF SOUTHERN REGION (KERALA, TAMILNADU, ANDHRA PRADESH AND KARNATAKA)

On behalf of the committee on Girls' Education, National Commission for Minority Educational Institution, New Delhi

1. Develop a sub-plan under the Five-year plan for the educational development of Minorities focusing on girls' education with appropriate budget provision on the lines of tribal sub-plan, both at the Centre and State levels.
2. Set up / strengthen the State level high-level committee with adequate community representation, for monitoring the programs implemented for the development of Minorities and funds utilization.
3. In the State of Tamil Nadu, there are only 2 government aided minority girls arts and science colleges (one located in Chennai and another in Melvisaram). The existing Muslim minority arts & science girl's colleges in the State may also be extended central government financial assistance as they are located in the most backward minority concentrated regions of the State. The UGC should include these institutions where more than 40 to 48 per cent of the girls studying are from Muslim Minorities, and shall be included in 2(f) and 12(B) category in order to receive development assistance to strengthen the infrastructure and other facilities of these colleges.
4. Establish a Parliamentary Committee at the Centre and an Assembly committee at the State level in every state like the committees established in Andhra Pradesh and Karnataka.
5. Ensure the State Minority Commission with the assistance from NGOs and Community based organizations (CBOs) shall set up database and collect and compile data on the educational status of Minorities in general and of the girls' education in particular on a regular basis in order to monitor the educational progress of the community.
6. State Governments should accord priority to setting up new /upgraded government schools especially residential schools for girls in minority concentrated areas in general and in hilly and coastal areas in particular. Establishment of educational institutions for minority girls under public-private partnership shall be approved by the Planning Commission for implementation.
7. Ensure that every district has a college run by Minority communities with needed support from the Government. Set up Model College for girls in minority concentration and educationally backward districts of every state
8. Every State must encourage the Government schools to provide CBSE curriculum for the minority girls in the most backward areas.
9. Improve basic facilities in schools for girls and provide girls hostels in the areas where there is concentration of minorities, especially Muslim girls.



10. Provide recognition and support to minority educational institutions which should ensure an equitable number of seats for girls through Committee on Girls' Education, National Commission for Minority Educational Institutions, New Delhi.
11. Provide necessary budget for scholarships to all eligible students from minority communities. Moreover provide adequate and timely scholarships for students from Minority communities in general and for girl students in particular. Ensure timely provision of pre & post-metric scholarships to the students from minority communities.
12. Open more technical institutes for Girls in Minority concentrated areas and ensure equitable admission to girls who should not only be relegated to learning traditional skills like stitching, cooking etc, but also trained in modern technology concepts.
13. Teacher Education Scheme requires to be extended beyond the existing restricts at least in all areas where there is substantial population of Muslims, Christians and the SC/STs. Establish adequate number of Women Teacher training colleges as well.
14. Provide financial assistance or corpus fund for infrastructure development of Private aided/unaided Schools and Colleges run by Minorities in every state.
15. Induct adequate female staff in all minority educational institutions and institutions particularly located in Muslim concentrated areas.
16. Relax the norms for "Minority Concentrated Districts" so as to organize community based mobilization campaigns in Southern Indian States as of campaigns organized in minority concentrated areas in Northern States Create large scale awareness campaigns about the schemes available for the minorities in the minority concentrated areas, in hand in hand with the NGOs and community based organizations through Committee on Girls' Education, NCMEI, New Delhi.
17. Ensure that the Primary education is provided in mother tongue. More over provide primary education in Urdu in the schools located in Muslim concentrated areas.
18. Increase the amount allotted by the UGC for construction of girls hostels in Higher educational institutions since the present Rs. 1 crore is not adequate.
19. Ensure that adequate representation of women from minority communities in uniformed services
20. Ensure that the state is not intervening in the selection and induction of teaching staff in educational institutions run by minorities.
21. Ensure in all decision making Educational bodies of State and Central Universities, qualified Muslim women are given equal opportunity to represent atleast one post in each State and Central University bodies. Example in Senate and Syndicate and in Vice-chancellorship appointments.

The Committee on Girls' Education, NCMEI, New Delhi must be vested with powers to assess, monitor and allocate funds for development of minority schools/colleges of all types in the most backward minority concentrated areas of various states of India.



ANNEXURE-X

SCHEDULE

Registration	: 08.00 a.m.	to	10.00 a.m.
Inauguration	: 10.00 a.m.	to	11.00 a.m.
Tea break	: 11.00 a.m.	to	11.30 a.m.
III Session 11.30 a.m. - 1.30 p.m.			
Meeting	: 11.30 a.m.	to	12 Noon
Continues	: 12.00 Noon	to	12.30 p.m.
Mid After	: 12.30 p.m.	to	01.00 p.m.
Join/Old members	: 01.00 p.m.	to	01.30 p.m.
Lunch	: 01.30 p.m.	to	02.30 p.m.
III Session 2.30 p.m. - 4.30 p.m.			
Open Prayers	: 02.30 p.m.	to	03.00 p.m.
Urdu khudud	: 03.00 p.m.	to	03.30 p.m.
Music	: 03.30 p.m.	to	04.00 p.m.
Practical	: 04.00 p.m.	to	04.30 p.m.
Closing Session	: 04.30 p.m.	to	05.00 p.m.
Cerching	: 05.00 p.m.	to	05.30 p.m.

For Lucknow contact :

Dr. Rana Sherif
(E-mail: ranashe@yaho.com Mobile: 9450915097)



NATIONAL COMMISSION FOR MINORITY EDUCATIONAL INSTITUTIONS
Government of India, New Delhi

COMMITTEE ON GIRLS EDUCATION

cordially invites you all to

Zonal Seminar

on

"EMPOWERMENT OF MINORITY GIRLS THROUGH EDUCATION"

Guest of Honor

Hon'ble Mr. Justice M.S.A. Siddiqui
Chairman, National Commission for Minority Educational Institutions, New Delhi

Presided by

Hon'ble Mr. Anis Ansari
IAS (Retd.) Vice-Chancellor
U.P. Urdu Arts and Para-University

Members of Honours

Hon'ble Dr. Mohinder Singh
Member, National Commission for Minority Educational Institutions, New Delhi

&

Hon'ble Dr. Cyril Thomas
Member, National Commission for Minority Educational Institutions, New Delhi

VENUE
Auditorium, Department of E. Ed
Karamat Hussain Muslim Girls' P.G. College
Lucknow-226 007 (Uttar Pradesh)

KARAMAT HUSSAIN MUSLIM GIRLS' P.G. COLLEGE
Wazirpur, Faizabad Road, Lucknow
Phone : 0522 254933
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Website : www.karamatnwgcollege.org

Dr. Shehnaaz Gaffar
Chairperson

Mr. Qasim Rehman
Member

From : Lucknow, February 15, 2017
To : 20th Feb.

Sp. Md. Shuaib Ahmad
Vice-Chairperson
Secretary





Empowering Minority Girls Status at Elementary Stage of Schooling: With Special Reference to Nainital District, Uttarakhand

Akhil Sharma

Department of Education, S.S. College,
Mussoorie/ut

Education is the birth right of each and every child. If we are focusing on empowerment of minority girls through education, we should firstly emphasis on Elementary Education (Grass Root Level), which plays a vital role in minority girls empowerment, because if there is any defects at elementary stage of education than how we can empower minority girls? If we are dreaming about the healthy tree having juicy fruits on it we should be very careful during plantation of that plant i.e. elementary education.

The proposed study enlightens on following issues regarding status of elementary education with respect to minorities' girls in Nainital District of Uttarakhand.

- Cohort Indicator regarding District Nainital (N.E.R & G.E.R)
- Total Number of School Going Minorities Girls and out of School (Enrolment, Muslim & Others) between 6-11-14 years age group in different blocks of Nainital District (Government Schools: 2009-10)
- Total Population of Minorities Girls between 6-11 years age group in different blocks of Nainital District (Child Census: 2005-06)
- Programmes running for empowering minorities' girls' education at elementary stage in Nainital district (Uttarakhand 'Sabhi' Ke Liye Shiksha Parishad' (SLSP) is to ensure universalisation of elementary education in the state of Uttarakhand)
- Suggestions for empowering minorities' girls' education at elementary stage in Nainital district of Uttarakhand

Then we can say that proposed study intends to inculcate the intrinsic desire in parents and wards of minorities'. They would be counseled and motivated towards quality education so that better quality life may be insured for them and the contribution of minorities girls' in State and Nation development can be increased in coming era.





Significance of Minority Institutions Regarding Muslims girls' Empowerment

Ajay Pandey*
Jaspreet Kaur**
Parul Bhalha***

Development of any country depends on the literacy rate of the total population and as we know that women covers the exact half. In the modern scenario many institutions talk about the women empowerment and it has been asserted for a long time that empowerment of women is possible only through education especially for minority girls. Education is a potent tool in the emancipation and empowerment of women. The girls need single factor which can help them to improve the status of women in any society is education. World education has a long history of successfully working with local partners to design, execute, manage and evaluate participatory, community-based initiatives to advance the conditions of girls and women especially of minority girls. Education for a Muslim girl in backward India is fraught with challenges. She not only has to fight with gender biasness but also with more dangerous religious constraints. For several Muslim girls' education remains a short lived experience. Despite continuous efforts since 1988, through various educational schemes to mainstream Muslim children especially girls, there has been little impact. About 1.05 crore Muslims found admission in the primary level in 2009-2010, out of which 49 percent were girls collectively from West Bengal, Uttar Pradesh and Bihar. After Independence a large number of educational institutions have been opened for minority girls with the objective to empower them. Although government focuses on girls' education especially minority girls through a sub-plan in the five year plan, providing special quota for minority girls, special scholarships and others but the current status of Muslim girls' education is not as expected because of a lack of resource. This paper will discuss the role and challenges of minority institutions in Muslims girls' empowerment, concluded with some suggestions.

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First I would like to discuss the obstacles that are faced by minority girl for education that is

- Parents are economically poor or they are backward
- Socio-economic bottleneck
- Gender inequality
- Co-education system
- Transport and Hostel facilities
- As a Muslim religious education is compulsory. If the minority girl is going to school and at the same time, Arabic and Urdu is also taught by the tutor then the parents are under pressure for paying fees for both of them.

Suggestion:

- Govt. school should give extra facilities to minority girl such as books and copies at lower cost, free computer training etc.
- Provide nary class to them to make them aware of their right and social awareness.
- Girls minority colleges should be established with adequate and deserving qualified teachers.
- Cheap transport and hostel facilities should be provided.
- At the primary level Arabic and Urdu should be compulsory in minority colleges to know Islam which has given several rights to women for the upliftment of her home and the society.

JIS NE INSAN KO WOHI ELMI SIKHATA JO WOHI NAHI JANTA THA-SURAH-AALAQ





As society becomes more and more complex, the institutions are pressed to assume social obligations - to train for employment, to solve social problems to help to set ethical directions for society. The purpose of the legal education is many folds. It is not merely to impart the education of law but also prepare them to get enforced these laws. It is necessary to strengthen their optimism and eschew their cynicism from their mind.

In this Islamic spectacle, the author is venturing to write on this topic. This is not meant to be a polemical or critical piece but is an earnest appeal to the concerned authorities to do the needful in the changed era of globalization, and consider the suggestions of the eminent personalities. In this paper the author want to address the present scenario of the minority girls' education, their challenges and bottlenecks, and a way forward to look, and stressed on more awareness, campaigns for female to know their rights and duties and to inculcate the courage to enforce them.

- i. Cited by Justice Bhuvan Singh, Former Chief Justice, Lokayukta, Haryana Legal Education AER (2010) Issue 161
- ii. The first five verses of Surah al-Alaq: "(O Beloved!) Read (recommencing) with the Name of Allah, Who has created (everything). He carried man from a clinging mass (clinging) like a leech (in the mother's womb). Read and most Lord is Most Generous, Who taught man (reading and writing) by the pen, Who (besides that) taught man (all that) which he did not know" (al-Alaq 96: 1-5)
- iii. In these five verses Almighty explained, reading a part of process of acquisition of knowledge, describe Allah Almighty being the Creator and Sustainer. It also talk about the sociology and creation, biology and morality and explained the Islamic concept of knowledge which is very vast and embraces both religious and secular.
- iv. Declared Authentic by Shaikh Muhammad Nasir-ud-Din Al-Albani
- v. Ibid
- vi. Aicha Lemine, Middle East Times, Cairo, March 16, 2002
- vii. Former chairperson, State Women Development Corporation, Kerala, Quimara Uma Arwar, felt that to avail a loan from bank is hectic and involves hardships and formalities. She suggested that government should provide scholarship for needy and meritorious students.

"Although there are several committees at the Centre and State level for minorities, a lot has to be done in this direction" conceded Higher Education Minister K. Ponnudiy, and further said that the State government has been according important plans for women empowerment through Self Help Groups. Women should form SHGs as these will give them financial freedom and ability to think independently."





STRUCTURE OF EMPOWERMENT OF MINORITY GIRLS THROUGH EDUCATION

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*JAB PEEREY FALAK NE WARAQ ATTAM KA ULTA
AA-BET TEH SADA KE PAOGEY TALEEM SE EIZAZ - ALLAMA IQBAL.*

Women education in India plays a very important role in the overall development of the country. It not only helps in the development of half of the human resources, but in improving the quality of life at home and outside. Educated women not only tend to promote education of their girl children, but also can provide better guidance to all their children. Moreover educated women can also help in the reduction of infant mortality rate and growth of the population.

Muslims' total population of 13, 81,240 is spread over in varying in population in all 28 States and 7 Union Territories of India. It is highest 67.00 percent in Jammu & Kashmir and lowest 1.1 percent in Mizoram. Similarly, among the UTs, Lakshadweep with 95.5 percent Muslim population tops the list while lowest 3.0 percent has been recorded in Dadar Nagar Haveli. Geographically, UP, Bihar and West Bengal form an axis and in these three contiguous state Muslim population accounts for 6,47,02,745 or 46.82 percent of the total Muslim population in the country. The first two states are heavily agriculturally based and here the pace of industrialization is very tardy. UP and Bihar with a literacy rate as low as 47.8 percent respectively pose a grim picture on educational front too.

Another important area is the education of women and the illiteracy rate of Muslim women in the lower middle class is higher than of even SCs and STs. This causes higher child labour and unemployment. Another important area is the education of women. The illiteracy rate of Muslim in the north is shocking. According to National Family and Health Survey the illiteracy rate of Muslim women is more than 85 percent in Haryana, UP, Bihar and Rajasthan while their literacy rate is almost cent percent in Kerala. However the condition in southern states is not as rosy. This all necessitates a time-bound agenda for education of every Muslim girl.





Expected Outcome:

Pragmatic experience of bio-electromagnetic energy can be an eye opener for the students in particular. It would give a practical understanding of successfully dealing with trivial situations in life.

It has been observed through my action research programme in the department on my students over the years that atleast five areas are of crucial importance in its building and upholding of successful personality

It is at that crucial juncture of college going age, proper psycho-social and bio-spiritual intervention through either psychometric evaluation or bio-plaemic scanning skills and necessary psycho-therapeutic aids or esoteric psychotherapy a more specific direction is attained. Selection of more appropriate career in accordance to their abilities of stress management, emotional adjustment, esteem building, good mental health and appropriate interpersonal relationship is facilitated

It would be helpful in building confidence over their capabilities and achievements, thus be helpful in their placement in society to the status they deserve.

Since I had an opportunity to work and learn from the resource persons, I am confident of the fact that this package of workshop would be an eye opener for all the participants on pragmatic grounds.





ISLAM, KNOWLEDGE, EMPOWERMENT AND MINORITY GIRLS

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"Ignorance is death, knowledge is life ... the miseries of the world cannot be cured by physical help only. The only solution of this is to make mankind pure. Ignorance is the mother of all evil and all the miseries we see. Let me have light, let them be pure and spiritually strong and educated, then alone will misery cease in the world, not before."

Knowledge is one of the important pillars upon which the edifice of Islam is raised. The first revelation upon the Prophet (PBUH) contained the commandment about 'reading' speaks volumes of the emphasis, Islam lays on education. "To seek knowledge is obligatory on every Muslim." Muslim here means male and female both, as women are the twin halves of men. The Prophet (PBUH) also said: "Whoever follows a way to seek knowledge, Allah will make easy for him a way to paradise."

The most basic right of a woman in Islam is the knowledge and recognition that she never has to ask or demand or fight for her rights which are guaranteed to her by Allah (SWT) Himself as she is not aware of these rights or not courage to say about it. In pre-Islamic period, women were treated like slaves or property. They had no independence, could own no property and were not allowed to inherit. In times of war, women were treated as part of the prize; the birth of a daughter was regarded with humiliation. The practice of killing female children was uncontrolled. Outside Arabia conditions of women were no better; women were treated worse than slaves and not regarded as human beings but as sort of a sub-species between humans and animals. With the advent of Islam came the verse from the Quran condemning those evil practices.

Rightly contends by an American convert to Islam, Yalya M. that at the beginning Islam was the most revolutionary liberalization of women's rights, the civilized world has ever seen. But afterwards Muslims became ignorant of this and now Muslim countries are the scene of some of the worst abuses of women's rights. "The treatment of women raises serious questions about the level of faith and Islamic behavior on the part of the protagonists in the civil war in Algeria. Islam itself is being disfigured and perverted!"





UPLIFTMENT OF THE POTENTIALS OF MINORITY STUDENTS AT HIGHER LEVEL OF EDUCATION

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A number of small research projects have already been conducted by the author and some significant publications have been made. It would be in the interest of the minority students, especially adolescents (the most vulnerable and sensitive lot) to be exposed to this upcoming **human potential movement**. It not only deals with the identity crises but also gives a concrete direction for highly creative and intellectual activities with a special sense of active conceptualization and experimentation for constructive results to deal with the psychosocial problems of day to day life. In this rapidly changing global scenario, which we are grappling with, the adolescent power - a real store house of the nation is needed to be understood and adopted at a global pace for healthier change at the **HOLISTIC** level.

Human potential is a force which is needed to be explored more fully for the shared potentials of body, mind and spirit.

Fundamental Principles at work:

The body is a self repairing living entity that possesses the innate ability to heal and empower itself. Positive outcome gets accelerated by increasing life force or vital energy of emotions and feelings. It becomes the bio-electromagnetic field of the physical self.

Pragmatic application of the process develops skills relevant for the upliftment of potentials as described above.

Major Objectives:

- ❖ To reduce stress,
- ❖ To improve emotional health and stamina,
- ❖ To improve memory and self esteem,
- ❖ To develop healthy interpersonal relations.



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Empowerment of Muslim Girls and Islam

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Education is the most important tool of development. If the extent of a community's development is to be judged, it has to be done through education. The higher the percentage of education in a community is, the more ensured the development of that community becomes.

There are, however, deep-seated misconceptions among various communities that Islam does not attach much importance to education; that 'Parda' system is a big handicap for Muslim women in their path of development; that Islam discourages women to receive education, that Islam does not allow the employment of women and so on. These misgivings have been fostered and sustained by the enemies of Islam. The truth is, none the less, just the opposite. The very first word of the first verse in the Glorious Quran emphasizes the all important need of education. It begins with the word 'Tqrān' which means 'to read'. Prophet Mohammad (peace be upon him) enjoins his followers to acquire knowledge even if they have to traverse a place as far off as China. It is imperative on all Muslim men and women to gain as much knowledge as could enable them to differentiate between what is right and what is wrong. Hazrat Khadeeja, (May God be pleased with her), the wife of Prophet Mohammad (Peace be upon him) was a successful business woman. She exported goods and articles to Syria and other countries. She was one of the most gifted ladies of her time. Hazrat Ayesha (May God be pleased with her), another wife of Prophet Mohammad (Peace be upon him) was the most learned lady in Islam. One third of Islamic jurisprudence is derived from her. Renowned Islamic theologians consulted her on delicate matters pertaining to Islam. Hazrat Khansa (May God be pleased with her) was one of the most illustrious poetess in Arabic literature during Prophet's time. She was also a devout Muslim woman at the same time.

Muslim women during the time of Prophet Mohammad (Peace be upon him) took part in the battles as nurses and did other job fit for them in the war. These illustrious women performed all the works observing the civilized dress code as enjoined by Islam.

But the modern period does not paint a very rosy picture of Muslim education, especially in India. Muslim men, what to speak of Muslim women, are not only unaware of true Islamic laws but they also fare very low on the scale of temporal education. The causes are not far to seek. The Muslims perceive a threat to their religion by modern education. What is more, they consider that even if they do get educated, they will not get the jobs because discrimination is done to them. This mindset of Muslims has to be changed through Muslim organizations in collaboration with state agencies. The truth must be brought home to them that they need to learn first before they earn. The new employment opportunities have to be opened up for them. New scholarship schemes have to be drawn up for Muslim girls. The Muslim Community itself has to come forward to open such institutions that provide not only Islamic education but also the education that enables them to become self-reliant and financially independent.





Implementation of Best Practice Models for The Improvement of Muslim Minority Girls Education

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The estimated out-of-school Muslim children in the age group 6-13 years, specifically in the rural areas were the highest among all the social groups as per the report submitted in the Ministry of Human Resource Development (2005). However, in accordance with the 86th Constitutional Amendment Act of 2002 (Article 21A - i.e., "Right to Education") - the government should shoulder the primary responsibility for providing basic education to all children in the 6-14 age group. In this context, the Civil Society organizations / people's organisations need to be vigilant and ensure that the formal school system functions optimally and wherever possible strengthen structures created by the government to forge close community-school relationships. The elementary school system is not only the single solution. Availability and effective functioning of backward villages in the form of pre-school education, good nutrition and care in early childhood need to be focused and proper attention should be given on these issues. It is quite obvious that children and their parents view elementary education as a stepping stone to gain vital knowledge or opportunities for further training / education and most importantly developing the confidence to negotiate the world. In spite of all these constitutional amendments and government initiatives it has been visualized that the Muslim girl child is amongst the most vulnerable group for the future education policy. An analysis reveals that enrolment rates of Muslim girls have sharply fallen (Shariff & Rajack, 2006). In addition, literacy levels of Muslim women substantially decreased as evidenced in the last census report of India. The overall analysis reflects a lower female literacy rate for Muslim women and there is urgent need for its improvement in the forthcoming years. In view of this, some best practice models can be introduced for the upliftment of status of Muslim women in the society. Some of these best practices are summarized as follows:

- Assessment of ground reality regarding enrolment, attendance and learning.
- Addressing inequity through differential financial allocation and with empathy.
- Closer community, school and system linkages through real devolution of powers and enabling *empowered local action*.
- Creating open communication channels between education administrators/implementers and local officials, teachers, parents and children.
- Energizing the school system through improved classroom practice and assessment processes.
- Providing academic resources support to teachers and teacher educators in a manner that fosters creativity and respects teacher experience, skills and knowledge.





MODERN EDUCATION FOR MUSLIMS : NEED OF THE HOUR?

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It is the need of the hour that Muslims in India must strive to break the shackle of educational backwardness as far and as early as possible. For it, one of the most ardently advocated reasons infer that after the partition of country, Indian Muslims became the victim of a self-proclaimed prophecy by assuming that a grave threat lies ahead to their faith and existence from Hinduism. With this mindset of imaginary apprehension and threat perception Indian Muslims, by and large preferred to enclave and exclude their community from the mainstream of education and employment. They preferred to set up large number of their ancient educational institution of Madarasas. Undoubtedly this institution has played a pivotal role in sustaining the Islamic knowledge among the Indian Muslims but the education imparted here have proved to be of little relevance to fulfill the contemporary educational needs of Muslims in terms of providing competitive capabilities to get jobs, economic justice and equality of status. The way out to them for sustenance was to learn the artisan based crafts and trades. In this way Indian Muslims missed the bus to obtain equality through education during post partition period when immense socio-economic development opportunities were available. It is the historical fact that the Arab traders used to trade but in order to be expert in this, the understanding of Mathematics, Medical Science, Management, Computer, Technology etc. are important.

The main theological text in Islam is the Quran whose very first word is 'Iqra' which means knowledge and it is made compulsory for both men and women to acquire knowledge.

Today the matter of concern is the modernization of education in madarasas alongwith the inclusion of professional courses in its curriculum.

Muslims must endeavour to change all that have lost relevance with the passage of time. The need is to ponder on what Maulana Abul Kalam Azad has said, "greatest hindrance to human intellectual progress is unquestioning acceptance of traditional beliefs and the foundation of beliefs should be on knowledge not on taqlid and inheritance".





ROLE OF EDUCATION IN ENFRANCHISEMENT OF MUSLIM MINORITY GIRLS

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Islam is over 1400 years old, and is the second largest religion in the world. In India, Muslims constitute about 14% of the country's total population. According to Prophet Muhammad "Acquisition of knowledge is an obligatory duty of every Muslim male and female". However, it is a sad sociological fact that the Muslim women in India have for centuries been seriously suffering from poverty, cultural and educational backwardness due to the rigid patriarchal social order and restrictions imposed on them. It is widely admitted sociological fact that even after independence the vast majority of the Indian Muslim girls are struggling hard to receive basic human rights, respect, vertical social mobility, equal rights and equal opportunities in society. However, now-a-days, there is a lot of work on empowerment of the various vulnerable, backwardness or weaker sections (girl child) of our society are being carried out through various means. Taking an example of research studies of Satya Pal Khandelwal, faculty of Education, Jamia Millia Islamia, New Delhi, there are 10 case studies of highly successful Indian Muslim women who have achieved very significant vertical social mobility and social recognition through their higher education and decriminalization. Ashit N.Chandaria, journalist from Ahmedabad reported, few women drop the idea of formal education after attending training-cum-educative classes organized by NCFE.

These examples emphasize the strength of women's educational programmes with group-initiated social and economic activities. It proves that when women get a chance to come to forefront of community life, the hidden potential of this more-than-half of the population is better utilized and as a result, the entire community benefits from it.



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- Socio-cultural and economic factors
- Creation of Self-Help Groups
- Training in life skills
- Getting girls (and not of sibling care job)
- Early marriages
- Special attention to minority girls in *Sarva Shiksha Abhiyan*
- Bridge courses for older girls
- 'Innovative fund' per district for need based interventions for ensuring girls' attendance and retention
- Development of gender sensitivity in teachers, community workers and administrators
- Development of gender sensitive learning material
- Proper escorting from home to school and school to home
- Making Girls' Education Community Agenda
- Provision of education as per local needs of girls (i.e. different plan for different areas)

Empowerment is realized by an individual by power with, power over, power in and power giving. As such empowerment is something to do with getting power and also sharing the power and remaining in power, exercising power, controlling power leading to a democratic and inclusive growth. It is not just financial independence, nor access to education, or sexual freedom, or control over reproduction, but a combination of increasing their social, political, economic and spiritual strength, both individually and collectively, removing the obstacles that paralyzed and prevented women from being integrated into their respective societies from being subordinate, marginalized, deprived, oppressed, suppressed, victimized, etc. and getting out of the internalization of values of patriarchy. This empowerment is possible only if the above mentioned challenges can be handled effectively.

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CHALLENGES IN EMPOWERMENT OF MINORITY GIRLS THROUGH EDUCATION

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The Constitution of India intended to assure Muslims and other Minorities equality of status and opportunities with other citizens to accelerate the process of educational and socioeconomic justice. The Ministry of Home Affairs, Government of India has set up a group in 1990 under the Chairmanship of Dr. Gopal Singh to look into the educational status of disadvantaged groups, backward classes and minorities in the country. The group has identified Muslims and Neo-Buddhist as educationally backward minority groups at the national level. Neo-Buddhist were given all the benefits which are available to Scheduled Castes and therefore, the Muslims are recognized as educationally backward minority group at the national level.

The women literacy and the girls' enrolment are lowest among educationally backward minorities. Challenges that come in way to empower minority girls are mentioned below:

- Opening of girls schools & girls hostels.
- Appointment of lady teachers.
- Providing of incentives.
- Vocational Education & productioncumtraining center for crafts exclusively for girls preferably with women instructors to the extent possible in each of the identified minority concentration districts.
- Introduction of Science, Mathematics, English and Hindi etc., in traditional institutions.
- Enrolment of girls in schools & reduction in drop-out rate.
- Awareness for the education of girls.





means of empowering girl with the knowledge, skills and self confidence necessary to participate fully in the development process. Education for girl has gained a wider role and responsibility all over the world. Today, in the twenty first century, one can not afford to ignore the importance of a education for girl any longer.

The new challenge before India is to become a developed country. It requires a vibrant economy driven by knowledge. Education is an important input for development and higher educational Institutions are the key in promoting the process of national development through their pro, training of teaching and research. Higher educational institutions provide the required trained and educated man power to important programme related to national development. Therefore, Education is of great significance for all round development of a country, especially a country like India. Girl are required to play an important role in the development of the country. Hence main objective of the seminar is to know the status of the girls empowerment through education.

Girls which almost constitute half of the population of the country are required to play the important role in the development of the country. A nation goes ahead only through the contribution of all its members. It is true that a number of initiatives have been taken for the empowerment of girl and a significant change is seen in the status of girl in India. But to realise our dream of becoming a developed country, there is a need for mobilization of girl in large numbers of empowering them. It is an established fact that education plays an important role in empowering girl. Therefore providing education to the girl in large numbers is the need of the hour. Girls should be equal partners in the field of education. During the year 2008-09 only 41.40% Girl/women students got enrolled in education where as the percentage of men students, enrolment was 58.60%. It becomes clear that still there is a big gap between the girl and men students enrolment in higher education which need to be addressed. Girl are required to be encouraged continuously to go for higher education for empowering them so that in turn they participate equally in the development of the country.

In the present scenario, girls need to participate fully in the economic activities, otherwise the process of economic development can not be accelerated in the country like India. There is need to recognize the fact that the engagement with engineering and technology, management and law disciplines are vital for the advancement of girl. Therefore, it is utmost important that necessary steps are taken to motivate girl in large numbers to enroll in engineering and technology, management and law subjects. In order to enhance the girl students' enrolment in professional & technical education in general and in law in particular there is a need to establish dedicated higher educational Institutions for girl by central Govt. State Govt. as well as Self-Finance Institutions. It will help girl students in large number in getting admissions to courses offered by various faculties in higher educational Institutions. Further, government should come forward to provide financial assistance to Minority girl students who are enrolled in higher education as a long term investment. By doing so, Minority girl will attain educational empowerment by up grading their minds and obtain political empowerment by taking their own decisions which in turn will help in the over all development of the country.





EMPOWERMENT OF MINORITY GIRLS THROUGH EDUCATION

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Women constitute about 48.02 PC. out of which Girls 18.04PC. of Population of our Country as per the 2001 census of India. But they are not well represented in Social, Political, Economic and Educational life as per their numerical strength. The principle of gender equality is enshrined in the Indian constitution in its preamble. The Constitution not only grants equality to the girls but also empowers the state to adopt measures of positive discrimination in favour of girls. Swami Vivekananda, great reformist of India, had said that there is no chance for the welfare of the world unless the condition of girls is improved. It is only possible if status of girls is up graded through education empowerment and properly represented in all walks of life. A nation cannot progress if the girls / Women are left behind. It is same as a bird can not fly on one wing. Girl empowerment is directly linked with over all development of the country. Empowerment implies a state of mind, it reflects self confidence and self reliance. Empowerment essentially means decentralization of authority and power. Girls empowerment enables autonomy and control over their lives. Hence girl empowerment is crucial for the development of any country. Girls empowerment is a global issue. It gained momentum in recent decades. The issue of empowerment of girl came up in the light when United Nations declared 1975 to be "International Women's Year." In 1985, an International conference in Nairobi was organized in which a girl from a developing and under developed countries introduced the concept of empowerment as counter project to the integration concept for advancing girl. In order to ensure equal access and increased participation in political power structure for women in India, 73rd and 74th Amendment (1993) to the Indian constitution gave a break through Government of India celebrated year 2001 as "Women Empowerment Year". Several Programmes like Mahila Samridhi Yojana, Balika Samridhi Yojana, National Commission for women and Rashtriya Mahila Kosh etc, were implemented and seen as the step to reach empowerment of girl in India.

The development of any country mostly depends upon its growth of education in society. Progress of a society is possible only when its citizens are dynamic, resourceful, enterprising and responsible. Without such citizens, progress of country can not be achieved in any field. Education herein helps in creating such type of citizen. It is the most important single factor in achieving rapid economic development and technological progress. In the development of any country, primary education helps in creating base while higher education is important for providing the cutting edge. Higher education is considered to be one of the most important





Modernization of Islamic Education for Women Empowerment

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Much of the discourse on Muslim Education in contemporary India is shaped by notions of Muslim "backwardness" and alleged resistance or even hostility to "modernity". The step forward in this respect is to combine Islamic and "modern" education as an alternative to traditional Madrasa education. It's really a pity, that when we think of introducing Modern Education into the Madarsas, we should also look at the existing syllabi and incorporate the modern and technical subjects. The Madarsa need trained modern teachers, modern subjects (science, computer and humanities) and certainly a modern well structured curriculum in along with its own religious contents.

There is no priority for men over women in relation to the right to education. Both are equally encouraged to acquire education. Prophet Mohammad was the forerunner in this regard, in declaring that seeking knowledge is obligatory upon every Muslim man and woman. By making such a statement, the Prophet opened all the avenues of knowledge for men and women alike. So, like her male counterpart, each woman is under a moral and religious obligation to seek knowledge, develop her intellect, broaden her outlook, cultivate her talents and then utilize her potential to the benefit of her soul and of her society.

Modernization of Islamic education for women empowerment can be done through Vocational education. Vocationalization of education should not only include courses of Home Science but also technical and medical courses for women. Vocationalization of women education will be a step forward in women empowerment based on the spirit and principles of Islamic education directed by the Prophet.





PRIMARY SCHOOL EDUCATION AMONG MUSLIM GIRLS: PROBLEMS AND SOLUTION

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According to one-fifth population in India belongs to Muslim, similarly about one-fifth girls belong to Muslims. In this line random survey 2008 of 30 villages and their 90 households in districts Barabanki reveals that among Muslims about 41.7 per cent population belongs to children of 0-15 years age group. Out of total 520 (primary school age 5-15) Muslim children, 243 or 46.7 per cent are girls. Among primary school age girls only 77.9 per cent are going to school and 22.1 per cent are not going to school (it includes 11.5 per cent girls never enrolled, 8.3 per cent drop outs (withdrawn from school) and 2.3 per cent enrolled but not attending the schools). Majority of girls not attending the school reported the reason of their out side engagements, mainly for work at home with earning. Distance of school from residence and unacceptability of co-education in the community are also the reasons of not sending the girls to schools.

Even if the Muslim girls pass away the primary schooling, they are likely going for higher classes due to above reasons. We can see down trend in class wise enrolment: class I : 21.5%, II : 17.8%, III : 16.6%, IV : 13.7, V : 11.7%, VI : 7.6%, VII : 5.6%, and VIII : 5.6%. Muslim households are quite poor in comparison to majority population as their per capita annual income is only Rs.4417/- which is about 30 per cent less and their gross value of household asset is about six times less than the majority's income and asset. Muslim households are mainly engaged in agrarian work where wages are least and they see the vacuum in salaried jobs for females of their community and then consider it an advantage to educate their girls in school.

Both government and the community have to act according to the following suggestions to attract Muslim girls for schooling.

1. Girls schools are to be opened within the accessibility instead of coeducation schools.
2. New modern madaras for girls should be opened by the community rather emphasizing for boys only.
3. Community home schools in mohallas/localities run by females should be rejuvenated to emphasise the importance of education among the girls and the community as a whole.
4. Females should be encouraged and arrangements should be made to offer at least Friday prayer at mosque with the community so that females may listen the sermon for enlightenment.
5. Household income is the base of child education. Therefore government must arrange microfinance or Shiksha Credit Card, so that artisans may produce their goods independently and sell in the market for higher income rather than exploited with the low wages by the entrepreneurs. In this way child labour increase could be prevented.



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EMPOWERMENT OF MINORITY GIRLS THROUGH EDUCATION

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In the context of adopting human development as the ultimate goal of all our developmental efforts, empowerment of women gains priority.

Education has always played a significant role in the empowerment of women and girls by enabling them to break through the shackles of ignorance and poverty and making them self-dependent. However, in practice, many boys, girls, men and women have been historically locked out of educational systems. Minority girls face the greatest challenges. Their burdens are a unique intersection of discrimination based on ethnicity, restrictive traditional roles for women and in most cases, endemic poverty.

In the Indian situation, the education of the minority communities has been very much neglected except perhaps in the case of the Christian community. The worst sufferers are the women of the Muslim Community. Because of poverty and *purdah*, they have avoided sending their daughters to schools. Barriers in accessing education, often resulting in early marriage further curbs the process of development as obvious from their missing numbers in higher education as well as regarding employment to various offices.

The Christians on the other hand, have a tradition of educating their daughters. The missionaries have opened a number of good institutions where they get quality education. The girls of the Sikh minority, except of the Sikh who fall in the category of dalits are able to get fairly good education.

Most worrying however, is the fact that minority girls are often invisible in education policy, because of the lack of data and analysis on the specific issues facing them.

Education is therefore, one of the basic tools for the empowerment of minority girls as it would lead to developing their personalities and enhance their decision-making capacity by enabling them to think rationally and thereby overcome cultural taboos. On the other hand, it would qualify them to fulfill certain economic, political and cultural functions leading to an improvement in their socio-economic status.





THE NEED OF HOUR : EMPOWERMENT OF MINORITY GIRLS THROUGH EDUCATION

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No society in which women are subjugated can claim to be civilized. The women's struggle has never been easy. Particularly when she is trying to find her place in the world evolving around her. Whether educated or not, we are all prone to fears and wants. Through education, it gives us the means to make a different choice. It is when a woman has the ability to make a choice for her future life, and then she is empowered. But there is still fear in the Muslim Community that if a woman is "empowered" she will in some way deteriorate the family structure and traditions. It is not selfish to want educational empowerment. It is woman's birthright.

Educational empowerment of Muslim women in India is potential mechanism in the modernization of the Muslim community. Muslim women continue to be victims of traditional social structure of the community since education has not spread among the Muslim community to the desired level. Women's participation in economic and political spheres is very limited and social customs is unfavorable and discriminatory against Muslim women. The traditional Muslim educational institutions such as Madrasas and Maqabir have played significant role in educational development.

An exemplar shift is needed in our view of the status and role of women in society. Imparting education is the only means for the emancipation and empowerment of women. Cultural taboos have to be broken and a strong sense of human rights needs to be infused. Therefore modern technology should be fully exploited for spreading education to every nook and corner of the world.





Empowering Girls through Education: A Case of Minority Girls

Akhillesh*, Rachana Sanyal
& Prof. Saroj Anand

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The women constitute a little less than half of the over 100 crore population of our country. Though there are some women in every walk of life, their representation is disproportionate to their numbers. Still a lot of ignorant, powerless mass of women is living uncelebrated life. They are illiterate with weak health, devoid of power and everything, perhaps little better than slaves. The case of minority girls and women is not different. They, too, are victim of men dominated system of the society. Education is a potent and perhaps the most powerful tool for their empowerment. The special provisions of our Constitution about women and minority community, linguistic and religious both, if implemented in their true spirit can change the dismal condition of women and girls. The central government and state governments have started a number of schemes and programmes to empower the women and girls. These efforts also are yielding some fruitful results. But a lot is still to do. This paper tries to focus light on Constitutional provisions, schemes and programmes meant for empowering minority girls, apart from making some concrete suggestions to make minority girls empowered.



ANNEXURE-XI



NATIONAL COMMISSION FOR MINORITY EDUCATIONAL INSTITUTIONS
GOVT. OF INDIA, NEW DELHI

COMMITTEE ON GIRLS' EDUCATION

Cordially invites you to

The Northern Zonal Seminar on

"EMPOWERMENT OF MINORITY GIRLS THROUGH EDUCATION"

Shri K. RAHMAN KHAN

Hon'ble Deputy Chairman, Rajya Sabha,
Govt. of India has graciously consented to be the
Chief Guest and to inaugurate the seminar

JUSTICE M.S.A. SIDDIQUI

Hon'ble Chairman, National Commission for Minority Educational Institutions,
Govt. of India will preside over the seminar

AND

DR. ABUL REHMAN NAKADAR

Trustee, American Federation of Muslims of Indian Origin (AFMI)
Will be the Guest of Honour

VENUE:

**Indian Islamic Cultural Centre, Auditorium
87-88, Lodhi Estate New Delhi - 110 003.**

Date: Wednesday, 28th December, 2011

Time: 02.00 p.m. to 06.00 p.m.

In Collaboration with



All India Confederation for Women Empowerment
Through Education (Regd. L, New Delhi)

RSVP

Chairperson, CGE, NCMEI

Tel: 09718299385, 09891942245



American Federation of Muslims of Indian Origin
(AFMI), Farmington, U.S.A.





Address

by

Shri K. Rahman Khan,

Hon'ble Deputy Chairman, Rajya Sabha

at

a Seminar

on

**"Girl's education with the objective of promoting education
amongst girls belonging to Minority Communities"**

organized by

National Commission for Minority Educational Institutions

on

28th December, 2011

at

India Islamic Cultural Centre,

Lodhi Road, New Delhi

Justice M. S. A. Siddiqui, Chairman, National Commission for Minority Educational Institutions

Friends,

Ladies & Gentlemen,

I am immensely happy to be amongst you all and participate in this Seminar on Girl's Education under the aegis of National Commission for Minority Educational Institutions.

The inter-linkages between gender inequalities, economic growth and poverty are the main reasons why girls' education is an important aspect for boosting the social and economic development of the country. Developing countries like India need to unleash the potential of the human mind and therefore, Educating all their people, not just half of them, makes the most sense for future economic growth. I would like to quote a famous saying "If you educate a woman, you educate the society".

Islam and Holy Qur'an's basic emphasis is on the importance of education and that the men and women are equal in the sight of Allah and both "men and women were created from a single soul and are moral equals" and this applies to in the field of Education also.

It is unfortunate to note that systematic exclusion of women from access to schooling and the labour force translates into a less educated workforce, inefficient allocation of labour, lost productivity, and consequently diminished progress of economic development. Evidence across countries suggests that countries with better gender equality are more likely to have higher economic growth.

The benefits of women's education go beyond higher productivity for 50 percent of the population. More educated women also tend to be healthier, participate more in the formal labour market, earn more income and provide better health care and education to their children, all of which eventually improve the well-being of all individuals and lift households out of poverty. These benefits also transmit across generations, as well as to their communities at large.

The enrolment figures in schools, for girls are comparatively lower than those for that of boys indicating that many girls do not get enrolled in schools. Thirty four percent of girls drop out before they complete Class 5. One of the major reasons why so many girls do not attend school is because of their workload, both within and outside the household. Daughters are often kept at home to help the family because the social and economic value of educating girls is not recognized. It is a little known fact that among the world's exploited child workers, girls outnumber boys. Without access to education, girls are denied the knowledge and skills needed to advance their status.

Therefore, I would like to remind all of you that special measures are required for this purpose to protect the girl child's prospects of survival and security, from conception to birth, in her early years, and throughout the period of her childhood. Both child development and primary health services must be on alert to address these challenges, and the community must be motivated to play a protective role. The focus should be on four Es- equality, education, enabling environment and empowerment so that she is provided with equal opportunity for survival and development, protected against neglect and abuse, and offered the enabling means to develop to their full potential, and lead a productive and healthy life.

Education of women is Promotion of Girls Education particularly at Elementary Level is to bring certain benefits for the Society in the form of social development and reconstruction. Promotion of Education of Girls needs to be in the form of content and quality of schooling, teachers, materials, enrolments, retentions, acquisition of basic literacy and numeric skills.

As one of the major goals of education is to promote social justice, all gender and social category gaps



are expected at primary level to be achieved by 2012 and at elementary level by 2015. In view of elementary education being a fundamental right of all the children in the age group of 06-14 years as per the Constitutional Amendment Act, 2002 and the Right of Children to Free and Compulsory Education Act, 2009.

The need to encourage all girls to enroll in school and to retain them in the school system is imperative as education not only improves the worth and self esteem of the girl child but also enables her to become an economically independent and productive.

There are a number of logistic constraints, which restrict girls from attending schools, especially after they have crossed the primary stage. These include distance from school and lack of girl friendly facilities in school buildings. Efforts should be made to enroll and retain girls in school by reducing distance of school from home as far as possible. There is need to provide safe transport to girls who have to travel considerable distances. In this context, the proposed Conditional Transfer scheme, can examine the possibility of providing bicycles to girls for traveling to school at elementary and secondary school levels so that they need not depend on irregular public transport services. More residential schools (on the lines of Kasturba Gandhi Balika Vidyalaya) and hostels should be provided for girls (especially adolescents) to facilitate their continuation in education.

An important reason for girls dropping out of school is the lack of proper toilet and sanitary facilities. High priority is therefore needed to be accorded to providing separate girls' toilet with proper water and sanitation facilities. Efforts through Department of Education should be made to increase the number of female teachers at all levels so as to encourage girl child to continue in school in a safer environment.

Further, Bridge schools with quality education package should be provided to girl children, especially street children, child labourers, seasonal migrants, who may have not been in formal education system. These bridge schools should ultimately lead to their integration in the formal system. Education Policy should also be sensitive towards cultural and linguistic diversity of Indian society, and therefore uniform standards should not be applied. There should be increased access of minorities in all non-minority institutions.

Education, as a prime mover in facilitating social and economic development, is now well understood by all and needs no further emphasis. It is well understood that it not only enhances productivity (through improvement in educational and skill base) thereby leading to economic empowerment but also augments democratic participation of all minorities/marginalized sections of society and upgrades their access to health and other quality of life indicators.

The Sachar Committee concluded that the Muslim Community had experienced educational deprivation, both in absolute and relative terms and more importantly, the community felt discriminated against and was getting increasingly marginalized (consequently alienated). It substantiated its findings by gathering statistical data to show lower overall literacy rates for Muslims (59.1 % as against 65.1% - national average) for growth rate of literacy across different SRCs, in terms of Mean Years of Schooling (MYS), enrolment rates, attendance rates, differentials in educational attainments of different SRCs, dropout rates and Matriculation Completion Rates (MCRs).

It came to the conclusion that Muslims as SRC, have one of the lowest enrollment rates at school level and within Muslims, it is the girl child who is most vulnerable. It further concluded that 'Elementary Education' was the biggest stumbling block, which hindered their access to higher/technical education, thereby restricting their employment and income generating potential. Therefore, the immediate interventions required to be made by the state were (a) in the field of elementary education (b) through promotion of Urdu medium schools in the immediate neighborhood (c) empowering traditional Educational Institutions like Madaras/Maktabs by linking them with open learning system like NIOS and IGNOU (d) imparting appropriate skill/vocational based training at elementary/secondary level to Muslim girls and boys.

Young Muslim girls, as educationally deprived group, face maximum barriers in accessing education,

due to the socio-religious constraints, which becomes more difficult, with economic deprivations. The past experience of almost '6' decades of public policy in educational domain has shown that a uniform or generalized kind of policy has not made any relative difference to their educational attainments – they continue to remain at the bottom of educational ladder.

Therefore, we need to address the multiple challenges of minority education, especially the issues concerning access, equity, quality and capacity creation so that not only education becomes inclusive but also it becomes productive in sustaining life and livelihoods. We can ignore the importance of minority education only at the peril of our country's development.

Minority girls face the greatest challenges. Their burdens are a unique intersection of discrimination based on ethnicity, restrictive traditional roles for women and in most cases, endemic poverty. Girls from minority groups also often live in remote geographic locations that are neglected by government social services. Often, they have to travel great distances to the nearest school, thereby multiplying the risks to the personal security of girls. When occurring together, these barriers can be almost insurmountable. The ramifications of being denied the right to a quality education are vast. Without strides in girls' education, minority groups are likely to face further economic and social marginalization.

Muslim girls and women lag behind their male counterparts. The muslims record the highest incidence of poverty with 31% of people being poor. The average literacy rate was 50.1% for Muslim women and 53.7% for all communities. Gender disparity in literacy rates is 9.67% in rural and 13.11% in urban areas. Only 3.6% muslims are graduates as compared to the National Average of 6.7%. Mean Years of Schooling (MYS) for 7-16 years of age in 2001 was 3.9 years. In that it was 3.26 years for Muslims and 2.7 years for Muslim girls.

In India as a whole,, Muslim girls' school enrolment rates continue to be low: 40.6%, as compared to 63.2% in the case of 'upper' caste Hindus. In rural north India it is only 13.5%, in urban north India 23.1%, and in rural and urban south India, above 70%, which is above the all-India average for all girls. Only 16.1% of Muslim girls from poor families attend schools, while 70% of Muslim girls from economically better-off families do so, thus clearly suggesting that low levels of education of Muslim girls owe not to religion but to poverty.

Less than 17% of Muslim girls finish eight years of schooling and less than 10% complete higher secondary education. In the north the corresponding figures are 4.5% and 4.75% respectively, compared to the national female average of 17.8% and 11.4%. Only 1.5% rural Muslims, both boys and girls, and 4.8% urban Muslim children are enrolled in senior secondary schools.

The average number of years that Muslim girls study is a dismal 2.7 years, as compared to 3.8 years in the case of Hindu girls. The number of years that a Muslim girl studies in north India is half that of her south Indian counterpart In other words, on the whole, Muslim girls are characterized by a low enrolment rate and a very high drop-out rate from the formal schooling system.

Dropout rates of disadvantaged groups and Marginalization of disadvantaged sections, especially minorities, is a complex problem which has been perpetuated by lack of education and awareness, besides inequality and discrimination in our society. It is for this reason that social reformers, leaders of our freedom movement and the makers of our Constitution adopted a special approach to deal with the discrimination against minorities. The Constitution guaranteed social empowerment of all sections of the society, including the minorities, through constitutional means.

I believe, an all-round upgradation of their condition is the true test of our country's progressive march. Our Constitution enjoins upon us all to fulfill this sacred obligation in full measure to prove ourselves worthy of the great vision of the founding fathers of our Constitution.



The scope and importance of vocational training course for the girls children for linking education with livelihood have been discussed in many of the interactions. It has been found that most of the educational organizations and institutions working at the grassroots level would not come up to the prevailing norms. Therefore, these norms should be relaxed to some extent for such institutions so that the beneficiary base could be widened. Distance education has been proposed by many as panacea to the need of mass education in the contemporary society.

Since there is information gap among the community organisations and apprehensions regarding certain norms, whole-hearted benefit from the distance mode of learning could not be taken up by the educationally backward communities, particularly Muslims. It was also felt that Urdu as an alternative language of instructions and examination should also become prevalent in the distance education planning so that general Muslims and those who are coming from Madrasa background could participate in higher levels of education.

Besides, the socio-religious dimensions of educational inequalities are indeed more glaring. Muslims who constitute nearly 14 per cent population of our country are the most educationally backward community. Even among the religious minorities, Muslims constitute the least literate and their gross enrolment ratio is pretty low, nearly one half of the national average. Even the gross enrolment ratio of the SCs and STs are higher than that of the Muslims.

The UPA Government is committed to welfare of minorities, especially the educational development of the Muslims. The policies and programmes initiated in the wake of Sachar Committee Report reflect the commitment of the Government towards the development of the Muslim minority community. But, the efforts of the Government alone will not be sufficient. Both the public and private sectors need to be galvanized in this endeavour. Besides, the community itself has to come forward to contribute as the task at hand is mammoth and the challenges are daunting.

With increasing number of private institutions entering in the field of higher education, the fees payable are observed to be too high for the disadvantaged groups. In view of this more freeships, scholarships, free textbooks, free hostels; subsidized facilities in institutions/hostels should be extended to this group. An in-built system of upgrading the educational needs of the disadvantaged groups should be provided in all institutions of Higher Education through coaching classes for them.

We saw a key vision of Maulana Azad, the first Education Minister of India being achieved in the year 2009, when we had 'The Right of Children to Free and Compulsory Education Act, 2009' enacted to bring access to quality education to an estimated 160 million children, presently out of school. The UPA Government has also recently launched the Saakshar Bharat Programme focussing on women's literacy.

India recognizes that the task of nation building, reducing poverty and ensuring education for all, cannot be met without a large stock of human capital equipped with quality knowledge and skills, to foster a knowledge society. To meet the requirements of 'Education For All' and to provide secondary and vocational training to the youth, we require millions of teachers. The young may be hungry for learning, but we may not have quality teachers to ignite their minds. The social order must respect teachers who all play a pivotal role in building a peaceful and just society.

One of the significant steps of the first UPA government was to initiate action on the festering issue of exclusion and backwardness amongst minority communities in India, especially the Muslims. The UPA government created a new ministry of minority affairs in 2006 to implement a slew of schemes addressing the problems of backwardness and poverty among Muslims primarily, but also among other minorities. Prime Minister's New 15 Point Programme aims at providing equal development opportunities to minorities with definite goals to be achieved in a specific time frame as under:-

1. Enhancing opportunities for education.
2. 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 Govt. jobs.
3. Improving the conditions of living of minorities by ensuring an appropriate share for them in infrastructure development schemes.
4. Prevention and control of communal disharmony and violence.

The Madarsa Modernisation Programme has been revised by providing better salary to teachers, increased assistance for books, teaching aids and computers, introduction of vocational subjects. This Central Sponsored Scheme is Quality Improvement in Madarasa Education (SPQEM) with a budget provision of Rs. 325 crore in XI plan. It is targeted to cover 4500 to 6000 Madarsas.

No doubt there is an upward growth in the literacy rate of muslims including girls in the country in last one decade but it needs to be better in coming years. To ignite further improvement, it is imperative that the community has to be sensitized in order to avail maximum benefit of the government's welfare programmes and schemes.

I congratulate the Chairman for organizing this seminar focusing on a very pertinent issue of our times. I hope, the aim with which this seminar is organized would be fruitful and it will go a long way in reinforcing the vibrant linkage of education of Girl Child with equity and inclusiveness, with particular reference to the Muslim minority in India.

To conclude, I would like to underline that "Quality minds creates a progressive society which builds a stronger nation."

I wish the seminar all success.

Thank you!



ANNEXURE XII



NATIONAL COMMISSION FOR
MINORITY EDUCATIONAL INSTITUTIONS
GOVERNMENT OF INDIA
COMMITTEE ON GIRLS EDUCATION



Report
by
Lovina Khan

Hony. Member
Committee on Girls Education



INTRODUCTIONS



NATIONAL COMMISSION FOR
MINORITY EDUCATIONAL INSTITUTIONS
GOVERNMENT OF INDIA
COMMITTEE ON GIRLS' EDUCATION

Education is a part of life and should be a major force for its enrichment. There is no true upgrading of life until this takes place first in the mind. But it is beyond doubt to conclude that the vertical structure of bureaucracy, education in the state of West Bengal has tended to be a subject in which the Christian minority community is not involved. This has been psychologically damaging to the community because like anything else, education becomes something expected from the Government, instead of linking it closely with the community itself. But, there is some realization on the part of our Social Administrators and Christian Community leaders who off late have begun integrating both these issues and experimenting with community and environment based curriculum to children, while adults have been offered with numerous methods of improving their functional literacy and sectoral skills.



Education and Life Skills Training are very important inputs in human resource development, as a part of package of development services for the minority sections of society. Education assumes greater importance in the development of young girls who are comparatively behind because of various social disabilities from which they suffer. The literacy rate among the young women is much lower than that of the young men in West Bengal. Despite the steady increase in the percentage of young females attending schools and colleges in urban areas, the school enrolment of girls in rural areas at the elementary level is still far behind and the drop out rate is higher than that of the boys. In rural areas the literacy rate of young females was 19.27% as against 62.78% in urban areas. In spite of more than 60 years of planned development and social provision for accelerated socio-economic development of minority sections, the gap in the literacy levels among general populations and the socially disadvantaged minority sections is persisting and in certain cases this gap is further widening. The extent of illiteracy among the women of some of the minority communities is particularly disturbing. This low literacy rate among the young women is because of their lower enrolment and drop-outs as the illiterate parents do not believe in girl education. Their services are utilized for household work, both at the farm and looking after young siblings. As per 2001 census, 134 districts in the country have less than 10% literacy among minority women. Therefore, special measures have to be taken to ensure higher literacy among these girls, supplemented





by vocational training programmes, keeping in view the employment and market needs. Further, considering the important role of minority women in bringing out her family and shaping the future of her children, investment in improving educational facilities for the minority girls, will not only help in improving their social and economic status, but also pay handsome dividend in the context of socio-economic development of minority communities. This was exactly the rationale and tenet behind various objectives of the Committee on Girl Child Education under the NCMEI and minority Christian organizations inducing several activities for improving literacy among the minority girls. Several other Ministries and Developmental Organisations like Central Social Welfare Board, Ministry of Women and Child Development, National Institute of Public Cooperation and Child Development (NIPCCD), etc., are helping in promotion of voluntary efforts in this directions. They are supporting various interventions concerning child literacy, vocational and pre-vocational training, hostels and residential schooling for girls, educational complexes, scholarships and up-gradation of merits, establishment of Ashram schools, anganwadis, balawadis and day care centres, orphanages etc. However, in comparison to these schemes being made available to all and sundry, the minority institutions have not benefited from these Government programmes and much



needs to be done in terms of networking and advocacy. The International agencies like UNICEF, UNESCO and ILO are also playing broad role by encouraging girl child literacy, prevention of child labour, ICDs, pre-primary and vocational training etc.



During this period of reporting as a member of the NCMEI Committee on Girl Child, the following goals and objectives was developed in order to objectively carry forward the mandate of this committee.

1. Objectives & Goals

The low literacy among minority Christian girls living in th rural areas could be attributed mainly to their lower enrolment and dropout as their illiterate and poverty stricken parents do not believe in girl's education. Hence, the broader objective of this project was to :

- a) Encourage parents to send their girl children to schools.
- b) Help the girl child to make up what she has missed in the area of literacy
- c) Providing such welfare services like free books and uniforms, health check up and recreation which may make her life little more comfortable.
- d) Providing basic educational facilities for those who wish to study further upto NIOS level.
- e) To select and prepare for a vocation in order to achieve economic independence
- f) For accomplishing physical, intellectual and aesthetic development of the girl child
- g) Inculcation of a scientific temper and democratic, moral and spiritual values
- h) Creation of an awareness to the physical, social, economic and cultural environment
- i) To inculcate habit in games and sports

With all these broad objectives in mind, various day to day activities was done during this period of reporting. In order to achieve these and other objectives the following networking with various stakeholders was initiated and is being regularly followed up.





1.1: Meeting with father Moley D'Costo who is the Inspector of all the schools falling under the Catholic Arch- Diocese of Calcutta. Issues related to selection and appointment of teachers from the Christian community was discussed. In his experience Government aided Catholic schools find it extremely difficult to appoint teachers of their choice due to undue influence exercised by Government representatives appointed to school boards.

1.2: I have been in regular touch with Sister Cyril who is the Ex-Principal of Loreto School, Sealdah. I was able to draw upon her vast experience in field of education in particular education of underprivileged girls. There are several programmes conducted by Loreto School which addresses the needs of the girl child. Much of these was incorporated into the various programmes that was conducted under the banner of NCMEI Committee on Girls Education.



Sister Cyril



His Grace Archbishop Thomas D'Souza

1.3: Archbishop Thomas D'Souza of the Catholic Archdiocese of Calcutta has proposed that the NCMEI Committee on Girls Education should make provisions to develop and implement various projects for free and compulsory education for the girl child from poorer sections of the Christian community. As a first step the Catholic Schools within the management of the Archdiocese would initiate this. Several of the Loreto schools at Sealdah, Bowbazar, Dharamtala, Entally have already developed and are implementing these programmes.

1.4: Father Babu a Catholic Priest has plans to start a free medical center for women



and adolescent girls and wants the NCMEI Committee Girl child to support this initiative. Thus requires fund raising for the project. Plans are being worked upon this matter.

1.5: I visited Rojabagan slum in Kolkata which is the port area. Here, in interacting with the local councilors and community leaders belonging to the minority communities it was felt that livelihood and employment was a key issue. As a follow up 30 women were trained in housekeeping and 30 youths were trained as security guards all of whom have been gainfully employed in the hotel industry.

1.6: Similarly, 30 women have been trained in tailoring and embroidery and have been provided with certificates. Job placements are being done.



Inauguration of Fashion Designing Course for under privileged women at Peter's Day School.

1.7: In collaboration with Rotary Club of Calcutta Conclave, our gracious sponsor, we distributed Text books, copies and uniforms to all 150 students of



Distribution of school bags to under privileged children of Free Section of Peter's Day School by Mr. Nitam Sharmis -Retd. IPS, Chairman of W&F Board of West Bengal.



Distribution of books and copies to students of free section of Peter's Day School.

Pearl Memorial School (a free school under Peter's Day School). This contribution will enable these students of impoverished minority families to continue their studies for the entire academic

year. In addition to the above mentioned items, a computer was also gifted as an asset to the school, to further their education



1.8: Free dental health & eye check-up Camp at Peter's Day School.

One of my primary concerns is the well-being of my students. A healthy mind is often a result of a healthy body.

A free dental medical camp in collaboration with Rotary Club of Calcutta Conclave was organized at Peter's Day School for the under-privileged students of Pearl Memorial School (free school under Peter's Day School).

Students were examined by a Dentist, an Eye Surgeon and other doctors. Various blood tests were also conducted on some students who were in need of immediate medical attention.

Approximately two hundred students benefited from this programme.



1.9: Opening of Adult Education Centre at Peter's Day School.

In keeping with the spirit to 'Spread the Light of Education' to the darkest corners, I visited the slums of No: 4 Bridge at Park Circus in Kolkata, where many families live in object poverty conditions. The purpose of my visit was to gauge the level of literacy among women living there.

It came as no surprise that many girls from minority communities living there were school drop-outs.

One could ascertain the reason to be financial. They, however, showed a genuine interest in pursuing their academic aspirations if an opportunity was presented to them - one that did not involve financial investment, for obvious reasons.

Keeping the various aspects in mind, I have started a one year, Bridge Course



Certificate awarded to students of Adult Education Program by Mr. Sahinmal Chakravarty, Principal Lamartineare for Boys.



for them at Peter's Day School, where subjects like English, Urdu and Mathematics will be taught. After this they will be streamlined and an assessment will be made. Those who are eligible will be permitted to sit for the National Open School Examination.

It is an endeavor that I intend to pursue, till a significant change can be seen.

1.10: Free Health Check up for Girls and Women from BPL families.

Health and Hygiene is often a much neglected area, especially in minority communities BPL (below poverty line) families. Financial constraints, being a primary reason for this malaise. In my constant interaction with girls



Health Check-Up Camp organized for under privileged women in association with "Give me shelter" an NGO.

and women from this section of society, I have come across numerous cases of neglect, malnutrition in health related issues.

It was a pleasure and a blessing to have come across "Give Me Shelter". A group of Spanish, Australian and American social workers associated with this NGO. On the 8th of July 2011, we collaborated and organized a Free Health Camp for women from the Women's Adult Literacy Project (women from the slums of No: 4 Bridge at Park Circus, Kolkata) and Girls from Pearl Memorial School (free school under Peter's Day School).

More than 150 Girls and women were given health check-ups and free medicines for common ailments like fever, dysentery, joint pains etc, were distributed. Personal hygiene and healthy habits were also spoken about and medical tests were advised in more serious cases.

I would like to extend my thanks to "Give Me Shelter" for their care and concern and would welcome their participation in the future.

1.11: Distribution of Gift Boxes for Women and the Girl Child.



On the 16th August 2011, from around 3:30 p.m onward, a crowd of women and children could be seen milling around the entrance of Study Circle. The word had spread!

It was a struggle just to get through the surging crowd and make my way to the distribution ceremony. However, the effort was worth the endeavour as the happiness and joy in the atmosphere could be felt as well as seen in the faces of those whose fortunes had justified their selection.

I had selectively distributed coupons to deserving women from the BPL (below poverty line) families from minority communities and the Women's Adult Literacy Project, (Adult women from the slums of No: 4 Bridge, Kolkata) to collect gift boxes as a gesture of goodwill, and to encourage more active participation in the awareness of women's empowerment through education. The girl students from Pearl Memorial School, (free School under Peter's Day School) were also selected as recipients of the gift boxes, along with underprivileged women and children from the adjoining neighbourhoods.

We were privileged to have the honourable Deputy Mayor of Kolkata, Mrs. Farzana Alam, as our Chief Guest. She graciously consented to distribute the gift boxes, and imparted words of enlightenment on the necessity for education for women and the girl child, much to the delight of all present.

The conclusion of the ceremony marks the beginning of a new dawn for the progress and development of the empowerment of the female gender, through the medium of education and vocational training. - A subject, close my heart. A cause, for which I will always be prepared to walk that extra mile.



Christmas gifts distributed to under privileged children at Peter's Day School by Mr. Sunirmal Chakravorty , Principal Lamartineare for Boys.

1.12: Distribution of saris to women from the minority community



The distribution of saris to financially disadvantaged women has been a tradition I have been following for the past several years, I feel that as much as nurturing a concern for women's literacy, we sometimes forget, or rather under-play the importance of other basic requirements like food and clothing, which is as much a part of everyday life, as education.

This year I distributed 200 saris to under-privileged of the Adult Education Centre along with women from minority communities.

Mrs. Atiya Mushtaque had graciously accepted my request to be our Guest of Honour and also to distribute the saris to those selected as recipients and the Chief Guest for the occasion was Md Nizam Shamim (IPS), Chairman Wakf Board.

It is my hope, that in the future, I can contribute significantly more and increase the number of recipients who are seriously in dire need of our assistance.



Distribution of blankets to under privileged women from the slums of No4 Bridge.

2. **Social Acceptability.**

As enumerated in earlier paragraphs, despite of 60 years of planned development and social provisions for accelerated socio-economic development of minority sections, the gap in literacy levels among the general population and the socially disadvantage sections, particularly women is persisting and in some cases, the gap is further widening. It is disheartening to note that around 18 districts in the state has less than 30% literacy among minority women. It is pertinent the rural population who are reluctant to send their girl children to schools in view of their pervasive poverty and ignorance out of illiteracy. It is precisely this realization that attracted my attention.

Several Christian Minority Educational Institutions across the state have initiated various interventions to address the problem and tenacious





approaches including that of setting up educational complexes in low literacy pockets have been made. This institutionalized intervention could reap handsome dividend in terms of the desired results. They are successful in instilling proper awareness amongst the parents who are motivated enough to send their female children to these schools. However this is only a miniscule of efforts and much needs to be done in terms of institutional development coupled with poverty reduction.

3. Planning for a comprehensive institutional approach for the coming year through seminars and training.
Emphasis must be laid on the socio-economic well-being, competence and creativity of each girl child which encompasses.
 - (i) Physical, intellectual and aesthetic development of personality
 - (ii) Inculcation of scientific temper and democratic, moral and spiritual values
 - (iii) Development of self-confidence to face the unfamiliar situations.
 - (iv) Creation of awareness to the physical, social, technological, economic and cultural environment
 - (v) Fostering a healthy attitude to dignity of labour and hardwork
 - (vi) A commitment of principles of secularism and social justice.
 - (vii) Dedication to uphold the integrity and honour and foster the development of the country
 - (viii) Promotion of International understanding
 - (ix) Interest in hobbies, games and sports



Prothsahan -Seminar on Women's Empowerment, Kolkata

The evening of 7th March 2012 was witness to a large gathering at St. Xavier's College Auditorium. Amidst the wailing sirens and flashing lights, Justice MSA Siddiqui, Chairman of the National Commission for Minority Educational Institutions and Dr. Shabistan Gaffar, Chairperson of the Committee on Girls Education, alighted.

In the august presence of His Grace, Archbishop Thomas D'Souza, Bishop of Kolkata, Prothsahan, a conference on Empowerment of Women and the Girl Child of the Christian community commenced.

Justice MSA Siddiqui gave an in-depth, legal, and technically excellent explanation on the various aspects pertaining to issues of minority education. The insights shared by Justice Siddiqui were well appreciated by the Archbishop of Kolkata. His Grace Thomas D'Souza, various other members of the clergy and eminent heads of educational institutions.



Inauguration of "Prothsahan" a Seminar on Women's Empowerment by Hon'ble Justice MSA Siddiqui at St. Xavier's College Auditorium on March 7, 2012.





Dr Gaffar's brilliant analysis of why governmental assistance was often under-utilized, and of the various other schemes, vocational training and other benefits available from state and central agencies, as explained by her, was a cause for great cheer for the women and girl child of the Christian community and also for the heads, administrators and representatives of a large number of NGO's from the city which work on women's issues.

Ten women who head various NGO's or Social Organizations were also felicitated for their selfless and dedicated contribution to society.

The conference was also addressed by His Grace, Bishop Thomas D'Souza, Sister Cyril, Mr. Shane Calvert, MLA of the Anglo-Indian Community, Mrs. Sabitri Mitra, Minister for Women & Child Development and other distinguished heads of esteemed educational institutions of the city. Bishop Emeritus, Henry D'Souza and other prominent members of the Christian community were also in attendance.

The programme was sponsored and organized by Lovina Khan, Hony. Member of the NCMEI, Committee on Girls Education.



PRINT MEDIA REPORTS

Children's Day at Peter's Day School

Children's Day was celebrated at Peter's Day School on 14 November. The Principal and the teachers gave the students flowers. The Principal gave an inspiring speech to the children. After that the students put up a cultural programme that included singing, dancing, recitations, etc. which was very entertaining and was thoroughly enjoyed by one and all. The programme was attended



by all the School Board's members, the President of the Rotary Club of Kokosa West City and also some children from Sagar, Dole and South Indian colleges (Jeevana, IIT, Veda and Vignana) were served by Soma Jagan, a well-wisher of the school. Around 500 students and their parents enjoyed this programme. Donation books and school stationeries were handed by MLA Subrata Bakshi to the needy students of the school who appreciated in the noble cause. The programme ended with the singing of the National Anthem.

Sent in by the School.



PWD & Transport Minister Shri Subrata Bakshi felicitating Leelina Khan for promoting education and employment opportunities to under privileged children.



Inauguration of Eye Hospital & Day Care Centre at Diamond Harbour for under privileged from the minorities.



Inauguration of exhibition of Handicrafts made by under privileged from Vocational Centre by Shri Subrata Bakshi MP at Peter's Day School.



Inauguration of Adult Education Centre for under privileged women at Peter's Day School.

PHOTO GALLERY



Altar Party organized at Peter's Day School for under privileged children.



Inauguration of exhibition of handicrafts made by under privileged girls of Vocational Centre of Peter's Day school



Christmas Party for under privileged children organized at Peter's Day School,



Christmas Party for under privileged children organized at Peter's Day School in which Santa Claus distributing gifts to children.



Inauguration of Vocational Training Center for under privileged women at Peter's Day School by Hon'ble Chairman KMC



Inauguration of exhibition of Handicrafts made by under privileged from Vocational Centre by Shri Subrata Bakshi MP at Peter's Day School



Picnic for women of Adult Education Program and Vocational Centre



Distribution of Samaritan Gifts by Dy. Mayor KMC, Farzana Alam to under privileged children in month of Ramadan.



Peace Walk by students of Peter's Day School



- 1) On 1st of July, 2012 a Mega Health Camp was organised at Peter's Day School. Dr. Partha Bose of Cancer Hospital and his team screened around 80 under-privileged women for cancer and out of those 4 were detected with the disease. A follow-up treatment was recommended to those women.
- 2) Free ECG was also organised and around 50 people benefitted from this initiative.
- 3) 200 Mosquito Nets were distributed amongst BPL families since monsoon is the time when malaria raises its ugly head and create havoc in the life of poor people.
- 4) A vocational centre for training in House-keeping and Security Guard was inaugurated by DG Rtn. Uttam Ganguli. Around 50 boys & girls were selected for this training. After 10 days training they will get placement. This is an initiative to generate employment through vocational training. DG Rtn. Uttam Ganguli distributed aprons and files to the trainees.



Inauguration of Medical Camp, Employment generation scheme and distribution of mosquito nets by DG Rtn. Uttam Ganguli at Peter's Day School.





Tree plantation and beautification of city being one of the special projects close to our heart. Rotary Club of Calcutta Conclave adopted the park at KMC Ward No. 28 opposite Narkeldanga P.S. with the help and support of Dy. Mayor Farzana Alam who inaugurated the park. The park is only for women and children below 12 years located in the under privileged locality. The park was cleaned and two swings were installed. The slide was repaired and painted. The lights were repaired and painting & minor maintenance jobs were taken care of. This initiative was taken up by Lovina Khan to join hands with Rotary Club of Calcutta Conclave and facilitate the under privileged women & girl child. More projects are lined.



Activities of Mrs. Atiya Mushtaque and other Members of CGE, NCMEI At West Bengal



Distributing Scholarship For The Girls



Shiksha Distribution



Food For Children



Peace March





**As 'Aasra' President
Started Health Centre
For Women**



At School



**Starting A
Vocational Centre**



**Distributing Sewing Machines
For The Girls**



ANNEXURE XIII

Female Literacy of Minority Concentration Districts in India: 2011

State	District	Persons	Males	Females	Literacy %	Male %	Female %
Andaman & Nicobar Islands #	Nicobars	25261	15332	9929	77.50%	82.65%	70.70%
Arunachal Pradesh	Tirap	48404	29751	18653	52.23%	61.87%	41.83%
Arunachal Pradesh	Tawang	26861	18200	8661	60.61%	68.54%	48.75%
Arunachal Pradesh	Changlang	75814	45489	30325	61.90%	70.80%	52.08%
Arunachal Pradesh	East Kameng	40244	22609	17635	62.48%	70.95%	54.18%
Arunachal Pradesh	West Kameng	52473	33111	19362	69.40%	75.66%	60.80%
Arunachal Pradesh	Lower Subansiri	55602	30374	25228	76.33%	82.40%	70.10%
Arunachal Pradesh	Papum Pare	125429	68458	56971	82.14%	87.33%	76.65%
Assam	Dhubri	943680	523682	419998	59.36%	64.20%	54.26%
Assam	Barpeta	918708	512330	406378	65.03%	70.72%	59.04%
Assam	Kokrajhar	503178	283026	220152	66.63%	73.44%	59.54%
Assam	Darrang	489559	270036	219523	64.55%	68.36%	60.40%
Assam	Goalpara	579038	311986	267052	68.67%	72.67%	64.53%
Assam	Morigaon	554143	297422	256721	69.37%	73.66%	64.99%
Assam	Bongaigaon	435922	238308	197614	70.44%	75.48%	65.18%
Assam	Kamrup	962677	528117	434560	72.81%	77.64%	67.69%
Assam	Hailakandi	413705	230567	183138	75.26%	81.61%	68.54%
Assam	Nagaon	1755838	947986	807852	73.78%	78.19%	69.21%
Assam	Dima Hasao	143585	80498	63087	78.99%	85.34%	72.15%
Assam	Karimganj	808165	443047	365118	79.72%	85.70%	73.49%
Assam	Cachar	1196892	652827	544065	80.36%	85.85%	74.62%
Bihar	Purnia	1380052	834533	545519	52.49%	61.09%	43.19%
Bihar	Sitamarhi	1485896	917879	568017	53.53%	62.56%	43.40%
Bihar	Araria	1235303	751900	483403	55.10%	64.15%	45.18%
Bihar	Katihar	1321024	788969	532055	53.56%	60.99%	45.37%
Bihar	Pashchim Champaran	1839984	1139136	700848	58.06%	68.16%	46.79%
Bihar	Darbhanga	1876638	1158664	717974	58.26%	68.58%	46.88%
Bihar	Kishanganj	769439	455615	313824	57.04%	65.56%	47.98%
Bihar	Muzaffarpur	2601665	1539154	1062511	65.68%	73.61%	56.82%
Haryana	Mewat	475074	323815	151259	56.14%	72.98%	37.58%
Haryana	Sirsa	803145	472131	331014	70.35%	78.64%	61.16%
Jammu & Kashmir	Leh(Ladakh)	108885	77619	31266	80.48%	89.39%	64.52%
Jharkhand	Pakur	363178	214771	148407	50.17%	59.02%	41.23%
Jharkhand	Sahibganj	501630	300504	201126	53.73%	62.65%	44.31%
Jharkhand	Gumla	573776	329528	244248	66.92%	76.87%	56.97%
Jharkhand	Ranchi	1946699	1107234	839465	77.13%	85.63%	68.20%
Karnataka	Gulbarga	1452693	845059	607634	65.65%	75.11%	55.87%
Karnataka	Bidar	1053181	606524	446657	71.01%	79.94%	61.66%
Kerala	Wayanad	649186	330093	319093	89.32%	92.84%	85.94%
Madhya Pradesh	Bhopal	1706846	949856	756990	82.26%	87.44%	76.57%
Maharashtra	Parbhani	1191610	694878	496732	75.22%	85.66%	64.27%
Maharashtra	Hingoli	773957	453721	320236	76.04%	86.73%	64.73%
Maharashtra	Washim	857270	490662	366608	81.70%	90.54%	72.26%
Maharashtra	Buldana	1858169	1057459	800710	82.09%	90.69%	72.95%
Manipur	Chandel	90355	51396	38959	70.85%	77.93%	63.26%



State	District	Persons	Males	Females	Literacy %	Male %	Female %
Manipur	Tamenglong	85939	47928	38011	70.40%	76.74%	63.76%
Manipur	Thoubal	271035	150585	120450	76.66%	85.90%	67.57%
Manipur	Senapati	232149	128806	103343	75.00%	80.85%	68.80%
Manipur	Ukhrul	131118	70618	60500	81.87%	86.05%	77.47%
Manipur	Churachandpur	199594	106026	93568	84.29%	88.34%	80.13%
Meghalaya	West Garo Hills	362975	196674	166301	68.38%	73.31%	63.34%
Mizoram	Lawngtlai	63524	36810	26714	66.41%	74.68%	57.62%
Mizoram	Mamit	60979	33427	27552	85.96%	90.15%	81.37%
NCT of Delhi #	North East	1610128	910691	699437	82.80%	88.39%	76.51%
Orissa	Gajapati	267697	157330	110367	54.29%	65.58%	43.59%
Rajasthan	Jaisalmer	314345	214540	99805	58.04%	73.09%	40.23%
Rajasthan	Barmer	1210278	800983	409295	57.49%	72.32%	41.03%
Sikkim	North District	30084	18392	11692	77.39%	83.03%	69.92%
Uttar Pradesh	Shrawasti	447996	291159	156837	49.13%	59.55%	37.07%
Uttar Pradesh	Bahraich	1452832	909659	543173	51.10%	60.23%	40.76%
Uttar Pradesh	Balrampur	912960	568621	344339	51.76%	61.66%	40.92%
Uttar Pradesh	Budaun	1621808	1033641	588167	52.91%	62.39%	41.76%
Uttar Pradesh	Rampur	1082390	651902	430488	55.08%	63.10%	46.19%
Uttar Pradesh	Siddharthnagar	1290513	777518	512995	61.81%	73.79%	49.61%
Uttar Pradesh	Moradabad	2352924	1409312	943612	58.67%	66.83%	49.63%
Uttar Pradesh	Bareilly	2297158	1402668	894490	60.52%	69.47%	50.35%
Uttar Pradesh	Shahjahanpur	1548811	948463	600348	61.61%	70.09%	51.73%
Uttar Pradesh	Pilibhit	1106429	677987	428442	63.58%	73.46%	52.43%
Uttar Pradesh	Kheri	2112755	1282925	829830	62.71%	71.58%	52.62%
Uttar Pradesh	Jyotiba Phule Nagar	1016659	620584	396075	65.70%	76.53%	53.77%
Uttar Pradesh	Bara Banki	1755861	1048744	707117	63.76%	72.49%	54.10%
Uttar Pradesh	Bulandshahr	2079372	1284839	794533	70.23%	82.52%	56.60%
Uttar Pradesh	Muzaffarnagar	2459547	1467774	991773	70.11%	79.11%	60.00%
Uttar Pradesh	Baghpat	818585	503134	315451	73.54%	84.17%	61.22%
Uttar Pradesh	Bijnor	2207723	1284321	923402	70.43%	78.70%	61.45%
Uttar Pradesh	Saharanpur	2131213	1250343	880870	72.03%	79.77%	63.30%
Uttar Pradesh	Meerut	2213483	1297767	915716	74.80%	82.91%	65.69%
Uttar Pradesh	Lucknow	3226214	1799177	1427037	79.33%	84.27%	73.88%
Uttar Pradesh	Ghaziabad	3398407	1871853	1526554	85.00%	88.16%	81.42%
Uttarakhand	Udham Singh Nagar	1060739	611229	449510	74.44%	82.48%	65.73%
Uttarakhand	Hardwar	1225845	718335	507510	74.62%	82.26%	65.96%
West Bengal	Uttar Dinajpur	1521933	872285	649648	60.13%	66.65%	53.15%
West Bengal	Maldah	2136898	1182672	954226	62.71%	67.27%	57.84%
West Bengal	Murshidabad	4134584	2223237	1911347	67.53%	71.02%	63.88%
West Bengal	Birbhum	2175923	1214772	961151	70.90%	77.42%	64.07%
West Bengal	Dakshin Dinajpur	1102355	607992	494363	73.86%	79.63%	67.81%
West Bengal	Koch Bihar	1879984	1045903	834081	75.49%	81.52%	69.08%
West Bengal	Bardhaman	5350197	2979074	2371123	77.15%	83.44%	70.47%
West Bengal	Nadia	3524073	1906966	1617107	75.58%	79.58%	71.35%
West Bengal	South Twenty Four Parganas	5639112	3120200	2518912	78.57%	84.72%	72.09%
West Bengal	Haora	3642617	1972282	1670335	83.85%	87.69%	79.73%
West Bengal	North Twenty Four Parganas	7798722	4174559	3624163	84.95%	88.66%	81.05%
West Bengal	Kolkata	3648210	1966122	1682088	87.14%	89.08%	84.98%



ANNEXURE-XIV

List of Organisations/NGOs/Institutions associated with the Committee on Girls' Education

LIST OF ORGANIZATIONS

Andra Pradesh

1. COVA, Hyderabad, Andhra Pradesh
2. MESCO, No.22-1-1037/1, Shifa Khana Zohra, Darushifa, Hyderabad, Andhra Pradesh-500 024.

Assam

3. Ajmal Foundation, Hojaia, Assam
4. Anfar Foundation, Naogaon, Assam
5. Markhazul Mariff, Guwahati, Assam
6. Education, Research & Development Foundation (ERD Foundation), Guwahati, Assam

Bihar

7. INSAN Foundation, Insan Educational Experimental Complex, Shiksha Nagar, Kishanganj, Bihar-855107
8. Anjuman Taraqqi-e-Urdu, Patna, Bihar,
9. Ayyub Girls Senior Secondary School, Patna, Bihar
10. Z.A. Islamia College, Siwan, Bihar

Delhi

11. An-Noor Women's Welfare Organisation, Nizamuddin East, New Delhi-110 013
12. St. Thomas School, Pusa Road, Delhi
13. J.S. Public School, Delhi
14. UNESCO, Delhi
15. Action Aid, Delhi
16. National Mahila Andolan, Delhi
17. Rajeev Gandhi Foundation, Delhi
18. Department of Educational Administration, National University of Educational Planning and Administration (NUEPA UNIVERSITY)
19. Hazt. Khadeejathul Khubra, Bhatla House, Okhla, New Delhi
20. Indian Council of Education (United Consultative Status with ECOSOC), Safdarjung, New Delhi

Gujarat

21. Ankleshwar Taluka Muslim Brotherhood Trust, Sarvoday Nagar, Bharuch, Gujarat
22. Kapodra Welfare Committee, Bharuch, Gujarat
23. Anjuman -E- Talimul Muslimeen Society, Malekpore, Ta. Palsana, District Surat, Gujarat.
24. Dr.Nakadar Institute of Knowledge, Ahmedabad-Mehsana Highway, Nandasan, Taluka Kadi, District Mehsana, Gujarat
25. Haji Nurul Hasan Master Charitable Trust, Shams Social and Educational Campus, Nr. Industrial post office, Rakhial, Ahmedabad-380 023, Gujarat

Haryana

26. Indian Council of Education, International Institute for Advance Technology Campus, Village Hirmathla, District Mewat, Haryana



Jammu & Kashmir

27. Hanifa Arabic College, Jammu and Kashmir
28. UNICEF, Jammu and Kashmir
29. Action Aid, Jammu and Kashmir

Jharkhand

30. Imamul Hai Khan Law College and B.Ed. College for Women, Bokaro, Jharkhand
31. Milli Talimi Mission, Ranchi, Jharkhand
32. The Association of Jharkhand Muslim Minority Educational Institutions (AJMMEI) millat building, tiwari thank road, hindpiri, Ranchi, Jharkhand.

Karnataka

33. Oasis International School Survey No 90/2, Kadusomapannahalli, Bidarahalli (Off Hennur Rd.) Bangalore – 562149, Karnatka
34. Al-Azhar Foundation School, Bangalore, Karnataka.
35. Rifa-hul Muslimeen Educational Trust, Farooqia Educational Complex, Mysore, Karnataka
36. Dr B.R Ambedkar Bhawan Research Institute, Bangalore, Karnataka

Kerala

37. Movement for Empowerment Of Minorities India (MEOMI), Calicut, Kerala
38. Jamia Markazu Ssaquafathi Ssunniiyya, Calicut, Kerala
39. Indus Educational Trust, 19/2026F, Indus Avenue, 4th Floor, Kallai Road, Calicut, Kerala-673 002
40. Muslim Educational Society (MES), Calicut, Kerala
41. Madinu Ssaquafathi Ssunniiyya, Malappuram, Kerala

Madhya Pradesh

42. American Federation of Muslims of Indian Origin (AFMI), Indore, M.P.
43. Guru Gobind Singh Educational Society, Bunglow No.2, 4th Bridge Road, Jabalpur, Madhya Pradesh.
44. Priyadarshini Anjuman Islamia Girls College” at Gohalpur, Jabalpur, M.P.
45. EWS Girls Higher Secondary School, Gohalpur, Jablapur, M.P.
46. Moulana Azad Educational Technical & Vocational Society, Indore, M.P.

Maharashtra

47. Maharashtra Cosmopolitan Education Socisty, Azam Campus, Pune, Maharashtra
48. MESCO, Thane, Mumbai; Maharashtra
49. MESCO, Bandra, Mumbai; Maharashtra
50. Nirman Foundation, Varda, Nagpur, Maharashtra
51. Iqra Educational Trust, Mahim, Mumbai, Maharashtra;
52. South Bombay Public Charitable Trust, Nirmal, 21st Floor, Nariman Point, Mumbai-400 021, Maharashtra

Meghalaya

53. Umshyrpi College, Laban, Shillong, Meghalaya

Punjab

54. Khalsa High School, Punjab
55. Sohrab Public School, Nabha Road, Malerkotla, Sangrur, Punjab-148023

Rajasthan

56. Marwar Muslim Educational and Welfare Society, Jodhpur, Rajasthan

Tamil Nadu

57. Indian Muslim Cultural & Charitable Trust, Chennai, Tamil Nadu
58. Organisation of Muslim Educational Institutions and Associations of Tamil Nadu (OMEIAT)
59. The Anjuman-e-Himayath-e-Islam, Chennai, Tamil Nadu
60. The New College, Chennai-600 014, Tamil Nadu
61. Crescent Matriculation Higher Secondary School For Girls, No.24, Pycrofts Garden Road, Nungambakkam, Chennai-600 006, Tamil Nadu
62. Justice Basheer Ahmed Sayeed College For Women, Chennai, Tamil Nadu
63. B.S. Abdur Rahman University, Chennai, Tamil Nadu

Uttar Pradesh

64. American Federation of Muslims of Indian Origin (AFMI), Agra, U.P.
65. All India Minorities forum for Democracy, Aliganj, Lucknow, U.P.
66. Imamul Madrasa; Amroha, U.P.
67. Tasmia Junior High School, Muzaffarnagar, U.P.
68. All India Ittehad-e-Millat Council (IMC), Bareilly, U.P.
69. A.R. Memorial School, Aligarh; U.P.
70. Various Madrassas for Girls and Boys at Deoband, U.P.
71. Mumtaz Degree College, Lucknow, U.P.
72. Karamat Hussain Muslim Girls' P.G. College, Lucknow. U.P.
73. Jahangirabad Educational Trust Group of Institutions, Jahangirabad Fort, Barabanki, U.P.
74. Vidya Knowledge Park, Baghpat Road, Meerut, U.P.
75. Shibli College for Women, Azamgarh, Banaras, U.P.
76. Moulana Asad Educational Society, Azamgarh, Banaras, U.P.
77. Minority Educational Institutions Association, Lucknow, U.P.
78. Asim Siddique Educational Trust, Meera Sarai, Badaun, U.P.

West Bengal

79. Mahavir Institute of Education and Research, Central Street, Kolkata, West Bengal
80. Rajabazar Boys & Girls School, Kolkata, West Bengal
81. Shirazi Foundation, Hooghly, Kolkata, West Bengal
82. Loreto Day School, Shaldha, Kolkata, West Bengal
83. Mushrik Trust, Motia Brug, Kolkata, West Bengal
84. Aman Youth, 137, Rabindra Sarani, Kolkata-700 073, West Bengal
85. All West Bengal Minority Federation for Educational Institutions, Murshidabad, Kolkata, West Bengal

COMMITTEE ON GIRLS EDUCATION

National Commission for Minority Educational Institutions

Ministry of Human Resource Development

Government of India, New Delhi

