

1st

**1ST MEETING OF STANDING COMMITTEE OF
THE NATIONAL MONITORING COMMITTEE
FOR MINORITIES EDUCATION**

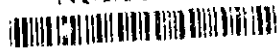
AGENDA

Date: 28.07.2012

Time: 11.00 AM

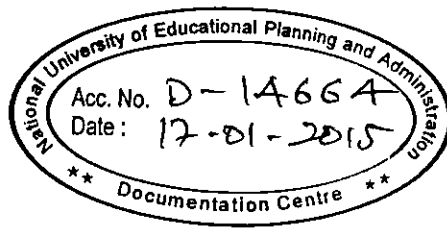
Venue: Lecture Hall
Room No. 113
National University of
Educational Planning
And Administration
(NUEPA)
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New Delhi-110016

NUEPA DC



D1-664

**National Monitoring committee for Minorities' Education
Ministry of Human Resource Development
Government of India**



AGENDA ITEMS

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AGENDA ITEM-I: A NOTE ON DATA ON EDUCATION OF MINORITIES

The District Information System for Education (DISE) is currently collecting data on schools imparting elementary level of education. Under DISE data are collected school as unit. It was initiated as part of DPEP to collect data on primary level of education from District Primary Education Programme (DPEP) districts to monitor its progress. The coverage was extended to the entire county and also to upper primary education implying covering elementary education as part of Sarva Shiksha Abhiyan (SSA). Data are available at state, district and sub-district level. Data are collected on school infrastructure, enrolment by gender, social category, age, grade, and also on a few background variables about school like management, location, etc. From 2005-06 onwards data on enrolment of Muslims was beginning to be collected. Further data on enrolment by medium of instruction that includes Urdu as one variable, repeaters by Muslim community and also very limited information on Madrasas are also beginning to be collected. very recently.

From the data it is possible to examine trends in Muslim enrolment during the last 3-4 years, classify schools according to the proportion of Muslim enrolment, the status of infrastructure facilities in schools in Muslim Concentration Districts, etc. It is also possible to ascertain the number of schools that impart education in Urdu Medium, number of children studying in Urdu Medium by gender, Number of Madrasas and enrolment in them. From data crude estimates of transition rate from primary to upper primary stage can also be made.

NUEPA is disseminating data on elementary education through various publications like Flash Statistics, Analytical Reports (Elementary Education in India: Progress towards UEE) brought out annually. The Flash statistics gives data proportion of enrolment of Muslims by gender in primary, upper primary and elementary levels of education at state level and along with proportion of Muslims for comparative purposes.

Besides DISE, the published data from 64th NSS Survey carried out in 2007-08 provides data on data on access of households to elementary and secondary schools by religious categories at all India level.

With respect to secondary education, SEMIS (also maintained by NUEPA) does not collect data by religious community. DISE does not collect data on minorities other than Muslims. These issues may also be discussed during the meeting of the Standing Committee.

NUEPA shall be making a presentation before the Standing Committee on the status of elementary education of Muslim community primarily based on DISE.

Copies of latest Flash Statistics and the DISE Report of 2010-11 (Elementary Education in India – Progress towards UEE) of 47 pages will be circulated in the meeting.

AGENDA ITEM: II - MAJOR INITIATIVES FOR EDUCATIONAL ADVANCEMENT OF MINORITIES

To address the low participation of the minorities especially Muslims who are the largest section of educationally backward minorities, in the national education system, the Ministry of Human Resource Development has taken several significant initiatives:-

- SarvaShikshaAbhiyan (SSA) addresses issues of access, equity and quality and makes schools open and inclusive in the secular space of our polity. The coverage of the Scheme has been concurrently extended to recognize volunteering Madarasas/Maktabs supported under SSA as well as those other volunteering Madrasas/Maktabs which may not be registered or recognized but supported under SSA interventions in coordination with State Project Directorates.
- Schemes amenable to earmarking of financial and physical targets for minorities, have been implemented to ensure that benefit to minority communities is beyond 15% as in case of SarvaShikshaAbhiyan (SSA) and Kasturba Gandhi BalikaVidyalaya (KGBV) where share of minorities is upto 20%. In order to enhance participation of minorities in the national education system, various initiatives have been undertaken – 121 districts with concentration of Muslim population are specifically targeted for maximising school access and eliminating infrastructure gaps through opening of 9071 new Primary Schools and 1475 Upper Primary Schools; construction of 21559 additional classrooms and recruitment of 29180 teachers.
- Mid-Day-Meal (MDM) Scheme has been extended to cover all children studying in classes I-VIII of Government, Government Aided including National Child Labour Project Schools, madarasas/maqtabs EGS/AIE Centres supported under SarvaShikshaAbhiyan without any discrimination of caste, gender, etc. Under the scheme nutritious meal of 450 calories and 12 grams of protein is provided at primary level (classes I-V) and of 700 calories and 20 grams of protein is provided at upper primary level (classes VI – VIII).
- Out of 3609 Kasturba Gandhi BalikaVidyalayas (KGBVs) sanctioned, 490 KGBVs have been sanctioned in blocks having over 20% muslim population out which 475 are operational enrolling 25% muslim girls.

- Ministry has launched 'Saakshar Bharat' the new variant of the National Literacy Mission on 8.9.2009 with an objective to make 70 million non-literate adults literate by the end of the 11th Plan. The scheme has special focus on women, belonging to Minorities. It is proposed to cover 12 million Muslims (10 million women +2 million men) under the programme. Saakshar Bharat is being implemented in 410 districts where female literacy is less than 50%. The programme has been rolled out in 372 districts in 25 States and 1 Union Territory.
- Jan Shikshan Sansthan (JSSs) are imparting vocational training in 33 out of 90 minority concentrated districts in the country.
- The Centrally Sponsored Scheme of Teacher Education is under revision. Block Institutes of Teacher Education (BITEs) are proposed to be established in 196 blocks having concentration of SC/ST and Minorities.
- Due to these interventions the share of Muslim children enrolled at primary & upper primary level has gone up and those out of school have decreased. According to District Information System of Education (DISE) the enrolment of Muslim children at primary and upper primary level for the year 2010-11 was 13.04% & 11.25% respectively.
- Under the scheme of financial assistance for 'Infrastructure Development for Private Aided/Unaided Minority Institutes (IDMI) during financial year 2011-12, Rs.48.43 crore has been released to 10 State Governments to 259 Minority Institutions. During 2012-13, out of budget provision of Rs.50.00 crore, an amount of Rs.2.62 crore has been released for 62 institutions in 3 States (Kerala, Sikkim and Mizoram)
- Under the "Scheme for Providing Quality Education in Madrasas" (SPQEM) during the financial year 2011-12, Rs.139.53 crore has been released to 9 States for honorarium of teachers, Book Bank/Science Kits, Computer Lab and Teachers Training etc. to Madrassa teachers teaching modern subjects in 5934 Madrassas. During 2012-13, out of budget provision of Rs.175.00 crore, Rs.31.57 crore has been released for 1348 Madrasas in 4 States (Chhattisgarh, MP, UP & Rajasthan)
- The scheme of Rashtriya Madhyamik Shiksha Abhiyan, inter alia provides coverage of special focus groups viz. girls' education, children belong to SC, ST, OBC, and Educationally Backward Minorities, which was launched in March, 2009 with the objective to enhance access to secondary education and improve its quality. Since its inception, 9670 secondary schools have been approved,

out of which 930 have been approved in Minority Concentration Districts (MCDs). An amount of Rs.2499.81 crore has been released out of total allocation of funds of Rs.2512.45 crore.

- The certificates/ qualifications of the Maḍrasa Boards which have been granted equivalence by the State Education Boards to that of their Secondary and Senior Secondary qualification have been equated with corresponding certificates of the Central Board of Secondary Education (CBSE), Council of Board of School Education in India (COBSE) and other School Examination Boards, for the purpose of employment and entry to higher levels of education. Consequential notification by DOP&T has since been issued on 23.2.2010.

- UGC has approved/sanctioned 285 Women's Hostels during 11th Plan in Minority Concentration Districts/Areas. Out of total allocation of Rs.370.19 crore, Rs.203.69 crore have been released till 27th February, 2012.

- The UGC has approved the guidelines for establishment of centres in universities for study of Social Exclusion and Inclusive Policy and sanctioned these centres in 35 universities. Rs.21.53 crores has been released.

- UGC has established 2328 Equal Opportunity Cells for Minorities/SC/ST/OBCs in 23 Central Universities, 114 State Universities, 12 Deemed Universities and 2179 Colleges and Rs.46.07 crore has been allocated/released during the 11th Five Year Plan

- A new scheme to assist States for establishment of a model degree college in each of the 374 identified higher educationally backward districts having Gross Enrolment Ratio (GER) in higher education lower than the national GER has been operationalised. An amount of Rs.782 crore has been earmarked as the Central Government share in the 11th Five Year Plan for the Scheme. In so far as Minority Concentration Areas/Districts are concerned, 64 such areas/districts have been identified under this scheme. Approval has been granted to 15 model degree colleges in Minority Concentration Areas/Districts out of which an amount of Rs.2.67 crore has been released to 2 colleges.

- Under the Sub-Mission on Polytechnics, the Government of India provides financial assistance to the State Governments/UTs for setting up of polytechnics in the un-served and underserved districts during the 11th Plan. A sum of upto Rs.12.3 crore per polytechnic is provided to the State/UTs, subject to the condition that the land and recurring cost shall be provided by the State

Governments/UTs. As per the Scheme criteria, 57 districts out of 90 Minority Concentration Districts are eligible for consideration under the Scheme. So far an amount of Rs.254.66 crore has been released as initial grants for setting up of polytechnics in 48 Districts out of 57 Districts.

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

- Rs. 61.31 crores have been sanctioned for establishment of 'Residential Coaching Academies for Minorities, Women/SCs/STs' in Aligarh Muslim University, Maulana Azad National Urdu University, Baba Sahib Bhimrao Ambedkar, Jamia Hamdard and Jamia Millia Islamia so far, an amount of Rs. 30.66 crore has been released by University Grants Commission. Jamia Hamdard has admitted 224 students(66 in 2010, 80 in 2011 & 78 in 2012), Maulana Azad National Urdu University admitted 148 students (81 in 2010 & 67 in 2011), Baba Saheb Bhim Rao Ambedkar has admitted 223 students (95 in 2010, 59 in 2011 & 69 in 2012), Aligarh Muslim University has admitted 96 students and Jamia Millia Islamia has admitted 210(100 in 2010 and 110 in 2011) students.

- National Commission for Minority Educational Institutions (NCMEI) has been established by an Act of Parliament with the key objective of ensuring that the true amplitude of the educational rights enshrined in Article 30 (1) of the Constitution is made available to the members of the notified religious minority communities, including the Muslims. NCMEI has issued 6305 minority status certificates as on 30.6.2012.

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

- The programmes of the NCPUL are now available at 2009 Study Centres located in Minority Contracted in 234 districts in 26 States of the country which include one year Diploma Course in Computer Applications, Business Accounting & Multilingual DTP (CABA-MDTP), One Year Diploma Course in Urdu language, one year Certificate Course in Arabic Language and two years Diploma Course in Functional Arabic. CABA-MDTP scheme has transformed the Urdu speaking population into employable technical work force and more than 50% diploma holders are already employed. 50,000 jobs are expected for Diploma holders under the National Population Register Project.
- In order to preserve and promote traditional calligraphy, a rich heritage of India and dovetailing it with the modern graphic design to create employment and entrepreneurship, the Council is running Calligraphy and Graphic Design Course at 35 locations in the country.
- Scheme for Urdu Press Promotion has been strengthened to provide for capacity building of Urdu journalists. New courses on Mass Media, Script Writing and Dialogue writing are being launched to enhance employment opportunity in addition to the subsidy provided to Urdu newspapers to avail UNI Urdu News Service.

AGENDA ITEM-III: INTERVENTIONS FOR MINORITY STUDENTS INCLUDING GIRLS UNDER SSA

Some minority groups are educationally deprived or backward. As per the National Policy on education 1986, greater attention will be paid to the education of these groups in the interests of equality and social justice

RTE ACT 2009:

The Act on Right to Education -2009 in Section 3 mentions that every child of the age of six to fourteen years shall have a right to free and compulsory education in a neighborhood school till completion of elementary education. For the children who have never been to school or drop out in the course of elementary education due to various reasons, Section 4 of the act makes specific provision for such children by admitting them in the class appropriate to their age followed by providing special training in order to be at par with other children.

The Act requires the appropriate government and every local authority to *“ensure that the child belonging to disadvantaged groups are not discriminated against and prevented from pursuing and completing elementary education on any grounds*

SSA Framework on Equity and Education of Muslim Minority Children

Bridging gender and social category gaps in elementary education is one of the four goals of SSA. Therefore, special emphasis has been given for the identification of children belonging to disadvantaged groups and weaker section and other in difficult circumstances by carrying out a careful mapping- who they are and where they live and then to craft context specific strategies to address the challenges faced by them.

Identification of Special Focus Districts (SFDs)

While taking into account the infrastructural gap and other disparities, SSA recognizes the intra-regional, inter- state and inter -district disparities and is making efforts to address them. A crucial step in this direction is the identification of special focus districts. These districts are identified on the basis of the indicators like out of school children, high gender gap, low retention rate and infrastructure gap as well concentration of schedule caste population.

The SSA has identified 88 Muslim concentrated districts in the country wherein Rs. 10687.49 crore (18%) of the total allocations under SSA for 2011-12 is approved for these 88 special focus districts. The main provisions in these districts are as follows:

Item	Sanctions 2011-12	
	Number	% of total
Opening of New PS (including EGS to PS)	1358	34%
Opening of New UPS	366	22%
ACR		23%
Construction of New PS	1527	46%
Construction of New UPS	0	0%
Total Teachers	29578	20%
Children to be enrolled in EGS/AIE	-	-
KGBV	Rs. 128.91 crore	6%
NPEGEL	Rs. 22.06 crore	6%
Total Financial	Rs.10687.49 crore (18%)	

Kasturba Gandhi Balika Vidyalaya

Out of the 3609 Kasturba Gandhi Balika Vidyalaya i.e. residential schools for girls at upper primary level, where a minimum of 75% seats are for minority, SC, ST and OBC girls.

507 KGBV have been sanctioned in blocks having over 20% Muslim population out of which 475 are Operational enrolling 25% Muslim Girls

Provision has been made to provide an option for a section to provide instructions in Urdu medium in KGBVs in minority blocks. **Other Provision under SSA for Muslim children:**

- Free textbooks are provided to all Muslim children from classes I – VIII.
- Urdu textbooks are provided for Urdu medium schools & for Urdu as a subject, as part of the free textbook assistance under SSA.
- Girl's only upper primary schools
- Free Uniforms (two sets) to all children

I. Innovative Activities for Supplementing Mainstream Intervention to Promote Inclusion

SSA promotes to develop context specific interventions, to address the problem of children belonging to disadvantaged groups and marginalized communities with the basic objective to integrate innovation with the mainstream interventions under SSA. A provision of Rs 50 lakh to each district has been done for innovative activities for equity.

During 2011-12, Rs.27.42 crore was sanctioned under SSA programme for the following Minority Innovation activities.

- Distribution of Health kits to Minority Children.
- Divisional Level Competitions for Minority Children.
- Vocational Training to Muslim Minority Children.
- Games & Sports kits to Urdu Medium Schools
- School Mapping and Micro Planning in relation to House to House Survey.
- Summer Camp for the development of co-curricular activities.
- Retention Drive through Meena Club.
- Motivation and leadership enhancement training.
- Meena Campaign.
- Excursion tour for Muslim minority students.
- Celebrating major festivals of India with special emphasis on minority & conduction of cultural programme.
- Supply of uniforms to the students.
- Conduction of story telling festivals for all schools.
- Supply of school bags & stationary to all Muslim students std. I to VIII.
- Community Mobilization and Media Campaign for awareness about Right to Education.

AGENDA ITEM-IV: MAHILA SAMAKHYA (MOVING BEYOND LITERACY: EMPOWERING WOMEN THROUGH EDUCATION)

Mahila Samakhya (MS) is an ongoing scheme for women's empowerment that was initiated in 1989. Currently the programme is being implemented in 34832 villages of 113 districts (542 blocks) of ten States viz. Andhra Pradesh, Assam, Bihar, Chhattisgarh, Jharkhand, Karnataka, Kerala, Gujarat, Uttar Pradesh & Uttarakhand

The women' collectives (sanghas) at the grassroots work as building blocks in the process of learning, empowerment and mobilization of women. This learning is built around broad issues raised such as access to government services, women's health, violence against women, rights and entitlements, women's role in local governance, livelihoods, and in many instances now basic literacy. Trained field facilitators provide and nurture information and capacity building, develop analytical, decision making and leadership abilities, and enable the women to make informed choices and collectively act to bring about change.

MS has adopted various strategies to suit the specific needs of women/ girls from different age groups and social categories. For this, other than Mahila Shikshan Kendras, MS has rolled out various programmes such as Jagjagies, Literacy camps, Jhola Pushtkalays etc. to ensure that physical and social barriers do not come in way of women' access to educational resources. Such efforts have not only played an important role in providing access to women to real and thematic literacy but have also developed tremendous appreciation for the same resulting in their daughters' education. There are currently 45,122 sanghas formed and 239 federations registered. In addition 69 federations are functioning autonomously with periodic resource inputs from Mahila Samakhya.

in addition, Sanghas and federations manage and run Nari Adalats/ Rai centres, counselling centres and sanjeevani Kendras/herbal medicine centres. They are active in addressing forms of gender violence, stopping child marriages, ensuring information dissemination to the very marginalised, providing legal and counselling support among other things. With over 15,000 sangha women elected to the PRIs, they are bringing a critical gender edge to the deliberations of the PRIs.

The programme has also facilitated initiatives such as collective farming, grain banks, RTI campaigns, challenging traditional rituals and practices that discriminate against women and girls.

Mahila Samakhya brings social justice and gender justice agenda

together, through a focus on the empowerment of socially and economically marginalised women. Of the close to 2 million women and adolescent girls with whom MS interacts and works in a sustained manner, 27.47% are from the OBC and 9.13% from the minority category. Thus MS has been particularly pro-active in reaching, mobilising and organising women who are socially backward and isolated by geographical location.

Issues and challenges:

MS experience of working with women from backward and minority categories reveals that despite improved indicators of women's literacy and girls' education, access to resources, political participation in PRIs, the gaps in gender equality and ensuring rights of women towards gender equality have opened up in more dynamic and complex ways. Gender inequality and exclusion persist in various ways.

There is a rise in organised (institutionalised) violence and crime against socially and economically backward women. Trafficking of girls from poor households is widely reported. Class and gender based discriminatory practices and abuse against backward / socially marginalised girls in schools is only now being acknowledged. These need to be addressed and taken on board on a priority basis.

Way forward:

Addressing issues of growth and social justice for backward women and girls requires approaches such as MS that have experience of enabling empowerment and agency of backward and much marginalised women. Providing the time and space for these processes to unfold is the key dimension to its success. What needs to be recognised is that this has been possible through sustained perspective building and training of field staff to keep the focus on backward and excluded groups of women.

Various evaluation findings have shown that MS intervention in educating women have been very effective in creating a pool of aware women, and creating demand from the women to facilitate their access to rights, entitlements and resources.

AGENDA ITEM-V: PARTICIPATION OF MUSLIMS IN HIGHER EDUCATION: SALIENT FINDINGS OF RESEARCH CONDUCTED BY NUEPA

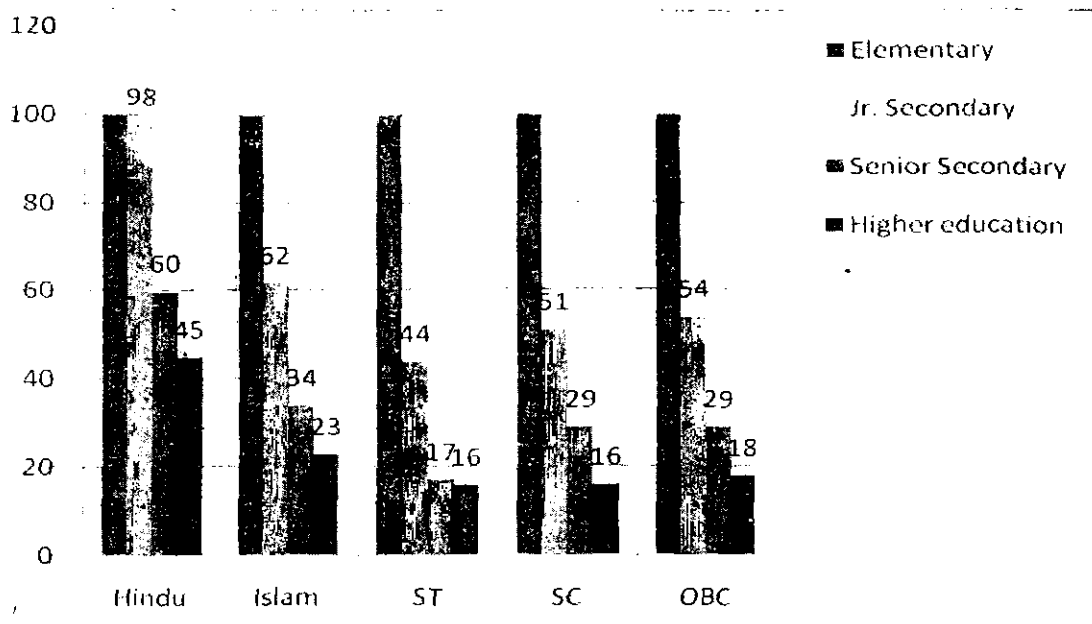
1. National Sample Survey 64th Round conducted in 2007-08 presents the information on participation in higher education in terms of social and religious groups. Result shows that the Gross Attendance Ratio (GAR) of Muslims stands at 8.7 percent as opposed to 16.8% GAR of Non-Muslims in higher education. If we compare the GAR of Muslims with other social groups, we observe that it is higher than the GAR of Scheduled Tribes at 6.63 percent but lower than the GAR of Scheduled Castes at 10.65% and much lower than the GAR of Other Backward Classes at 13.67 percent.
2. There is a wide variation in the participation within Non-Muslim community as we move from ST, SC, OBC and others. It varies from 6.26% in the case of ST to 10.52% in the case of SC, 14.27% in the case of OBC to 29.56% in the case of others. Thus there is a range of 23 within Non-Muslim community along different social groups. It is interesting to observe that there is no such wide variation in the participation within Muslim community as we move from ST, SC, and OBC to others. GAR of ST is 5.6%, SC is 14.2%, OBC is 8.7% and that of others is 8.6%.
3. Participation by consumption expenditure groups: An interesting question that emerges from the information is that whereas the top quartile of the Muslims does show highest participation in relation to all the bottom four quartiles, the differentiation in participation even within top quartile between communities is very high.
4. The important characteristics of Muslim participation in higher education is that at higher levels of higher education, such as, at the post graduation level, attendance of Muslims falls down considerably. Besides, higher percentage of Muslims (as compared to non-Muslims, 22.4% as compared to 19.2%) ends up doing Diploma & Certificate below Graduate Level.
5. The third characteristics of Muslim participation in higher education is that higher overall participation of Muslim ST and SC and lower degree level participation of Muslim ST and SC as compared to Non-Muslim ST and SC only means Muslim ST and SC participation is higher in post secondary diploma and certificate. It means Muslim ST and SC prefer to join post secondary education for a short period certificate and diploma course and they have lower participation at degree level. However, overall higher participation in diploma course compensates for lower participation at degree level. As a result overall diploma and degree participation for Muslim ST and SC is higher in comparison to Non-Muslim ST and SC.

6. Level-wise Educational Inequality of Participation: Group Analysis

Educational participation in terms of graduates at different levels of education is presented in terms of social, religious and economic groups. In the information given in the table elementary i.e.; first stage of education is taken as the base and index of graduates at other levels of education is calculated. Graduates, at different levels of education, give the picture of stock available at a point of time. However, the comparison tells us which group at what level suffers from the deficit of graduates. As noted above, the identical stock at different levels is an ideal scenario of equality in level wise participation in education. Any deviation from the ideal is something of interest to know.

7. It is important to note that there is sharp fall in the number of graduates at junior secondary level for ST, SC and OBC social groups. In the religious group, the fall in the number of graduates at junior secondary level for the Muslims may be noted. However, the fall is not as high as ST, SC and OBC. In the religious group, Non-Muslim do not show fall at the junior secondary level. In terms of economic groups, the fall in the number of graduates at the junior secondary level is largest for I group. The fall is reduced as the consumption expenditure group increases. It may be concluded that to increase educational participation at higher levels of education the number of graduates at Jr. secondary level needs to be increased especially for ST, SC, OBC and the Muslims and income groups I, II and III as a matter of priority.

8. It is a matter of concern that a further deficit of graduates occurs for SC, ST, OBC, I and II income group at the senior secondary level and to a lesser extent for Muslims and income group III. Non-Muslim also suffers from sharp fall in the number of graduates at senior secondary level from a high number of graduates at junior secondary level.



9. Participation in higher education in terms of number of graduates very much depends on the manner in which the fall in the number of graduates in different groups take place at different levels of education. The number of graduates at different levels of school education for different social groups.

10. It is thus clear from the analysis that unless the participation in terms of graduates at the first three levels of education is enhanced for SC, ST, OBC, I, II and III income group, it would be meaningless to talk of higher participation in higher education.

11. Factors Identifying Low Participation of Muslims in Higher Education

The central objective of the proposed research is to identify the factors for low participation of Muslims in higher education. Factor analysis was conducted to identify the factors responsible for low participation of Muslims. A sample of 402 Muslim students who are already studying in higher education institutions was randomly served the questionnaire. In the questionnaire participating students' perceptions were captured to understand the factors responsible for low participation of Muslims in higher education. Factor analysis was conducted with a set of 30 questions on four point scale. Scale was given rank 1 for most agreed, rank 2 for agreed, rank 3 for somewhat agreed and rank 4 for not agreed. Question is treated as variable in factor analysis. From the responses received through the questionnaire the factor analysis facilitates in understanding the perceptions of individuals in terms of factors. The factors pool different interrelated questions (variables) together under one factor. A set of relevant factors may finally

explain the perception of individuals in understanding a phenomenon.

12. Factors for Low Participation of Muslims in Higher Education

The rotation of factor structure has clarified the things considerably. The first factor pools five variables. Family expectation to take up a job (variable 26), value for traditional profession in the family(variable 27), compulsion to start earning soon to support the family(variable 15), tough to break the barrier of family profession (variable 1) and last variable with lowest factor loading can be ignored. Factor 1, therefore, turns out to be "income barrier". Under Factor-1, family profession is valued because it provides economic security. Family mode of traditional profession that is linked to the traditional occupation followed in the family might not be remunerative enough. This creates compulsion for an individual to search out for a job after school education. Hence factor-1 explains the inability of an individual to break the family profession and at the same time creates compulsion to earn early income to supplement the income from family profession. This, in the perception of an individual, income is the important deterrent for Muslims in the participation of higher education.

The second factor also pools five variables together. My religion encourages individual to have higher education (variable 23), Our religious community values higher education (variable 28), Madarsa/school education is progressive and helps one to join higher education (variable 21), My family believes that an individual must have religious values for a decent life (variable 25), Cultural values of our religious community motivates me to pursue higher education (variable 2) have all been pooled under factor 2. This is the most interesting result. It establishes the fact that in the perception of an individual religion is a facilitating factor for participation in higher education.

Under Factor- 2 religion is considered in many ways as a strength for the Muslim community for higher studies. Belief of a family that religious values and decent life go together is quite significant. Cultural values of Muslims are important in motivating individual to pursue higher education. At the level of religious community there is premium attached with higher studies. The progressive role of Madarsa/school education is accepted in helping to join higher education. We had thought this to be barrier, but to our surprise it turns out to be strength in various ways for participation in higher education.

The third factor pools four variables together. Higher education is an investment good that have high future returns (variable 7), higher education is as necessary as any other consumption good

necessary for the survival (variable 8), higher education is necessary for a good marriage (variable 11), higher education provides the prestige that I need to have (variable 9). These variables point to the returns from higher education. Higher education provides an opportunity that an individual is expected to exploit. There are economic returns from investment. Higher education as consumption good is considered necessary for survival. Higher education has social return as it facilitates good marriage and earns prestige in the society.

Thus, there is the income barrier in terms of following the family profession and compulsion to earn early. Against this barrier, is the opportunity to get high returns by investing in higher education. It is thus the interplay of two factors – cost subject to the income constraint and returns subject to the availability of finance - that to a great extent determines the participation of Muslims in higher education.

Among the five variables under fourth factor, there are two variables with high factor loadings. They are: (i) higher participation at the school level only will lead to higher participation at higher education level (variable 13), (ii) I am confident that my marks will be high to get me into higher education (variable 14). Other variables with low factor loadings can be ignored. This factor may be termed as school factor. Higher participation as well as high marks i.e both access with quality education - at school level will ensure high participation of Muslims in higher education.

The mathematical factor analysis has provided way to simplify the complexity of the data that reflects the real world.

Continuing traditional profession compelling to join the job market (Income barrier) emerges as the main factor for low participation in higher education. Expectation of social and economic return from higher education (opportunity for return) emerges as the main motivating factor for the participation of Muslims in higher education. School factor, on the other hand, shows that not only the proportion of eligible but also the performance at secondary school level is necessary for higher participation. It is important to note that religion in the perception of students plays a positive role and, therefore, Madarsas need to be modernized, mainstreamed and supported at par with any secondary schools in India, particularly so in the regions which have Muslim Concentrated Population.

AGENDA ITEM-VI :

APPROVED PROPOSALS UNDER IDMI FOR THE YEAR 2009-10

UTTAR PRADESH

(लाख रु० में)

क्र० सं०	संस्थान विद्यालय का नाम	प्रस्तावित धनराशि	स्वीकृत धनराशि
		घात्रावास	स्कूल भवन
1	एंग्लो इण्टर कालेज नवाबगंज, बाजार आलियाबाद, बाराबंकी		50
2	इस्लामिया निस्वो स्कूल मैतारायगंज, बाराबंकी	-	50
3	अल्पसंख्यक अक्सा पब्लिक हायर सेकेण्डरी स्कूल कस्बा बीसलपुर, पीलीभीत	-	50
4	अजीजिया माण्टेसरी स्कूल समिति जनपद-बलरामपुर	-	38
5	ए०जी० हाशमी इण्टर कालेज सादुल्लानगर, बलरामपुर	-	46.2
6	किसान बालिका इण्टर कालेज सादुल्लानगर, बलरामपुर	-	46.56
7	इरम माडल निस्वो स्कूल बारुदखाना, लखनऊ	-	45
8	बिस्मिल्लाह उ०मा० विद्यालय नूरिया हुसैनपुर, पीलीभीत	-	50
9	एन०ए०एम० इण्टर कालेज अमरोहा, जे०पी०नगर	-	50
10	मदरसा अ०सु० सेराजुल उलूम कूड़ी वाराणसी	-	24.7
11	मदरसा लालीमुल इस्लाम लोहवा, वाराणसी	-	36.54
12	हुदा इस्लामी गर्ल्स कालेज सैयद अहमद शहीद नगर बतिया फतेहपुर, ससबरेली	22.6	29.7
13	मदरसा दा०उ० रहीमिथो उधौली, धौसी, मऊ	-	38.26
14	मदरसा फखरिया निस्वो रघौली, धौसी, मऊ	-	42.36
15	इरम कान्वेंट कालेज, बेगमगंज, बाराबंकी	-	46.5
16	जामिया अरबिया इम्दादुल उलूम जैदपुर, बाराबंकी	-	49.82
17	मदरसा खानम जान अरबिक स्कूल अर्दली बाजार, वाराणसी	-	37.49
18	मदरसा मजीदिया सराय हड़डा वाराणसी	-	37.49
19	ए०जी० हाशमी बालिका इण्टर कालेज, सीतारामपुर, ग्राण्ट, गोण्डा	-	50
20	मदरसा आजमदिया जमालपुर धौसी, मऊ	-	37.5
21	मदरसा अरबिया अजमेरी निस्वो जू०हा० अशरफपुर बरवा, अम्बेडकरनगर	12	41.25
22	कैफीउल उलूम भीरपुर, बाराबंकी	-	50
	कुल योग		947.37

APPROVED PROPOSALS UNDER IDMI FOR THE YEAR 2010-11

GUJARAT

(Rs. in lakhs)					
Sl. No.	Name of the School / Institute	Proposed Amount by the Institute	Amount Approved by the State GIAC	Amount Approved by the Central GIAC	Amount to be released as first installment (50%)
1)	M.A. Makuwala High School, Hansot-District Bharuch	5.00	3.75	3.75	1.88
2)	Sheth I.M. Banathwala High School, Navsari	6.50	4.88	4.88	2.44
3)	Dayadara Higher Secondary School, Dayadara, Taluka, Distt. Bharuch	7.50	5.63	5.63	2.82
4)	M.E.S. Girls High School, Mogarwada, Vadodara	12.80	9.60	9.60	4.80
5)	Sarvajanik High School, Kangvai, Taluka Chikili, Distt., Navsari	20.89	15.67	15.67	7.84
6)	Prerana Hindi Higher Secondary School, Chandkheda, Distt. Gandhinagar	28.00	21.00	21.00	10.50
7)	St. Xaviers High School, Kalol, Distt. Gandhinagar.	30.76	23.07	23.07	11.54
8)	S.M. Peerzada High School, Sedavadar, Taluka Vankener, Dist. Rajkot	36.00	27.00	27.00	13.50
9)	M.E.S. Boys Schools, Yakubpura, Vadodara	39.50	22.88	22.88	11.44
10)	Madrassa High School, Himatnagar Dist. Sabarkantha	40.58	30.44	30.44	15.22
11)	M.E.S.High School, Nagarwada, Vadodara	43.25	32.44	32.44	16.22
12)	Mohamadi Lokshala Chandrapur, Taluka Vankener, Dist.Rajkot	48.00	36.00	36.00	18.00
13)	Nav Gujarat Secondary & Higher Secondary School, Balasinhor, Dist. Kheda	66.81	50.00	50.00	25.00
14)	Aqjuman High School, Malikpor, Taluka Palasana, Dist. Surat	82.58	50.00	50.00	25.00
15)	Noori Madhyamik & Higher Secondary School, Dhrol, Dist. Jamnagar	88.47	50.00	50.00	25.00
TOTAL:		556.64	382.36	382.36	191.2

HARYANA

S.No.	Name of the School / Institute	Proposed Amount by the State	Amount Approved by GIAC	Amount to be Released as first installments (50%)
1.	Aravali Public School Moosa Nagar, P. O. Ferozpur, Jhirka	50.00	37.50	18.75
2.	Nikky Model Sr. Sec. School, Pinangwan	50.00	37.50	18.75
3.	Mewat Adarsh High School Pinangwan	50.00	37.50	18.75
4.	Green Field Middle School Sir Sayyed Nagar, Rest House Road, Nuh	37.90	28.42	14.21
5.	Mozbi Girls Middle School Ranyala Khurd Jhanda	43.90	32.92	16.46
6.	Al-Faiz Modern School, VPO Dhauj	50.00	37.50	18.75
7.	St. Xavier's High Secondary School Sirsa	37.50	28.12	14.06
8.	Jagat Jyoti High School, Rania	22.30	16.72	8.36
9.	Mewat Modern Academy, Bhadas	50.00	37.50	18.75
10.	Sunrise Public School, Agon, Mewat	50.00	37.50	18.75

HARYANA

(In Rs. lakh)

S.No.	Name of the School / Institute	Proposed Amount by the School/ Institute	Amount Approved by State GIAC	Amount Approved by Central GIAC	Amount to be Released as first installments (50%)
1.	Ch. Azamat Khan Memorial Middle School, Alipurthigar F. Jhirka, Haryana	44.73	44.73	33.55	16.78
2.	Nawab Samsudeen Memorial High School, Rania Firozpur (Mewat), Haryana	50.00	50.00	37.50	18.75
	Total	94.73	94.73	71.05	35.53

JAMMU & KASHMIR

S.No.	Name of the School / Institute	Proposed Amount by the State	Amount Approved by GIAC	Amount to be Released as first installments (50%)
1.	Iqbal Memorial Senior Secondary Institute for girls, Mominabad, Anantnag	88.34	50.00	25.00

KARNATAKA

(In Rs. lakh)

S.No.	Name of the School / Institute	Proposed Amount by the State	Amount Approved by GIAC	Amount to be Released as first installments (50%)
1.	Al-Ameen Urdu High School Bibigalli, Humnabad, Bidar District	40.59	30.44	15.22
2.	Shaheen School and P.U. College, Ahmed Baagh Golkhar, Bidar	68.30	50.00	25.00
3.	Hazi Mohd. Sultan Memorial Urdu High School, Noor Khand Talim, Bidar	70.60	50.00	25.00
4.	National Girls High School, Hafth Gumbad, Darga Road, Gulbarga.	60.15	45.11	22.55
5.	Human Age Gulsan-e-attfal School Near SVB Layout Baderpur Colony, Darga Road, Gulbarga	71.21	50.00	25.00
6.	St. Philomena High School, Philonagar, Darbe Post, Puttur, Dakshina Kannada, 574202	40.38	30.28	15.14
7.	St. Rita's Higher Primary school, Vittal, Bantwal, Dakshina Kannada	42.00	31.5	15.75
8.	Sirjul-uloom Urdu Higher School Arabic and Primary School Girls School	65.00	48.75	24.38
9.	Al-ameen Urdu Higher Primary School, Chitaguppa, Bidar	35.37	26.52	13.26
10.	Mother Teresa Kannada and English Medium School Road Mudgal Taluk, Lingusugur, Raichur - 584125	58.76	44.07	22.04
11.	Urdu Higher Primary School, Jewargi, Gulbarga	54.76	41.07	20.53
12.	HMS High School, Shira Gate, Shettihalli Road, Tumkur	34.22	25.66	12.83

KARNATAKA

(In Rs. lakh)

Sl. No.	Name of the School / Institute	Proposed Amount by Institute/ school	Amount approved by State GIAC	Amount approved by Central GIAC	Amount to be Released as first installments (50%)
1.	SKMS Millat Urdu High School Channagiri, Davanagere district.	55.60	41.70	41.70	20.85
2.	S.M.S. Qadri High School, Ilkal, Hungunda, Taluk, Bagalkote, District	23.03	17.27	17.27	8.64
3.	St. Lawrence Higher Primary School, Vijaydka, Karopady, Bantwal, Dakshinakannada	42.12	31.59	31.59	15.79
	Total	120.75	90.56	90.56	45.28

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KERALA

S. No.	Particulars	Proposed Amount (Rs. in lakh)	Approved Amount (75%) (in lakh)
1.	Kalladi High School, Palakkad (S. No. 4)	Rs. 57.00	Rs. 42.75
2.	P.I.M. Yatheem Khana Higher Secondary School, Palakkad (S. No. 6)	Rs. 61.5	Rs. 46.12
3.	Farooque HSS Kozhikkode, (S. No.7)	Rs. 62.4	Rs. 46.80
4.	ASMM HSS Alathur, Palakkad (S. No.8)	Rs. 66.53	Rs. 49.89
5.	UMBICHY Hajee Higher Sec. School, Ch Chaliyam, Kozhikkode (S. No. 9)	Rs. 70.7	Rs. 50.00
6.	Kalladi Abdu Jaji Higher School, Kottopadam, Palakkad, (S. No. 11)	Rs. 50.00	Rs. 37.50
7.	St. Peters HSS Perupanachy, Changanassery, Kottayam (S. No.15)	Rs. 69.58	Rs. 50.00
8.	BBHS for Girls Nangiarekulangara, Harippad, Alappuzha, (S. No. 21)	Rs. 53.27	Rs. 39.95
9.	St. Helens GHS Lourdepuram, Kanjiram Kulam, TVPM, (S. No. 23)	Rs. 66.66	Rs. 50.00
10.	St. Alosious GSS, Athirampuzha, Kottayam, (S. No. 24)	Rs. 60.00	Rs. 45.00

KERALA

(Rs.in lakh)

S.No.	Name & address of the school/ Institute	Proposed amount	Approved amount (75%)
1.	Thunbeehul Islam HSS, Naimarmool, PO Vidyanagar, Kasaragod Dist.(Badar Jama Masjid Jama Ath Committee)	60,94,000	45,70,000
2.	PPM Higher Secondary School, Kottukkara, Kondotty PO Malappuram(Neddyiruppu Mulsim Educational association)	60,00,000	45,00,000
3.	CHMHS Elayavoor, Varam (Manarual Huda Muslim Jamath)	63,60,000	47,70,000
4.	Marthoma HSS Chungathara, Mallappuram Dist.(Kunnamkulam Mallabar Dioicess Makkada PO Kakkodi, Kozhikkode)	75,00,000	50,00,000
5.	PP Xth HSS Bharanikkavu, Kayamkulam(Malunkara Syrian Catholic Educational Agency)	38,81,000	29,10,750
Total			Rs. 2,17,50,750

MADHYA PRADESH

सं. क्र.	विद्यालय/मدرसे का नाम	समिति का नाम	समिति द्वारा वांछित राशि	राज्य अनुदान समिति द्वारा अनुपेक्षित राशि	जारी करने योग्य धन राशि (50%)
1	ब्राइट स्टार पब्लिक हा. से. स्कूल 42, इन्द्रा नगर देवास	ब्राइट स्टार मुस्लिम एसोसिएशन 42, इन्द्रा नगर देवास	65.00	48.75	24.37
2	डॉ. एस. राधाकृष्णन हा.से.स्कूल सटई छतरपुर	मिजामी आदर्ष शिक्षा समिति छतरपुर	31.71	23.78	11.89
3	मदरसा मकतबे मदार, टेक्निकल व स्पोर्ट, खेडा बालो की गली, ग्राम मदारपुरा मंदसौर	मकतबे मदार शिक्षण समिति, म.नं. 335 खेडा बालो की गली, ग्राम मदारपुरा मंदसौर	21.20	15.90	7.95
4	डॉ. जाकिर हुसैन हा. से. स्कूल.	डॉ. जाकिर हुसैन.	98.98	50.00	25.00

	सुरुरी केम्प, स्टेपन दरगाह रोड बुरहानपुर	एजुकेशन कन्चरल बुरहानपुर	एण्ड सोसायटी			
5	दि भवन्स प्रोमीनेन्ट स्कूल नियर बान्ने हॉस्पिटल इंदौर	प्रोमीनेन्ट सोसायटी इंदौर	एजुकेशन	131.00	50.00	25.00
		कुल योग		347.89	188.43	94.21

MADHYA PRADESH

क्र० सं०	समिति का नाम	समिति द्वारा संचालित शाला का नाम	समिति द्वारा वांछित राशि	स्वीकृत धनराशि
1	मौलाना आजाद एजुकेशनल टेक्निकल एण्ड वोकेशनल सोसायटी, एजुकेशनल पाइंट, खण्डवा रोड, बुरहानपुर	अल हबीब गर्ल्स हायर सेकेण्डरी स्कूल, एजुकेशनल पाइंट, खण्डवा रोड, बुरहानपुर	60,00,800	45,00,600
2	इस्लामिया क्रीमिया सासायटी, सयोगितागंज, छावनी इन्दौर	आई० के० सेंट मुस्तफा रजा हाई स्कूल, आजाद नगर, इन्दौर	81,85,000	50,00,000
3	जमीअतुल मन्सूर, जाति बेहनाद पुष्पा पुल, मन्सुराबाद, दक्षिणमिलौनी गंज, जबलपुर, MP	मन्सुरी एजुकेशनल सोसायटी, प्रासमरी एवं मिडिल इंग्लिश मीडिया स्कूल, गोहलपुर, जबलपुर	77,23,000	50,00,000
4	अमन एजुकेशनल सोसायटी, 16 ओल्ड गल्स बाजार, शाहजहानाबाद, भोपाल	इन्दिरा प्रियदर्शनी उ०मा०वि० शाहजहा नाबाद, भोपाल	64,00,000	48,00,000
5	किरिचयन एमीनेन्ट एजुकेशनल सोसायटी, इंदौर, MP	किरिचयन एमीनेन्ट हायर सेकेण्डरी स्कूल, एफ-10एच० आई० जी० कालोनी, इंदौर, MP	32,63,000	24,47,250
		कुल		Rs. 2,17,47,850

MADHYA PRADESH

(In Rs. lakh)

सं. क्र.	विद्यालय/मदरसे का नाम	समिति द्वारा वांछित राशि	राज्य अनुदान समिति द्वारा अनुषंसित राशि	केन्द्रीय अनुदान समिति द्वारा अनुषंसित राशि	जारी करने योग्य धन राशि (50%)
1.	सेंट उमर हायर सेकेण्डरी स्कूल 2/2 ओल्ड पलासिया, इन्दौर	81.85	50.00	50.00	25.00
2.	आई० के० गर्ल्स हायर सेकेण्डरी स्कूल, उषा गंज छावनी, इन्दौर	81.33	50.00	50.00	25.00
		163.18	100.00	100.00	50.00

MAHARASHTRA

SL No.	Name of the Institute	Proposed Amount (in Rs lacs)	Constriction like classroom, hostels, sanitary, Block etc.	Approved amount (Rs. in lakhs (75%))
1.	Al-Hira Education & Welfare Society, Aurangabad Iqra Ghiris High School Bari Colony, Aurangabad	Rs.63,08,500/-	Classroom computer Room Toilet Drinking water	47,31,375
2.	Alfalsh Education & Welfare Society Kings Gate Shahdawal, Dargah, Ahmednagar, Sir Sayyed Ahmed Khan Urdu Primary Girls School, Alangir, Dist. Ahmednagar	Rs.50,00,000/-	Classroom computer Room Toilet Drinking water	37,50,000
3.	Rashriya Educational Social Cultural & Sports Development Institution, Dusarbid Tal Sindkhed Dist. Buidhana Prof. Jawed Khan Urdu Dusarbid Tal Sindkhed Dist. Buldhana	Rs.51,55,000/-	Classroom, sci. lab, Drinking water, hostel for Boys	38,66,250
4.	Zubaidiya Education & Welfare	Rs.68,20,000/-	Classroom computer	50,00,000

	Soc.Latur Minar Urdu Secondary and Higher Secondary School, Latur		room toilet drinking water	
5	Din-Daya Alp Sankhya Samaj Shikshan Prasarak Mandal, Solapur Sr.Sayyed Ahmad Khan Urdu School and Junior College of Arts.Solapur	Rs.88,37,208/-	Classroom computer room toilet drinking water	50,00,000
	Total			Rs. 2,23,47,625/-

MAHARASHTRA

(In Rs. lakh)

S.No.	Name of the School / Institute	Proposed Amount by the State	Amount Approved by GIAC	Amount to be Released as first installments (50%)
1)	Bazm-e-Imdadiya Institute, Tq- Khed Dist- Ratnagiri MIB, Girls High School Rajpurkar Complex, Tq Khed Dist-Ratnagiri	200.00	50.00	25.00
2)	Sant Kabir Shikshan Prasarak Mandal, Aurangabad Sant Kabir Vidyalay Relgaon, Tq-Sillod Dist - Aurangabad	26.76	20.07	10.35
3)	Mahommadiya Education Society, Gunjoti Tq Omerga Dist- Osmanabad (1) Urdu Primary School Gunjoti (2) Urdu High School Gunjoti Tq Omerga Dist- Osmanabad	86.23	50.00	25.00
4)	Jan Jagrouiti Shishin Prasarak Mandal, Prabhani (1) Mahatma Jyotiba phule pri, Aashrama Shala, Maradsgaon, Tal Gangakhed, AshramShala, Dist.-Parbhani	64.04	48.03	24.01
5)	Azad Education & Welfare Society Deulgaon-Mahi Ta. Deulgaon-Raja, Dist Buldhana Maulana Azad Urdu High School Deulgaon-Mahi Tal.-Deulgaon-Raja Dist. Buldhana	34.37	25.78	12.89
6)	Sharad Gramin Vikas Multipurpose Shikshan Sanstha, Deoli Dist. Wardha P.V.C. Shaheed Abdul Hameed Urdu Secondary High School Dr. Zakir Hussain Colony, Dist. Wardha	66.06	49.54	24.77
7)	Shamim Azad Education, Soc.	65.85	50.00	25.00

	Giroli Tq Manora Dist. - Washim Gulam Nabi Azad Urdu High School, Karanja-Lad Dist.-Washim			
8)	New Unique Urdu Education Society Amravati Nida Urdu High School Habib Nagar Walgaon Rd Amravati	37.64	28.23	14.11
9)	Al-Falah Education & Welfare Society Bhokardan Tq Bhokardan Dist Jalna, Al-Huda Urdu Primary School, Bhokardan Dist. Jalna	35.87	26.90	13.45
10)	Chiplun Education Society tq Chiplun Dist. Ratnagiri, Maharashtra High Schol Chiplun A.E. Kalsekar Jr. College of Arts & Commerce, Chiplun Tq Chiplun	36.45	27.33	13.66
11)	Shamim Azad Education Soc. Giroli Tq Manora Dist. Washim Jawed Khan Urdu High School Mahan Tq- Barshitakli, Dist. Akola	62.12	46.59	23.29
12)	Mesco Education Society Mahim, Mumbai. Crescent English High School Mumbra, Dist. Thane	58.06	43.54	21.77
13)	National Education Society Nandurbar Anglo Urdu High School & Jr. College, Nandurbar	46.87	35.15	17.57
14)	Md. Siddique Naik Foundation, Ratnagiri Md. Siddique Naik High School & Jr. College, Ratnagiri	98.25	50.00	25.00

RAJASTHAN

S.No.	Name of the School / Institute	Proposed Amount by the State	Amount Approved by GIAC	Amount to be Released as first installments (50%)
1.	जामिया अब्दुल्ला उच्च प्राथमिक विद्यालय, भईयों की ढाणी, कुषलावा तह. फलीदी जिला जोधपुर	39.30	29.47	14.77
2.	इस्लामिया मिडिल स्कूल, मोहल्ला जर्मोदारान, सीकर	76.00	50.00	25.00
3.	सर सैयद अहमद खान शिक्षण संस्थान, बैसवा जिला सीकर	29.00	21.75	10.88
4.	डीडवाना पब्लिक शिक्षण संस्थान, कायम नगर, गली नं 12ए डिडवाना जिला नागौर	71.88	50.00	25.00
5.	मीलाना झयुल फलोभ आपाद, एजुकेशन एंड वेलफेयर सोसायटी, डुरड़ा रोड़, जिला भीलवाड़ा	12.00	9.00	4.50
6.	सेंट पेट्रिक स्कूल, उच्च प्राथमिक विद्यालय, गणेश मंदिर के पीछे, गांधीनगर, भीलवाड़ा	5.75	4.31	2.15
	Total:			82.30

RAJASTHAN

(In Rs. lakh)

S.No.	Name of the School / Institute	Proposed Amount by the Institute	Amount Approved by State GIAC	Amount Approved by Central GIAC	Amount to be Released as first installments (50%)
1.	दारुल उलूम जामिया सिद्धिकिया विज्ञान संस्थान, रसूलपुरा, अजमेर	54.75	41.06	41.06	20.53

UTTARAKHAND

S.No.	Name of the School / Institute	Proposed Amount by the State	Amount Approved by GIAC	Amount to be Released as first installments (50%)
1.	इस्लामिया इजहारुल उलूम, भेरोवालाए देहरादून	60.00	45.00	22.50
2.	इदारे पवावे इस्लामी लाईब्रेरी चौक, मेहूवाला, देहरादून	51.04	38.28	19.14
3.	जामिया जीनेतुल कुबरा, सिरघंटी, हरिद्वार	65.34	49.00	24.50
4.	जामिया इस्लाहुल बनाल, टौली, मंगलौर, हरिद्वार	49.43	37.06	18.53
5.	मदरसा गरीब नवाज, कैलाखेड़ा, उधमसिंह नगर	38.49	28.86	14.43
6.	मदरसा जामिया अल्बिया इस्लाहुल कौम, कैलाखेड़ा, उधमसिंह नगर	18.54	13.91	6.96
7.	मदरसा गुलजार फरीद, पीरान कलियर, हरिद्वार	71.67	50.00	25.00
8.	मदरसा मिस्बाहुल उलूम, रामपुर, रुड़की हरिद्वार	39.09	29.31	14.65
9.	मदरसा अनवार हुसैन मैमोरियल जूझ, स्कूल, जसपुर, उधमसिंह नगर	28.65	21.48	10.74
10.	समर अली मैमोरियल स्कूल, जसपुर, उधमसिंह नगर	18.52	13.89	6.94

UTTARAKHAND

(In Rs. lakh)

S.No.	Name of the School / Institute	Proposed Amount by the Institute	Amount Approved by State GIAC	Amount Approved by Central GIAC	Amount to be Released as first installments (50%)
1.	मदरसा महबूबिया आदर्श पब्लिक सभिकत, बहादुराबाद, हरिद्वार	53.27	39.96	39.96	19.98
2.	मदरसा इस्लामिया अरबिया साइदिया, रायपुर, हरिद्वार	18.45	13.84	13.84	6.92
	कुल योग	71.72	53.80	53.80	26.90

UTTAR PRADESH

S. No.	Name of the School / Institute	Proposed Amount by the State	Amount Approved by GIAC	Amount to be Released as first installments (50%)
1.	बदायूं कॉन्वेंट स्कूल, बदायूं	111.33	50.00	25.00
2.	टेकनो एकेडमिक इंटर कॉलेज कुर्सी रोड, लखनऊ	275.95	50.00	25.00

3.	मोमिन अंसार गर्ल्स इंटर कॉलेज अतरारी खैराबाद जनपद, मऊ	77.50	50.00	25.00
4.	रफी मेमोरियल गर्ल्स इंटर कॉलेज मसौली बाराबंकी	68.00	50.00	25.00
5.	फतिमा गर्ल्स हाई स्कूल चमकनी, बाहजहांपुर	20.45	15.33	7.66
6.	फतिमा हाई स्कूल जलालनगर बाहजहांपुर	31.05	23.28	11.64
7.	निषा गर्ल्स इंटर कॉलेज, पीलीभीत	11.75	8.81	4.40
8.	कैरियर कान्वेंट गर्ल्स कॉलेज विकास नगर, लखनऊ	77.50	50.00	25.00

UTTAR PRADESH

(In Rs. lakh)

S.No.	Name of the School / Institute	Proposed Amount by the Institute	Amount Approved by State GIAC	Amount Approved by Central GIAC	Amount to be Released as first installments (50%)
1.	मदरसा दाउउगौसिया तेगिया रसूलबाग, सुल्तानपुर	74.92	50.00	50.00	25.00
2.	जनता पब्लिक स्कूल, देवरनिया, बरेली	71.90	50.00	50.00	25.00
3.	मदरसा दारुल उलूम कादरिया बघादू, सोनभद्र	50.00	37.5	37.5	18.75
4.	हजरत आयषा अरबिया निस्वीं मन्दे, आजमगढ़	54.76	41.07	41.07	20.54
5.	मदरसा अनवारे फाल्मा निस्वीं, ग्राम व पो- हेलमपुर, सकलडीह, चन्दौली	37.52	28.13	28.13	14.06
6.	मदरसा हमीदिया इस्तामिया स्कूल पनवाडी, महोबा	73.11	50.00	50.00	25.00
	कुल योग	362.21	256.7	256.7	128.35

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