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Minority Education

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Minority Education

1. Introduction

"Education is the single most important instrument for social and economic transformation. A well educated population, adequately equipped with knowledge and skill is not only essential to support economic growth, but is also a precondition for growth to be inclusive since it is the educated and skilled person who can stand to benefit most from the employment opportunities which growth will provide." (Para 10.1 of the Approach to the XIIth Five Year Plan). The Ministry of Human Resource Development has focused on an inclusive agenda, with a vision of realizing India's human resource potential to its fullest, with equity and excellence.

"All minorities...shall have the right to establish and administer education institutions of their own" is the mandate, as per Article 30(1) of the Constitution. Government is committed to address the existing backwardness in education of minorities, especially the Muslims, constituting the major chunk of the minorities. Therefore, the Prime Minister's New 15 Point Programme, inter-alia, aims to enhance opportunities for education of minorities ensuring an equitable share in economic activities and employment.¹

2. Declared Minorities and Demographic Profile

As per the National Commission for Minorities (NCM) Act- 1992 five religious communities viz. Muslims, Christians, Sikhs, Buddhists and Zoroastrians (Parsis) have been notified as minorities. The data on religious minorities for 2011 Census has not yet been released. However, as per 2001 Census, the percentage of religious minorities in the country was reported to be nearly **18.4%** of the total population. The distribution of various minorities is as shown in the following Table².

Minority Population in India (2001 Census)

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

¹ <http://mhrd.gov.in/minoedu>

² India. Ministry of Human Resource Development. Report of the Standing Committee of the National Monitoring Committee for Minorities Education, 2013, p. 1

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

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

There is no Buddhist dominated State or UT in the country. Maharashtra reported **58.38 lakh** Buddhists in the State which is the highest in the country. In Sikkim and Arunachal Pradesh, Buddhists are **28.1%** and **13%** of the State population respectively³.

3. Literacy Rate

It is unanimously agreed that illiteracy is one of the major contributors to poverty in any socio-religious community. Since the community-wise data of literacy segregated on the basis of religion has not been released for the 2011 Census, we have to depend on the 2001 Census data. Following table shows literacy rates among the religious communities in India. It is seen that the literacy rate of Muslim females is only **50.1%** which is lower than all other minorities and is lower than even the national average for all religious communities in India⁴.

**Literacy Rate among Religious Communities,
SCs and STs**

Community/Caste	Male	Female	Total
India	75.3	53.7	64.8
Hindu	76.2	53.2	65.1
Muslim	67.6	50.1	59.1
Christian	84.4	76.2	80.3
Sikh	75.2	63.1	69.4
Buddhist	83.1	61.7	72.7
Others	60.8	33.2	47
Scheduled Castes	66.64	41.9	54.7
Scheduled Tribes	59.17	34.76	47.1

Source: Census 2001.

The 2011 Census shows that overall level of literacy of the country has increased from **61%** in 2001 to **74%** in 2011. Bihar (**16.8%**) and U.P. (**13.5%**) have shown substantial increase in the literacy percentage. It is hoped that this good performance in improving the

³ *Ibid*, pp. 2-3

⁴ *Ibid*, p. 3

literacy has had a beneficial effect on the educationally backward Muslim minorities also. A statement showing the rank of States by literacy 2001-2011 is at **Annexure II**.

It is, however, disappointing that States having large population of Muslims, i.e. U.P., Bihar, West Bengal and Assam still continue to be behind other States like Kerala, Tamil Nadu, Himachal Pradesh, Uttarakhand, Maharashtra, etc. in terms of literacy⁵.

Urban Education Levels by Household Religion (%)

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

Compared to the overall population of the country, higher percentage of Muslim population lives in urban areas. However, the participation of Muslims in education in urban areas is much lower than the general population⁶.

4. National Policy on Education

The National Policy on Education, 1986 states the following regarding education of minorities vide para 4.8 of the document: "Some minority groups are educationally deprived or backward. Greater attention will be paid to the education of these groups in the interest of equality and social justice. This will naturally include the Constitutional guarantees given to them to establish and administer their own educational institutions, and protection to their languages and culture. Simultaneously, objectivity will be reflected in the preparation of text-books and in all school activities, and all possible measures will be taken to promote an integration based on appreciation of common national goals and ideals, in conformity with the core curriculum⁷."

5. National Commission for Minority Educational Institutions (NCMEI)

The NCMEI was established on 11 November 2004 to advise the Central Government or any State government on protection of the constitutional rights of the minorities to establish and administer educational institutions of their choice and other allied matters. The

⁵ *Ibid*, pp. 3-4

⁶ *Ibid*, p. 4

⁷ *Ibid*, p. 29

Commission's powers have been further amplified through the National Commission for Minorities Educational Institutions (Amendment) Act, 2006 and 2010. The Commission has got three roles namely adjudicatory function, advisory role and recommendatory powers. The Commission is a quasi judicial body and has been endowed with the powers of a Civil Court. The Commission has issued minority status certificates to educational institutions⁸.

State-wise list indicating the Minorities status certificates (MSC) issued to the Minority Institutions by NCMEI is given in **Annexure-III**⁹.

6. National Monitoring Committee on Minorities' Education (NMCME)

The National Monitoring Committee on Minorities' Education (NMCME) was revived on the 7th August, 2004 and reconstituted on expiry of its term w.e.f. 23rd August, 2007. The term of the Committee has expired on 22nd August, 2010 and has been reconstituted on 23rd December, 2012. The Committee is chaired by the Hon'ble Minister of Human Resource Development, and has representations from eminent educationists, Members of Parliament, representatives of State Governments and representatives of Minority communities, educational institutions and other stake holders. Besides a Standing Committee of the National Monitoring Committee on Minorities' Education, five Sub-Committees on (i) Vocational Education & Skill Development of Minorities, (ii) Implementation of Schemes Aimed at Minorities, (iii) Mapping of Educational Requirements of Minorities – Region & District wise, (iv) Girls' Education and (v) Promotion of Urdu language and enhance compatibility amongst minorities through knowledge of English have also been constituted. The Standing Committee and Sub-Committees have to visit States to interact with the minority communities, managements of educational institutions and other stakeholders¹⁰.

7. Main Recommendations of the Sachar Committee Report

On 9 March 2005, under the Chairmanship of Justice Rajinder Sachar, a Committee was constituted for preparation of a Report on the Social, Economic and Educational Status of the Muslim Community of India. According to the Report which was submitted in November 2006, one-fourth of Muslim children in the age group of 6-14 years have either never attended school or are drop-outs. For children above the age of 17 years, the educational attainment of Muslims at matriculation is 17%, as against national average at 26%. Only 50% of Muslims who complete middle school are likely to complete secondary education, compared to 62% at national level". The Report has also drawn attention to the low levels of educational attainment among Muslim women, Muslims in rural areas as well as in technical and higher education.

Some of the recommendations are summarized below:

⁸ India. Ministry of Human Resource Development. Department of School Education and Literacy, Annual Report 2012-13, p. 158

⁹ Lok Sabha Unstarred Question No. 15482 dated 16.8.2013

¹⁰ http://mhrd.gov.in/sites/upload_files/mhrd/files/Majorinitiative_minority_0.pdf

- Need for collecting data and creating a National Data Bank for the various Socio-Religious Communities in respect of their status.
- Five-yearly monitoring of its status and regular monitoring in the interim.
- Developing a Diversity Index (DI) in respect of institutions in order to mainstream the minorities and induce greater diversity, including allocation of grants to colleges and universities by the UGC.
- Sharper focus on school education, scanning content in school textbooks for reflection on social diversity.
- Setting up of high quality government schools in areas of Muslim concentration.
- Exclusive schools for girls from 9th to 12th standard¹¹.

8. Prime Minister's 15 Point Programme for welfare of Minorities

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 Sarva Shiksha Abhiyan (SSA) and Kasturba Gandhi Balika Vidyalaya (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 **1470** new Primary Schools and **445** Upper Primary Schools; construction of **45541** additional classrooms and recruitment of **32728** teachers during 2011-12¹².

9. Analysis of Current Scenario of Educational Status of Minorities

(i) Elementary Level

- **Access** to school within a reasonable distance is important in ensuring participation of children in schooling. Conventionally, availability of primary school within a walking distance of 1 km. and upper primary school within a walking distance of 3 km. is considered the norm for the provision of elementary education. Several states have adopted these norms as part of rules to implement RTE¹³.

¹¹ *op. cit.*, Standing Committee Report, 2013, pp. 33-34

¹² *Op.cit.*, Annual Report 2012-13, p. 160

¹³ *op. cit.*, Standing Committee Report, 2013, p. 6

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

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

From the above Table, it can be seen that in rural areas access of Muslim children to upper primary schools is considerably less than that of other communities. In fact, Muslim children have to travel long distances to attend upper primary schools as compared to Scheduled Castes children¹⁴.

- **Enrollment** analysis of data collected from District Information System for Education (DISE, National University of Educational Planning and Administration (NUEPA), 2012), the number of Muslim children enrolled in schools in elementary education increased from **1.58 crore** in 2005-06 to **2.55 crore** in 2011-12. The following table clearly shows that Enrolment of Muslim children as a percentage of total enrolment has also increased from **8.84 %** to **12.79%**.

¹⁴ *Ibid*, p. 8

Enrolment of Muslim Children in Elementary Education

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

Source: Prepared by NUEPA from DISE data

As indicated in the following table the enrolment of Muslims has also grown at higher pace at upper primary stage compared to primary stage between 2006-07 and 2011-12. This may be reflective of low initial enrolment at upper primary stage. At primary level, **1.23 crore** children were enrolled in 2006-07 and the number has increased **1.5 times** to **1.82 crore** in 2011-12¹⁵.

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

Source: Prepared by NUEPA from DISE

At upper primary level, the enrolment of Muslim children increased a little more than two times from **35 lakh** in 2006-07 to 72 lakh children in 2011-12. Consequently, the proportion of Muslim children in total enrolment has increased from **9.35%** to **13.31%** at primary level and from **7.42%** to **11.65%** at upper primary level during the same period.

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

¹⁵ *op. cit*, Standing Committee Report, 2013, p.9

The ratio of girls to boys throws up some surprises. Whereas at the primary level, the ratio of girls to boys is gradually approaching one, but at upper primary level, it is more than one. This indicates that either the enrolment of girls is growing at a faster pace than enrolment of boys at upper primary stage or less girls are dropping out than boys¹⁶.

- **Enrolment of Muslim Children in Major States: Annexure IV** shows the percentage of Muslim children in various States in elementary schools from class 1 to class 8. In 2011-12, in most of the States, the percentage of Muslim children in elementary classes was near their ratio in population as per 2001 Census. However, in Uttar Pradesh, the proportion of Muslim children is only **9.64%** in elementary schools while the percentage of Muslims in total population of the state is **18.5%**¹⁷.

- **Gender Parity**

Enrolment of Muslim Children in Schools by Management, 2011-12

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

¹⁶ *Ibid*, pp. 9, 10-12

¹⁷ *Ibid*, p. 12

Gender disparities are clearly visible in the kind of school boys and girls are attending. From above, it is amply clear that a disproportionate number of girls attend government and local body schools. The ratio of girls to boys is over one in case of Government, local body and also private aided schools, both at primary and upper primary stage. But with respect to private unaided schools, the ratio of girls to boys turns out to be merely 0.78, indicating that due to higher fee, poor parents may not be sending girls to private unaided schools¹⁸.

- **Enrollment of Muslims Children in Madaras:** District Information System for Education (DISE) started collecting information from Madrasas only recently. DISE collected data from **5797** recognised and **2392** unrecognised Madrasas in 2011-12 which cater to **19.85 lakh** and **4.89** lakh Muslim children respectively. As shown in the table in all, **24.75 lakh** children are enrolled in Madrasas, both recognised and unrecognised, constituting **9.7 per cent** of Muslim children enrolled¹⁹.

Enrolment in Madrasas, 2011-12

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

Source: prepared by NUEPA from DISE

(ii) Secondary Education:

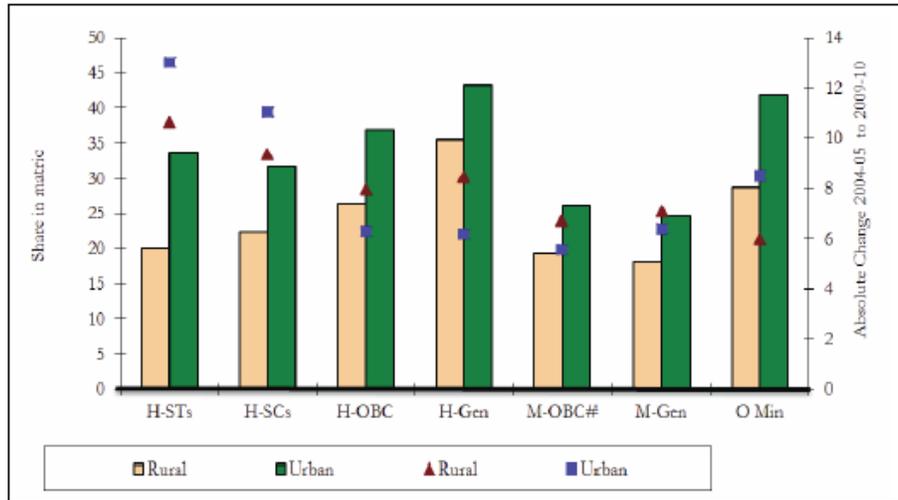
Abusaleh Shariff has analyzed the status of matriculation level education in his Report released in January, 2013 (Six Years After Sachar—Review of Socially Inclusive Policies in India, 2013). This is based on data collected in 66th Round of NSSO (Employment and Unemployment Survey of India, 2009-10). It has been found that the level of matriculation education among Muslims both in rural and urban areas is lower than even SCs and STs. More worryingly, they have found that improvement between 2004-05 and 2009-10 is least for Muslims (both OBC and general Muslims)²⁰ as shown in following figure:

¹⁸ *Ibid*, pp.16-17

¹⁹ *Ibid*, pp.21-22

²⁰ *Ibid*, pp. 21-22

All-India Shares in Matriculation by Socio-Religious Groups, 2009–10



(iii) Higher Education:

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

The study has also noted that there has been massive increase in the participation of students in higher education in the age group of 17-29, in general. In 2004-05, the percentage of participation in this age group in higher education was **6 %** and it has risen to **11%** in 2009-10. However, the Muslim community has not been able to get the benefit of higher education despite the Sachar Committee Report and some steps taken by the Government to address the situation. It is strongly felt that there is a need to take concrete steps to improve the participation of Muslims in higher education by making it mandatory for the Universities, Institutions and Colleges to try to achieve diversity in their student population. Scholarships, fee waivers and other facilities like hostels etc. given to SC students also need to be made available to Muslim students so that poverty does not come in the way of their participation in higher education²¹.

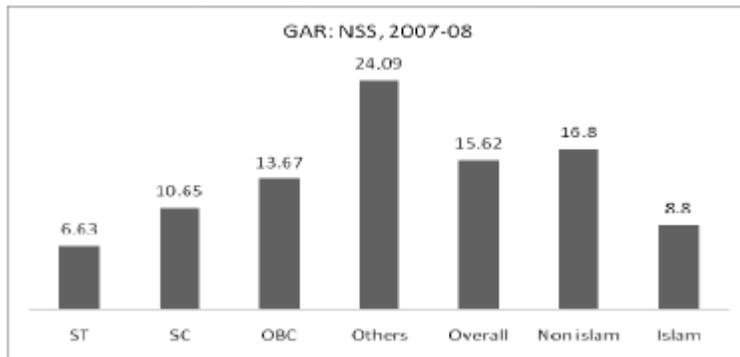
- **Salient Findings of Research Study Conducted by National University of Educational Planning and Administration (NUEPA):** A research study has also been done by NUEPA on the basis of National Sample Survey 64th Round (conducted in 2007-08) which presents the information on participation in higher education by social and religious groups. Result of this research study shows that the Gross Attendance Ratio (GAR) of Muslims stands at **8.7 per cent** as opposed to **16.8%** GAR of Non-Muslims. If we compare the GAR of Muslims with other social groups, we observe that it is higher

²¹ *Ibid*, p. 23

than the GAR of Scheduled Tribes at **6.63 per cent** and lower than the GAR of Scheduled Caste at **10.65%** and much lower than the GAR of other backward classes at 13.67 percent. (see following Table)

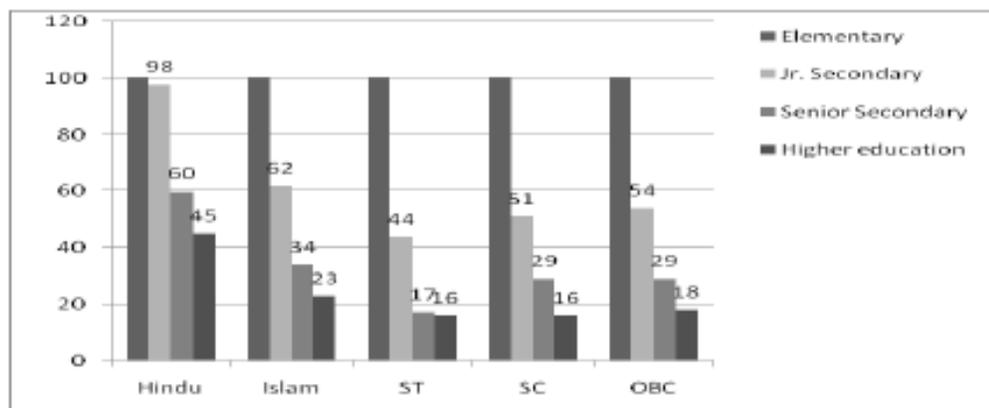
- There is a wide variation in the participation in higher education as we move from ST, SC, OBC and others. It varies from **6.26%** in the case of ST to **10.52%** in the case of SC, **14.27%** in the case of OBC and **29.56%** in the case of General²².

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



- **Level-wise Education Participation: Group Analysis:** Group analysis of the educational participation in terms of graduates at different levels of education is presented in terms of social, religious and economic groups. In the information given in the following figure, elementary level is taken as the base and index of graduates at other levels of education is calculated. Graduates, at different levels of education, give the picture of stock available at a point of time. However, the comparison tells us which group at what level suffers from the deficit of graduates²³.

Educational Levels across Socio-Religious Groups



²² *Ibid*, p. 24

²³ *Ibid*, p.26

10. 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:-

- **Sarva Shiksha Abhiyan (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 Directorates²⁴.
- **Kasturba Gandhi Balika Vidyalaya (KGBV)** is a scheme launched in July 2004, for setting up residential schools at upper primary level for girls belonging predominantly to the SC, ST, OBC and minority communities. The scheme is being implemented in educationally backward blocks of the country where the female rural literacy is below the national average. The scheme provides for a minimum reservation of **75%** of the seats for girls belonging to SC, ST, OBC or minority communities and priority for the remaining **25%** is accorded to girls from families below poverty line.

Out of **3600** KGBVs sanctioned, **3439** KGBVs have been operationalized. Out of these, **552** KGBVs have been sanctioned in rural and urban areas of Muslim concentration and **517** of these have been operationalized. **24,590** minority girls have been enrolled out of total of **3,33,622** girls enrolled²⁵.

- **Adult Education:** Ministry has launched **Sakshar Bharat**, this Mission provides comprehensive opportunities of adult education, primarily to women with focus on disadvantaged groups, especially SCs, STs and minorities, in rural areas.

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.

To make the programme successful, the accent is on Access, Equity, Quality and Good Governance. To ensure access, an Adult Education Centre, with two Coordinators, was to be set up in each Gram Panchayat covered under the scheme. To make the programme inclusive, of the **70 million** targeted beneficiaries at least **85%** were to be women, **20%** SCs, **11%** STs and **17%** Minorities²⁶.

²⁴ <http://mhrd.gov.in/>

²⁵ *Op.cit.*, Standing Committee Report 2013, p. 44

²⁶ *Ibid*, p.44

- **Jan Shikshan Sansthan** are imparting vocational training in 33 out of 90 minority concentrated districts in the country²⁷.
- **Scheme for Providing Quality Education for Madaras (SPQEM) and Infrastructure Development of Minorities Institutions (IDMI):** The Area Intensive and Madrasa Modernization Programme was recast in 2008 as two schemes, namely, the Scheme for Providing Quality Education in Madrasa (SPQEM) and Infrastructure Development of Private Aided/Unaided Minority Institutions (IDMI) for Elementary Secondary/Senior Secondary Schools²⁸.
 - 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 Madrasa teachers teaching modern subjects in 5934 Madrasas. 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)^{29&30}.
 - 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)^{31& 32}.
- The scheme of **Rashtriya Madhyamik Shiksha Abhiyan (RMSA)**, *inter alia*, provides coverage of special focus groups viz. girls’ education, children belonging to SC, ST, OBC and Educationally Backward Minorities was launched in March, 2009 with the objective to enhance access to secondary education and improve its quality. During the period of implementation of RMSA from 2009-10 till 2012-13, **9670** new secondary schools have been approved out of which **7303** new secondary schools have become functional. Out of the **9670** new secondary schools approved, **906** schools have been approved in Minority Concentrated Districts (MCD) and **461** of these schools have become functional as on 31.1.2012³³.
- In Higher Education, the **UGC’s** approach paper to the XII Five Year Plan states that there is a serious problem as the enrolment and GER for the Muslim population is much lower than that for non-Muslim students. The GER for Muslim students is half that of the total GER. Compared to 2004-05, the increase of GER for Muslims is **11%** while that for

²⁷ <http://mhrd.gov.in>

²⁸ *Op.cit.*, Standing Committee Report 2013, p. 49

²⁹ *op.cit.*, <http://mhrd.gov.in>

³⁰ *Ibid*

³¹ *Ibid*

³² *Ibid*

³³ *Op.cit.*, Standing Committee Report 2013, p. 51

non-Muslims is **18%**. This problem needs special attention. The UGC proposes to expand the number of schemes to achieve greater inclusion of Muslim minorities in higher educations such as : PG Scholarships for students belonging to SC/ST/Minorities, Schemes for Promotion of higher education to Minorities, Establishment of Equal Opportunities Cell (EOC), Establishment of Residential Coaching Academy for Minorities, Post-Doctoral Fellowship, PG Scholarship for Professional courses, Schemes for Remedial and Coaching Classes through Universities and Colleges, Schemes for NET and Entry to Public Services Coaching Classes, Book bank scheme, Student Scholarship Scheme.

- **Academies** for Professional Development of Urdu Medium Teachers has been set up at three Central Universities viz. Aligarh Muslim University (AMU), Aligarh, Jamia Millia Islamia (JMI), New Delhi; and Maulana Azad National Urdu University (MANU), Hyderabad. The Academy at JMI has trained **1675 teachers**. MANUU has trained **3061 teachers**. The AMU has conducted **16 Refresher** Courses/Workshops for Primary/Secondary school teachers and has covered **356 teachers** for teaching modern subjects in Urdu medium.
- For Setting of **Residential Academies for Minority Student** an amount an amount of **Rs.61.31 crore** has been sanctioned for establishment of Residential Coaching Academies for Minorities, Women/SCs/STs” in Aligarh Muslim University, Maulana Azad National Urdu University, Baba Saheb Bhimrao Ambedkar University, Jamia Hamdard and Jamia Milia Islamia. So far, an amount of **Rs. 30.66 crore** has been released by University Grants Commission.
- **National Council for Promotion of Urdu Language (NCPUL)** is being strengthened. The programmes of the NCPUL are now available at **1567** locations in **234** districts in **26 States** of the country which include one-year Diploma Course in Computer Applications, Business Accounting & Multilingual DTP (CABA-MDTP), One-Year Diploma Course in Urdu language, one-year Certificate Course in Arabic Language and two-year Diploma Course in Functional Arabic³⁴.
- **Under the Modified Schemes for implementation in the 12th Plan**, special focus is given to **374** Degree Colleges in low GER districts, the **90** Minority concentrated districts (MCDs) will be covered. State-wise details and fund allocated is given in **Annexure V**.³⁵
- Strengthening **vocational education** will be particular importance to Minorities which under the National Vocational Educational Qualifications Framework (NVEQF) will give scope to entering higher education as per the student’s flexibility, needs and requirements³⁶.
- **Scholarship Schemes for Minority Students:** The Ministry of Minority Affairs implements three Scholarship Schemes and one Fellowship Scheme for Educational Empowerment of students belonging to the minority communities at present i.e. Pre-

³⁴ *Ibid*, pp.54- 55

³⁵ Lok Sabha Unstarred Question 477 dated 7.8.2013

³⁶ Op.cit., Standing Committee Report 2013, p. 56

matric Scholarship Scheme, Post-matric Scholarship Scheme, Merit-cum-Means based Scholarship Scheme and Maulana Azad National Fellowship. Online Scholarship Management System (OSMS) has been put in place for the two Scholarship Schemes namely Post-matric and Merit-cum-means based Scholarship. Maulana Azad National Fellowship being implemented by University Grants Commission is also administrated online. Further, the total scholarship amount is being transferred into students Bank Account directly under these three Schemes³⁷.

11. Conclusion

Empowering backward communities, especially Muslims isn't merely a question of charity, but a dire necessity. It is imperative for India to emerge as a modern, developed nation. Minorities need to be fully mainstreamed in social, political and economic spheres. The status quo is unacceptable and needs to be corrected at the earliest. We will have to facilitate an equitable share for minority communities in education, employment and economic activities to ensure their uplift³⁸.

³⁷ Lok Sabha Unstarred Question No. 2241 dated 22.8.2013

³⁸ Indian Express, New Delhi, dated 28.11.2013

Annexure I**State/UT-wise Distribution of Minority Population**

S.No.	State/UT	Total Population	Minority Population			
			Muslims	Christians	Sikhs	Buddhists
	All India	1,028,610,328	138,1888,240	24,080,016	19,215,730	7,955,207
1.	Jammu & Kashmir	10,143,700	6,793,240	20,299	207,154	113,787
2.	Himachal Pradesh	6,077,900	119,512	7,687	72,355	75,859
3.	Punjab	24,358,999	382,045	292,800	14,592,387	41,487
4.	Chandigarh	900,635	35,548	7,627	145,175	1,332
5.	Uttaranchal	8,489,349	1012,141	27,116	212,025	12,434
6.	Haryana	21,144,564	1,222,916	27,185	1,170,662	7,140
7.	Delhi	13,850,507	1,623,620	130,319	555,602	23,705
8.	Rajasthan	56,507,188	4,788,227	72,660	818,420	10,335
9.	Uttar Pradesh	166,197,921	30,740,158	212,578	678,059	302,031
10.	Bihar	82,998,509	13,722,048	53,137	20,780	18,818
11.	Sikkim	540,851	7693	36,115	1,176	152,042
12.	Arunachal Pradesh	1,097,968	20,675	205,548	1,1865	143,028
13.	Nagaland	1,990,036	35,005	1,790,349	1,152	1,356
14.	Manipur	2,166,788	190,939	737,578	1,653	1,926
15.	Mizoram	888,573	10,099	772,809	326	70,494
16.	Tripura	3,199,203	254,442	102,489	1,182	98,922
17.	Meghalaya	2,318,822	99,169	1628,986	3,110	4,703
18.	Assam	26,655,528	8240,611	986,589	22,519	51,029
19.	West Bengal	80,176,197	20,240,543	515,150	66,391	243,364
20.	Jharkhand	26,945,829	3,731,308	1,093,382	83,358	5,940
21.	Orissa	36,804,660	761,985	897,861	17,492	9,863
22.	Chhattisgarh	20,833,803	409,615	4,01,035	69,621	65,267
23.	Madhya Pradesh	60,348,023	3,841,449	170,381	150,772	209,322
24.	Gujarat	50,671,017	4,592,854	284,092	45,587	17,829
25.	Daman and Diu	158,204	12,281	3,362	145	126
26.	D& N Haveli	220,490	6,524	6,058	123	457
27.	Maharashtra	96,878,627	10,270,485	1,058,313	215,337	5,838,710
28.	Andhra Pradesh	76,210,007	6,986,856	1,181,917	30,998	32,037
29.	Karnataka	52,850,562	6,463,127	1,009,164	15,326	393,300
30.	Goa	1,347,668	92,210	359,568	970	649
31.	Lakshadweep	60,650	57,903	509	6	1
32.	Kerala	31,841,374	7,863,842	6,057,427	2,762	2,027
33.	Tamil Nadu	62,405,679	3,470,647	3,785,060	9,545	5,393
34.	Puducherry	974,345	59,358	67,688	108	73
35.	A and N Islands	356,152	29,265	77,178	1,587	421

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

Annexure 2**Ranking of States by Literacy Rate, 2001 and 2011**

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

Source: Census of India 2001 & 2011*

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

Annexure-III**Minority Educational Institutions**

Sl. No.	State	Total No. of MSC issued
1.	Andaman	7
2.	A.P.	153
3.	Arunachal Pradesh	20
4.	Assam	189
5.	Bihar	91
6.	Chandigarh	14
7.	Chhattisgarh	185
8.	D&N Haveli	4
9.	Daman	1
10.	Delhi	174
11.	Goa	159
12.	Gujarat	30
13.	Haryana	101
14.	H.P.	23
15.	Jharkhand	60
16.	Karnataka	170
17.	Kerala	3495
18.	Madhya Pradesh	271
19.	Maharashtra	143
20.	Manipur	35
21.	Meghalaya	6
22.	Orissa	81
23.	Pondicherry	20
24.	Punjab	82
25.	Rajasthan	89
26.	Sikkim	17
27.	T.N.	129
28.	Tripura	11
29.	U.P.	1741
30.	Uttarakhand	86
31.	West Bengal	674
	Total	8261

Source: Lok Sabha Unstarred Question No. 1542 dated 14.8.2013

Annexure IV**Proportion of Muslim (%) Children in Enrolment at Elementary Stage in Major States**

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

Education in Minority Dominated Areas

States/UTs	Model Degree Colleges		Polytechnics		Girls' Hostels	
	No.	Fund sanctioned (Rs. in crores)	No.	Fund sanctioned (Rs. in crores)	No.	Fund sanctioned (Rs. in crores)
Arunachal Pradesh	2	1.00	5	22.74	7	0.78
Assam	9	4.50	9	18.00	47	34.09
Bihar			6	35.35	65	25.44
Haryana						
J&K	1	2.00			1	00.02
Jharkhand			3	21.35	15	9.69
Karnataka					10	9.47
Kerala						
Madhya Pradesh					2	-
Maharashtra	2	2.67	1	11.00	8	3.90
Manipur			6	12.12		
Meghalaya					6	1.63
Mizoram			2	16.00		
Odisha			1	10.12		
Sikkim			1	09.12		
Uttar Pradesh			13	135.35	58	25.12
Uttarakhand					7	5.20
West Bengal			7	28.62		

Source: Lok Sabha Unstarred Question 477 dated 7.8.201

