Education of Muslim Girls: A Study of the Area Intensive Programme

Anita Nuna
Programme Coordinator

Department of Women's Studies
National Council of Educational Research and Training
Sri Aurobindo Marg
New Delhi- 110 016

Contents

Sl. No.	Titles	Page No. (s)
Section I	**Introduction**	**1-17**
1.1	**Background**	
1.2	**Constitutional Provisions**	
1.3	**Educational Development of Muslim Girls in the Pre Independence Period**	
1.4	**Governmental Efforts to Promote Education of Minorities**	
1.5	**Scheme of the Area Intensive Programme**	
Section II	**The Present Study**	**18-21**
2.1	**The Context**	
2.2	**Objectives of the study**	
2.3	**Specific Objectives**	
2.4	**Research Questions**	
2.5	**Methodology**	
Section III	**State wise Programme Assessment**	**22-69**
1.	**Andhra Pradesh**	**18-28**
2.	**Karnataka**	**29-39**
3.	**Kerala**	**40-48**
4.	**Tamil Nadu**	**49-53**
5.	**Bihar**	**54**
6.	**Assam**	**55**
7.	**West Bengal**	**56-59**
8.	**Madhya Pradesh**	**60-62**
Section IV	**Conclusions and Suggestions**	**70-75**
	References	**76**
Annexure:	**Schedules**	**(I-V)**

Executive Summary

The Constitution of India intended to assure Muslims and other Minorities equality of status and opportunities with other citizens to accelerate the process of educational and socio-economic justice. The Constitution of India grants the right to Equality and Right to Freedom of Religion and Protection of Interests of Minorities in regard to educational rights. During the last five decades, the trend of upward mobility is noticed among Scheduled Castes and Scheduled Tribes because of special treatment given to them through reservations, provisions for various incentive schemes, opening of residential schools and more access to government jobs etc. Certain minorities feel that they are deprived of such advantages and are lagging behind in all aspects of life as compared to the majority groups. The findings of earlier research studies show that Muslims are comparatively educationally backward minority community as compared to other minority communities. In case of minorities although the census does enlist their population yet no further information is given about their educational status. It is, therefore, only on the basis of observations and sample studies that broad inferences can be drawn on the educational status of minorities in the absence of hard data.

The National Policy on Education (NPE) 1986 and revised in 1992 states "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." The POA, 1986 identified 41 educationally backward districts having sizeable population of Muslims and also states that in school education and adult education sectors, areas of concentration of educationally backward minorities to be taken care of by an Area Approach with Block/Tehsil as a unit. Specially designed programmes would be implemented to ensure accelerated progress in addition to the on going programmes of Education Department for improving the educational status of such minority groups. In pursuance with the NPE , the Ministry of Home Affairs, Government of India set up a group in 1990 under the Chairmanship of Dr. Gopal Singh to look into the educational status of disadvantaged groups, backward classes and minorities in the country. The group has identified Muslims and Neo – Buddihist as educationally backward minority groups at the national level. Neo – Buddhist were given all the benefits which are available to Scheduled Castes and therefore, the Muslims are recognized as educationally backward minority group at the national level. The group has suggested an **Area Approach** in school education to promote education of the educationally backward groups. To this end, the Department of Education, Ministry of Human Resource Development (MHRD), GOI has been operating a national scheme (The Area Intensive Programme) of financial assistance with a view to promote education of children belonging to educationally backward minorities The programme was launched in 1993 to provide basic educational infrastructure and facilities in areas of concentration of educationally backward minorities which do not have adequate provision for elementary and secondary education. Under the scheme, the grant is given on 100% basis to states and union territories for establishment and strengthening of educational infrastructure in primary and upper primary schools and also for opening of multi-stream residential higher secondary schools for girls to promote their participation in science, commerce, humanities and vocational courses.

Presently, the programme has been implemented in 4 districts of Assam and 325 blocks spread over 13 States and 3 Union Territories. Since the inception of the scheme (1993-94) full/part grant has been given to states and union territories for construction of buildings; construction of extra classrooms; upgradation of schools, construction of hostel buildings for girls' higher secondary schools; construction of toilets/urinals in schools; purchase of teaching learning materials ,library books, almirah and furniture etc. in primary/upper primary/secondary schools.

The present study has been undertaken to assess the impact of this scheme on enrolment and retention of Muslim children particularly girls at the elementary stage and also the impact of multi stream residential higher secondary schools on girls in opting for different streams of education. Under the study, 8 states namely Andhra Pradesh, Karnataka, Kerala, Tamil Nadu , Assam, West Bengal, Bihar and Madhya Pardesh have been covered. A total of 67 institutions have been visited.

1. Specific Objectives

1. To assess the impact of the Area Intensive Programme on enrolment and retention of children, particularly Muslim girls in elementary schools;

2. To understand the impact of multi-stream residential higher secondary schools on education of Muslim girls;

3. To assess the reasons for failure if any, and

4. To suggest correctives.

2. Research Questions

What is the pace of coverage and the approach of the programme to achieve the goal of UEE? What are the sub components of the programme? Though the scheme is open for all how is it benefiting particularly Muslim girls? Are these schools opened only for Muslim children? Are there Multi Stream residential Schools for Muslim girls only? Are the concerned officials keeping separate information for Muslim children regarding figures about the enrolment, retention, drop outs after the implementation of the Area Intensive Programme at the district and block level? Do they have separate statistics at the block level on quantitative increase of Muslim students from different social and economic background? The Central Scheme is launched to cover all the areas with a similar approach. Girls' education is highly contextual. Does it require similar yardsticks and a similar context every where?

3. Methodology

In order to seek answers to the objectives and research questions of the study, both the quantitative and qualitative data/ information were required. The quantitative data/ information which includes the year of inception of the scheme, coverage of the scheme, criteria for selection of districts/ blocks/ institutions, status of grant received and its

utilization, present status of the scheme, enrolments figures etc. were collected with the help of structured schedules. Enrolment figures at two points of time have been obtained from the sampled institutions during the study tour – at the beginning of the scheme in a particular state and at the time of the visit to that particular state to assess the impact of the scheme on enrolment and retention of children at the elementary stage and the impact of multi stream residential higher secondary schools on girls in opting for different streams of education.

The qualitative information is based on personal visits to the sampled states/ districts / blocks/institutions through observations, meetings and discussions with all the concerned officials and beneficiaries of the scheme. List of states drawing grant under the Area Intensive Programme was collected from the Department of Education, MHRD, GOI. Field visits were planned accordingly.

Tools : The schedules were prepared to collect data from the following categories of respondents:

1. State officials : This proforma was prepared to collect information from the state headquarters related to the year of inception of the scheme, coverage of the scheme, criteria for selection of districts/ blocks/ institutions, status of grant received and its utilization and present status of the scheme etc.

2. District / Block level officials: This was prepared to get information related to the number of blocks covered , number of new schools opened, schools upgraded and schools provided assistance for strengthening physical infrastructure, criteria for selection of these institution, activities planned, status of work undertaken under the scheme, enrolments, utilization of grant and opinion of block officials , teachers and beneficiaries about the scheme.

3. Principals of multi-stream residential higher secondary schools: This schedule aimed at understanding the school facilities provided under the scheme, courses available for girls in these schools, girls' enrolments, difficulties in implementation of scheme and their suggestions if any for further improvement.

4. Girl students of multi-stream residential higher secondary schools: This helped in assessing the background of beneficiaries of the scheme, identify facilities available for girls studying in Multi Stream Residential Higher Secondary Schools and their expectations from the scheme.

5. Parents : Parents schedule helped in understanding their awareness and aspirations from the scheme and also to assess their views about the scheme.

The Sample : The scheme has been implemented in 325 blocks spread over 13 States namely Andhra Pradesh, Bihar, Gujarat, Haryana, Karnataka, Kerala, Maharashtra, Madhya Pradesh, Rajasthan, Tamil Nadu, Uttar Pradesh, West Bengal, Assam and 3 Union Territories namely Andaman & Nicobar Islands, Delhi and Pondicherry. Field work has been completed in 8 states namely Assam, Andhra Pradesh, Bihar, Karnataka,

Kerala, Madhya Pradesh, Tamil Nadu, West Bengal. Due to non-response from other states, field work was not taken up in those states. Further , Maharashtra was also not included in the study as the state authorities wanted the coordinator to visit the state in the last week March, 2003.

Collection of data : Secondary data regarding state basics, literacy rates, enrolments were collected from Census reports and Selected Educational Statistics. Primary data/ information were gathered personally by undertaking visits to 8 states namely Andhra Pradesh, Karnataka, Kerala, Tamil Nadu, Assam,. Bihar, West Bengal and Madhya Pradesh. A total of 67 institutions were visited personally to assess the impact of the scheme.

Analysis of data: Analysis of secondary data was based on enumeration and then converting the number into percentages e.g. district wise percentages of muslim population, literacy rates and other indicators of women's development in selected districts. Analysis of information collected through schedule 1 & 2 which were aimed at gathering information on year of inception of the scheme, coverage of the scheme, criteria for selection of districts/ blocks/ institutions, status of grant received and its utilization and present status of the scheme etc. were compiled state wise and used in the report. Information collected through schedules 3 and 4 regarding the status of multi stream residential higher secondary schools for girls were more descriptive in nature and, therefore, analysed and interpreted objective wise.

Limitations of the study: The impact of the scheme on enrolment and retention of children is assessed only in schools visited during the study tour. Analysis of enrolment data has not been done in other institutions due to non-availability of enrolment figures in all institutions assisted under the scheme at the state/ district headquarters.

4. Conclusions and Suggestions

The scheme of the Area Intensive Programme was launched in 1993 by the Department of Education, MHRD, GOI. The objective of the scheme is to promote education of children belonging to educationally backward minorities in areas of concentration of educationally backward minorities that do not have adequate provision for elementary and secondary education and also to promote participation of girls in science, commerce, humanities and vocational courses. Under the scheme, grant is given on 100% basis to states and union territories for establishment of new primary/upper primary schools, non-formal education centers where such a need is felt and virility established on the basis of a school mapping exercise; strengthening of educational infra-structure and physical facilities in the primary/upper primary schools; and opening of multi-stream residential higher secondary schools for girls where science, commerce, humanities and vocational courses are taught, to the educational backward minorities.

The present study was undertaken to assess the impact of the Area Intensive Programme on enrolment and retention of children, particularly of Muslim girls in primary and upper

primary schools; and also to understand the impact of multi-stream residential higher secondary schools on education of Muslim girls in opting for different streams of education. Under the study, first hand information was collected from 8 states namely Andhra Pradesh, Karnataka, Kerala, Tamil Nadu , Assam, West Bengal, Bihar and Madhya Pardesh. A total of 67 institutions have been visited. The scheme is primarily implemented through the state administration except in Kerala.

Enrolment and Retention of Children

Analysis of enrolment data collected from sample schools shows that efforts of state governments in increasing enrolments has shown very marginal progress except in Kerala and Karnataka. However, the construction / reconstruction / renovation of existing primary, upper primary and high school buildings have given strong motivation to parents and community to send their children regularly to schools and retention rate has improved.

One of the objective of the scheme to promote participation Muslim girls in the vocational, science, engineering and commerce courses remained unfulfilled as no multi stream residential higher secondary schools for girls have been opened or supported in states under the scheme except in Kerala. In Kerala, 6 multi stream residential higher secondary school for girls have been opened under the scheme. There is a strong demand for such schools in other states also as in many states girls who complete high schools could not join junior colleges for higher studies. States governments have not even prepared proposals to get grant for this purpose. Attention needs to be paid on this aspect.

The present study revealed that the scheme had been a success to some limited extent in terms of the stated objectives of the scheme. Though the guidelines supplied by the central government clearly emphasize the purpose of the scheme, yet its implementation has to be translated into action in certain states. In Karnataka, schools have been opened in areas where there were no schooling facilities and grant is given for construction of rooms, providing furniture, books and learning materials which has resulted in increasing enrolment of children particularly girls in remote areas. However, part of this grant has been used to give salary to teachers also which should not have been done. Like wise, Andhra Pradesh has used part of its grant to construction / reconstruction of two existing high school buildings. It is pertinent to mention here that there is no provision of grant for construction of existing high school buildings. In other states also existing schools have been assisted under the scheme. Schools are given grant to strengthen infrastructure facilities. Efforts have not been made by states to discover unserved areas of concentration of educationally backward community. The scheme is considered to strengthen the infrastructure facilities in existing schools. In Bihar, it was also noticed that institutions, which are not Muslim minority concentrated, have been identified for financial assistance under the scheme. Grant is drawn only to strengthen infrastructure facilities in existing schools in all states except in Karnataka and Kerala. New lower primary , primary and upper primary schools have been opened only in two sampled states namely Karnataka and Kerala. In Karnataka, state

government has opened new lower primary, primary and upper primary schools in remote Muslim dominated pockets. In Kerala, state government has given grant to NGOs to provide educational facilities in remote Muslim dominated pockets to support education of children belonging to Muslim minorities. In other sampled states namely Andhra Pradesh, Tamil Nadu, West Bengal and Madhya Pradesh, state governments have used the grant for construction / reconstruction / renovation of rooms, toilets, drinking water facilities and electricity connections in exiting primary, upper primary and high schools in blocks identified at the centre level. Construction of rooms has been undertaken in Andhra Pradesh, Karnataka, Tamil Nadu and Madhya Pradesh but other activities like construction of toilets, drinking water and electricity connections are yet to be undertaken. The scheme has not yet taken of in Bihar and Assam.

Section I

Introduction

1.1 Background

In the pre Independence period, attempts were made to give a special ferment to education of Muslim girls. It was recognized as a catalyst of social change. However, literacy among girls and women has always been at a low key. The 1931 census figures indicate that percentage of literacy for men was 11.7% and for women 1.9 %. In case of Muslim women this percentage was only 1.2 %. The participation of girls in school was also very low. Since Independence, education of girls has been an area of national concern. The Constitution of India intended to assure Muslims and other Minorities equality of status and opportunities with other citizens to accelerate the process of educational and socio-economic justice. The Constitution of India grants the right to Equality and Right to Freedom of Religion and Protection of Interests of Minorities in regard to educational rights. A number of constitutional provisions exist for protection and promotion of the interests of these minority groups. Article 29 (1) & (2) of the Constitution grant citizens residing in the territory of India or any part thereof having a distinct language, script of culture of its own shall have the right to conserve the same and no citizen shall be denied admission into any educational institution maintained by the State or receiving aid out of State funds on grounds only of religion, race, caste, language or any of them. Article 30 (1)& (2) grants right to all minorities, whether based on religion or language, to establish and administer educational institutions of their choice and the State shall not, in granting aid to educational institutions, discriminate against any educational institution on the ground that it is under the management of a minority, whether based on religion or language. Article 1[350 A states it shall be the endeavor of every State and every local authority within the State to provide adequate facilities for instruction in the mother - tongue at the primary stage of education to children belonging to linguistic minority groups; and the President of India may issue such directions to any State as he/she considers necessary or proper for securing the provision of such facilities.

After attaining independence, efforts have been made to Universalisation of Elementary Education (UEE) in pursuance of Article 45 of the Constitution of India. Various strategies have been developed to broaden the base of access to elementary education. A number of Educations for All programmes have been launched to ensure enrolment and retention of children at the elementary stage. Consequently, number of schools has been increased and enrolments have been increased. The overall literacy rates have gone up from 18.33 percent in 1950-51 to 62 percent in 2001. Female literacy rate has also shown a considerable increase and also gone up from 8.86 percent in 1950-51 to 54 percent in 2001. However, there still exists a considerable disparity between the male and female literacy rates. The intra female literacy disparity continues to be high, the rural female,

the socially disadvantaged groups (SC, ST) and certain minorities are at the bottom of the ladder. However, during the last five decades, the trend of upward mobility is noticed among Scheduled Castes and Scheduled Tribes because of special treatment given to them through reservations, provisions for various incentive schemes, opening of residential schools and more access to government jobs etc. Certain minorities feel that they are deprived of such advantages and are lagging behind in all aspects of life as compared to the majority groups. In case of minorities although the census does enlist their population yet no further information is given about their educational status. It is a fact that the census collects information about all communities but no data is compiled and published beyond giving the religion wise break up of population figures. Some data that is compiled and retained in the records is treated as classified and is not available for use. It is, therefore, only on the basis of observations and sample studies that broad inferences can be drawn on the educational status of minorities in the absence of hard data. The findings of earlier research studies show that Muslims are comparatively educationally backward minority community as compared to other minority communities.

With a total population of 838,583, 988, Hindus accounted for 687,646,721 (82%); Muslims 101,596,057 (12.12%); Christians 19,640,284 (2.34%); Sikhs 16,259,744 (1.94%); Buddhists 6,387,500 (0.76%); Jains 3,352, 706 (0.34%); other religions and persuasions 3,369,355 (0.39%) and 415.569 (0.04%) are from religion not stated (Census of India, 1991). There are a number of districts in the country where concentration of Muslim population is very high. In some districts their proportion ranges between 20% to 60% of the total population. There are other areas where the Muslim population is not visible and they are living for ages in the midst of Hindus and bound together in cultural and social practices.

1.2 Educational development of Muslim girls in the pre Independence period

At the beginning of the 19th century educational facilities for women in the indigenous system of learning (Tols, Pathshalas, Maktabs, and Madrasas) were virtually non – existent as per the available literature. The social status of women was low and women of the middle and upper classes led a life of seclusion under the dominance of family males and interaction with non – family males was prohibited. Among upper class Muslims families girls were taught only to read the Quran in Arabic and incidentally to read Urdu and Persian. Many parents disallowed their daughters to go to schools as this was considered violation of the Islamic rules.

The struggle for formal education of Muslim women began at the end of nineteenth century. Sir Mulana Hali and Sheikh Abdullah took the lead to fight for the cause of education for Muslim women. Sir Hali started a small primary school in 1894 for the daughters of his family and friends in Panipat . Unfortunately, the school had to close down after a few years due to the non – availability of female teacher for the school.

For the first time in 1896 , a resolution was placed by Khwaja Ghulamus in annual session of Muslim Education Conference for giving some attention to the education of Muslim women. A women's bench was set up and Murtaza Ali was appointed as

secretary of this bench. In 1902 Sheikh Abdullah became the secretary of the women's bench at the annual session of the Muslim Education Conference in Delhi. At that point of time the general perception of the leading personalities was that there should be a normal school for training of women teachers so that they can teach Muslim girls of high class families in their homes. Sir Sheikh Abdullah did not agree with the view because his perception was that there had to be a sufficient number of middle passed muslim girls first and then only they could be trained as teachers.

Sultan Jehan, the Begum of Bhopal was the first women in the Indian history who believed in the emancipation of women through education. She started the first school for muslim girls in 1903 the Sultania school . There were 140 girls below 10 years of age in the school in the very first year. The complete transport arrangements were made to bring girls to schools and back to home. They were taught subjects - Urdu, English, Arithmetic, Geography and Domestic Economics. However, emphasis was more on religious education.

Education of girls and women has transited from extreme opposition to total acceptance by the end of the last century. In 1904, Sheikh Abdullah started bringing out a monthly magazine , *Khatoon* , to popularise the idea of a school for Muslim girls in Aligarh. The Begum of Bhopal , Sultan Jehan immediately started giving regular grants to the girl's school in Aligarh. She promised to give annual grant of Rupees 1,200 for the school. Fortunately, a resolution was passed in the annual Muslim Education Conference session at Lucknow to establish a girl's school in Aligarh and the school was opened in 1906. In the beginning there was only 6 girls in the school. In 1911, Sakhawat Memorial Girls High School was started in Bengal by Rokeya Sakhawat Hussain. Maulana Karamat Hussain and the Raja of Mahmudabad also supported for girl's education and started a girl's school in Lucknow in 1912.

1.3 Governmental efforts to promote education of minorities

Since Independence, the Government of India has appointed various Committees and Commissions to look into the problems of education of all children. Several policies are being formulated to promote and strengthen education of children. With regard to education of Minorities, some of the important recommendations are discussed below.

The Report of the Education Commission (1964-66) embodies the principles of the Constitution and applies them specifically to educational opportunity: " a society that values social justice and is anxious to improve the lot of the common men and cultivate all available talent; must ensure progressive equality of opportunity to all sections of the population. This is the only guarantee for building up of an egalitarian and human society in which the exploitation of the weak will be minimized.

The National Policy on Education (1968) – "Every effort should be made not only to protect the rights of minorities but to promote their educational interests as suggested in the statement issued by the Conference of the Chief Ministers of States and Central

Ministries held in Aug. 1961." (National Policy on Education, Ministry of Education and Social Welfare, GOI, 1974 p 8-9.)

The National Policy on Education 1979 states "The Government is aware of the valuable contribution of the country's composite culture that can be made by institutions run by religious and linguistic minorities and recognize and uphold their right to establish such educational institutions of their choice and administer them in accordance with law, in order that the goal of an integrated Indian Community is achieved." (NPE 1979, Ministry of Education and Social Welfare, GOI, p 21.)

In 1983, Smt. Indira Gandhi, the then Prime Minister of India had issued 15 point programme for the welfare of Minorities.

- Point 11 directs the State authorities to take steps for starting of coaching classes in minority educational institutions to train minority students to compete successfully in admission and recruitment tests.
- Point 12 directs the States to make arrangement to set up ITIs and Community Polytechnics by Government or Private agencies in predominantly minority areas to encourage admission in these institutions of persons belonging to the minority communities.

Policy focus and implementation strategies to promote education of backward communities

The National Policy on Education (NPE) 1986 revised in 1992 and its Programme of Action (POA), envisages paying greater attention to the education of the educationally backward minorities in the interest of equality and social justice. The NPE 1986 and revised in 1992 states "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." (para 4.8)

On the basis of 1981 Census data on literacy, it was found that there are a number of districts where literacy rates are extremely low in general and particularly among the females. It was further observed that a majority of these districts had substantial populations of Muslims. Even in States which are educationally very forward e.g. Kerala, the Muslim dominated districts were comparatively found educationally backward.

The POA 1986 identified 41 educationally backward districts having sizeable population of Muslims and also spell out the following measures with the strategies recommended in addition to the on going programmes of Education Department for improving the educational status of children belonging to such minority groups in general and of minority girls in particular.

- Imparting of technical skills through the 10 community polytechnics set up in areas of pre-dominant minority concentration.

- Programme of evaluation of textbooks from the stand point of national integration currently undertaken by NCERT.

- Orientation Programmes for principals / managers and training programmes for teachers of minority educational institutions to be taken up by NCERT in a phased manner.

- University Grants Commission's Scheme of giving assistance to universities / colleges for starting coaching classes for students belonging to educationally backward minorities.

In the remaining years of the Eighth Five Year Plan (1986-87 to 1989-90), the Programme of Action 1986 set the following four targets for the various minorities: -

- Setting up of Resource Centres at Aligarh Muslim University, Jamia Millia Islamia, Kashmir University, Marathwada University and Osmania University at Hyderabad for training and guidance to minority educational institutions; Opening of 5 more Community Polytechnics in the Seventh Five Year Plan period and Early Childhood Education Centers in the areas predominantly inhabited by educationally backward minorities.

- A number of decisions were taken in the Programme of Action for Primary, Middle , Higher Secondary, Vocational and Technical Education.

Women's education with regard to Backward Minorities

"As the women literacy and the girls enrolment is lowest among educationally backward minorities, in the schemes of opening of girls schools, appointment of lady teachers, opening of girls hostels and providing of incentives in the form of mid – day meals, uniforms etc. minorities' needs should be fully met. A production – cum – training center for crafts exclusively for girls preferably with women instructors to the extent possible in each of the identified minority concentration districts. This will be done by State Governments."

Revisions suggested in POA , 1992 with regard to education of Backward Minorities

1. In school education and adult education sectors, areas of concentration of educationally backward minorities to be taken care of by an Area Approach with Block/Tehsil as a unit where specially designed programmes would be implemented to ensure accelerated progress. (Action: Department of Education – Centre and States.UTs).

2. Suitable Centrally Sponsored/Central Schemes should be formulated in the 8th Five Year Plan for implementing the strategies for the development of educationally backward minorities. (Action: Department of Education, Ministry of HRD and Planning Commission).
3. A revised list of minority concentration districts and blocks/ tehsils should be prepared by the Ministry of Welfare taking into account all relevant facts. Schemes for the development of the Minorities should be designed for such districts and tehsils / blocks (Action: Ministry of Welfare; Department of Education, Ministry of HRD).

4. Remedial coaching schemes for SC/ST students to be extended to students belonging to educationally backward minorities also. Remedial coaching should also include enrichment classes for the relatively better students. (Action: Department of Education/States/UTs).

5. In areas where there is concentration of the educationally backward minorities, girls hostels to be constructed in schools and colleges on a priority basis. (Action : Department of Education, Centre/States, Ministry of Welfare and U.G.C.).

6. A centrally sponsored/central scheme to be launched in areas of minority concentration to ensure the availability of Urdu knowing teachers in schools. Facilities for instruction through the medium of Urdu at the primary stage to be implemented effectively. Where the situation warrants on the basis of existing formula, the Urdu medium sections to be opened in the existing secondary schools. Urdu knowing teachers to be appointed for students offering Urdu as a medium. The number of the students belonging to educationally backward minority should be the criterion for the appointment of Urdu teachers in each class/school and also for starting Urdu medium schools and Urdu as subject at different classes in existing schools. State Governments shall ensure that Urdu Textbooks are made available to the school students on time along with textbooks in English/Hindi. (Action: Department of Education – Centre and States/UTs).

7. (a) A Centrally sponsored/Central scheme for the introduction of Science, Mathematics, English and Hindi etc., in traditional institutions to be formulated by the department of Education and to be adopted by such institutions purely on voluntary basis (Action: Department of Education, Ministry of HRD).

   (b) The State Governments would be encouraged to establish Madrasa Boards to look after the education of the minorities. Effective administration of these boards to be ensured through adequate staff supports. (Action : States/UTs).

8. Educational programmes with a vocational base to be introduced in the educational institutions in areas of concentration of educationally backward minorities on a priority basis. Training programme in crafts in which there are inherited skills among educationally backward minorities to be organized through craft training institutes. Efforts to be made to locate such craft training institutes

in area of concentration of educationally backward minorities. Where these institutes are available, in such areas, they are to be upgraded on a selective basis as advanced craft training centers so that the inherited skills of the educationally backward minorities become more productive. Artisans' children to be given preference in admissions in it is. (Action: Ministries of HRD, Labour, Textiles and State Governments).

9. A Centrally Sponsored/Central Scheme for appointment of language teachers, funded by Government of India, will be launched in the Eighth Five Year Plan. (Action : Ministry of HRD and Planning Commission).

10. The alarming rate of drop-out among the minority students to be checked by specially designed measures. Incentives to be given to poor minority students in the shape of free ships, stipends and uniforms. They are also to be given pre-matric and post-matric scholarships by extending the scholarship schemes of SC/ST students. (Action : Ministries of Welfare and HRD).

11. Voluntary Organizations, Federations and Associations of Minority-managed institutions to be encouraged and activity associated with the functioning of minorities education. (Action : State Governments./UTs).

12. Scheme for encouraging setting up of Libraries, Reading Rooms etc. in minority concentration areas; projects in a few blocks on an experimental basis to be undertaken by State Governments which will provide adequate finances for the purpose. (Action : States/UTs).

13. A suitable incentive scheme to be devised to encourage States achieving the targets in respect of minorities education. (Action : States/UTs).

14. Arrangements for appointment of regional language teachers in Urdu medium schools may be made on a priority basis. (Action : States/UTs).

15. Voluntary Organization should be encouraged to set up it is in areas of concentration of educationally backward minorities. Where required, suitable funds should be provided. (Action : Ministry of Labour, States/UTs).

1.4 Scheme of the Area Intensive Programme

1.4.1 Rationale

In pursuance with the National Policy on Education, the Ministry of Home Affairs, Government of India set up a group in 1990 under the Chairmanship of Dr. Gopal Singh to look into the educational status of disadvantaged groups, backward classes and minorities in the country. The group has identified Muslims and Neo – Buddihist as educationally backward minority groups at the national level. Neo – Buddhist were given all the benefits which are available to Scheduled Castes and therefore, the Muslims are

recognized as educationally backward minority group at the national level. The group has suggested an **Area Approach** in school education to promote education of the educationally backward groups. This has been recommended by the Empowered Committee also which was set up to take decisions on the report of the Group on minorities. Again, this has been endorsed by the Central Advisory Board of Education in its meeting held on 5-6 May, 1992 and the Task Force on Minorities Education constituted for formulating the new Programme of Action. To this end, the Department of Education, Ministry of Human Resource Development (MHRD), GOI has been operating a national scheme (The Area intensive Programme) of financial assistance with a view to promote education of children belonging to educationally backward minorities The programme was launched in 1993 and the grant is given on 100% basis to states and union territories for establishment and strengthening of educational infrastructure in primary and upper primary schools and also for opening of multi-stream residential higher secondary schools for girls to promote their participation in science, commerce, humanities and vocational courses. The Five Year Developmental Plans also specified the need for education of Muslim Community. The Ninth & Tenth Five Year Plans emphasized that in spite of adequate facilities at the secondary stage, children from minority groups are not taking full advantages of these. The **Area Intensive programme** will be strengthened by allocating a higher outlay. A vigorous publicity drive will be undertaken to generate necessary awareness among the Minority Communities so that they come forward to take full advantage of the scheme. The cooperation of the leaders of the minority communities will be elicited for the fulfillment of the same objective.

1.4.2. Objective of the Scheme

The basic objective of the scheme is to provide basic educational infrastructure and facilities in areas of concentration of educationally backward minorities which do not have adequate provision for elementary and secondary education.

1.4.3. Target Group

1. Programme of Action –1992 states that the High Power Panel on minorities SC/ST and other weaker sections, appointed by Ministry of Home Affairs and headed by Dr. Gopal Singh has identified Muslims and Neo – Buddihist as educationally backward groups at the national level. Subsequently, the Government has extended to Neo – Buddhist all the benefits, which are available to Scheduled Castes and therefore, the Muslims, are recognized as educationally backward minority group at the national level. However, the State Government and Union Territory Administrations may identify other groups which are educationally backward at the State/UT level and take suitable measures for their upliftment on the same lines.
2. The Ministry of Welfare will identify the districts and blocks/tehsils of concentration of educationally backward minorities at the national level. The State Governments and Union Territory Administrations could supplement this with a list based on local conditions.

1.4.4. Details of Implementation

The scheme will be funded by the Department of Education, Ministry of Human Resource Development, on 100% basis and will be implemented by State Governments and Union Territory Administrations and voluntary organizations. The Community Development Block or a Tehsil will be the unit for educational development. The programmes though open to all, are to be organized such that the sections of people who have remained deprived of educational and developmental opportunities get priority coverage. The activities for which financial assistance will be made available would include:

1. Establishment of new primary/upper primary schools, non-formal education centers where such a need is felt and virility established on the basis of a school mapping exercise.
2. Strengthening of educational infra-structure and physical facilities in the primary/upper primary schools.
3. Opening of multi-stream residential Higher Secondary Schools for girls where science, commerce, humanities and vocational courses are taught, to the Educational Backward Minorities.
4. Financial assistance under this programme would be in addition to the educational development programme of the state including those that may be taken up under the IRDP, Jawahar Rojgaar Yojna etc.
5. A Grants – in – Aid (GIAC) Committee under the chairmanship of Union Education secretary would be constituted for the purpose. It shall have representatives from Planning Commission, Finance Ministry, Ministry of Welfare, Ministry of Rural Development and State Governments concerned and officers of the Department of Education, Ministry of Human Resource Development. The GIAC will examine and approve the proposals of the State Government and UT Governments. Proposals from voluntary organizations who wish to take up programmes in the above mentioned areas would also be considered.

1.4.5. Financial Estimates

The blocks of concentration of Educationally Backward Minorities have not been identified so far. As stated earlier the identification task will be done by Ministry of Welfare in consultation with Registrar General's Office. At present, the exact number of such blocks is not known. POA, 1986 had identified 40 districts of minority concentration which because of bifurcation of the district has now become 41. However, it has been pointed out in various reports and for a that the basic unit for developmental programmes should be the block and not the district, Thus, the emphasis is on the block / tehsil for the administration of this programme. For each of the block areas a distinct identifiable project will be prepared and approved in the Government of India and given to the State / UT Governments for implementation.

The performance of the scheme will be reviewed after three years of its operation.

An amount of Rupees 16.27 crores is proposed for the scheme under the Eighth Five Year Plan. Taking up 50 blocks, for example under the Area Intensive Programme, an average provision of Rupees 6.5 Lakhs could be made per block annum. However, there is no minimum or maximum limit.

1.4.6. Coverage and Financial Pattern of the Scheme

1. This will be a central scheme with 100 % assistance to State Governments / UT Administration and Voluntary organizations. Assistance would be given for the activities mentioned in para 8 above.
2. The financial assistance will be on an annual basis. The States/Voluntary Agencies receiving the assistance would be required to furnish audited details of expenditure made in the prescribed proforma duly attested by the competent authority. For implementing the scheme, the State Governments and UT Administrations will conducts surveys including school mapping in the blocks of concentration of Educationally Backward Minorities and identify the gaps in existence of adequate educational infrastructure. On the basis of the surveys, the States/UTs would be required to submit proposals for items mentioned in para 8 above. On receipt of proposals from the State Governments/Voluntary agencies, the GIAC will consider on merits and accord approval.

1.4.7. Eligibility Conditions

1. Voluntary organizations/societies/trusts which are registered under central or state govt. Acts or WAKF Boards shall be eligible to apply for assistance under the scheme.
2. Only those voluntary agencies which have been in existence for three years would be considered for assistance under this scheme.
3. Such voluntary organizations should :

- have a proper constitution of Articles of Association;
- have a properly constituted managing body with its powers and duties clearly defined in the constitution;
- be in a position to secure the involvement, on voluntary basis, of knowledgeable persons for furtherance of their programmes;
- not be run for the profit of any individual or a body of individuals;

- not discriminate against any persons or group of persons on the ground of language or sex etc.
- not function for the furtherance of the interests of any political party;
- not in any manner incite communal disharmony.

1.4.8. Implementation and Monitoring

The scheme will be implemented by the State Governments as a Central Scheme under which 100% financial assistance will be provided to State Governments for

implementation of this scheme. All requests for financial assistance shall, as a rule be entertained by the State Governments on the prescribed applications forms. These will be considered on merits by the State level grant-in-aid committees.

Monitoring report regarding the voluntary organizations receiving assistance, total number of beneficiary students and the amount received and utilized by the madrasass shall be furnished of the Department of Education, Govt. of India on annual basis. The performance of the scheme may be reviewed after completion of three years of its operation.
Organizations requesting for financial assistance will apply on the prescribed

The application will be addressed to the Education Secretary in the State/UT, who will be the Chairperson of Grant-in-Aid committee in the State/UT.

The Education Secretary can also nominate any officer to act as Chairperson in his place if he/she so desires.

Other members of the committee will include:

- One representative from the Department of Education, Government of India.
- One/two representatives from Madrasa Education Management/ Board.
- One eminent educationist.
- TA/DA to attend these meetings will be borne by the concerned Department/Institutions/Organizations nominating their representative to attend the Grant-in-Aid Committee meetings.

The grant will be admissible to only those organizations/institutions who will submit the updated statement of accounts for all the grant-in aids received by theme for central/state governments of the preceding one year duly certified. The accounts/records of activities of the organization shall be available on demand for inspection to Central/State Government.

N.B. 1. The scheme may be revised as and when necessary.

No claim will be entertained from any organization/individual for consideration as a permanent beneficiary since the scheme will be implemented on purely voluntary basis.

Section II

The Present Study

2.1 The Context

The Area intensive Programme was launched in 1993 by the Department of Education, Ministry of Human Resource Development (MHRD), GOI, to support educationally backward minorities under which grant is given for establishment and strengthening of educational infrastructure in primary and upper primary schools and also for opening of multi-stream residential higher secondary schools for girls to promote their participation in science, commerce, humanities and vocational courses. Initially, the programme was launched for 41 districts. But the Ministry of Welfare was given the responsibility to identify more blocks, districts on the basis of local conditions for more coverage. Presently, the programme has been implemented in 4 districts of Assam and 325 blocks spread over 13 States and 3 Union Territories. Since the inception of the scheme (1993-94) full/part grants have been given to states and union territories for construction of buildings; construction of extra classrooms; upgradation of schools, construction of hostel buildings for girls' higher secondary schools; construction of toilets/urinals in schools; purchase of teaching learning materials ,library books, almirah and furniture etc. in primary/upper primary/secondary schools. By now many inputs have been made into states/districts/blocks for the benefit of Muslim children under various schemes particularly under the Area intensive Programme. The present study was designed to assess the impact of the Area Intensive Programme on enrolment and retention of Muslim children, particularly girls at the elementary stage; and to analyze the impact of the multi-stream residential higher secondary schools on girls in opting for different streams of education. Attempt has also been made to understand the awareness of parents and community members about the scheme and their expectations from the scheme.

2.2 Specific Objectives

1. To assess the impact of the Area Intensive Programme on enrolment and retention of children, particularly Muslim girls in elementary schools;
2. To understand the impact of multi-stream residential higher secondary schools on education of Muslim girls;
3. To assess the reasons for failure if any, and
4. To suggest correctives.

2.3 Research Questions

What is the pace of coverage and the approach of the programme to achieve the goal of UEE? What are the sub components of the programme? Though the scheme is open for

all how is it benefiting particularly Muslim girls? Are these schools opened only for Muslim children? Are there Multi Stream residential Schools for Muslim girls only? Are the concerned officials keeping separate information for Muslim children regarding figures about the enrolment, retention, drop outs after the implementation of the Area Intensive Programme at the district and block level? Do they have separate statistics at the block level on quantitative increase of Muslim students from different social and economic background? The Central Scheme is launched to cover all the areas with a similar approach. Girls' education is highly contextual. Does it require similar yardsticks and a similar context every where?

2.4 Methodology

In order to seek answers to the objectives and research questions of the study, both the quantitative and qualitative data/ information were required. The quantitative data/ information which includes the year of inception of the scheme, coverage of the scheme, criteria for selection of districts/ blocks/ institutions, status of grant received and its utilization, present status of the scheme, enrolments figures etc. were collected with the help of structured schedules. Enrolment figures at two points of time have been obtained from the sampled institutions during the study tour – at the beginning of the scheme in a particular state and at the time of the visit to that particular state to assess the impact of the scheme on enrolment and retention of children at the elementary stage and the impact of multi stream residential higher secondary schools on girls in opting for different streams of education.

The qualitative information is based on personal visits to the sampled states/ districts / blocks/institutions through observations, meetings and discussions with all the concerned officials and beneficiaries of the scheme. List of states drawing grant under the Area Intensive Programme was collected from the Department of Education, MHRD, GOI. Field visits were planned accordingly.

Tools : The schedules were prepared to collect data from the following categories of respondents:

1. State officials : This proforma was prepared to collect information from the state headquarters related to the year of inception of the scheme, coverage of the scheme, criteria for selection of districts/ blocks/ institutions, status of grant received and its utilization and present status of the scheme etc.

2. District / Block level officials: This was prepared to get information related to the number of blocks covered , number of new schools opened, schools upgraded and schools provided assistance for strengthening physical infrastructure, criteria for selection of these institution, activities planned, status of work undertaken under the scheme, enrolments, utilization of grant and opinion of block officials , teachers and beneficiaries about the scheme.

3. Principals of multi-stream residential higher secondary schools: This schedule aimed at understanding the school facilities provided under the scheme, courses available for

girls in these schools, girls' enrolments, difficulties in implementation of scheme and their suggestions if any for further improvement.

4. Girl students of multi-stream residential higher secondary schools: This helped in assessing the background of beneficiaries of the scheme, identify facilities available for girls studying in Multi Stream Residential Higher Secondary Schools and their expectations from the scheme.

5. Parents : Parents schedule helped in understanding their awareness and aspirations from the scheme and also to assess their views about the scheme.

The Sample : The scheme has been implemented in 325 blocks spread over 13 States namely Andhra Pradesh, Bihar, Gujarat, Haryana, Karnataka, Kerala, Maharashtra, Madhya Pradesh, Rajasthan, Tamil Nadu, Uttar Pradesh, West Bengal, Assam and 3 Union Territories namely Andaman & Nicobar Islands, Delhi and Pondicherry. Field work has been completed in 8 states namely Assam, Andhra Pradesh, Bihar, Karnataka, Kerala, Madhya Pradesh, Tamil Nadu, West Bengal. Due to non-response from other states, field work was not taken up in those states. Further , Maharashtra was also not included in the study as the state authorities wanted the coordinator to visit the state in the last week March, 2003.

Collection of data : Secondary data regarding state basics, literacy rates, enrolments were collected from Census reports and Selected Educational Statistics. Primary data/ information were gathered personally by undertaking visits to 8 states namely Andhra Pradesh, Karnataka, Kerala, Tamil Nadu, Assam,. Bihar, West Bengal and Madhya Pradesh. A total of 67 institutions were visited personally to assess the impact of the scheme.

Analysis of data: Analysis of secondary data was based on enumeration and then converting the number into percentages e.g. district wise percentages of muslim population, literacy rates and other indicators of women's development in selected districts. Analysis of information collected through schedule 1 & 2 which were aimed at gathering information on year of inception of the scheme, coverage of the scheme, criteria for selection of districts/ blocks/ institutions, status of grant received and its utilization and present status of the scheme etc. were compiled state wise and used in the report. Information collected through schedules 3 and 4 regarding the status of multi stream residential higher secondary schools for girls were more descriptive in nature and, therefore, analysed and interpreted objective wise.

Limitations of the study: The impact of the scheme on enrolment and retention of children is assessed only in schools visited during the study tour. Analysis of enrolment data has not been done in other institutions due to non-availability of enrolment figures in all institutions assisted under the scheme at the state/ district headquarters.

Section III

State wise Programme Assessment

1. Andhra Pradesh

1.1 State Basics

The state has a total area of 2,75,069 sq. km. with population of 7,57,27,541 comprising 3,82,86,811 males and 3,74,40,730 females. Sex ratio in the state is 978 (females per thousand males). Density of population is 275 persons per sq. km. Rural population of the state is 5,52,23,944 (73 %) of the total population (Census of India, 2001). The major population groups are Hindu and Muslims. As per 1991 Census Muslim constituted 8.91% of the total state population. Nearly 42 % of the total Muslim population lives in rural areas.

The state is divided into three regions namely Coastal Andhra, Rayalaseema and Telangana. The state has a total of 23 districts. Out of 23 districts, 9 are in Coastal Region; 4 in Rayalaseema and 10 in Telangana Region. Number of revenue Mandals are 1125 and number of inhabited villages are 28,123.

The total literacy rates are 61.11% ; 70.85 % for males; 51.17 % for females (2001 Census, provisional figures). Highest literacy rate among females is recorded in Hyderabad (73.67%) and the lowest is in Mahabubnagar (32.83%). Andhra Pradesh has made many strides in the area of school education during the last decade. Literacy rates have gone up. Participation of girls has also increased in the schools.

The state has a three tier education system – Secondary, Intermediate, Higher Education and Technical Education. At the school level there are primary (Classes I-IV); upper primary (Classes V-VII); and high schools (Classes VIII-X). There are Junior Colleges at the intermediate level. In the state there are a total of 55901 Primary ; 9804 Upper Primary; 10277 High Schools; 82 Higher Secondary. These schools are run by Central Government ; State Government; M.P.P./ Z.P.P.; Municipal; Private Aided and Private Unaided management. Higher Secondary schools are run by Central Government and Private Aided management only and the medium of instruction in these schools is English.

There are 8 medium schools (Telgu, English, Urdu, Oriya, Tamil, Kannada, Hindi, Marathi). However, the analysis of district wise data on number of schools shows that there are 9 districts in which only one higher secondary school exists. (Table 1). There are districts where less than 20 upper primary schools exist for 100 primary schools.

Table 1 : Districtwise number of Schools in Andhra Pradesh (2000-2001)

Sl. No.	Districts	Number of Schools				
		Pre Primary	Primary	Upper Primary	High	Higher Secondary
1.	Srikakulam	-	3041	323	285	1
2.	Vizianagram	-	2364	214	234	2
3.	Visakhapatnam	-	3024	305	362	14
4.	East Godavari	5	3281	478	536	2
5.	West Godavari	8	2436	277	376	4
6.	Krishna	1	2367	480	404	5
7.	Guntur	5	2888	297	434	3
8.	Prakasam	-	3036	306	354	1
9.	Nellore	1	3067	288	379	2
10.	Chitoor	-	4490	659	497	3
11.	Cuddapah	-	2972	395	421	1
12.	Anantapur	1	3159	340	403	2
13.	Kurnool	-	1858	443	370	1
14.	Mahabubnagar	6	2277	601	500	1
15.	Ranga Reddy	-	1438	617	662	19
16.	Hyderabad	-	318	500	645	9
17.	Medak	-	1535	388	358	2
18.	Nizamabad	-	1241	375	393	1
19.	Adilabad	-	2884	367	381	1
20.	Karimnagar	-	1686	660	717	3
21.	Warangal	-	2142	584	667	1
22.	Khammam	-	2196	373	353	3
23.	Nalgonda	-	2201	534	546	1
	Andhra Pradesh	**27**	**55901**	**9804**	**10277**	**82**

Source: Selected Educational Statistics, 2001, Andhra Pradesh

Girls' participation in schools

The analysis of data on enrolments shows that girls form 49.60 % of the total enrolment at the primary stage; 46.70 % at the upper primary stage; 44.32% at the high school stage. District wise analysis also shows that girls' participation is also very high in case of all communities in all the districts at the primary stage. However, their participation declines in enrolments in the higher classes. (Table 2 & 3).

Table 2 : Girls' Enrolment Belonging to All Communities at the Primary and Upper Primary Stages (2000-2001)

Sl. No.	Districts	Primary Schools			Upper Primary Schools		
		Total	Girls	% Girls to Total	Total	Girls	% Girls to Total
1.	Srikakulam	248125	**124270**	50.08	**78791**	**37923**	48.13
2.	Vizianagram	**236346**	**118524**	50.15	**55650**	**26663**	47.91
3.	Visakhapatnam	**293796**	**145986**	49.69	**95549**	**45431**	47.55
4.	East Godavari	**425793**	**214734**	50.43	**141529**	**70236**	49.63
5.	West Godavari	**329053**	**166246**	50.52	**84219**	**41539**	49.32
6.	Krishna	**280889**	**141597**	50.41	**135122**	**65202**	48.25
7.	Guntur	**354889**	**177012**	49.88	**85052**	**40920**	48.11
8.	Prakasam	**337092**	**165436**	49.08	**84999**	**38848**	45.70
9.	Nellore	**251286**	**125415**	49.91	**59960**	**28501**	47.53
10.	Chitoor	**309937**	**155968**	50.32	**123414**	**57211**	46.36
11.	Cuddapah	**236156**	**119476**	50.59	**85938**	**38793**	45.14
12.	Anantapur	**380281**	**189908**	49.94	**96137**	**44278**	46.06
13.	Kurnool	**376299**	**181193**	48.15	**157751**	**68945**	43.70
14.	Mahabubnagar	**266379**	**122742**	46.08	**164001**	**69177**	42.18
15.	Ranga Reddy	**192236**	**94887**	49.36	**168986**	**78261**	46.31
16.	Hyderabad	**61236**	**31522**	51.48	**158269**	**77795**	49.15
17.	Medak	**213516**	**104290**	48.84	**108582**	**49585**	45.67
18.	Nizamabad	**160186**	**77895**	48.63	**98928**	**46920**	47.43
19.	Adilabad	**225791**	**110833**	49.09	**93290**	**44124**	47.30
20.	Karimnagar	**194592**	**98089**	50.41	**165532**	**77990**	47.11
21.	Warangal	**219835**	**111038**	50.51	**147865**	**69023**	46.68
22.	Khammam	**201571**	**99088**	49.16	**89748**	**41290**	46.01
23.	Nalgonda	**265110**	**129521**	48.86	**148873**	**68625**	46.10
	Andhra Pradesh	**6060394**	**3005670**	**49.60**	**2628185**	**1227280**	**46.70**

Source: Selected Educational Statistics, 2001, Andhra Pradesh

Table 3 : Girls' Enrolment Belonging to All Communities at the High and Higher Secondary Stages (2000-2001)

Sl. No.	Districts	High Schools			Higher Secondary Schools		
		Total	Girls	% Girls to Total	Total	Girls	% Girls to Total
1.	Srikakulam	**120246**	**49359**	41.05	**233**	**78**	33.48
2.	Vizianagram	**89792**	**36572**	40.73	**928**	**124**	13.36
3.	Visakhapatnam	**193376**	**82332**	42.58	**17103**	**7856**	45.93
4.	East Godavari	**250031**	**119277**	47.70	**942**	**352**	37.37
5.	West Godavari	**169558**	**81886**	48.29	**3420**	**1183**	34.59
6.	Krishna	**180351**	**85266**	47.28	**7030**	**4199**	59.73
7.	Guntur	**183832**	**82445**	44.85	**1323**	**540**	40.82
8.	Prakasam	**110406**	**43661**	39.55	**375**	**124**	33.07
9.	Nellore	**119924**	**52087**	43.43	**1975**	**944**	47.80
10.	Chitoor	**192985**	**84412**	43.74	**1731**	**789**	45.58
11.	Cuddapah	**144205**	**59533**	41.28	**345**	**112**	32.46
12.	Anantapur	**184198**	**77573**	42.11	**1590**	**586**	36.86
13.	Kurnool	**179607**	**69067**	38.45	**415**	**128**	30.84
14.	Mahabubnagar	**175083**	**67909**	38.79	**406**	**137**	33.74
15.	Ranga Reddy	**375316**	**171151**	45.60	**24095**	**9978**	41.41
16.	Hyderabad	**486125**	**248471**	51.11	**14564**	**6690**	45.94
17.	Medak	**153096**	**64654**	42.23	**1634**	**758**	46.39
18.	Nizamabad	**152486**	**66203**	43.42	**406**	**123**	30.30
19.	Adilabad	**168314**	**73248**	43.52	**277**	**141**	50.90
20.	Karimnagar	**285226**	**126238**	44.26	**1782**	**806**	45.23
21.	Warangal	**281829**	**122793**	43.57	**438**	**146**	33.33
22.	Khammam	**136356**	**60962**	44.71	**3277**	**1507**	45.99
23.	Nalgonda	**205449**	**86261**	41.99	**386**	**125**	32.38
24.	Andhra Pradesh	**4537791**	**2011360**	44.32	**84675**	**37406**	44.18

Source: Selected Educational Statistics, 2001, Andhra Pradesh

Education of Muslim is premised on the belief that participation of Muslim children is a prerequisite for any effort towards achieving UEE. In Andhra Pradesh, at the primary, upper primary and high school level there are Urdu medium schools to attract Muslim children. However, the analysis of data on medium wise and stage wise enrolments shows that there is not even a single Muslim child enrolled at the higher secondary stage. This may be because of non-availability of Urdu medium higher secondary schools. (

Table 4). Interested children have to join Intermediate Colleges for higher secondary classes.

Table 4: Medium wise and Stage wise Girls' Enrolment in Andhra Pradesh (2000-2001)

SL. No.	Medium / Type of Schools	Enrolment of Girls					
		Pre Primary	**Primary**	**Upper Primary Schools**	**High Schools**	**Higher Secondary Schools**	**Total**
1.	Telgu	1414	5730274	2113912	3262446	4377	11112423
2.	English	26	166673	433225	1153061	80298	1833283
3.	**Urdu**	**44**	**129516**	**71799**	**94662**	**-**	**296021**
4.	Oriya	-	8891	3015	2614	-	14520
5.	Tamil	-	7313	1371	3659	-	12343
6.	Kannada	-	11145	1204	1557	-	13906
7.	Hindi	-	1410	1795	16703	-	19908
8.	Marathi	-	3335	1675	2419	-	7429
9.	Gujarathi	-	81	-	670	-	751
10.	Bengali	-	1756	189	-	-	1945
	Total	1484	6060394	2628185	4537791	84675	13312529

Source : Selected Educational Statistics, 2000-2001, Commissioner & Director of School Education, Andhra Pradesh, Hyderabad

1.2 The Area Intensive Programme

The scheme of the Area Intensive programme was implemented in Andhra Pradesh in 1994 by the State Education Department through the school development committees. The scheme covers only one district namely Kurnool. Three Mandals (Blocks) namely Kurnool, Nandyal and Atmakur of district Kurnool are covered under the scheme.

Criteria for selection of district

Kurnool district has been selected on the basis of having sizeable number of Muslim population in the district. 16.58 % of the total population of the district is Muslim. Similarly, there are other districts in the state in which Muslim population is more than the state averages. (Table 5) .

The district literacy rates, at 67.36 % for males and 41.07 % for females. If we rank all India districts on the basis of female literacy, Kurnool ranks 439 as per 2001 Census data. As per 1991 Census , 8% children in the age group 5-14 years were working as child labourers and were reported as Main Workers of whom 10.69 % were girls. 38.3 % girls get married below 18 years of age in the district (DHRS,RCH,1999,IIPS, Mumbai).

There were 1858 Primary Schools; 443 Upper Primary Schools; 370 High and only 1 Higher Secondary School. Girls formed 48 % of the total enrolled children at the primary

stage; 44 % at the upper primary stage; 38 % at the high school stage and 31 % at the higher secondary stage as per state figures, 2001. This shows that girls' participation in enrolments decreases in the higher classes.

Table 5: Districtwise percentage of Muslim population in Andhra Pradesh-1991

S.No	State/Districts	Total Population	Muslim Population	% Muslim Population to Total
	Andhra Pradesh	66508008	5923954	8.91
1.	Srikakulam	2,312,126	5,759	0.25
2.	Vizianagaram	2,110,943	13,575	0.64
3.	Visakhapatnam	3,285,092	58,166	1.77
4.	East Godavari	4,541,222	65,061	1.43
5.	West Godavari	3,517,568	76,619	2.18
6.	Krishna	3,698,833	239,005	6.46
7.	Guntur	4,106,999	436,863	10.64
8.	Prakasam	2,759,166	182,765	6.62
9.	Nellore	2,392,260	216,177	9.04
10.	Chittoor	3,261,118	287,006	8.80
11.	Cuddapah	2,267,769	337,524	14.88
12.	Anantapur	3,183,814	356,359	11.19
13.	**Kurnool**	**2,973,024**	**492,960**	**16.58**
14.	Mahbubnagar	3,077,050	266,389	8.66
15.	Rangareddy	2,551,966	299,182	11.72
16.	Hyderabad	3,145,939	1,238,074	39.35
17.	Medak	2,269,800	261,395	11.52
18.	Nizamabad	2,037,621	287,503	14.11
19.	Adilabad	2,082,479	192,544	9.25
20.	Karimnagar	3,037,486	170,948	5.63
21.	Warangal	2,818,832	156,054	5.54
22.	Khammam	2,215,809	133,209	6.01
23.	Nalgonda	2,852,092	150,817	5.29

Source : Census of India, Religion Tables, 1991.

Coverage of the Scheme

There are 9 institutions in the district Kurnool who had received grant under the Area Intensive Programme till March 2002.

Following are the institutions covered under the scheme

1. Government Urdu Girls High School, Near Control Room ,Kurnool
2. Municipal Corporation Urdu Primary School for Girls, 41, Kothapeta, Kurnool
3. Municipal Corporation Urdu Primary School for Boys, Shaimshia, Kurnool
4. Municipal Corporation Urdu Primary School, Bodhabar Pet, Kurnool
5. H.M.G. Crescent English Medium School, Kurnool

6. Municipal Upper Primary Urdu School for Girls, Mullanpeta, Nandyal
7. Municipal Urdu Elementary School, Fort, Nandyal
8. Municipal Urdu Boys Elementary School, Peta, Nandyal
9. Mandal Parishad Girls Urdu Elementary School, Atmakur. (school has been upgraded to High School level)

Allocation of Funds

The total amount received by the state is Rupees 85,81,620 as per state records.

Financial assistance was given to school committees for

- Renovation/reconstruction of existed schools buildings;
- Construction of one or two additional class rooms;
- Construction of toilets and staircases

Table 6: Institution Wise Status of Grant

SL. No.	Institution	Budget Allocated for the Work (in Rupees)	Budget Released to the School Committees (In Rupees)	UC's received (In Rupees)
1	GGHS (U) Kurnool	49,00,000	49,00,000	37,73,667
2	Mpl (U), Primary for girls , Kurnool	2,90,000	1,81,106	1,81,106
3	Mpl (U), Primary for boys , Kurnool	2,90,000	1,81,106	1,81,106
4	Mpl (U) Primary for girls, Kurnool	2,90,000	1,81,106	1,81,106
5	HMG, Kurnool	5,03,622	3,13,488	3,13,488
6	Mpl (U) UPS for girls, Nandyal	8,63,000	4,38,966	4,38,966
7	Mpl (U) Ele coeducational , Nandyal	2,36,000	1,18,126	UC's are not received
8	Mpl (U) Ele for boys, Nandyal	0,36,000	18,070	UC's are not received
9	MPUPS for girls, Atamakur	12,00,000	9,00,504	9,00,504

Source: State Records, Hyderabad, Andhra Pradesh, 2001

During the study tour following 9 institutions receiving grant under the Area Intensive Programme were visited to assess the impact of the programme on enrolment, retention and achievement level of children particularly girls.

1.3 Institutions visited during study tour:

1. Government Urdu Girls High School, Near Control Room ,Kurnool
2. Municipal Corporation Urdu Primary School for Girls, 41, Kothapeta, Kurnool
3. Municipal Corporation Urdu Primary School for Boys, Shaimshia, Kurnool

4. Municipal Corporation Urdu Primary School, Bodhabar Pet, Kurnool
5. H.M.G. Crescent English Medium School, Kurnool
6. Municipal Upper Primary Urdu School for Girls, Mullanpeta, Nandyal
7. Municipal Urdu Elementary School, Fort, Nandyal
8. Municipal Urdu Boys Elementary School, Peta, Nandyal
9. Mandal Parishad Girls Urdu Elementary School, Atmakur. Now school has been graded as High School

- During the visit to these institutions, the coordinator talked to the girls, teachers and also the school headmasters/ headmistress regarding the impact of the scheme to promote enrolment, retention and in improving achievement level among muslim children. Discussions were also organised with the community people in Kurnool and Atmakur blocks to assess their views about the implementation of the scheme. 35 households were also visited in these two talulas to interview parents regarding their views towards education of their children particularly girls' education.

Institution wise Status of Work

1. **Government Urdu Girls High School, Near Control Room, Kurnool**: Construction work for ground floor 10 rooms & first floor 10 rooms has been completed . 4 toilets have been constructed in the school. RCC roof slab laid in floors. Sanitary arrangements and electrification is in progress**.** Colouring of building has been completed.
2. **Municipal Corporation Urdu Primary School for Girls, 41, Kothapeta, Kurnool** : Construction of two rooms have been completed. Flooring, plastering and electrification are to be done. Provisions are not made for toilet and drinking water facilities. Quality control engineers report is awaited.
3. **Municipal Corporation Urdu Primary School for Boys, Shaimshia, Kurnool** : Construction of two rooms has been started. Toilets have not been constructed yet.
4. **Municipal Corporation Urdu Primary School, Bodhabar Pet, Kurnool**: Construction of two rooms have been completed. Toilets facilities are not planned in the scheme. Flooring, plastering and electrification are to be done. Quality control engineers report is awaited.
5. **H.M.G. Crescent English Medium School, Kurnool**: Seven rooms completed. Quality control engineers report is awaited.

6. **Municipal Upper Primary Urdu School for Girls, Mullanpeta, Nandyal**: Construction of four rooms and Varandah upto roof level has been completed. Toilets are under construction. Work is in progress.
7. **Municipal Urdu Boys Elementary School, Fort, Nandyal:** Staircase has been constructed as planned in the budget. The work is entrusted to EE R & B , Nandyal. Work is in progress.
8. **Municipal Urdu Coeducational Elementary School, Peta, Nandyal :** 1 Toilet has been constructed as planned in the scheme.

9. **Mandal Parishad Girls Urdu Elementary School, Atmakur. (Now school has been** upgraded as High School) : Construction of 8 rooms and 2 toilets at roof level has been completed. Finishing has yet to be done.

1.4 Main Findings

- The scheme has been implemented during 1994-95 and is covered only one district namely Kurnool till March 2002. The scheme is primarily implemented through the state administration. The state government has drawn grant for strengthening the physical infrastructure in existing nine schools in district Kurnool. The state government has dispersed grant to eight government managed schools (4 primary, 2 upper primary and 2 high schools) and one run by non-governmental organization. Grant is given to these schools for construction / reconstruction/ renovation of class rooms, toilets, staircase and for drinking water and electricity connections. The construction work has been done through school development committees.

- No new schools have been opened under the Area Intensive Programme. Coverage of the scheme is very limited. The analysis of 1991 Census district wise Muslim population data shows that there are at least 19 districts in the state where population of Muslim community is more than 5%. Among them 8 districts have 10% or more Muslim population. Hyderabad district has the highest percentage of Muslim population (39.35%) in the state. Government has chosen Kurnool district for the implementation of the Area Intensive Programme. Population wise, Kurnool is the second most populous district in the state with 16.58% of Muslim population.

Enrolment and Retention of Muslim children

- All schools covered under the scheme are Urdu medium schools. It was found that only Muslim children were attending these schools. Majority of the students in these schools are girls.

- The close scrutiny of the enrolment of students in the schools which has received financial assistance under the scheme shows that during 1994-95- the first year of the start of scheme and 2001-2002 - the year in which the coordinator visited these schools, there has been only a marginal increase in number of children in these schools. For example in Municipal Corporation Urdu Primary School for Girls, the number of students in 1994-95 and 2001-2002 is 64 and 72(Table 7). Thus, showing an increase of 8 students only during a period of five years. The situation in other schools is also almost the same. This small increase cannot be attributed to the implementation of the scheme. However, it is hoped that the better infrastructure facilities will boost the enrolment of children in these schools in the coming years. .

Table 7: Enrolments in schools in schools covered under the scheme

SL No	Blocks	Name of the institutions	Enrolments 1994-95 Classes				Enrolments 2001-2002 Classes				Number of teachers
			I-V	VI-VIII	IX	X	I-V	VI-VIII	IX	X	
1.	Kurnool	Govt. Urdu Girls High School	290	250	62	48	365	300	75	60	26
2.	Kurnool	Muni. Corp. Urdu Primary School for Girls (Classes I-IV)	64	-	-	-	72	-	-	-	2
3.	Kurnool	Muni. Corp. Urdu Primary School for Boys (Classes I-IV)	71	-	-	-	79	-	-	-	2
4.	Kurnool	Muni.Cor. Urdu Primary School (ClassesI-IV)	87	-	-	-	106	-	-	-	2
5.	Kurnool	H.M.G. Crescent English Medium School	80	78	63	48	98	83	78	68	10
6.	Nandyal	Municipal Upper Primary Urdu School for Girls (ClassesI_IV)	138	28	-	-	150	34	-	-	3
7.	Nandyal	Municipal Urdu Boys Elementary School (ClassesI-IV)	93	-	-	-	148	-	-	-	2
8.	Nandyal	Municipal Urdu Coeducational Elementary School,(ClassesI-IV)	96	-	-	-	110	-	-	-	4
9.	Atmakur	Mandal Parishad Girls Urdu Elementary School (upgraded as High School since 1999)	166	90	24	20	180	110	25	25	10

Source : School records,2002

- At the state level, Deputy Director Minority Education keeps all the records of the implementation and monitoring of the scheme. However, enrolment figures in these schools after the implementation of the scheme were not readily available at the state /district / block headquarter for reference.

- No multi stream residential higher secondary school for girls school has been opened under the Area Intensive Programme. The state government has not even asked for funds for opening of multi-stream residential higher secondary schools for girls from the centre government. The state official told that Andhra Pradesh has a system of 10 years of schooling. The school structure is Lower Primary (Classes I – IV); Upper Primary (Classes V – VII); High School (Classes VIII – X). Then there are Junior Colleges having classes XI & XII. Therefore, benefits of multi stream residential higher secondary schools have not been received by the State. However, there is a strong feeling and demand among the community for opening of such type of schools in remote Muslim dominated areas as girls generally cannot continue their studies after class X because of non-availability of Junior Colleges in each Mandal.

1.5 Conclusions and Suggestions

- The reconstruction/renovation work was going on in schools and was expected to be completed by the end of financial year 2003. Community people, parents , principals and other concerned were of firm hope that the new environment will help muslim children to receive good school education. The Mandal authorities were of the view that this scheme will really help education of educationally backward community in the district. Earlier there were no proper sitting place in these schools. The schools were practically running in one or two rooms. There were no proper toilets and drinking water facilities in these schools. Teaching - learning environment was not very conducive. There were no place even for hanging teaching aids in the class rooms. In some schools classes were organized in the open space. In Nandyal two schools were running in one small old building. Since the buildings are being constructed now , leading local community people have started taking keen interest in these schools. They stated that they contact parents of children particularly of girls who are not attending schools. They feel that they are now in a position to motivate parents to send their children to schools regularly. It is expected that proper construction of these school buildings will raise confidence of parents and community people to send their children to schools regularly. However, coverage of the scheme is very low. As it is mentioned earlier that there is a need to trace other un served areas of concentration of Muslim minority in the state.

- Parents, teachers and officials were very happy with the implementation of the scheme. They feel that this programme has its own entity for Muslim children who desire to gain education in their mother tongue. They have got an opportunity to get admission in schools having pucca building, availability of drinking water and toilet facilities especially for girls. Since the grant is given in this district to support Urdu medium schools, Muslim children are really receiving benefits of this scheme. Since the construction work has been started in these schools, people have started inquiring about these schools. People have started showing their interest in education of their children. These days, many parents come and ask about the progress of their children. As per school records , drop out rates has been reducing during the last two years. However, majority of Muslim population in this district is poor. Their children do not go to schools because of poverty. Children who are enrolled come sometimes

empty stomach to school. Urdu medium schools in the district are not covered under the scheme of noon meal. If these children are given benefits of noon meal scheme, this would be a great help to them. Children may be given some incentives in these schools like free uniform, stationery etc. They all were of the view that along with the building fund, there should be a provision of grant for furniture and learning materials also.

- There was a strong desire among parents that government should start bridge residential camps in Muslim concentrated areas for children who could not afford to get enrolled in formal schools because of unsuitable timings and poverty. Socio-economic condition of Muslim people in this area is very backward. Many children work as labourers. Girls help their parents in bidi making and also in cotton fields. Boys work at the construction sites. Parents of these children told that their children can not spare long schooling hours to attend formal schools.

- There was a strong demand for higher secondary schools as Muslim children especially girls who could not attend junior colleges have to leave education after completing high schools. Girls studying in high schools expressed their desire that higher secondary schools should be opened in each Muslim concentrated Mandals so that interested girls can continue their studies after passing class X. Girls studying in the high school, Kurnool showed their high aspirations in education and demanded opening of vocational courses in Urdu medium schools.

- The proper construction of primary and upper primary school buildings have given strong motivation to parents and community to send their children regularly to schools and as a result retention rate has improved in these schools after the implementation of the scheme. The state government has used major portion of the grant in construction and reconstruction of 2 high school buildings - one in Kurnool block and the other is in Atmakur block. There is no provision for providing grant for construction / reconstruction /renovation of high school buildings. This needs attention as the basic objective of the scheme is to provide basic educational infrastructure and facilities in areas of concentration of educationally backward minorities which do not have adequate provision for elementary and secondary education by establishing new primary/upper primary schools, non-formal education centers where such a need is felt and virility established on the basis of a school mapping exercise and strengthening of educational infra-structure and physical facilities in the primary/upper primary schools.

- The another objective of the scheme is to promote participation of girls particularly Muslim girls in the technical, professional and vocational courses remained unfulfilled as no multi stream residential higher secondary school for girls has been opened or supported in the state under the scheme. Attention needs to be paid on this aspect at the level of central government.

2. Karnataka

2.1 State Basics

Karnataka was formed on 1st November 1956 by merging the former State of Mysore with the Kannada speaking areas of the erstwhile States of Bombay, Madras, Hyderabad and Coorg. The state is spread over an area of 1.92 lakhs square kilometer, which is mostly rural (1.88 lakhs sq. km.). Nearly 70 % of the population lives in rural areas. The total population of the state is 527.34 lakhs. Females comprise 49% of the total population. The sex ratio is 964 females per 1000 males (Census of India, 2001). Muslims constitute 11.64 % of the total population of the Karnataka as per 1991 Census.

There has been a gradual increase in the literacy rate between both males and females from 1961 to 1991. However, during the last decade (1991-2001), the female literacy rate shot up by 13.1 % as against 9.03 % for males (Table 1).

Table 1 : Trends in Literacy Rate in Karnataka During the Last Five Decades

Year	Persons	Male	Female
1	2	3	4
1961	29.80	42.29	16.70
1971	36.83	48.51	24.55
1981	46.21	58.73	33.17
1991	56.04	67.26	44.34
2001	67.04	76.29	57.45

Source: Census of India

Among the districts in the State, Bangalore has the highest literacy rates (83.91 %) and the district Raichur has the lowest literacy rates (49.54%). Male literacy rate is highest in Dakshin Kannada (89.74%) and the female is in Bangalore (78.98 %). The lowest female literacy rate is recorded in Raichur (36.84%). Thirteen districts in respect of males have recorded the literacy rate above the state average of 76.2 %, while in respect of females only eleven districts have achieved literacy rate above the state average of 57.45 %. (Census of India, 2001).

School Education

The existing structure of school education in Karnataka is 4 years of lower primary (Classes 1 – IV); and 3 years of upper primary (Classes V-VII); and high school (Classes VIII-X). Upper Primary schooling in Karnataka is for 7 years, unlike the national norm of 5 + 3 years of elementary education. The present scenario in Karnataka is that a primary school is available within 1 km walking distance. About 96 % of the population has been provided lower primary schools within 1 km walking distance and higher primary schools within 2 km walking distance. Primary schools have been started in all habitations with a population of 200 or more and in some habitations even with less than 200 population (State records, 2002).

Karnataka has 1615 Urdu medium lower primary schools (Classes I to IV) under government sector and 190 schools are run by private managements. Similarly, there are 1964 higher primary schools (Classes V to VII) owned by government and 61 are private managed schools. There are 192 Urdu high schools (72 Government; 80 Private Aided ; and 40 Private Unaided) (Table 2)

Exclusively Urdu Medium Schools

Table2 : Districtwise Urdu Medium Schools in Karnataka (2000-2001)

SL.No.	Districts / State	Lower Primary (Classes I-IV)	Higher Primary (Classes V-VII)	High Schools (Classes VIII-X)
	State	**1805**	**2025**	**192**
1	Bangalore Urban	28	53	3
2	Bangalore Rural	113	68	4
3	Chitradurg	57	37	0
4	Davangere	19	79	13
5	Kolar	174	100	1
6	Shimoga	98	82	0
7	Tumkur	139	83	1
8	Bagalkot	97	68	6
9	Belgaum	161	164	30
10	Bijapur	145	160	21
11	Dharwad	56	70	7
12	Gadag	29	24	7
13	Haveri	21	97	14
14	Uttar Kannada	71	99	14
15	Bellary	52	63	7
16	**Bidar**	**42**	**79**	**18**
17	**Gulbarga**	**86**	**151**	**31**
18	Koppal	5	7	2
19	Raichur	19	20	7
20	Chamarajanagar	47	14	0
21	Chickmagalur	57	38	0
22	Dakshin Kannada	3	23	0
23	Hassan	88	45	3
24	Kodagu	4	1	0
25	Mandya	51	29	2
26	Mysore	125	89	0
27	Udipi	2	56	2

Source : Department of Education, Karnataka, 2002.

The above table shows that majority of Urdu medium high schools are located in northern districts of Karnataka. It is surprising to note that 7 districts do not have a single Urdu medium high school in the state. Unfortunately, Muslim children after completing upper primary stage have to join high schools either Kannada medium or English medium

because of non-availability of nearby Urdu medium high schools. As a result majority of children discontinue their studies or in case they switch to other medium, a very few successfully complete class X.

2.2 The Area Intensive Programme

In Karnataka, the scheme of the Area Intensive Programme was launched in 1994. Initially, 27 Talukas (Blocks) of 3 districts namely Gulbarga, Bidar and Bijapur were covered under the scheme. Out of these 27 Talukas, 10 Talukas in district Gulbarga; 5 in Bidar and 12 in Bijapur.

Under the scheme, government schools and schools run by non governmental organizations are assisted under the scheme. Grant is used to open new lower primary schools (LPS) (Classes I-IV) and upgradation of LPS to higher primary school (HPS) (Classes V-VII). Schools run by Non governmental organizations are also given grant to strengthen physical infrastructure and purchase of teaching learning materials.

Criteria for selection of these districts

These districts have been selected on the basis of high concentration of Muslim population. These districts have Muslim population above the state averages. District Gulbarga constitutes 17.22%; Bidar 19.27%; and Bijapur 13.39% Muslim population.(Census of India ,1991). Other indicators of women's development are also comparatively poor. Sex ratio (females per 1000 males) in these districts ranges between 948 to 964. Female literacy rate is comparatively low in these districts. Female literacy was recorded in Gulbarga 38.40%; in Bidar 50.01%; and in Bijapur 46.19% (Census of India, 2001).

As per 1991 Census, 4 to7% children in the age group 5-14 years were working as child labourers and were reported as Main Workers in these three districts. Girls formed 5 to 8% of these children. 48% girls get married below 18 years of age in Gulbarga; 67.60% in Bidar; and 64.8% in Bijapur (DHRS,RCH,1999,IIPS, Mumbai).

Drop – out rates among Muslim children are also comparatively high in these districts as compared to other districts. As per figures collected by the state authorities in 2002 through house to house survey, the state has a total of 1128961 Muslim children in the age group 6-14 years of whom 73044 are out of school which constitutes 6.47 % to the total as given in the table 3. However, these figures are very small as compared to general population yet drop out rates in these districts is above state averages. Towards the goal of UEE, the state government has started Bridge Course Centers called "Chinnara Angala", for children who are not attending schools. Under this scheme, wherever 10 or more children are found out of school they are taught during summer vacation. These centres are run both by the state government and some NGOs. After the course of 2 months, these children are admitted to formal schools according to their achievement levels and age.

Table 3 : Districtwise out of School Muslim Children in the age group 6-14 Years (2000-2001)

S. No.	Educational District	Total Muslim Children in the age group 6 – 14 years	Out of School Muslim Children in the age group 6-14 yrs.	% Out of School Muslim Children in the age group 6-14 yrs. to the total
1	Yadgir	27702	3481	12.57
2	Koppal	24597	2863	11.64
3	Raichur	39835	4228	10.61
4	Haveri	45255	4687	10.36
5	**Gulbarga**	**67576**	**6926**	**10.25**
6	Bijapur	55994	5450	9.73
7	Bellary	40866	3841	9.40
8	Bagalkot	33495	2981	8.90
9	Dharwad	52287	3807	7.28
10	Madhugiri	10772	742	6.89
11	Chamaraj Nagar	8765	578	6.59
12	Gadag	20616	1350	6.55
13	Kolar	31987	1932	6.04
14	Chikkodi	38962	2336	6.00
15	**Bidar**	**56095**	**3305**	**5.90**
16	Davangere	40146	2306	5.74
17	Belgaum	39708	2273	5.72
18	Chitradurga	18973	1049	5.53
19	Uttar Kannada	29079	1579	5.43
20	Chickmagalur	15926	804	5.05
21	Chikkabalapur	21910	1091	4.98
22	Bangalore Rural	30860	1523	4.94
23	Tumkur	26063	1255	4.82
24	Mysore	38969	1808	4.64
25	Shimoga	36324	1502	4.14
26	Bangalore North	60829	2414	3.97
27	Bangalore South	71237	2727	3.83
28	Hassan	17967	651	3.62
29	Mandya	11799	379	3.21
30	Dakshin Kannada	85500	2721	3.18
31	Kodagu	14088	271	1.92
32	Udupi	14815	184	1.24
	Total	**1128961**	**73044**	**6.47**

Source : Department of Education, Karnataka, 2002

Coverage of the Scheme

There are 169 institutions in these districts who had received grant under the Area Intensive Programme till March 2002. Out of 169 institutions, 151 are new lower primary schools (LPS) and 16 are upgraded schools (LPS to HPS). A total of 42 institutions run by Non Governmental Organizations were also given grant for purchase of furniture and teaching learning materials under the scheme till 2002.

Allocation of Funds

First Phase (1993-94)

In the first phase during 1993-94 , the Government of India had sanctioned Rupees 218.81 Lahks to Karnataka government for opening of 76 Government Urdu medium Lower Primary Schools in 27 Talukas of three districts namely Bidar, Gulbarga nad Bijapur. (Table 3)

Table 3 : The Districtwise number of talukas and schools covered under the scheme

S. No.	District	No. of Talukas (Blocks)	No. of Urdu Medium Lower Primary Schools Proposed
1	Bidar	05	15
2	Gulbarga	10	25
3	Bijapur	12	36
	Total	27	76

The first installment of Rs. 68.42 lakhs was released by the Government of India to the state and the same was given to the respective Zilla Panchayat in 1994 for the following items of expenditure.

1. Salary of teachers
2. Construction of one class room per school
3. Furniture for students
4. Furniture for staff
5. Almirahs for schools
6. Teaching learning materials

The second installment of Rupees 69.03 lakhs was released by the Government of India during 1996-97 and the same was released to the Zilla Pnchayat for the following items of expenditure.

1. Construction of additional one class-room to each school (2nd class room)
2. Water, electricity connections
3. Construction of toilets
4. Furniture for students
5. Furniture for staff
6. Library books

The Third and final installment of Rupees 81.36 lakhs was not released by the Government of India as the grant was used towards salary to teachers appointed to these school. There was no provision for salary of teachers in the scheme. This shows that the scheme was not properly understood by the implementers.

Second Phase (1994-95)

In the second phase, the Government of India had sanctioned Rupees 30.96 lakhs for 12 Government Urdu Lower Primary Schools at the rate of 4 schools per district (in Gulbarga, Bidar , Bijapur). The first installment of Rupees 9.00 lakhs was released to the State and the same was released to the Zilla Panchayat for the two items of expenditure :

1. Salary to teachers
2 Construction of class rooms

The second installment of Rupees 9.00 lakhs was released to the State during 1997-98 and the same was released to Zilla Panchayaths for the following items of expenditure.

1. Construction of second class-room for each school
2. Purchase of Furniture and teaching learning materials
3. Connection of electricity and water
4. Construction of toilets

The final installment of Rupees 12.96 lakhs was not released by the Government of India as the grant was used towards salary to teachers appointed to the above school. There was no provision for salary of teachers in the scheme.

Third Phase (1997-98)

In the third phase the Government of India had sanctioned a total amount of Rupees 172.72 lakhs for opening of 75 new Government Urdu Lower Primary Schools and up gradation of 2 Urdu Lower Primary School (LPS) to Higher Primary Schools (HPS).

The first installment of Rupees 58.50 lakhs was released by the Government of India during the year 1997-98 and the same was released by the state government to Zilla Parishads for taking up construction of classrooms. The amount was fully utilized.

The Government of India released the second installment of Rupees 58.50 lakhs during the year 1999-2000 for the construction of 2nd class room in each of the 77 schools and the same was released to the Zilla Parishads for construction of 2nd classroom. This amount was fully utilized.

The third and final installment of Rupees 55.72 lakhs is due to be released from Government of India.

Fourth Phase

During the year 1999-2000 the Government of India had accorded sanction for up-gradation of 16 lower primary schools in Bidar, Humnabad, Gulbarga and Chittapur blocks with a total project cost of Rupees 76.64 lakhs. Rupees 38.32 lakhs was released for construction of 3 class rooms in each of the 16 schools. The amount was released to the respective Zilla Parishads for construction work.

Grants of Non-Government Organization (NGOs) under this scheme

A proposal of 46 Urdu Primary Schools was submitted to Government of India for financial assistance for providing furniture and teaching aids etc. The Government of India have sanctioned Rupees 18.53 lakhs for the above purpose and have released Rupees 9.265 lakhs as first installment in 1997-98. The sanctioned amount was released to private schools for purchase of teaching aids and furniture. The above amount was fully utilized.

The second installment of Rupees 5.165 lakhs and the balance amount of first installment of Rupees 2.05 lakhs totaling Rs. 7.70 lakhs was also utilized. However Rupees 1.58 lakhs was surrendered to Government of India since 4 schools did not claim the amount. Utilization certificate has been submitted to Government of India.

During the study tour following 13 institutions receiving grant under the Area Intensive Programme were visited to assess the impact of the programme on enrolment, retention and achievement level of children particularly girls in elementary and multi stream residential higher secondary schools.

2.3 Institutions visited during the study tour:

1. A.N. Ambalagi Urdu Higher Primary School , Noor Mohalla, Gulbarga
2. Government Higher Primary Urdu School, Mahagaon, District Gulbarga
3. Government Higher Primary Urdu School, Kamalapura, District Gulbarga
4. Arabic Madrass, Kamalpura, District Gulbarga

5. Government Higher Primary School , Sonth, District Gulbarga
6. Government Higher Primary Kannada and Urdu Medium, Kantha, District Gulbarga
7. Government Urdu Higher Primary School, P.O. Farthabad, District Gulbarga
8. Government Muslim Minority Urdu Residential School, Gulbarga
9. Government LPS, Aip No.Bag, Taluk Bidar, District Bidar
10. Government LPS , Andura , Taluk Bidar, District Bidar
11. Government LPS, Attarga, Taluk Bhalki, District Bidar
12. Government H.P. Urdu School, Dhanur, Taluk Bhalki, District Bidar
13. Government H.P.S., Kerur, Taluk Bhalki, District Bidar

- During the visit to these institutions, the coordinator talked to the girls, teachers and also the school headmasters/ headmistress. In addition to visits to these schools, discussions were also organised with the parents and community people.

2.4 Main Findings

- The scheme has been implemented in Karnataka in 1993-94. Three districts namely Gulbarga, Bidar and Bijapur have been covered so far under this scheme. A total of 27 Talukas of these districts were covered in the first phase. In 1996, The scheme was also extended to one block each in district Gulbarga and Bidar. In 1996, in addition to these two districts, other Talukas of districts Haveri, Dikshan Kannada, Raichur and Uttar Kannada were also covered under the scheme. The scheme is being implemented through government as well as non governmental organizations.

- 151 new lower primary schools (LPS) have been opened under the Area Intensive Programme in the government sector. (76 in the first phase and 75 in the third phase). 18 LPS have been upgraded to HPS under the scheme (2 in the third phase, 16 in the fourth phase).

- Grant is given to these schools for construction of class rooms , toilets, and for drinking water and electricity connections. Construction of rooms has been completed in LPS and HPS in Gulbarga and Bidar districts. Furniture has been supplied to these schools. However, construction of toilets, drinking water and electricity connections are yet be completed.

- 42 Urdu medium primary schools run by NGOs have been given furniture for students and teaching learning aids under the scheme.

- All these schools are Urdu medium schools. It was found that only Muslim children were attending these schools. Majority of the students in these schools were girls.

- It was found that there was an awareness among the officials not only at the state level but also at the district / block level about the scheme. However, Principals and other teachers of these schools were not much aware about the scheme.

- At the state level, Deputy Director Minority Education keeps all the records of the implementation and monitoring of the scheme.

- Funds received by the State Government from the Central Government are sanctioned and distributed to the districts through respective Zilla Parishads. The State Government releases grant to the district Zila Parishad. The Chief Executive Officer who is president of Zila Parishad controls the release of this grant.

- No Multi Stream residential higher secondary school for girls has been opened under the scheme.

Enrolment and Retention of children

- The enrolment of students in schools which has received financial assistance under the scheme shows that during 1994-95- the first year of the start of scheme and 2001-2002 - the year in which the coordinator visited these schools, there has been only a marginal increase in number of children in these schools (Table 4).

Table 4 : Enrolments in sample schools

Sl. No.	Districts	Name of Institutions	Enrolments 1994-95 Classes		Enrolments 2000-2001 Classes		Number of Teachers
			I-IV	V-VII	I-IV	V-VII	
1	Gulbarga	A.N. Ambalagi Urdu Hr. Primary School	23	16	27	17	2
2		Govt. Higher Primary Urdu School, Mahagaon	19	17	21	17	3
3		Govt. Higher Primary Urdu School, Kamalapura	24	19	24	18	4
4		Arabic Madrass, Kamalpura	14	8	15	11	4
5		Govt. Higher Primary School, Sonth	22	16	23	16	4
6		Govt. Higher Primary Kannada and Urdu Medium, Kantha,	18	16	24	18	4
7		Govt. Urdu Higher Primary School, P.O. Farthabad,	16	13	20	16	4
8		Govt. Muslim Minority Urdu Residential School, Gulbarga (Classes V-X)	68		72		10
9	Bidar	Govt. LPS, Aip No.Bag,	32	23	32	24	2
10		Govt. LPS , Andura	30	26	32	26	2
11		Govt. LPS, Attarga	23	18	24	18	2
12		Govt.H.P. Urdu School, Dhanur,	19	20	28	21	3
13		Govt. H.P.S., Kerur,	19	18	20	17	3

Source : School records,2002

- The above table shows that the increase in number of students during 1994-95 and 2001-2002 is very small in almost all schools. For example the number of children enrolled in A.N. Ambalagi Urdu Hr. Primary School was 23 during 1994-95 in classes I-IV and 16 in classes V-VII and increased in five years i.e. in 2000-2001 to 27 in classes I-IV and 17 in classes V-VII. Thus, showing an increase of 4 students in classes I-IV and 1 in classes V-VII during a period of five years. The situation in other schools is also almost the same. Though the increase is very small in numbers yet the opening of schools in such areas under this scheme has motivated parents to send their children particularly girls who have never been enrolled in schools. Hence, never enrolled children have started coming to schools. Government has appointed trained teachers in these schools. People got confidence in these schools. Children enrolled in these schools are also given free textbooks in Urdu, free uniform upto class VII, noon-meal, free stationary by the State Government to motivate further. The State Government has also started serving cooked noon-meal to children of some of these schools in district Bidar to further motivate them. The State Government also gives free textbooks and uniform to children in these schools. Children belonging to very poor families are attending these schools. 90% of children in these schools in

two districts namely Gulbarga and Bidar of Karnataka state were found the first generation learners in the family. Hence, the scheme is facilitating the first generation learners in the family and motivating children to attend schools regularly.

- Some Urdu medium schools have been strengthened under the scheme, which were running earlier in one room or in Madrassas.

2.5 Conclusions and Suggestions

- Grant is given for construction of rooms, toilets, drinking water facilities and electricity connections , providing furniture , few books and other learning materials in these schools. Constructions of toilets, drinking water and electricity connections are yet be completed. However, part of this grant was used to give salary to teachers also which should not have been done. In many places school buildings are not constructed in a good environment. Teachers do not readily go to those places and feel the environment is not conducive for teaching and learning. This needs attention at the state level.

- In some schools, grant has been given to Lower Primary Schools (LPS) for construction of one or two rooms only. Lack of play ground, boundary wall, toilets, drinking water facilities, electricity connections are some of the major hurdles and shortcomings in attracting children to these schools. Mere opening of LPS by providing one or two room structure amount to denying students the healthy feeling of a proper school environment. It was also observed that emphasis was only on completing the syllabus, with no attention on out door activities or other co curricular activities due to lack of play grounds in these schools in district Gulbarga and Bidar. The other major problem of these schools is that the LPS pass out children feel lack of availability of Higher Primary Schools (HPS) and High Schools nearby where Urdu medium schools are supported under the scheme. Lack of Urdu medium High Schools is very big issue before the state governments to provide opportunities to Muslim children especially girls who want to go for higher studies. They complete LPS in Urdu medium and after completing LPS in Urdu medium, children feel handicapped to join regional medium schools. It would perhaps be of a great help to states, if at least one school in each block is opened for Classes V and above under the scheme with Urdu medium to accommodate pass out students especially girls of LPS.

- No multi stream residential higher secondary schools for girls have been opened or supported under the scheme. Karnataka has a system of 10 years of schooling. Then there are Junior Colleges having classes XI & XII. Therefore, provisions of grant for opening of multi stream residential higher secondary schools have not been made by the State government in the scheme. However, five residential schools are opened by the state government to promote education of Muslim children in the state from class VI to X. One is in Gulbarga which was visited during the study tour. In a discussion with the headmistress and teachers of the school, it was found that school is running in a rented building. Rent is very high. Large portion of the grant goes towards rent.

There was a lack of basic facilities in the school like science laboratory, computer facilities, library and teaching learning aids/materials. Children were facing lots of problems, as there was no proper arrangement of toilets and furniture for classrooms and hostel. Teachers and students expressed their strong desire for having a proper building, teaching aids, laboratory and computer facilities. If such schools were supported under the scheme it would have a great impact in promoting girls' participation in technical and professional courses. Girls of this school expressed their strong desire that government should open such schools in each Mandal to promote girls' education. These schools should be provided courses like science, commerce and vocational courses.

3. Kerala

3.1 State Basics

The total population of the state is 31838619 comprising 15468664 males and 16369955 females. The sex ratio is 1058 (females per, 000 males) (Census of India, 2001). The main communities in Kerala are Hindu, Muslim and Christians. Hindu account 57.28 %; Muslims 23.33 %; and Christians 19.32 % of the total state population. There are seven districts in the state in which concentration of Muslim population is quiet high. These districts are Malappuram (67.37 %); Kozhikode (36.23 %); Kasargod (32.24 %); Kannur (26.27 %); Wayanad (25. 87 %); and Palakkad (25.37 %); and Pathanamthitta (25.44 %) (Census of India, 1991)

The state administration has been making immense efforts in promoting educational development in the state. The state has the highest literacy rate (90.92 %) among the Indian states and union territories. Female literacy rate is 87.86 % (2001 Census).

There are 36 educational districts in the state. These districts are sub divided into 161 sub districts for administrative convenience. There are 3 types of schools – Government, Private Aided, Private Unaided The state has a total number of 6758 lower primary (Classes I – IV); 2957 Upper Primary (Classes V – VII); 2615 High (Classes VIII- IX – X); and 932 Higher Secondary (Classes XI – XII) Schools. There are 8 Anglo India Schools and 38 Special Schools for catering the needs of children with special needs.
(General Education Department, Kerala, 2002).

Girls' participation in schools

In Kerala, there are 1225804 children enrolled in lower primary schools (Classes I – IV) of whom girls are 603191 (49.21%) ; at the upper primary stage out of 1369292 children girls form 651298 (47.56%); at the high school stage girls form 91%; and at the higher secondary stage their proportion is 56.89% of the total children (as per 1999-2000 figures). However, Intra district disparities are very large.

Drop out rates in the state are very low. As per 1999-2000 data, drop out rates at the primary level are 1.21%; at the upper primary stage 1.14%; and at the high school level 2.20%.

3.2 The Area Intensive Programme

During 1994-95 the Government of India had approved proposals for starting 42 schools run by Non Governmental Organizations under the scheme of the Area Intensive Programme in 6 districts of Kerala namely Palakkad, Malappuram, Kozhikode, Wayanad, Kannur and Kasaragod. In Kerala, there are three types of institutions covered under the Area Intensive Programme.

1. Lower Primary Schools (LPS)

2. Higher Primary School (HPS)
3. Multi Stream Residential Higher Secondary Schools for Girls

Out of a total 42 schools, 24 are lower primary schools for both boys and girls; 12 upper primary schools for both boys and girls; and 6 multi stream residential higher secondary schools only for girls.

Criteria for selection of these districts

These districts have been selected under the scheme on the basis of high concentration of Muslim population. As per 1991 Census data, district Palakkad constitutes 25.37%; Malappuram 67.37%; Kozhikode 36.23%, Wayanad 25.87%, Kannur 26.27%, and Kasaragod 32.24% of the total districts popualtion. All these districts have Muslim population above state averages (Table 1).

Table 1: Districtwise Muslim Population in Kerala, 1991

S. No.	Districts/State	Total Population	Muslim Population	% Muslim Population to Total
1	Thiruvananthapuram	2946650	377839	12.82
2	Kollam	2407566	42486	1.76
3	Pathanamthitta	188332	47919	25.44
4	Alappuzha	2001217	185352	9.26
5	Kottayam	1828271	97767	5.35
6	Idukki	1078066	72195	6.70
7	Eranakulam	2817236	394976	14.02
8	Thrissur	2737311	437064	15.97
9	**Palakkad**	**2382235**	**604352**	**25.37**
10	**Malappuram**	**3096330**	**2085961**	**67.37**
11	**Kozhikode**	**2619941**	**949194**	**36.23**
12	**Wayanad**	**672128**	**173868**	**25.87**
13	**Kannur**	**2251727**	**591553**	**26.27**
14	**Kasaragod**	**1071508**	**345458**	**32.24**
Total		**29098518**	**6788364**	**23.33**

Source : Census of India, 1991

- The scheme of the Area Intensive Programme in the state has been implemented through NGOs only. The scheme has been advertised by the General Education Department, Government of Kerala. All these NGOs sent their proposals to the state government. The state government examined the proposals in detail keeping in mind the need of opening such institution in these blocks and then forwarded to the Central Government for release of grant under the scheme. The school mapping exercise was done before the implementation of the scheme. These blocks were selected on the basis of conditions of non-availability of near by schools and also educational backwardness of these blocks.

Coverage of the Scheme

A total of 9 blocks of 6 districts have been covered under the scheme. These blocks have been selected on the basis of demand for such institutions.

Table 2 : Districtwise Number of Blocks Covered

S. No.	District	Number of Blocks
1	Malappuram	4
2	Wayanad	1
3	Kozhikkode	1
4	Kasaragode	1
5	Palakkad	1
6	Kannur	1

District wise Institutions receiving grant under the scheme

District wise Name of the institution	Status
Malappuram	
1. Edakkara Muslim Orphanage HSS, Edakkara, Munda P.O. Ernad	HSS
2. JNRHSS for Girls, Edavanna P.O.	HSS
3. Darunnajath Orphanage UPS, Karuvarakundu.	UPS
4. Wandoor Muslim Orphanage UPS, Wandoor	UPS
5. Jem Eyyathul Muslimeen Sangham UPS, Kizhakke Chathallor	UPS
6. Hayathul Islami Madrasa Committee UPS, Manjappatta, Manjeri	UPS
7. Kerala Adult Literacy Ogmenting Movement LPS, Vetteri, Areacode	LPS
8. Edavanna Orphanage Committee LPS, Edavanna	LPS
9. JSHSS for Girls, Manjeri	HSS
10. Ponnani Taluk Muslim Orphanage Association HSS, Thavannoor	HSS
11. MES, UPS, Ponnani P.O.	UPS
12. Muslahathul Muslim Edn. Trust LPS, Vattamkulam	LPS
13. Asba Association HSS, Pavittapuram, Alamcode	HSS
14. Mounathul Islamic Association HSS, Puthuponnani	HSS
15. MES LPS, Thrikkanapuram	LPS
16. Al-Ansar Muslim Welfare LPS Munkamparamba, Kuzxhimanna	UPS
17. Humathul Islam Sangam UPS, Kuniyil, Keezhaparamba	UPS
18. Maleenjanal Islam Orphanage UPS, Elayoor P.O., Iravetti	UPS
19. Vilayil Parapul C.B.M.S. Yatheem Ghana Committee LPS, Cheekode	LPS
20. M.S.S. UPS, Areacode, Vazhakkadu	UPS
21. Elamaram Yatheem Ghana UPS, Vazhakkadu	UPS
22. Ershad UPS, Thadaparamba	UPS
23. M.I.C. LPS, Valluavambram	UPS
24. Jum-Erathul Muslimeen LPS, Parannakkadu, Tirur	LPS
25. Jum-Eyyathul Baithul Islahiya LPS, Tirur	LPS
26. Jum-Eyyathul Sulphiya LPS, Paravanna	LPS
27. LPS, Owned by Koottayi HS Committee, Mangalam, Padiyam	LPS

28. Islamic Charitable Society LPS, Vettam LPS
29. D.N.K.M. Memorial Central LPS, Vendalloor, Valancheri LPS
30. Al. Majilasil Savathitaj Islahiya LPS, Paramannoor, Vallancheri LPS
31. Douthal Islam Education Trust LPS, Makarapparamba LPS
32. MES English Medium LPS, Thanoor LPS

Wayanad

33. Cresent Public School, P.O.Panamaram LPS

Kozhikode

34. IEM LPS, Thumbapadam, Feroke LPS
35. MSS Cherooty Road, Kozhikode LPS
36. C.H. Memorial Trust LPS, Nellikkapparamba LPS
37. Koduvally Muslim Orphanage Central LPS, Koduvally P.O. LPS

Kasaragode

38. C.H. Memmorial LPS Soorambil, kumbala, Koippadi LPS

Palakkad

39. M.E.S. School, Mundoor P.O., Palakkad LPS
40. M.E.S..K.T.M. English Medium School, Edathanattukara LPS
41. Islamic Cultural Society UPS, Alanalloor LPS

Kannur

42. Pookam Hiyathul Muslimeen Sanghom LPS LPS

Allocation of funds

These institutions were given one time grant in two installments.

- Rupees 15 Lakhs per institution for opening of Multi Stream Residential Higher Secondary School for Girls (Classes XI-XII);

- Rupees 3.6 Lakhs per institution for Upper Primary Schools (Classes V-VII) ; and

- Rupees 2.88 Lakhs per institution for Lower Primary Schools (Classes I-IV).

The grant is given to these institutions for establishment of schools with infrastructure facilities (construction of rooms, toilets , furniture, learning aids, laboratory etc.).

Table 3: District wise and Head wise Allocation of funds

S. No.	District	To establish Lower Primary Schools (Classes I-IV)		To establish Upper Primary Schools (Classes V-VII)		Multi stream Residential Higher Secondary Schools for Girls (Classes XI-XII)	
		Number	Amount (Rupees)	Number	Amount (Rupees)	Number	Amount (Rupees)
1	Malappuram	15	43.2 Lakhs	11	39.6 Lakhs	6	90 Lakhs
2	Wayanad	1	2.88 Lakhs	-	-	-	-
3	Kozhikkode	4	11.52 Lakhs	-	-	-	-
4	Kasaragode	1	2.88 Lakhs	-	-	-	-
5	Palakkad	2	5.76 Lakhs	1	3.6 Lakhs	-	-
6	Kannur	1	2.88 Lakhs	-	-	-	-

Source : State Records, 2002

The following institutions were visited to collect data / information for assessing the impact of the Area Intensive Programme in promoting education of Muslim children particularly girls in the Muslim dominated pockets / areas.

3.3 Institutions visited during the study tour:

Lower Primary Schools (LPS) (Classes I – IV)

1. Crescent Lower Primary Public Schools run by Panamaram Islamic Cultural and Educational Society, P.O.Panamaram , District Wayanad – 670 721, Kerala
2. Islamic Educational Movement (IEM) Lower Primary School, Thumbapadam, P.O. Feroke , Taluk Kozhikkode, District Kozhikkode- 673 631, Kerala
3. Koduvally Muslim Orphanage Central Lower Primary School (LPS), P.O. Koduvally, District Kozhikkode, Kerala
4. Muslim Educational Society (MES) English Medium Lower Primary School (LPS), Thanoor, District Malappuram, Kerala
5. AHMLPS, Vettom, Tirur, District Malappuram, Kerala
6. Jum Iyyathul Giyyathi Islamia LPS , Thirur, Kerala
7. um Iyyathul Muslemen LPS, Paramokkad Paravanna, Tirur, , District Malappuram ,Kerala

Higher Primary Schools (Classes V – VII)

8. Wandoor Muslim Orphanage Upper Primary School (UPS) , Wandoor, District Malappuram, Kerala
9. Edavanna Orphanage Committee LPS , Edavanna, , District Malappuram , Kerala

Multi Stream Residential Higher Secondary Schools for Girls

10. Jamia Salafiya Residential Higher Secondary School for Girls, Vellekodey, P.O. Pullancheri ,Taluk Manjeri- 2, District Malappuram, Kerala
11. Jamia Nadaniyya Residential Higher Secondary School for Girls , P O. Edavanna ,Taluk Wandoor, District Malappuram, Kerala.

During the study tour secondary data / information regarding the implementation and status of the scheme was collected from the directorate office, Thiruvanathapuram, Kerala. During the visit to institutions, the coordinator talked to the girls, teachers and also the school headmaster/ headmistress about the scheme.

3.4 Findings

- In Kerala, the scheme was launched in 1995. A total of 6 district namely Malappuram, Wayanand, Kazhikkode, Kannur, Kasargode, Palakkad are covered under the scheme. More than 25% population in these districts is Muslim. A total of 9 Taluks have been covered under the scheme. Out of these 9, 4 of Malappuram; 1 Wayanad; 1 Kazhikkode; 1 Kasaragode; 1 Palakkad and 1 Kannur district. These talukas are selected on the basis of need for opening such institutions in these areas. School mapping exercise was carried out by the state government before the implementation of the scheme.

- The scheme was advertised by the state government through the newspaper. Interested NOGs applied for grant through Deputy Director Education of district for consideration of grant. These proposals were screened at the state level school and all the verifications were done by the respective DDE of different districts. Then all the proposals were sent to Department of Education, MHRD for consideration. A total of 42 institutions were assisted under the scheme. These institutions are given only one time fixed grant @ Rupees 3.66 Lakhs for opening Lower Primary School; Rupees 2.88 Lakhs for Upper Primary; and Rupees 15 Lakhs for Multi Stream Residential Higher Secondary Schools for Girls per institution.

- The scheme has been implemented only through the Non Governmental organization (NGOs) in the state. Out of total 42 institutions , 24 are Lower Primary; 12 are Upper Primary and 6 are Multi Stream Higher Secondary Residential Schools for girls. These institutions have been opened in Muslim dominated pockets / blocks by Islamic Societies to promote education among Muslim minority. In these areas people are very conservative and believe in purdha system. They believe to send their daughters to schools run by Islamic societies. Since these institution are opened, the Muslim children especially girls are benefited by the scheme. Some institutions are running orphanages also. Children of these orphanages are studying in these schools. All these schools are private unaided schools. These schools are given grant to construct the building and also for infrastructure facilities under the scheme. Grant was released to these institutions in two installments.

- Enrolment in these institutions has increased tremendously during these years (Table 4). There is a lot of demand for such institutions in these areas.

Table 4: Enrolments in sample institutions

Sl. No.	Districts	Name of Institutions	Enrolments 1995-96 Classes		Enrolments 2001-2002 Classes		Enrolments 1995-96 2001-02 Classes		
			I-IV	V-VII	I-IV	V-VII	XI-XII	XI	XII
1	Wayanad	Crescent Lower Primary Public School, .Panamaram	32	-	50	-			
2	Kozhikkode	Islamic Educational Movement (IEM) Lower Primary School, Thumbapadam, P.O. Feroke	53	-	160	-			
3	Kozhikkode	Koduvally Muslim Orphanage Central Lower Primary School P.O. Koduvally,	-		219				
4	Malappuram	Muslim Educational Society (MES) English Medium Lower Primary School (LPS), Thanoor,	-	-	159	-			
5	Malappuram	AHMLPS, Vettom, Tirur,	56	-	174	-			
6	Thirur	Jum Eyyathul Giyyathi Islamia LPS, Thirur	24	-	102	-			
7	Malappuram	Jum Iyyathul Muslemen LPS, Paramokkad,	72	-	393	-			
8	Malappuram	Wandoor Muslim Orphanage Upper Primary School (UPS) ,Wandoor	-	70	-	134			
9	Malappuram	Edavanna Orphanage Committee LPS , Edavanna, ,	32	-	122	-			
10	Malappuram	Jamia Salafiya Residential Higher Secondary School for Girls, Vellekodey, P.O. Pullancheri ,Taluk Manjeri-	-	-	-	-	14 0	38	49
11	Malappuram	Jamia Nadaniyya Residential Higher Secondary School for Girls , P O. Edavanna ,Taluk Wandoor, District Malappuram	-	-	-	-	23 0	42	43

Source : School records,2002

- The above table shows that the participation of children in these schools has increased tremendously. For example in Jum Eyyathul Giyyathi Islamia LPS, Thirur, the number of children has increased from 24 to 102 during 1995-96 to 2001-2002. Likewise, in other schools the increase is more markable. The scheme has really benefited the children in these areas. In an interaction with the children, teachers, some community members, it was found that enrolments is high in these institutions because parents have faith in such religious institutions as these institution cover both religious studies and the Kerala curriculum. Hence, parents do not hesitate to send their children in these institutions.

- In Kerala, NGOs are running school complexes. Schooling facilities are available right from the beginning i.e. from lower primary classes to higher classes in one compound which really motivate parents to send their children to schools. Some

societies are even running Private Arabic Colleges, Private Teacher Education Colleges under the same complex. This gives children and parents a great motivation. They feel secure and confident about the completion of even higher education easily.

- There is a state project officer who looks after the implementation and monitoring of the scheme at the state headquarter. Details of all these institutions are kept separately at the state level. All the records regarding enrolment and teachers strength in these institutions are kept separately at the state level and was readily available for reference.

Multi Stream Residential Higher Secondary Schools

- In Kerala, 6 multi stream residential higher secondary schools for girls have been opened under the scheme. All these schools are located in Malappuram district. They have been sanctioned by the state government purely on the basis of demand and need of the community. Only Muslim girls were studying in these multi stream residential higher secondary schools.

- The analysis of institution wise enrolment data shows that the enrolment in these institutions is increasing every year. In two institutions namely Jamia Salafiya Residential Higher Secondary School for Girls, Vellekodey, Taluk Manjeri and Jamia Nadaniyya Residential Higher Secondary School for Girls , Edavanna ,Taluk Wandoor, District Malappuram, the increase in enrolment figures is very high. These institutions have covered only science stream. Rupees 15 Lakhs per institutions have been given for construction of class rooms, hostel, laboratory, laboratory equipment and a library.

- The analysis of 30 schedules filled by beneficiaries studying in classes XI and XII of these two schools indicates that girl get admission in these schools for two years i.e. classes XI and XII. 50 % of the parents (mothers and father both) of these girls were literate. They were in services. 30 % of the parents of these girls were engaged in agriculture and some were working as labourers also. All of them were Muslim. 50 % were staying in the hostel. They all were aware about the existence of this scheme.

- Hostels are run like dormitories. Library and mess facilities are also provided to girls. They pay for the hostel accommodation.

- There are no residential schools run by the state government in these areas. The scheme has given the opportunity to private management to open such institutions to promote education of Muslim girls in these areas. It was found that girls come from far off places to get admission in these institutions. These are reputed institutions and most of them are being run in complexes. Girls were of the view that the management always owns responsibility for any problem. These institutions are affiliated to Kerala Board and cover Kerala government syllabus. Girls feel very confident and secure in these institutions. 12% girls replied that they are studying to

get knowledge; 23% said to get scientific knowledge; 12 replied that they study to make their future secure and 53% said they study to get job.

3.5 Conclusions and Suggestion

In a discussion with the management of some institutions, it was found that these institutions are facing lots of problems. They say that one time grant for construction work only does not help the institution to provide quality education. The institution need trained teachers, continuous supply of lab materials, and other non recurring expenses. Salary of teachers is a very big component in any institutions. Guidelines of the Department of Education, MHRD was not clear in this direction. Guidelines were given for establishment of primary schools. This include every thing - building, play ground, toilets, library, teacher's salary. Accordingly, proposals were sent by the institutions and one time fixed grant is sanctioned by the Department for construction work only. They were of the opinion that one time grant is not the answer to run an institution for ever. There should be some agreement between the centre and state governments for making some provision for salary of teachers of these institutions and also some annual grant for laboratory and maintenance.

4. Tamil Nadu

4.1 State Basics

The total area of the state is 130,058 sq. km. The state has been divided in 21 districts, 167 taluks, and 385 community development blocks. A total of 15,822 villages are inhabited and 958 are uninhabited. Its population is 55,858,946 comprising 28,298,975 males and 27,559,971 females. The sex ratio is 974 (females per thousand males) (Census of India, 2001). The main communities in Tamil Nadu are Hindu, Muslim and Christians. Hindu account 88.67 %; Muslims 5.47 %; and Christians 5.69 % of the total state population as per 1991 Census.

The total literacy rate of the state is 73.47%. Female literacy rate is 64.55% (Census of India, 2001). There are 36 educational districts in the state. These districts are sub divided into 161 sub districts for administrative convenience. There are 3 types of schools – Government, Private Aided, Private Unaided. The state has a total number of 31488 Primary (Classes I – V); 5809 Middle (Classes VI – VIII); 4836 High (Classes IX - X); and 3473 Higher Secondary (Classes XI – XII) Schools. 2514 are Aided Minority schools (School Education Department, Tamil Nadu, 2002-03).

Girls' participation in schools

According to the state statistical data 2001-02, there are 28.16 lakhs girl child population in the age group 6-11 years of whom 27.75 lakhs (98.54 %) girls are enrolled at the primary stage; out of a total 18.43 lakhs girl child population in the age group 11-14 years 17.09 lakhs (92.73%) are enrolled at the middle stage. The prime policy of the state government is to provide elementary schools in all hamlets with in a radius of I km where population is more than 300. Accordingly, 452 elementary schools were opened and 197 primary schools were upgraded in middle schools during 2001-2002. 187 schools are planned to be opened during 2002-2003 to make easy availability of elementary schooling facilities for children especially girls.

At the high school stage, out of 11.27 lakhs girl child population in the age group 16-18 years 6.99 lakhs (62.02%) girls are enrolled at the high school stage;

Out of a total 12.92 lakhs girl child population in the age group 16-18 years 4.36 lakhs (33.75%) are enrolled at the higher secondary stage. This shows that participation of girls in schools decreases with the higher levels of schooling.

Drop out rates among girls are recorded 15.95% at the primary stage; 34.53 % at the middle stage; 57.79% at the high school ; and 79.32% at the higher secondary stage (School Education Department, Tamil Nadu, 2002-03).

4.2 The Area Intensive Programme

The scheme of the Area Intensive Programme was implemented in Tamil Nadu in 1999.

Criteria for selection of these districts

Ramanathapuram block in Ramanathapuram district and Gudalur block in the Nilgiris district are covered under the scheme for construction / strengthening of existing primary and upper primary schools. These districts were selected on the basis of concentration of educationally backward minorities particularly Muslim minorities and the need of construction of buildings in these blocks. The district Ramanathapuram has 14.17% and the Niligiris 9.20% Muslim population as per 1991 Census (Table 1).

Table 1: Districtwise Muslim Population in Kerala, 1991

S. No.	Districts/State	Total Population	Muslim Population	% Muslim Population to Total
	Tamil Nadu	55,858,946	3,052,717	5.47
1	Madras	3,841,396	333,672	8.69
2	Chengalpattu	4,653,593	159,768	3.43
3	North Arcot-Ambedkar	3,026,432	284,610	9.40
4	Dharmapuri	2,428,596	108,939	4.49
5	Tiruvannamalai – Sambuvarayar	2,042,979	70,494	3.45
6	South Arcot	4,878,433	193,305	3.96
7	Salem	3,896,382	88,821	2.28
8	Periyar	2,320,263	66,168	2.85
9	**Niligiris**	**710,214**	**65,347**	**9.20**
10	Coimbatore	3,508,374	175,020	4.99
11	Dindigul - Anna	1,760,601	85,399	4.85
12	Tiruchirappalli	4,138,048	200,283	4.84
13	Thanjavur	4,531,457	341,740	7.54
14	Pudukkottai	1,327,148	91,470	6.89
15	Pasumpon Muthuramallnga	1,078,190	56,929	5.28
16	Madurai	3,449,662	172,370	5.00
17	Kamarajar	1,565,037	37,707	2.41
18	**Ramanathapuram**	**1,144,040**	**162,094**	**14.17**
19	Chidambaranar	1,455,920	66,502	4.57
20	Tirunelvell-Kattabomman	2,501,832	225,630	9.02
21	Kanniyakumari	1,600,349	66,449	4.15

Source : Census of India, 1991

Coverage of the Scheme

In Tamil Nadu, there are two types of institutions covered under the Area Intensive Programme.

1. Panchayat Union Elementary Schools (PUES)
2. Panchayat Union Middle Schools (PUMS)

A total of 4 PUES and 14 PUMS are supported in the scheme. No new school has been opened under the scheme. Only existing schools have been strengthened under the scheme.

No multi stream residential higher secondary school for girls has been opened or strengthened under the scheme.

Table 2 : District Wise Number of Blocks Covered

S. No.	District	Number of Blocks
1	Ramanathapuram	1
2	Niligiris	1

District wise Institutions receiving grant under the scheme

Ramanathapuram District

Name of the institution

1) Panchayat Union Middle School (PUMS), Peravoor
2) Panchayat Union Middle School (PUMS), Sambal
3) Panchayat Union Middle School (PUMS), Pothendal

Nilgiris District

1) Panchayat Union Elementary School (PUES), Bharathi Nagar
2) Panchayat Union Elementary School (PUES), Kamaraj Nagar
3) Panchayat Union Elementary Schools (PUES), Dharmagiri
4) Panchayat Union Elementary Primary Schools (PUES), Koolai
5) Panchayat Union Middle School (PUMS), Athipatti
6) Panchayat Union Middle School (PUMS), Puthuovayal
7) Panchayat Union Middle School (PUMS), Pattavoyal
8) Panchayat Union Middle School (PUMS), Pakkaora
9) Panchayat Union Middle School (PUMS) , Puliambara
10) Panchayat Union Middle School (PUMS), Mannathiruvoyal
11) Panchayat Union Middle School (PUMS), Periasoiai
12) 10. Panchayat Union Middle School (PUMS) , Padanthorai
13) Panchayat Union Middle School (PUMS), Aarottupuram
14) Panchayat Union Middle School (PUMS), Muthaimail
15) Panchayat Union Middle School (PUMS), Perai Division

Allocation of funds

The Department of Education, Ministry of Human Resource Development, GOI has approved the proposal of Rupees 150.12 lakhs for construction of rooms, toilets, furniture, learning aids, drinking water and electricity connections in 3 schools of Ramanathapuram block and 15 schools of Gudalur block.

Table 3: District wise and Head wise Allocation of Funds

S. No.	District	To strengthen existing Elementary (Classes I-V) and Middle Schools (Classes VI-VII)	Amount in Rupees
		Number	
1	Ramanathapuram	3	Rupees 14.50 Lakhs
2	The Nilgiris	15	Rupees 58.31 Lakhs

Source : State Records, 2002

The grant is given

- Rupees 7.25 Lakhs to each school for construction of 3 class rooms;
- Rupees 4,000 to each school for electricity connection;
- Rupees 80,000 to each school for drinking water facilities;
- Rupees 15,000 to each school for furniture;
- Rupees 10,000 to each school for teaching learning materials

The following institutions were visited to collect data / information for assessing the impact of the Area Intensive Programme in promoting education of Muslim children particularly girls.

4.3 Institutions visited during the study tour:

1. Panchayat Union Middle School (PUMS) , Sambal , Ramanathapuram
2. Panchayat Union Middle School (PUMS) , Pothendal, Ramanathapuram
3. Panchayat Union Elementary School (PUES),Bharathi Nagar, the Nilgiris
4. Panchayat Union Elementary Primary Schools (PUES), Kamaraj Nagar, the Nilgiris
5. Panchayat Union Elementary Schools (PUES) ,Dharmagiri, the Nilgiris
6. Panchayat Union Elementary Schools (PUES), Koolai, the Nilgiris
7. Panchayat Union Middle Schools (PUMS) , Athipatti, the Nilgiris

During the study tour secondary data / information regarding the implementation and status of the scheme was collected from the directorate office, Chennai. During the visit to institutions, the coordinator talked to the girls, teachers and also the school headmaster/ headmistress about the scheme.

4.4 Main Findings

- In Tamil Nadu, the scheme of the Area intensive programme was launched in 1999.
- The State, District and Taluk officials, all were aware of this scheme. However, community was not aware at all about the existence of such schemes.
- A total of 2 districts namely Ramanathapuram and the Nilgiris are covered under the scheme. These districts have been selected on the basis of having sizeable educationally backward minority population particularly Muslim minorities. The

state government before the implementation of the scheme carried out school mapping exercise to assess the need of strengthening these institutions.

- The scheme has been implemented through the state Government. A total of 18 institutions are benefited under the scheme. Out of whom 4 are Panchayat Union Elementary Schools (PUES) and 14 are Panchayat Union Middle Schools (PUMS). The construction work has been started only in 11 schools. So far, construction of rooms have been completed and toilets facilities are yet be provided in these schools. Construction work has not been started in 7 schools. Drinking water facilities and electricity connections are yet to be installed in all schools.
- Grant was routed for construction and other works to these institutions through District Collector of respective districts.
- During the visit , it is noticed that the number of Muslim children enrolled in sample schools in district Ramnathpuram was very low as per school register.

Multi Stream Residential Higher Secondary Schools

- There is no multi stream residential higher secondary school opened in Tamil Nadu.

4.5 Conclusions and Suggestions

- In Tamil Nadu, grant is routed for construction work to institutions through District Collector of respective districts. This process has really created delays in the implementation of work. The District Education Department may be assigned direct responsibility in implementing such schemes to speed up the implementation of the scheme.
- The state records shows that the department collect and compile all information regarding enrolments drop out rates for children belonging to all communities, SC/ST children. They do not collect or compile figures regarding enrolment of Minority children. It is suggested that the department may compile enrolment figures for minority children also in these schools for further planning.

- Coverage of the scheme is very less. Other Muslim concentrated pockets may be identified to cover more Muslim concentrated areas.

5. Bihar

The Scheme of the Area Intensive Programme in Bihar

1. Under the Scheme of the Area Intensive Programme for Educationally Backward Minorities, Rupees 1183.95 lakh during 1999-2002 was released by the Department of Education, MHRD, GOI to the state government for construction of rooms, varandahs, toilets, and for purchase of teaching learning materials for 10 primary schools, 5 upper primary schools and 1 high school in 7 districts namely Katihar, West Champaran, Gopalganj, Giridih, Sahrasa, Madubani and Siwan. The schools are planned to be given Rupees 1.60 lakh per school for construction of 2 rooms with verandah. Rupees 50,000 per school is sanctioned for construction of toilets. Rupees 50,000 per school has been sanctioned for teaching learning materials. Provisions are made in high school for construction two rooms with verandah, toilet, furniture, book bank, library books, laboratory equipment, computer etc.

2. The scheme has not been implemented so far in the state. The State Government has not reported utilization of released funds nor furnished physical progress report till date. The released funds amounting to Rupees 1183.95 lakh are lying unspent with the State Government. However, the state government claims that selection of schools has been completed and the money has been released to district authorities to take up work. The work has not been yet started.

3. During the visit to Bihar state, it was found that majority institutions, which are minority concentrated that includes Muslim, Jains, Chritians, and Sikhs among other have been identified to cover under the scheme. Muslim minority concentrated institutions have not been identified on priority basis for financial assistance under the scheme. In a meeting with the programme coordinator the concerned officials of the state Education Department pointed out that the instructions issued by the central government say that the grant is for minority concentrated areas / institutions. The actual purpose of the scheme is to promote education of Muslim children who as per Dr. Gopal Singh committee's report have been described as educationally backward community at the national level. It is suggested that the central government should make it clear to the state government the real purpose of the scheme which is to promote and encourage education among Muslim children.

6. Assam

The Scheme of the Area Intensive Programme in Assam

1. Under the Scheme of the Area Intensive Programme for Educationally Backward Minorities, Rupees 37.50 lakh during 1997-98, 21.00 lakh during 1998-99 and 29.35 lakh during 1999-2000 were released by the Department of Education, MHRD, GOI to the state government for construction of building of 30 Lower Primary Schools in districts Barpeta, Kamrup and Dhubri , 15 Primary School (7 in Kamrup, 3 in Goalpara, 4 in Nagaon and 1 in Cachar). These districts are selected on the basis of having sizeable population of Muslims in these districts.

3. Further, an amount of Rupees 9.75 lakh has been released as first installment during 1999-2000 against approved proposals, at an estimated cost of Rs. 19.50 lakh, for construction of buildings of three Madarssas namely Mohimari Sr. Madrasa P.O. Mohimari, District Kamrup, Kalain Sr. Madrasa P.O. Kalain, District Cachar, and Simoluguri Sr. Madrasa P.O. Simoluguri, District Nagaon.

4. So far, the scheme has not been implemented in the state. The State Government has not reported utilization of released funds nor furnished physical progress report till date.

   The released funds amounting to Rupees 87.85 lakh are lying unspent with the State Government.

During the visit , meetings were organized with the parents of children studying in these schools/ madrassas selected to cover under the scheme. It is found that parents were aware about the existence of this scheme. They say that there are no buildings in these schools and no toilet facilities. They were of the opinion that these schools should be given these facilities immediately so that their children can also study with great enthusiasm in proper schools. Vocational courses should be started in these schools. Muslim community is very poor in Assam. People are illiterate. They want their children should be given modern education with vocational courses.

7. West Bengal

7.1 State Basics

The total area of the state is 88,752 sq. km. The state has been divided in 18 districts, 167 taluks, and 385 community development blocks. A total of 15,822 villages are inhabited and 958 are uninhabited. Its population is 8,02,21,171 comprising 4,14,87,694 males and 3,87,33,477 females. The sex ratio is 934 (females per thousand males) (Census of India, 2001). Density of population is 904 persons per sq. km. The main communities in West Bengal are Hindus and Muslims. Hindus account 74.72 % and Muslims 23.61% (Census of India, 1991).

The total literacy rate of the state is 69.22%. Female literacy rate is 60.22% (Census of India, 2001). There are 36 educational districts in the state. Primary education is free for all children in eth age group 5-9 years. At the primary stage, many incentive schemes have been launched by the state government to promote education of all children particularly for girls such as supply of free uniforms to all girls, supply of free textbooks and noon meal etc. There are non-government aided schools, government schools and government-sponsored schools. The state has a total number of 52426 Primary (Classes I – V); 2348 Middle (Classes VI – VIII); and 9589 High and Higher Secondary (Classes IX - XII) schools. The state government also pays great attention to the education of minority communities. Presently, 170 Junior High; 234 High ; and 103 Senior Madrassas are running in the state. The senior education Madrassas has been modernized since 1991 and are teaching children all modern subjects like science, mathematics etc. (Department of School Education, West Bengal, 2001-02).

Girls' participation in schools

Girls form 47.52% of the total enrolled children at the primary stage; 41.45 % at the upper primary stage; 39.83% at the high school; and 37.89% at the higher secondary stage.

7.2 The Area Intensive Programme

In West Bengal, the scheme of the Area Intensive Programme was implemented in 1994. Initially, 108 blocks of 14 districts namely Birbhum (10), Burdwan (7) Koch Bihar (5), Daksihan Dinajpur (4), Uttar Dinajpur (8), Hoogly (3), Howrah (8), Malda (9), Murshidabad (20), Midnapore (1), Nadia (6), South 24 Pgs. (16), North 24 Pgs. (11), were covered under the scheme for development of education of educationally backward minorities. These districts/ blocks have been selected on the basis of having sizeable Muslim population. Some of these districts have female literacy rate below state averages. Female literacy rate in district Birbhum is 52.2 %, Burdwan 61.9% , Koch Bihar 57.0%, D.Dinajpur 55.1%, U.Dinajpur 37.2% , Hoogly 67.7% , Howrah 70.9%, Malda 41.7% , Murshdabad 48.3% , Midnapore 64.6%, Nadia 60.1%, South 24 Pgs. 59.7%, North 24 Pgs. 72.1% (Census of India, 2001).

The grant is given to government aided schools in the Muslim dominated districts / blocks of the state to strengthen existed primary and higher primary schooling facilities. Mainly grant is given for construction of additional rooms and toilets.

In the first phase, the State has received a total sum of Rs. 771.26 lakhs out of which an amount of Rs. 470.41 lakhs has since been utilized. Three districts namely Mushidabad, Nadia and Birbhum have been given with the grants of Rs. 63.00 lakhs. District Murishdabad has used its share of Rupees 48.00 lakhs. But the district authorities of Nadia and Birbhhum did not utilize their share of Rs. 9.00 lakhs and Rs. 6.00 lakhs respectively as they could not draw their share from the respective treasury in time.

In the second phase, Rupees 45.00 lakhs has been released to the state government to take up work in 6 schools in each of 15 selected blocks in the 3 districts namely Uttar Dinajpur, North 24-Parganas and South 24- Parganas for construction of 90 primary school buildings.

- Grant is given @ Rs. 75,000/- per building for primary schools ; and

- @ Rs. 2.00 lakhs (Rs. 1.50 lakhs for construction and Rs. 0.50 lakhs for furniture) per building for upper primary schools.

The State Government has already utilized Rs. 39.00 lakhs which comes to 86.67% of released fund of Rs. 45.00 lakhs.

In the third phase , GOI has released a sum of Rupees 345.51 lakhs as first installment out of which Rs. 219.51 lakhs for

(a) construction of 2 new primary school buildings, in each of 34 minority concentrated non-DPEP blocks @ Rs. 3.30 lakhs per building and

(b) construction of one classroom in each of 10 primary schools in 21 non-DPEP Blocks @ Rs. 1.00 lakh per room and Rs. 135.00 lakhs for construction of one classroom in each of 2 upper primary schools in each of 108 blocks .

A new proposal under this scheme amounting to Rupees 9.45 crore for construction of one classroom in each of six primary schools in each of 105 blocks @ Rs. 1.50 lakhs per room has been submitted for further consideration.

Coverage of the scheme

A total of 105 block spread over 14 districts have been covered under the scheme.
District wise number of block covered are given in table 1.

Table 1: Districtwise number of blocks covered under the scheme

SL.NO.	Districts	Number of Blocks
1	Birbhum	10
2	Burdwan	7
3	Cooch Behar	5
4	D/Dinajpur	4
5	U/Dinajpur	8
6	Hooghly	3
7	Howrah	7
8	Malda	9
9	Murshidabad	20
10	Midnapore	1
11	Nadia	6
12	South 24 Pgs.	14
13	North 24 Pgs.	9
14	Kolkata	2
	Total	105

Source : State records, 2003

A total of 209 schools have been given grant for construction of rooms and toilets. District wise number of schools provided grant are given in table 2.

Table 2 : Districtwise financial status of the grant

SL. No.	Districts	No. of Schools approved for grant	Amount sanctioned as 1st installment @ 62,500/- per School (Rs. in lakhs)	U/c submitted for total Schools	U/c submitted for total amount (Rs. in lakhs)	Unspent balance (in lakhs)
1	Birbhum	20	12.50	20	12.50	-
2	Burdwan	14	8.75	11	6.875	1.875
3	Cooch Behar	10	6.25	5	3.125	3.125
4	D/Dinajpur	8	5.00	-	-	5.00
5	U/Dinajpur	16	10.00	16	10.00	-
6	Hooghly	6	3.75	6	3.75	-
7	Howrah	14	10.00	14	8.75	-
8	Malda	18	11.25	18	11.25	-
9	Murshidabad	40	25.00	38	23.75	1.25
10	Midnapore	2	1.25	2	1.25	-
11	Nadia	12	7.50	12	7.50	-
12	South 24 Pgs.	28	17.50	21	13.125	4.375
13	North 24 Pgs.	17	13.75	17	10.625	-
14	Kolkata	4	2.50	-	-	2.50
	Total	209	135.00	180	112.50	18.25

Source : State records, 2003.

7.3 Findings

- The scheme has been implemented in West Bengal in 1993-94. Grant is given to 209 government aided primary and upper primary schools located in Muslim minority concentrated areas. No new schools have been opened under the scheme. Infrastructure facilities in existing schools have been strengthened. Under the scheme, schools are given grant to construct one room per school and a toilet. It was found that construction work in schools were in progress. Schools have received first installment of the grant. Second installment was yet to be received. Work in some schools was suspended because of non release of second installment by the state government.

Enrolment and retention of Children

- After the implementation of this scheme, the enrollment among Muslim children in these block has improved during the last two years as the state government has made compulsory for schools given assistance under the scheme to reserve 30% seats for Muslim children.

- No Multi Stream residential higher secondary school for girls has been opened under the scheme. However, there is a strong feeling and demand among the community for opening of such schools in these minority dominated areas. Their needs should be assessed and courses may be started according to the needs of girls in this area.

7.4 Conclusions and Suggestions

- The state government has given grant to 209 government aided schools located in areas of Muslim minority concentrated areas for construction of one room per school. As stated by the principals of these schools that many schools were running practically in Kuccha buildings before the implementation of this scheme. Since these schools are given some assistance to improve physical infrastructure in these schools, conditions of these schools have improved. People got confidence in these schools. Enrolment has increased during the last two years among Muslim children due to condition made by the state government to reserve 30% seats in all these school for Muslim children. Hence, Muslim children are given priority in admission in these school.

- No multi stream residential school has been opened under the scheme to promote participation of Muslim girls in vocational, science, and commerce courses so far. There is a strong desire among parents and children especially girls for higher secondary schools. These schools should be provided courses like science, commerce and vocational courses. One such residential school may be opened in each block having sizeable number of Muslim population so that the students belonging to minority community get an opportunity to study the modern courses and thus enhance their chances for going for higher studies.

8. Madhya Pradesh

8.1 State Basics

The state of Madhya Pradesh came into being on Nov. 1st, 1956. The total area of the state is 308,245 sq. km. The state has been divided in 45 districts, 259 Tehsils, and 313 community development blocks. A total of 51055 revenue villages. 1088 forest villages (inhabited) and 3247 uninhabited villages. Its population is 60,385,118 comprising 31,456,873 males and 28,928,245 females. The sex ratio is 920 (females per thousand males) (Census of India, 2001). Density of population is 196 persons per sq. km. The main communities in Madhya Pradesh are Hindus and Muslims. Hindus account for 92.80 % and Muslims 4.96 %(Census of India, 1991).

The total literacy rate of the state is 64.11%. Female literacy rate is 50.28% (Census of India, 2001). The state has a total number of 87049 Primary (Classes I – V); 26349 Middle (Classes VI – VIII); 5044 High (Classes IX - X); and 5155 Higher Secondary (Classes XI – XII) Schools (Selected Education Statistics, 2001-02).

Girls' participation in schools

Girls form 44.74% of the total enrolled children in the state at the primary stage; 37.99% at the upper primary stage; 33.31% at the high; and 34% at the higher secondary stage (Selected Education Statistics, 2001-02).

8.2 The Area Intensive Programme

The scheme of the Area intensive Programme has been implemented in M.P. in the year 1998-99. Two districts namely Bhopal and Vidisha have been covered under the scheme. District Bhopal constitutes 9.87% and the district Vidisha constitutes 2.93% of the total Muslim population of the state (Census of India, 1991). The district Bhopal has 23.96 % Muslim population of its total population (Table 1). Institutions located in the Muslim concentration areas in the old city of Bhopal are covered under the scheme. Some of these institutions were established in the 19th century to promote education of Muslim girls. Kurwai block of district Vidisha has been selected to strengthen facilities in the existing elementary schools. Kurwai block of district Vidisha is a Muslim dominated block and also one of the very educationally backward block.

Table 1 : Districtwise percentage of Muslim population in Madhya Pradesh - 1991

SL.No	State/Districts	Total Population	Muslim Population	% Muslim Population to Total
	Madhya Pradesh	66181170	3282800	4.96
1.	Morena	1,710,574	70,672	4.13
2.	Bhind	1,219,000	43,121	3.54
3.	Gwalior	1,412,610	88,512	6.27
4.	Datia	396,317	14,899	3.76
5.	Shivpuri	1,132,977	32,050	2.83
6.	Guna	1,310,317	57,045	4.35
7.	Tikamgarh	940,829	28,393	3.02
8.	Chhatarpur	1,158,076	43,623	3.77
9.	Panna	687,945	22,889	3.33
10.	Sagar	1,647,736	66,466	4.03
11.	Damoh	898,125	33,248	3.70
12.	Satna	1,465,384	37,194	2.54
13.	Rewa	1,554,987	51,547	3.31
14.	Shahdol	1,743,869	48,400	2.78
15.	Sidhi	1,373,434	38,439	2.80
16.	Mandsaur	1,555,208	131,574	8.46
17.	Ratlam	971,888	100,577	10.35
18.	Ujjain	1,383,086	153,801	11.12
19.	Shajapur	1,033,248	107,529	10.41
20.	Dewas	1,033,807	104,590	10.12
21.	Jhabua	1,,130,405	21,424	1.57
22.	Dhar	1,367,412	71,589	5.24
23.	Indore	1,835,915	219,615	11.96
24.	West Nimar	2,028,145	120,159	5.92
25.	East Nimar	1,431,662	197,935	13.83
26.	Rajgarh	992,764	62,224	6.27
27.	Vidisha	970,388	96,097	9.90
28.	Bhopal	1,351,479	323,860	23.96
29.	Sehore	841,358	81,972	9.74
30.	Raisen	876,461	80,031	9.13
31.	Betul	1,181,501	27,878	2.36
32.	Hoshangabad	1,267,211	58,059	4.58
33.	Jabalpur	2,649,962	1,49,589	5.65
34.	Narsimhapur	785,496	26,208	3.34
35.	Mandla	1,291,263	14,535	1.13
36.	Chhindwara	1,568,702	75,713	4.83
37.	Seoni	1,000,831	51,415	5.14
38.	Balaghat	1,365,870	30,255	2.22
39.	Surguja	2,082,630	59,041	2.83
40.	Billaspur	3,793,566	60,916	1.61
41.	Raigarh	1,722,291	15,441	0.90
42.	Rajnandgaon	1,439,951	23,014	1.60
43.	Durg	2,397,134	54,979	2.29
44.	Raipur	3,908,042	71,034	1.82
45.	Bastar	2,271,314	15,248	0.67

Source: Census of India, Religion Table, 1991.

Coverage of the Scheme

- A total of 24 institutions in Bhopal has been covered under the scheme in the first phase. Out of 24 schools, 8 schools are high schools and 16 elementary schools. These schools are given grant to reconstruct/renovate classrooms, verandah, toilets and boundary walls.

- Nine schools (7 primary and 2 upper primary) are covered in Kurwai block of district Vidisha.

- In the first phase, the Department of Education, MHRD, GOI has sanctioned an amount of Rupees 30,60,000 for construction of infrastructure facilities in 24 schools. The state government planned to spend per schools
  - Rupees 6,00,000 for construction of 5 rooms with boundary wall ;
  - Rupees 2,70,000 for construction of 3 rooms;
  - Rupees 1,80,000 for construction of 2 rooms;
  - and Rupees 36,000 for construction of 2 toilets.

- In the second phase, Rupees 82,64,000 has been sanctioned to the state government for strengthening of infrastructure facilities in 24 schools in Bhopal.

8.3 Institutions visited during the study tour:

1. Government Nutan Subahsh Higher Secondary School, T.T.Nagar, Bhopal
2. Government Hamidia Girls Higher secondary School, No.2, Phool Mahal, Ibrahimpura, Bhopal
3. Madhmik Ksnys Shala,Baba Ali, Bhopal
4. Government Sultania Kanya Higher Secondary School, Baba Ali, Shajanabad, Bhopal
5. Government Higher Secondary School, Nisatpura, Bhopal
6. Government High School, Putligarh, Bhopal
7. Government Primary School, Ashokgarden, Bhopal
8. Government Middle School, Phool Mahal, Bhopal

Table 2: Institution wise Enrolments

Sl.No.	Name of the school	Classes	Number of students (20002-03)	Number of girl students	Observations
1.	Govt.Nutan Subahsh Hr. Sec.	Classes I-V Classes VI-VIII Classes IX-XII	88 360 350	17 360 350	No provision for laboratory, play ground, books etc.
2.	Govt.Hamidia Girls Hr. Sec., No.2, Phool Mahal	Classes I-VIII Classes IX-XII	156 100	91 40	Construction of rooms were going on
3.	Madhmik Kanya Shala,Baba Ali	Classes IX-XII	250	250	Construction of toilets and boundary wall has been completed
4.	Government Sultania Kanya Higher Secondary	Classes IX-XII	950	950	49 girls have taken vocational courses
5.	Government Hr. Sec. Nisatpura,	Classes I-XIII	1200	623	Two rooms and laboratory has been constructed
6.	Government High School, Putligarh, ,	Classes I-XII	893	403	Classes XI-XII have been started after the scheme
7.	Government Primary School, Ashokgarden	Classes I-V	398	128	Boundary wall has been constructed
8.	Govt. Middle School, Phool Mahal, Bhopal	Classes I-VIII	289	126	Toilets have been constructed

8.4 Findings

- In M.P., the scheme was implemented in 1999 through the state government. In Madhya Pradesh grant under this scheme has been given to schools for construction work which includes construction of rooms, toilets, boundary walls, and installation of water and electricity connections The construction work has been assigned to Nagar Nigam, Bhopal in Bhopal district and R.E.S in Vidisha district.

- Records about the implementation of the scheme are kept at the state level,. However, the enrolment figures in institutions assisted under the scheme were not readily available at the sate headquarter. It is found that institutions assisted under the scheme are old institutions and are catering the needs of very thickly populated Muslim minority concentrated areas like Nishatganj, Aliganj, Shahjhanabad, Phool Mahal. The above table (table 2) shows that enrolment in these institutions is very high. However, some of these schools were running in old forts. Parents used to feel insecure to send their children to these schools. Girls used to leave the school after class VI or VII. Although enrolment has not increased yet retention rate has improved after the implementation of this scheme as the proper construction of rooms, toilets and facilities of drinking water etc. has motivated children and their parents belonging to both Muslim and Jain communities in these areas. It is also observed during the field visit to some of these schools that children studying in these schools belong to very

poor families. Many children work as labourers. After the construction of proper classrooms, boundary walls and toilets in these schools, children and parents are motivated and hence, they have started taking keen interest in schools. Principals of these schools were of the view that enrolment may increase during the coming years.

- Another school in Nisahatpura, it was found that there was no boundary wall in the school. Boys used to disturb the school environment. Girls used to leave school after completing class V. After getting the grant, school boundary wall and toilets have been constructed in the school. Hence, retention rate has improved.

- Kurwai block of Vidisha district is a Muslim dominated area. It is one of the educationally backward block of district Vidisha. Socio-economic condition of the community is poor. The main occupation of the people is agriculture. Majority population is working as daily wagers. In this block, the scheme is facilitating the first generation learners in the families. There is a strong demand among community for residential school for girls in this area.

8.5 Conclusions and Suggestions

- The state government has covered a number of old schools under the scheme for strengthening infrastructure facilities. However, new areas of Muslim concentration has not been explored to cover the needy children. There is a need to cover more pockets of concentration of Muslim minority in other districts of the state.

- The state government has given grant under this scheme to these schools for construction purpose only. No grant has been sanctioned for furniture, learning materials, books, laboratory etc. There may be a provision of grant for these things in future.

Section IV

Conclusions and Suggestions

1) The scheme of the Area Intensive Programme was launched in 1993 by the Department of Education, MHRD, GOI. The objective of the scheme is to promote education of children belonging to educationally backward minorities in areas of concentration of educationally backward minorities that do not have adequate provision for elementary and secondary education and also to promote participation of girls in science, commerce, humanities and vocational courses. Under the scheme, grant is given on 100% basis to states and union territories for establishment of new primary/upper primary schools, non-formal education centers where such a need is felt and virility established on the basis of a school mapping exercise; strengthening of educational infra-structure and physical facilities in the primary/upper primary schools; and opening of multi-stream residential higher secondary schools for girls where science, commerce, humanities and vocational courses are taught, to the educational backward minorities.

2) The present study was undertaken to assess the impact of the Area Intensive Programme on enrolment and retention of children, particularly of Muslim girls in primary and upper primary schools; and also to understand the impact of multi-stream residential higher secondary schools on education of Muslim girls in opting for different streams of education. Under the study, first hand information was collected from 8 states namely Andhra Pradesh, Karnataka, Kerala, Tamil Nadu , Assam, West Bengal, Bihar and Madhya Pardesh. A total of 67 institutions have been visited. The scheme is primarily implemented through the state administration except in Kerala.

Enrolment and Retention of Children

3) Analysis of enrolment data collected from sample schools shows that efforts of state governments in increasing enrolments has shown very marginal progress except in Kerala and Karnataka. However, the construction / reconstruction / renovation of existing primary, upper primary and high school buildings have given strong motivation to parents and community to send their children regularly to schools and retention rate has improved.

4) One of the objective of the scheme to promote participation Muslim girls in the vocational, science, engineering and commerce courses remained unfulfilled as no multi stream residential higher secondary schools for girls have been opened or supported in states under the scheme except in Kerala. In Kerala, 6 multi stream residential higher secondary school for girls have been opened under the scheme. There is a strong demand for such schools in other states also as in many states girls who complete high schools could not join junior colleges for higher studies. States governments have not even prepared proposals to get grant for this purpose. Attention needs to be paid on this aspect.

5) The present study revealed that the scheme had been a success to some limited extent in terms of the stated objectives of the scheme. Though the guidelines supplied by the central government clearly emphasize the purpose of the scheme, yet its implementation has to be translated into action in certain states. In Karnataka, schools have been opened in areas where there were no schooling facilities and grant is given for construction of rooms, providing furniture, books and learning materials which has resulted in increasing enrolment of children particularly girls in remote areas. However, part of this grant has been used to give salary to teachers also which should not have been done. Like wise, Andhra Pradesh has used part of its grant to construction / reconstruction of two existing high school buildings. It is pertinent to mention here that there is no provision of grant for construction of existing high school buildings. In other states also existing schools have been assisted under the scheme. Schools are given grant to strengthen infrastructure facilities. Efforts have not been made by states to discover unserved areas of concentration of educationally backward community. The scheme is considered to strengthen the infrastructure facilities in existing schools. In Bihar, it was also noticed that institutions, which are not Muslim minority concentrated, have been identified for financial assistance under the scheme. Grant is drawn only to strengthen infrastructure facilities in existing schools in all states except in Karnataka and Kerala. New lower primary , primary and upper primary schools have been opened only in two sampled states namely Karnataka and Kerala. In Karnataka, state government has opened new lower primary, primary and upper primary schools in remote Muslim dominated pockets. In Kerala, state government has given grant to NGOs to provide educational facilities in remote Muslim dominated pockets to support education of children belonging to Muslim minorities. In other sampled states namely Andhra Pradesh, Tamil Nadu, West Bengal and Madhya Pradesh, state governments have used the grant for construction / reconstruction / renovation of rooms, toilets, drinking water facilities and electricity connections in exiting primary, upper primary and high schools in blocks identified at the centre level. Construction of rooms has been undertaken in Andhra Pradesh, Karnataka, Tamil Nadu and Madhya Pradesh but other activities like construction of toilets, drinking water and electricity connections are yet to be undertaken. The scheme has not yet taken of in Bihar and Assam.

The state wise observations

1. In Kerala, the scheme has been implemented through non-governmental oganisations. In Karnataka, both government and non-governmental institutions have been supported under the scheme. In other states scheme has been implemented through the state governments.

2. In Andhra Pradesh, the scheme has been implemented only in one district namely Kurnool. No new schools have been opened under the Area Intensive Programme in the state. Existing 9 Urdu medium primary, upper primary and high schools have been given grant under the scheme for construction / reconstruction of

rooms, toilets, drinking water and electricity connections. The construction / reconstruction work was going on in schools and was expected to be completed by the end of financial year 2003. Community people, parents, principals and other concerned were of firm hope that the new environment will help muslim children to receive good school education. The Mandal authorities were of the view that this scheme will really help education of educationally backward community in the district. Prior to introduction of the scheme, the Urdu medium schools in the district did not have proper buildings and toilet facilities. There was no proper sitting place in these schools. The schools were practically running in one or two rooms. There were no proper toilets and drinking water facilities in these schools. Teaching / learning environment was not very conducive. There was no place even for hanging teaching aids in the class rooms. In some schools classes were organized in the open space. In Nandyal block, two schools were running in one building with two rooms .Since the buildings are being constructed now , leading community people have started taking keen interest in these schools. They feel that they are now in a position to motivate parents to send their children to schools regularly. It is expected that proper construction of these school buildings will raise confidence of parents and community people to send their children to schools regularly. However, coverage of the scheme is very limited. There is a need to trace other unserved areas of concentration of educationally backward muslim minority in the district/ state. During discussions, it was also pointed out by the community people that along with the building fund, these schools should be given grant for furniture and learning materials also. Socio economic condition of children studying in these schools is very poor. If children in these schools are given benefits of noon-meal, free uniforms and free books etc. this will be a great help to these children. Many children in these areas do not go to schools because of poverty. They are engaged as child labour. Girls help their parents in bidi making and also in cotton fields. Boys work at the construction sites. Parents of these children told that their children can not spare long schooling hours to attend formal schools. There was a strong desire among parents that government should start bridge residential camps in Muslim concentrated areas for these children. The state government has used grant for construction / reconstruction of existing high school buildings in Kurnool and Atmakur blocks which should not have been done as there is no provision of grant for construction / reconstruction of high school buildings in the stated provisions of the scheme. This needs attention.

3. In Karanataka, 169 schools have been covered under the scheme. Out of 169, 151 are lower primary schools (LPS) and 16 schools are upgraded under the scheme from LPS to HPS. School are opened in Muslim concentrated areas where there were no schooling facilities and grant is given for construction of few rooms providing furniture, books, and learning materials which has resulted in increasing enrolment of children particularly girls in these remote areas. Some Urdu medium schools have been strengthened under the scheme, which were running earlier in one room or in Madrassas. Children belonging to very poor families are attending these schools. 90% of children in these schools in two districts namely Gulbarga and Bidar of Karnataka state were found the first generation learners in the family.

Parents/community were very happy with the implementation of the scheme and assured that they will send their children regularly to these schools. The State Government has also started serving cooked noon-meal to children of some of these schools in district Bidar to further motivate them. The State Government also gives free textbooks and uniform to children in these schools. However, part of this grant was used to give salary to teachers also which should not have been done. In many places, school buildings are not constructed in a good environment. Teachers do not readily go to those places and feel the environment is not conducive for teaching and learning. This needs attention at the state level. In some schools, grant has been given to Lower Primary Schools (LPS) for construction of one or two rooms only. Lack of play ground, boundary wall, toilets, drinking water facilities, electricity connections are some of the major hurdles and shortcomings in attracting children to these schools. Mere opening of LPS by providing one or two room structure amount to denying students the healthy feeling of a proper school environment. It was also observed that emphasis was only on completing the syllabus, with no attention on out door activities or other co curricular activities due to lack of play grounds in these schools in district Gulbarga and Bidar. The other major problem of these schools is that the LPS pass out children feel lack of availability of Urdu medium higher primary schools (HPS) and high schools. Lack of Urdu medium high schools is very big issue before the state governments to provide opportunities to Muslim children especially girls who want to go for higher studies. They complete LPS in Urdu medium and after completing LPS in Urdu medium, children feel handicapped to join regional medium schools. It would perhaps be of a great help to states, if at least one school in each block is opened for Classes V and above under the scheme with Urdu medium to accommodate pass out students especially girls of LPS. No multi stream residential higher secondary schools for girls have been opened or supported under the scheme. However, five residential schools are opened by the state government to promote education of Muslim children in the state from class VI to X. One is in Gulbarga which was visited during the study tour. In a discussion with the headmistress and teachers of the school, it was found that school is running in a rented building. Rent is very high. Large portion of the grant goes towards rent. There was a lack of basic facilities in the school like science laboratory, computer facilities, library and teaching learning aids/materials. Children were facing lots of problems, as there was no proper arrangement of toilets and furniture for classrooms and hostel. Teachers and students expressed their strong desire for having a proper building, teaching aids, laboratory and computer facilities. If such schools were supported under the scheme it would have a great impact in promoting girls' participation in technical and professional courses. Girls of this school expressed their strong desire that government should open such schools in each Mandal to promote girls' education. These schools should be provided courses like science, commerce and vocational courses.

4. In Kerala, 42 primary, upper primary and 6 multi stream residential higher secondary schools for girls have been opened under the scheme. The scheme is implemented in the state through non governmental organizations. School mapping

exercise was carried out by the state administration before the implementation of the scheme. Schools have been opened on the basis of demand and need of the community. All the girls studying in these multi stream residential schools were Muslim. The analysis of data shows that the enrolment in sample institutions is increasing every year. These institutions are providing only science courses. These institutions have been given rupees 15 Lakhs per institutions for construction of classrooms, hostel, laboratory, laboratory equipment and a library. Girls in these institutions get enrolled for two years i.e. for classes XI and XII. 50 % were staying in the hostel. They all were aware about the existence of this scheme. Hostels are run like dormitories. Library and mess facilities are also provided to girls. Girls pay for the hostel accommodation. Since there are no residential schools run by the state government in these areas this scheme has given the opportunity to private management to open such institutions to promote participation of those Muslim girls living in areas which do not have facilities for science course. Girls come from far off places to get admission in these institutions. These are reputed institutions and most of them are being run in complexes. Girls were of the view that the management always owns responsibility for any problem. These institutions are affiliated to Kerala Board. Girls were very confident and were feeling secure in these institutions. 12% girls replied that they study to get knowledge; 23% said to get scientific knowledge; 12 to make their future secure and 53% to get job. In a discussion with the management of some institutions, it was found that these institutions are facing lots of problems. They say that one time grant for construction work only does not help the institution to provide quality education. The institution need trained teachers, continuous supply of lab materials, and other non recurring expenses. Salary of teachers is a very big component in any institutions. Guidelines of the Department of Education, MHRD was not clear in this direction. Guidelines were given for establishment of primary schools. This include every thing - building, play ground, toilets, library, teacher's salary. Accordingly, proposals were sent by the institutions and one time fixed grant is sanctioned by the Department for construction work only. They were of the opinion that one time grant is not the answer to run an institution for ever. There should be some agreement between the centre and state governments for making some provision for salary of teachers of these institutions and also some annual grant for laboratory and maintenance.

5. In West Bengal, the state government has given grant to 209 government aided schools located in areas of Muslim minority concentrated areas for construction of one room per school. As stated by the principals of these schools that many schools were running practically in kuccha buildings before the implementation of this scheme. Since these schools are given some assistance to improve physical infrastructure in these schools, condition of these schools has improved. People got confidence in these schools. Enrolment has increased during the last two years among Muslim children as the state government has made condition to reserve 30% seats in all these school for Muslim children. Hence, Muslim children are given priority in admission in these school.

6. In Madhya Pradesh, 24 primary, upper primary and higher secondary institutions in Bhopal and Vidisha district are supported under the scheme. Muslim children especially girls are really get benefited under the scheme. As most of the institutions supported under the scheme are located in Muslim concentrated areas, the scheme has benefited the children belonging to Muslim minority group. It is also found that more girls schools are assisted under the scheme. In many schools there were no proper sitting places before the start of this scheme. The schools were running in old buildings. There were no toilets and drinking water facilities. Proper construction of rooms, toilets and boundary walls in these schools have motivated both girls and their parents to send their daughters to these schools regularly. Hence, retention rate has improved. At some places two schools covered under the scheme were running in one building because of non-availability of separate school buildings. Two schools are upgraded up to higher secondary level after the construction of more rooms, which has given opportunities to girls in old city to go for higher studies. However, coverage of the scheme is very less. The 1991 religion wise population Census data shows that there are a number of other districts in which Muslim population is above the state averages. There is a need to explore more unserved Muslim concentrated areas to promote education of Muslim children particularly of girls in the state.

7. In Tamil Nadu , 14 Panchayat Union Elementary and Middle schools are supported under the scheme . Construction of rooms have been undertaken in 7 schools. Construction of toilets, drinking water and electricity connection are yet to be provided in these schools. So far, construction work in 8 schools ahs not been started. Grant is routed to schools for construction work to through District Collector of respective districts. This process has really created delays in the implementation of the scheme. The District Education Department may assign direct responsibility in implementing such schemes so that defined objectives of such schemes may be achieved well in time. Likewise in Madhya Pradesh, coverage of the scheme is very low. There is also a need to explore unserved Muslim concentrated areas.

8. It has been found that the scheme has not yet taken of in Bihar and Assam. In Bihar, state government has released the grant to selected districts but the work has not been started . In Assam, the grant has not even been released by the Finance Department to the Education Department for implementation of the scheme. During the visit to Bihar state, it was also noticed that institutions, which are not Muslim minority concentrated, have been identified for financial assistance under the scheme. In a meeting with the programme coordinator the concerned officials of the State Education Department pointed out that the instructions issued by the central government say that the grant is for minority concentrated areas / institutions. The actual purpose of the scheme is to promote education of Muslim children who as per Dr. Gopal Singh committee's report have been described as educationally backward community at the national level is not described very clearly to state government. It is suggested that the central government should

make it clear to the state government the real purpose of the scheme which is to promote and encourage education among Muslim children on priority basis.

References

1. Ahmed, A., " *Muslims in India"*, Vol. I & II, Inter India Publication, 1994, New Delhi.

2. Bhatty, Zarina, (ed.), " *Status of Muslim Women and Social Change, Indian Women: From Purdah to Modernity"*, Vikas Publishing House, New *Delhi, 1976.*

3. Hashia Haseena (ed.),*"* *Muslim Women in India since Independence (Feminine Perspectives)"*, Institute of Objective Studies, First Edition, 1998.

4. Shah, S. Shamim, " Educational Survey on Muslim Managed Schools and Colleges in India with Special Emphasis on Science Education", Hamdard Education Society Publication, 1982-83, New Delhi.

5. Samsuddin Shams, " *Women Law and Social Change*," Ashish Publishing House , New Delhi, 1991.

6. Woodsmall Ruth Frances, " *Women in the Changing Islamic System"*, Bimla Publishing House, Delhi, 1983

7. Five-Year Plans, Planning Commission, GOI, New Delhi.

8. The Constitution of India, GOI,1991.

9. Census of India, 1991& 2001, Directorate of Census Operation, New Delhi.

10. Department of Education, National Policy on Education, 1968, 1986 & 1992, Ministry of Human Resource Development, GOI, New Delhi.

11. Department of Education, Programme of Action, 1986 & 1992, Ministry of Human Resource Development, GOI, New Delhi.

12. Scheme of the Area Intensive Programme for Educationally Backward Minorities, Ministry of Human Resource Development, GOI, New Delhi, 1993.

13. District Census Handbooks of States – A.P., Kerala, Karnataka, Tamil Nadu, West Bengal, Assam, Directorate of Census Operations, 2001.