

Department of School Education & Literacy

Status report of PM's New 15 Point Programme for welfare of minorities and implementation of recommendations of Sachar Committee

S.No.	Decision of the Cabinet	Status of follow-up action
1	<p>The Educational Backwardness of the Muslim community, as brought out by the Sachar Committee, will be addressed through a multi-pronged strategy. The strategy will focus specifically on improving the access to education addressed of Muslim girls. The details to be incorporated in the statement to be made in Parliament are at Annexure – IV-A. (Ministry of Human Resource Development) – opening of exclusive girls schools at the upper primary level.</p>	<p>The States/UTs have been advised under Sarva Shiksha Abhiyan (SSA) to give primacy to opening of 'Girls only' upper primary schools keeping with the State Government policy, in areas where there is such a demand under SSA.</p> <p>With regard to access & retention, especially for older girls, some important measures have been taken up in the revised SSA framework, which include transport, escort, and counseling, helping them negotiate domestic work burdens, community support mechanism and academic support depending on the nature of problem. Apart from that there is now provision of residential hostel for children in remote sparsely populated habitation and for the children, who are without shelter and adult protection. Uniforms will also be provided to all girls as per the new norms.</p> <p>As per information furnished by the States/UTs, there are 8 states namely Andaman & Nicobar, Bihar, Himachal Pradesh, Jammu & Kashmir, Orissa, Punjab, Rajasthan and West Bengal with 'Girls only' schools at the upper primary level, SSA address issue of social access and equity to make schools open, inclusive and secular spaces.</p>
2.	<p>The outreach of upper primary schools, particularly for Muslim girls, will be expanded with "girls only" schools, wherever required, and by opening residential Kasturba Gandhi Balika Vidyalaya (KGBV) schools, on priority, in areas with substantial Muslim population.</p>	<p>Out of 3600 KGBVs sanctioned, 3439 KGBVs have been Operationalized. 552 KGBVs have been sanctioned in rural and urban areas of Muslim concentration and 517 of these have ben operationalized. 24,590 minority girls have been enrolled out of total of 3,33,622 girls enrolled.</p> <p>During 2011-12, 75 KGBVs have been operationalized against the target of 107 in the 121 Minority Concentration Districts.</p> <p>This Department has also issued instructions that as KGBV schools are part of the regular upper primary school system of the State, the State Government / Union Territory's particular policy for instruction in Urdu medium should be adopted for the KGBV schools. The Urdu teachers available in the system should be deployed for the purpose. Continued efforts have been made by MHRD to increase enrolment of Muslim girls in these KGBVs.</p>

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3.	<p>The Area Intensive and Madarsa Modernization Programme will be augmented and the scheme revised to enhance the components eligible for assistance under this programme.</p>	<p>The Areas Intensive & Madarsa Modernisation Programme has been recast as two schemes, namely, the Scheme of Providing Quality Education in Madarasas (SPQEM) and Scheme for infrastructure Development Private Aided/Unaided Minority Institutes (Elementary Secondary/Senior Secondary Schools).</p> <p>SPQEM</p> <p>During the year 2011-12, out of the budget provision of Rs.150.00 crore, Rs.139.53 crore has been released for 5934 Madrasas in 9 States (U.P., J&K, Assam, Karnataka, Chhatisgarh, MP , Maharashtra, Rajasthan, Uttarakhand). The details are as under:-</p> <table border="1" data-bbox="1019 582 2033 1157"> <thead> <tr> <th>S.No.</th> <th>Name of State/UT</th> <th>Amount</th> <th>No. of Teachers</th> <th>No. of Madarasas</th> </tr> </thead> <tbody> <tr> <td>1.</td> <td>Assam</td> <td>459.53</td> <td colspan="2">Remaining balance in respect of last year release</td> </tr> <tr> <td>2.</td> <td>Chhattisgarh</td> <td>229.70</td> <td>609</td> <td>225</td> </tr> <tr> <td>3.</td> <td>J&K</td> <td>538.60</td> <td colspan="2">Remaining balance in respect of last year release</td> </tr> <tr> <td>4.</td> <td>Karnataka</td> <td>210.58</td> <td>133</td> <td>48</td> </tr> <tr> <td>5.</td> <td>Madhya Pradesh</td> <td>1085.53</td> <td>1728</td> <td>1028</td> </tr> <tr> <td>6.</td> <td>Maharashtra</td> <td>147.52</td> <td>99</td> <td>34</td> </tr> <tr> <td>7.</td> <td>Rajasthan</td> <td>71.95</td> <td>62</td> <td>21</td> </tr> <tr> <td>8.</td> <td>Uttar Pradesh</td> <td>11173.35</td> <td>11754</td> <td>4539</td> </tr> <tr> <td>9.</td> <td>Uttarakhand</td> <td>34.62</td> <td>27</td> <td>9</td> </tr> <tr> <td>10.</td> <td>UP(NIOS)</td> <td>2.02</td> <td>-</td> <td>-</td> </tr> <tr> <td>Total</td> <td></td> <td>13953.40</td> <td>14412</td> <td>5934</td> </tr> </tbody> </table> <p>During the year 2012-13, out of the budget provision of Rs.175.00 crore, Rs.31.57 crore has been released for 1348 Madrasas in 4 States (Chhatisgarh, MP, UP & Rajsthan). The details are as under:-</p> <table border="1" data-bbox="1019 1316 2033 1418"> <thead> <tr> <th>S.No.</th> <th>Name of State/UT</th> <th>Amount(in lakhs)</th> <th>No. of Teachers</th> <th>No. of Madarasas</th> </tr> </thead> <tbody> <tr> <td>1.</td> <td>Chhattisgarh</td> <td>197.40</td> <td>-</td> <td>-</td> </tr> </tbody> </table>	S.No.	Name of State/UT	Amount	No. of Teachers	No. of Madarasas	1.	Assam	459.53	Remaining balance in respect of last year release		2.	Chhattisgarh	229.70	609	225	3.	J&K	538.60	Remaining balance in respect of last year release		4.	Karnataka	210.58	133	48	5.	Madhya Pradesh	1085.53	1728	1028	6.	Maharashtra	147.52	99	34	7.	Rajasthan	71.95	62	21	8.	Uttar Pradesh	11173.35	11754	4539	9.	Uttarakhand	34.62	27	9	10.	UP(NIOS)	2.02	-	-	Total		13953.40	14412	5934	S.No.	Name of State/UT	Amount(in lakhs)	No. of Teachers	No. of Madarasas	1.	Chhattisgarh	197.40	-	-
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2.	Madhya Pradesh	343.88	390	324
3.	Uttar Pradesh	2223.31	1941	804
4.	Rajasthan	392.66	460	220
Total		3157.25	2791	1348

IDMI

During 2011-12, out of budget provision of Rs.50.00 crore under the Infrastructure Development of Private Aided/Unaided Minority Institutions (IDMI), an amount of Rs.48.43 crore has been released for 259 Institutions in 10 States (Gujarat, Maharashtra, Uttarakhand, Karnataka, Kerala, Haryana, Sikkim, Mizoram, Assam and Uttar Pradesh). The details are as under:-

S.No.	States	No .of Institutes	Amount (in lakhs)
1.	Gujarat	6	124.30
2	Haryana	10	145.36
3.	Karnataka	31	357.26
4.	Kerala	126	2588.56
5.	Maharashtra	39	754.59
6.	Uttarakhand	17	208.32
7.	Sikkim	15	345.60
8.	Mizoram	1	25.00
9.	Assam	4	94.22
10.	Uttar Pradesh	10	200.39
	Total	259	4843.60

During 2012-13, out of budget provision of Rs.50.00 crore under the Infrastructure Development of Private Aided/Unaided Minority Institutions (IDMI), an amount of Rs.2.62 crore has been released for 62 Institutions in 3 States (Kerala, Sikkim, Mizoram.) The details are as under:-

S.No.	States	No .of Institutes	Amount (in lakhs)
1	Kerala	42	120.71
2.	Sikkim	15	16.09

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		3.	Mizoram	5	125.00
			Total	62	261.80
4	The National Curriculum Framework-2005 envisages strengthening of a nation system of education in a pluralistic society, based on the values enshrined in the Constitution of India, such as social justice, equality and secularism. Text books are being revised in accordance with the National Curriculum Framework-2005.	<ul style="list-style-type: none"> As on 31st March, 2012, 16 States have revised their curriculum. These States are Andhra Pradesh, Bihar, Chhatisgarh, Haryana (Pr), Karnataka, Kerala, Manipur, Mizoram, Meghalaya, Nagaland, Orissa, Uttar Pradesh, Uttarakhand, Gujarat, Madhya Pradesh, Tamil Nadu. Five States namely Assam, Himachal Pradesh, Maharashtra, Sikkim, Tripura are in the process of revision of their curriculum. 11 States namely, Chandigarh, Delhi, Goa, Haryana, Himachal Pradesh, Jammu & Kashmir, Jharkhand, Lakshadweep, Rajasthan, Arunachal Pradesh, Andman & Nicobar Island have adopted NCERT Textbooks. 3 UTs namely Daman & Diu, Dadra & Nagar Haveli and Pudducherry are following the curriculum of neighbouring States. 			
5.	In pursuance of the goal of universalizing secondary education, priority will be given to opening of secondary/senior secondary schools in areas of Muslim concentration, wherever there is need for such school	<p>Under the revised CSS vocationalisation of the Secondary Education special priority would be imparting for VE in mainstream schools. In identified Minority/SC/ST concentrated districts/Blocks. There is provision for Special efforts to be made by the States/UTs to mainstream children belonging to special focus groups i.e. SC/ST/OBC, Minority, persons below poverty line and CWSN with special attention to the girls belonging to these group. States/UTS's to develop suitable incentives for them participations for which funding provision has been already been made in the scheme. Enrolment drives, special campuses, Provision for special facilities, working is close collaboration with parents and NGO's, should be undertaken to ensure participation of Special Group ;including Minority in vocational education. Monitoring attendance organizing remedial classes and follow-up of special group will be done by school imparting Vocational Education.</p> <p>The Ministry is also developing the NVEQF to set principles which would enable equivalency between general and Vocational Education. It would also provide vertical and horizontal mobility to the students. The strong industry partnership in the revamped TVET system in the country would enhance the employability to the youth and bridge the demand and supply of skilled manpower.</p>			
6.	A mass mobilization campaign will be carried out in all districts, having a substantial population of Muslims, to generate awareness about the need for literacy and elementary education and	<p>During the period of implementation of RMSA from the F.Y.2009-10 till date, 9670 number of new secondary schools have been approved out of which 7303 new secondary schools have become functional. Out of the 9670 new secondary schools approved. 906 schools have been approved in Minority Concentrated Districts (MCD) and 461 of these schools have become functional as on</p>			

	to promote vocational education and skill development. A special literacy drive will be taken up in these districts to improve the overall literacy rate and especially the literacy rate of Muslim women	31.1.2012.
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